EXPLORING STUDENTS VOCABULARY MASTERY THROUGH PHOTOGRAPH

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Abstract. The use of media in teaching and learning is needed. It gives an effect toward the learning outcome. Inappropriate teaching media made a new problem; the teaching and learning was not effective, wasting time and cost. Therefore, the lecturer must catch a special media to overcome the students' problem regarding learning vocabulary. In this research, the teacher did a classroom action research by using two cycles; Planning, Implementing, Observing and reflecting with three meetings in every single cycle. The research was conducted with the purposes: 1) to explore the vocabulary mastery catch by students of civil engineering by using photograph ,2) to find out the students responses toward using photograph in learning vocabulary. The subject of the research was the students of civil engineering. In obtaining an actual data the researcher used descriptive analysis toward documentation, score list and observation checklist. After data have been analyzed, the result showed that using photograph as teaching media was effective. They got 79.00 % in the first cycle and got better score in the next cycle with average 87.00 %. Finally, the hypothesis proposed in this research was accepted. In conclusion, Photograph is the appropriate media in exploring students' vocabulary mastery through students of civil engineering.

Keywords : Photograph, Vocabulary, Civil Engineering

Introduction

Most English teachers in schools, colleges, and institutes still employ traditional strategies to teachvocabulary, such as giving list of English words with their equivalents in native language, letting students recite new words, writing sentences with target vocabularies, explaining the meaning of vocabulary in native language, repeating vocabulary, and making students do plenty of vocabulary exercises. These methods of learning and teaching English vocabulary can be labeled intentional learning, or, explicit learning. These methods are directly focused on the word to be learned without relating it to a context (Schmitt, 2000).

Schmitt (2000) says that word meaning consists of the link between the word and its referent, and the latter means the person, thing, action, and situation. The dictionary meaning of a word is the basic meaning. However, a word can haveextra meanings in different texts. In addition, there are some associations between words. According to Aitchison (2003),there are four categories of associations. The first one is coordination: words cluster together on the same level of detail.

The indicators of English mastery competencies academically can be measured from the four language skills. Those language skills are listening, speaking, reading and writing skills. In Listening skills, the students are expected to interpret the massage from the expression in anykinds of discourse, such as recount text, procedure text, descriptive text, narrative text, etc. The students' comprehension on listening activities will supported by a largest vocabularies mastery as basic language competence or we can call as denotation and connotation mastery on vocabularies. Thus speaking skill is the students' competence in expressing though, ideas,and feeling by using a certain utterance in interaction communication, whether related to the academic or non-academic interaction (general and daily life conversation). In this case, we

expect the students having fluencies starting from articulating English sounds component to how use that English language in doing communication in large context culturally.

Review of Literature

The Definition of Vocabulary

At first, it seems necessary to provide a clear definition of the term vocabulary. Different definitions may be given for the term vocabulary regarding different viewpoints. However one can generally define vocabulary as the knowledge ofwords and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical orderwith their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word isthe combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spokenform (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven otheraspects. All these properties are called word knowledge (Schmitt, 2000).

Vocabulary Learning and Teaching

One of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching, and after a long period of relative neglect, it is now widely recognizedas such. This has partly been due to a period of sustained attention