

# IMPROVING VOCABULARY MASTERY IN READING COMPREHENSION THROUGH WALL PICTURE

**Vordesti, Bambang Wijaya, Luwandi Suhartono**

English Language Education Study Program of FKIP Untan, Pontianak.

*Email : deezty\_imoet@yahoo.com*

**Abstract :** This research is conducted in order to improve students' vocabulary in the easiest way through using wall picture at seventh grade of SMP Nusantara Indah Sintang. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four phases, they were: planning, action, observation and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in six meetings for one month and three weeks. To collect and analyze the data, the researcher used interview, observation, and the students' achievements in pre-test and post-test in order to support the data collected. The result of this research shows that the students' average score in pre-test was 45.76, the average score in post-test 1 was 65.76, and the average score in Post test 2 was 79.61, while based on the class percentage result from the pre-test to the post-test 2 improve about 66.39%. From this result, the researcher concluded that using pictures at seventh grade of SMP Nusantara Indah Sintang can improve students' vocabulary.

**Keywords : Vocabulary, Wall Picture**

**Abstrak :** penelitian ini dilakukan untuk meningkatkan kosa kata siswa dengan cara termudah melalui gambar dinding pada siswa kelas 7 SMP Nusantara Indah Sintang. Dalam melakukan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas sebagai metode. Penelitian ini terdiri atas dua siklus, setiap siklus terdiri atas empat tahap, yaitu: perencanaan, pelaksanaan, pengamatan, dan refleksi. Setiap siklus dilakukan dalam tiga pertemuan, jadi secara total peneliti melakukan penelitian dalam enam minggu selama satu bulan tiga minggu. Dalam mengumpulkan dan menganalisis data, peneliti menggunakan wawancara, pengamatan, dan pengujian pretest dan posttest nilai siswa. Hasil penelitian ini menunjukkan nilai rata – rata pretest siswa 45,76, nilai rata- rata posttest 1 65,76 dan nilai rata- rata posttest 2 79,61, sementara berdasarkan hasil persentase pretest menuju posttest 2 meningkat 66,39%. Dari hasil ini, peneliti menyimpulkan bahwa penggunaan gambar dinding pada siswa kelas tujuh SMP Nusantara Indah Sintang dapat meningkatkan kosakata siswa.

**Kata Kunci : Kosa kata, Gambar Dinding**

Students realize the importance of vocabulary in foreign language learning, but they tend to learn it passively due to some factors. The first factor is that students learn through the teacher's explanation for meaning or definition, spelling, pronunciation grammatical function which makes the students bored. The second one is that vocabulary learning is knowing a primary meaning of new words. The students usually only acquire new vocabulary through new words given by teachers or text books. Hence, there are some issues that arise from this problems. The students only transfer second language into first language. When they get an English text, they translate the word one by one. And the other problem is the students cannot use the language in real context.

English teaching involves four language skill, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skill above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

The seventh grade students of Nusantara Indah Sintang find some difficulties in the process of learning vocabulary in this case in English word, they may be confronted by words that are totally unfamiliar with them and that their problem is that they have to produce language due to their lack of vocabulary, most of them never get English lessons at Elementary Level. The students like to hear something strange when the teacher reads or speak. The students are not too keen to learn English because it is considered a difficult language to understand. The students can't read or speak loudly and fluently, write a sentence well, comprehend a text well and could not understand what other people say, they always use mother tongue in the classroom. In this study, the teacher wants to teach vocabulary related to the environment such as school life accompanied by picture, so hopefully students can be motivated to improve vocabulary. Teacher chooses this theme because it is easy way to introduce it about that place and related to their daily activity. Students can find many vocabulary. The teacher will give them a text and they have to read it and find out the word. They read until they understand what the word mean. The statements above means that vocabulary is important to teach and teachers must try to find the most effective way to teach it. In this research the writer wants to make a study about how to teach vocabulary through wall picture for Junior High School. By seeing the advantages of using these media. The teacher uses "Wall picture as one of the activities to improve the students vocabulary for reading comprehension skill.

People learn new things every day. Some of them realize that they are learning something. But the others do not realize it. They suddenly master a certain skill or understand certain information without knowing that they learn it. When they were children, for example, they learned to talk unconsciously. But when they are put in formal schools, which most of the learning process run consciously, they know that they are there to learn something or to reach certain goals. According to Wadhwa (2005:14) that learning is better when the learners is active rather than passive. From that statement, we can conclude that teaching and learning are the important things that can not be separated.

Howell, Fox, and Morehead in Curriculum. Based evaluation (1993: 7), state that learning is interactive. It means that learning activity must be done in

two ways, between the teacher and the students. In other words, it will not take place if one of the factors is missing. The teacher cannot transfer the new material if the ones to whom the new material will be transferred do not exist. When people talk about learning they directly or indirectly, also talk about teaching. (Brown, 1994:7). "In teaching, teacher helps the students to master certain skills or learn certain knowledge. He guides his students, facilitates the learning, enables the learners to learn, and sets the situations to be conducive for learning itself. Teacher's understanding of his learners will determine their philosophy of education, teaching style, approach, methods, and classroom techniques that will be used. Penny Ur (1996: 4) states that teaching is intended to result in personal learning for students, and is worthless if it does not do so. It means that teaching is hoped to make the students understand the process of learning so that they can take their responsibility to learn. On the other hand, she says that the concept of teaching is understood as a process that intrinsically and inseparably enclosed with learning. Teaching is also concerned with a process. When a teacher is teaching his students, he arranges some steps or actions he should do when he is teaching. The main goal of teaching is not only students' academic result but also the development of students' personality. Arends (2001: 56) emphasizes teaching as a process of attempting or promoting growth in students. The intended growth here may be far reaching, such as developing a completely new conceptual framework for thinking about science or acquiring a new appreciation for literature. In relation to this, Anderson and Burns (1989: 7 in Elliot et al, 1999: 6) state: "teaching can be considered as a process, since teaching involves action". Teaching can also be regarded as an interpersonal activity, since teachers interact with one or more students. Teachers should monitor all of the students and give attention to each of them as big as they need. Teachers should interact with their students. The quality of the teaching and learning process can be determined by how good the classroom interaction is. The more the classroom interaction, the better the teaching and learning process. Based on the explanations above, it can be concluded that teaching is a process of guiding and facilitating students to learn or to promote growth in the students' behavior. There are important vocabulary strategies that related to reading (Hinkel, 2005). They are: (1) Guessing meaning of unknown words from the context clues. The learners must have developed the reading skill and should read a lot. The words in the texts that are used for guessing should be already familiar to the learners. This means that there will be a substantial amount of comprehensible supportive context for each unfamiliar word, on average about 50 familiar words. The clues that available for guessing are the parts of speech, immediate context and wider context of conjunctions. (2) Using word cards to learn new vocabulary.

The learning from word card strategy involves learners in making small cards and writing useful vocabulary taken from what the learners listen and read. (3) Using word parts to help words stick in memory. The prefixes, affixes and suffixes are part of speech where the learners often find of remembering the new vocabulary. (4) Using dictionaries to find the meanings of new words and to enrich knowledge of previously met words. The guessing from context strategy can provide access to the meaning of a word in a given context. One of the steps in

such a strategy can be checking that a guess is correct by looking up the word in a dictionary.

Pictures are one of these valuable aids. They bring images of reality into unnatural world of the language classroom. (Hill 1990: 1). Picture brings not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how picture may changes a lesson, even if only it is employed in additional exercises or just to create the atmosphere. Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspect of foreign language teaching. Wright (1990: 4-6) demonstrated this fact on an example, where he uses one compiled picture and illustrated the possibility of the use in five which have very different language areas. His example shows employing picture in teaching structure, vocabulary, functions, situation and all four skills. Pictures have their limitation too. (McCarthy 1992: 115) for example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. (McCarthy 1992 : 115; Thournbury 2004: 81) it is hard to illustrate the meaning of some words, especially the abstract one such as 'opinion' or 'impact'. Therefore, in some cases, other means are use to demonstrate the meaning. According to Betty Morgan Bowen (1973:13), there are some types of pictures as their shapes. One of them is Wall pictures. Wall picture is simply a large illustration of scenes or events. It is usually to be used with the whole of class. Wall picture is a bulletin board, or other large surface in a classroom where students and teachers alike can place words in large letters than will be visible from around the room. Wall picture can be used to provide students with high - frequency words or other terms they may need to call upon in their reading and writing. Each letter of the alphabet is listed in order with space left under each letter for words to be placed. As junior school students learn and study new words they are added to the Wall Picture under the appropriate letter.

A Wall Picture is a teaching tool that use to aid students during reading and writing lessons. It can be used to teach sight words, sounds, rhymes, word patterns, and spelling. Teachers use a variety activities to help students interact with the Wall Picture words and increase students ability to read and write them. The importance of vocabulary has made the applied to solve this problem by making it efficient. One way to measure the importance of vocabulary is to find out how much times we spend each day in the role of learn vocabulary. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing.

## **METHOD**

The research was done in SMP Nusantara Indah Sintang. The school is located in Jl.MT Haryono, Sintang. The research was conducted from 4 th september to 16 th september 2013. The subject of this research was the seventh grade students of SMP Nusantara Indah Sintang.

The seventh A grade class consist of 26 students, 12 boys and 14 girls. There is always a rotation of their position, in which students always move once a week. Related to the students background, most of them are coming from the low

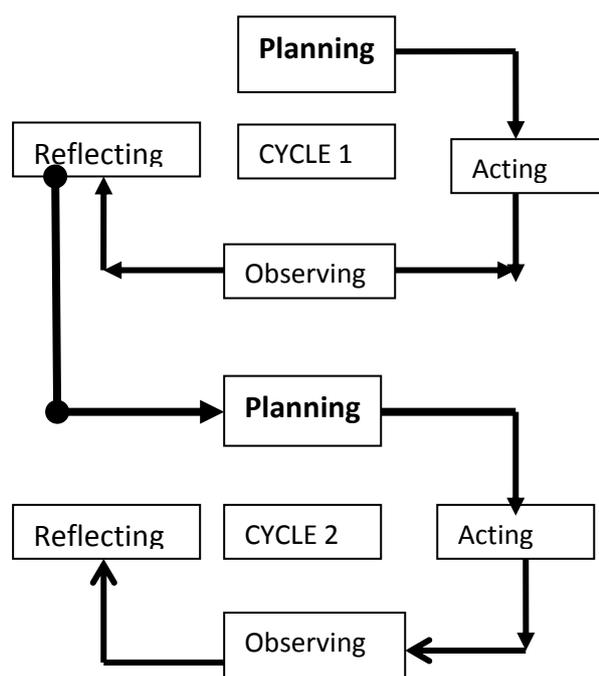
economy level. Their parents are mostly farmers and factory workers. They also have low educational background, they only graduated from elementary schools. They spend almost all of the time for working. It affects students motivation in learning since there is less or even no control from their parents

In conducting the study, the writer used Action Research. Anne Burns (1999:30) suggest a number of general features, which characterize the action research, they are: (a) Action research is contextual, small-scale and localized-it defines and investigates problems within a specific situation; (b) It is evaluative and reflective as it aims to bring about change and improvement in practice; (c) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers; (d) Changes in practice are based on the collection of information or data which provides imputes for change.

Based on the definition above, it can be concluded that action research is the systematic study of efforts to overcome education problems for bettement done by the teacher or in collaboration of teachers and researchers. Kurt Lewin as cited in Arikunto (2006 : 92) describes that action research are cycle or steps which consist of four stages: (1) Planning : How to make a better activity; (2) Acting: The action of plan in the real treatment; (3) Observing : To see how the process of the treatment; (4) Reflecting : Reflect what have been done and decide the next action.

The Classroom Action Research using kurt Lewin's design consist of four phases within one cycle. Those are planning, acting, observing and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continued to the second cycle in line with the same concept of the first cycle.

Based on the experiences in the first cycle, the writer and the teacher will follow the same phases because the best cycle normally occurs for two cycles. To make clear what happen in every phase. Here are the explanations:



### Planning Phase

In this phase, the writer made the lesson plan, and chooses the topic and teaching aids to imply using games in teaching learning process. Then, the writer used students' work book, list of vocabularies, and draw material and other things. The writer also made the evaluation form to know about students' achievement at the end of this cycle.

### Acting Phase

In this phase, the writer gave the material to the students based on the lesson plan that has been made. Beside of that, the writer and teacher collaborate their ideas and opinions each other to carry out the planned action. The teacher used strategy as he is teaching, and the writer observe of research problems that researcher found it, and also there were two cycles in which each cycle consisted of two meetings in action.

### Observing Phase

When observing, the observer has to look all the activities in the physical classroom. It may be about the teacher's performance, condition of class, students' response, how to the teacher teaches vocabulary and sometimes the observer asked some students' opinion about the process of teaching and learning vocabulary. Besides that, the observer also collected the data derived from evaluation or post-test.

### Reflecting Phase

After collecting the data, both teacher and observer would analyze the data had been collected. Then, they would reflect completely by seeing observation result, and it was necessary to hold evaluation for completing the next cycle. Thus, the reflection was able to be determined after implementing the action and observation outcome. If there is still might have found problems, so it needed to move to the next cycle concerning re-planning, re-acting and re-observing. Therefore, the unfinished problems yet could be solved.

To collect the data There were three techniques of collecting data applied in this study, they are observation, test and interview. In this research used qualitative data and quantitative data. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher and students. On the other side, the quantitative data used is pre-test and post-test.

Observation technique is the main technique in collecting data about the teacher's performance, condition of class, students' response concerning the use of wall pictures. It deals with the activities of the English teacher in presenting English material to the students. The observation conducted to observe teaching-learning vocabulary in the real classroom activities at seventh grade students of SMP Nusantara Indah Sintang, academic year 2013/2014. It is used to know about the implementation of using wall pictures, the problems faced by the teacher and students.

On the ways to get more information, the writer would use structure interview the English teacher before implementing CAR. It is to know the concept of the using wall pictures in teaching learning vocabulary. It concludes the

problems faced by the teacher and the students in teaching learning process. Moreover, the writer is going to use unstructured interview some students about teaching-learning vocabulary after and before using pictures. The test used in this study is pre-test and post-test. The pre-test is done before using pictures. It is to measure students' vocabulary firstly. Then, the post-test is implemented after using pictures. In this study, the test is done in multiple choices form, and the test is held on the second action of each cycle.

The analysis qualitative data used in this study is the observation of students' activities during teaching learning process, and the interview before and after CAR. Then, in analysis the quantitative data, the writer took the average of students' vocabulary score in one cycle. It is used to measure how well students' ability on vocabulary. It uses the formula:

$$\bar{X} = \frac{\sum x}{n}$$

X : mean

x : individual score

n : number of students

After that, the writer tries to know the class percentage which pass the KKM 70, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

After getting the mean of students' score per actions, the writer identifies whether or not there might have any improvement of students vocabulary from pre-test up to students' average score in cycle 1 and cycle 2. In analyzing that is phase, the writer uses the formula

$$P = \frac{y - y_1}{y} \times 100\%$$

P : Percentage of students' improvement

y : pre-test result

y<sub>1</sub>: post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : Percentage of students' improvement

y : pre-test result

y<sub>2</sub>: post-test

In gathering the data of pre-research wanted by the researcher, there were several ways done by her such as: interviewing the teacher, interviewing the students, observing the teaching-learning process and giving pre-test to the students.

The English teacher of SMP NUSANTARA INDAH who taught from the seventh grade up to eight grade class was actually the class teacher, meaning that he has got any related educational background with English major. He has less experience in applying method or technique in English teaching especially to introduce new vocabulary to the students. Consequently, the teacher used usual or less varied technique such as translation. He did the same way from one meeting to the next meeting covering: explaining in Indonesian about some vocabulary in target language, translating them in English, asking students to repeat the words after him, and doing the tasks from the book. From the interview, observation and pre-test it can be concluded that 1) students got low vocabulary mastery, 2) students got difficulties in memorizing the meaning of words, 3) students were bored with monotonous class atmosphere.

The students' problem as mentioned above, which were got from several ways such as interview, observation and pre-test, came from the rising indicators and some factors causing those problems during the teaching-learning process. The indicators were: (1) they have limitation number of vocabulary mastered, (2) it was hard for them to memorize the meaning of words, (3) Their scores of English test were low. Those were mostly coming from the students' point of view. While some factors came from the teacher himself such as: (1) the technique applied by the teacher was not appropriate related to the topic or material, situation and condition, (2) the teacher only focused on the writing skill. The students were only asked to remember letter of words and wrote the vocabularies mentioned by the teacher.

## **FINDINGS AND DISCUSSION**

### **Findings**

The writer put the result in the result of the data including the pre-test, post test 1, and post-test 2 into a tables as following:

**Table 1**  
**The students' vocabulary Score of Pre-test, Post-test 1 and Post-test 2**

	<b>PRE-TEST</b>	<b>POST-TEST 1</b>	<b>POST-TEST 2</b>
<b>Mean :</b>	<b>1190</b>	<b>1710</b>	<b>2070</b>
	<b>45.76</b>	<b>65.76</b>	<b>79.61</b>

The Interpretation of the data is among pre-test, post-test 1 and post-test 2 result. The pre-test is done before the action, the post test 1 is done in cycle 1, and the post test 2 is done in cycle 2.

The students' problem as mentioned above, which were got from several ways such as interview, observation and pre-test, came from the rising indicators and some factors causing those problems during the teaching-learning process. The indicators were: (1) they have limitation number of vocabulary mastered, (2) it was

hard for them to memorize the meaning of words,(3)Their scores of english test were low. Those were mostly coming from the students' point of view. While some factors came from the teacher himself such as:(1)the technique applied by the teacher was not appropriate related to the topic or material,situation and condition,(2) the teacher only focused on the writing skill.The students were only asked to remember letter of words and wrote the vocabularies mentioned by the teacher.

In order to overcome several problems above,the researcher decided to bring about a new technique called wall pictures in presenting and practicing new vocabulary through classroom action research in order to improve students vocabulary and to motivated them to be active and involved in the teaching learning process.

The result of pre-test shows that the avarage score of students is 45.76. Futhermore, there are only three students who can pass the Minimum Mastery Criterion (KKM) with the percentage 26.92% from the total number of the students. The highest score is 70 and the lowest score is 20.

The result of post-test in cycle 1 shows the mean of the students is 65.76. There are 14 students get 70 score and above. The percentage of the students who pass the Minimum Mastery criterion (KKM) is 53.84% with the highest score is 70 and the lowest sore is 20. Since the improve of the students' score of teaching vocabulary from pre-test to post-test is 27.92% ( 53.84-26.2). Therefore the writer and the teacher still need to increase it by moving to cycle 2.

Next, the result of post-test 2 shows that the mean of students in cycle 2 is 79.61 with the highest score is 90 and the lowest is 60. The percentage of the students who pass the Minimum Mastery Criterion ( KKM) is 93.31% with the improve of the students' score in teaching vocabulary from pre-test to post-test 2 is 88.46%. Since more than 70% from the total number of students pass the Minimum Mastery Criterion (KKM) 70 score (70). Therefore it has reached the success and the intervention is stopped.

## **Discussion**

The research implementation of using wall picture in improving students' vocabulary was divided in two cycles. Every cycle was held in several meetings.Both for the first and second cycle,the researcher took the topic which was about "Physical Appearance".The difference was on the material.For the first cycle,it discussed "Physical Appearance"while on the second cycle,it talked about "things at school". It was held on September 9<sup>th</sup>,2013. Meanwhile,the second cycle was held in September 16<sup>th</sup>,2013.

Every cycle in this research consisted of series of steps, namely: identifying the problem, planning the action, observing or monitoring the action reflecting the result of the observation.

In implementing the action,the teacher used wall pictures as a media to improve English vocabulary.In this time,the teacher started the lesson about Physical appearance,she asked student what are kinds part of body.Next,the teacher asked some of students to come forward in front of class in order to demonstrate their part of body in English,and he also asked them to write on the

whiteboard. Besides of that, the teacher applied games in improving students vocabulary in seventh grade of SMP Nusantara Indah Sintang. He gave the game that called "Make a match", and it was used in order to know what they knew these vocabularies, and he also prepared some cards that were fulfilled by one of question and one of answer. Thus, before the game started, he asked students to make group work, and he tried to explain the games rule to students and gave some example firstly.

After finishing this game, the teacher asked student what they left. Then, most of students answered that are very happy. The teacher thought that picture can make have fun and interact each others. Next, the teacher taught how to pronounce part of physical appearance, and the teacher asked students to follow what the teacher said.

The writer, who had done her teaching practiced at seventh grade of SMP Nusantara Indah, has observed and identified the problem in this class. The writer planned to solve the students' problem in vocabulary and improve the students vocabulary in reading comprehension. As usual, the teacher entered the class, the leader of the class led the students to pray, gave greetings and then, she checked the students attendance. Usually the teacher took about 5-10 minutes for opening the class. The writer conducted this classroom action research on September 9, 2013

In this phase, the observer tried to see all the activities in Physical classroom. It may be about the teacher's performance, condition of class, student's response, how to teacher teaches vocabulary, and sometimes the observer asked some student's opinion about the process teaching-learning vocabulary. Related to condition of class, it was still under control, it means that most of students did not pay attention to the teacher's explanation, and some of them also did not work together in group work when they have played the game. In the second action of the first cycle, there were found some students who active in answering the teacher's questions correctly. On the other side, the students seemed more enthusiastic to stick the picture on the board. Moreover, after teaching learning process finished, it was also carried out the posttest 1. Based on the result of the post-test 1, the mean score of the class derived 65.76 in which there were 14 students who passed the KKM 70 (seventy).

The planning phase of the second cycle was implemented into a lesson plan. In this case, the writer planned the other strategies to improve their vocabulary, and the writer modified the lesson plan based on the phase in the first cycle. The lesson plan used still related to using pictures in improving students' vocabulary. However, there were any modification in the second cycle, that was the teacher needed to give more time to the students in using pictures which will improve their vocabulary. Beside of that, the writer still also prepared the opened observation sheet to note the classroom activities, and the writer also prepared the posttest 2 to collect data.

The teacher entered the seventh grade classroom soon after the bell rang. The situation was so noisy and crowded. A few minutes later, they kept calm the teacher explained to the students about the topic which was "At School". When the teacher asked the meaning of the topic, they just kept silent. There was no response at all. The teacher told the meaning of school. They were afraid of

answering the question which actually they could do it. The situation was not supporting enough, since it was the last lesson. Moreover, the students looked very tired and its weather was very hot. The students listened to the teacher enthusiastically when she told them about the goal of the lesson. Since there was no volunteer who wanted to try, the teacher pointed certain student. She stated the object in Indonesian. It was followed by other students who raised their hands. Their answers were "buku, pen, pensil". The teacher asked the students to mention the objects in English, but only few of them could state it. When the teacher asked about "kapur" in English, no one of them could answer it. Next the teacher explained that in learning about some object at school, there would be a new way or concept by doing an action or demonstration based on the topic discussed. Considering the fewer vocabularies mastered by the students, the teacher decided to write down all of the vocabulary on the blackboard. The teacher asked them to copy on their books. Next, the teacher read the objects at school and asked the students to repeat after her. The students seem shy and reluctant to do so. The teacher asked to repeat again after her loudly. In the middle of reading those objects, some students laughed since they felt that the way of words pronounced were funny. In giving the example of demonstration, the teachers lift the book. She said, "book", she asked the students to do as well after giving the example together.

The planning phase of the second cycle was implemented into lesson plan. The teacher reviewed the previous lesson by asking the students the meaning of objects at school. It was the second lesson after the break time. The students still looked fresh and full of spirit. The class situation was quite calm. The teacher needed to give more time to the students in using pictures which will improve their vocabulary.

In the second cycle, generally the condition of class in teaching learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson, and most of them were enthusiastic to answer some questions who given by the teacher. In doing task of vocabulary, they seemed enjoyably. Then, when they had a roup work to discuss the material, they were actively to participate within their group. In the third action of cycle 2, the teacher was held posttest 2. Based on the result of the posttest 2, the mean score of the class in vocabulary test gained 81.92 in which there were 20 students who passed KKM.

The result of the observation was the as fields notes. From the fields notes, the writer found some weakness and strengths during the implementation of direct instruction. Based on the teaching-learning process conducted in the first and second cycle, several weakness could be identified during implementation of wall pictures in improving students vocabulary. In the first cycle, most of the students were reluctant to join the lesson. They preferred to become good listeners. They had little intention to take part in the teaching learning process. It was getting worse since they were so shy and afraid of making a mistake. In fact, it was better in the cycle 2. They became active. Unfortunately, their activeness turned them to be noisy one. Some of them were busy with themselves when the teacher explained the lesson.

Instead of weakness, there were also strengths that could be found in the first and second cycle. In the first cycle, they paid attention carefully on the teacher's explanation in how to act and guess the action. It attracted their curiosity. They also enjoy the lesson. They looked so happy and had motivation to be involved in the classroom activities. While in the second cycle, they had a much better progression in how to guess, grasp and answer the meaning of certain words related to the topic by the teacher. They seemed to be so active, enthusiastic and full of participation every time the teacher asked them to guess and answer the question. They were also not shy anymore to demonstrate the action. In implementing wall pictures in their class, there were several significant points that happened during the teaching learning process. The students looked very confused in comprehending the core of the technique. When the teacher told them about the action and how to do it, they show an attention and curiosity. The students' responses were getting better in participating to the lesson when the teacher did structured practice and guided practice. They were so active in taking part in the teaching learning process by working in a group. They were brave to demonstrate the action or give the instruction. While in the independent practice, the students were able to answer the teacher's question about certain vocabulary. They were also so confident in performing the instruction with an action and oral explanation.

The writer conducted an interview to seventh grade class teacher and students. The teacher here also became the observer while the writer implemented the wall pictures as a media in improving students vocabulary. The observer said that in the first cycle some of the students were still busy with themselves. He also stated that they were still shy when the teacher asked them to do instruction while doing the action.

In the second cycle, the observer said that there were several significant improvements. The students looked very active in the teaching learning process. There was a change of behaviour from passive to be active. They really got attracted to the media given and wanted to be involved more in the teaching learning process. They felt happy with the class atmosphere.

The result of students' vocabulary mastery achievement test showed that the implementation of wall pictures can improve the students vocabulary mastery. It can be concluded by analyzing the students' score before the research and students mean score of each cycle. In the pre-test, the mean score 45.76. In cycle 1, the mean score of post-test was 65.76, while in cycle 2, the mean score of post test was 81.92.

From the explanation above, it can be seen that the students' mean score improved in the second cycle. The writer can conclude that the implementation of wall pictures in teaching vocabulary mastery on the seventh grade of SMP Nusantara Indah Sintang.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the result of the research that was conducted in seventh grade of SMP Nusantara Indah Sintang, academic year 2013/2014. It can be concluded that

using wall pictures in teaching reading comprehension could improve students' vocabulary. It could be seen from the following fact. Related to the test result, there was 27.92% improvements of students mean score from pre-test to the post-test of the second cycle. In the pre-test, there were only seven students who passed the KKM. Then in the result of the post-test in cycle 1, there were 14 or 53.84% students in the class who passed in KKM considering their mean score of the test gained 65.76. The last result of post-test in the cycle 2, there gained 23 or 88.46% students who passed the KKM in which their mean score of vocabulary test devided 79.61. Next, based on the observation result it can be showed that the students were more active and interested in learning vocabulary by using pictures in the classroom. Indeed they could analyze the characteristic of the pictures.

### **Suggestions**

From the conclusion above, there are some suggestions that can be given: (1) The teacher should ask the students to improve their vocabulary and teacher should teach effectively and also clearly about vocabulary by using pictures; (2) The teacher improves him/herself in mastering the material and using pictures technique to overcome the students' problem in learning vocabulary, the teacher should be expalining first and then give an example about the characteristic of the pictures, so after that they can give an exercise to the students. (3) The students should increase their effort in improving their knowledge and subject that they learn when they are studying the foreign language, because the foreign language. Is not as simple as like their mother tongue. There are many rules that should be obey and it was difficult to understand if they are not learn more and more.

### **REFERENCES**

- Anderson, M and K, Anderson. (1997). *Research and Education*. New Jersey: Practice Hall, Inc.
- Andrew Wright, David betteridge and Michael Buckby. *Games for language Learning*. Cambridge University Press.
- Arends, Richard I. (2001). *Learning to Teach*. New York: Mc Graw-Hill.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Brown, H. D. (2006). *Principles of language learning and teaching*. NJ: Englewood Cliffs, Prentice Hall.
- Elliot, S.N, kratochwill, T.R., field, J.L., & Travers, J. 1999 *Educational Psychology: Effective Teaching, effective Learning* Singapore: Mc Graw-Hill
- French Allen, Virginia. (2000). *Teaching Technique in Teaching Vocabulary*. New York: Oxford University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Longman: Essex
- Hornby, (1997). *Oxford Advance Lerner Dictionary of Current English*. London

- Howell, et al.(1993).*Curriculum-based Evaluation: Teacher and Decision Makin*.USA:Erroks/cole Publishing Company. Cambridge University Press.
- Klingner,Jannett K,et al.(2007).*Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press
- Klein,Stephen B.(1996).*Learning :Principles and Application*.USA :Mc Graw-Hill,Inc.
- Ur, Penny. (1996). *A course in language Teaching*.UK: Cambridge University Press. Muhibbin Syah.2006.*Psikologi Pendidikan:Dengan Pendekatan Baru*.Bandung: PT. Remaja Rosdakarya.
- Tankersley, K. (2003). *The Threads of Reading: Strategies for Literacy Development*.
- Thornburry, Scott. (2002). *How to Teach Vocabulary*. Oxfordshire: Longman Pearson Education.
- Wadhwa, Shalini. (2005). *Teaching Learning and Studying*.New Delhi: Sarup 7 Sons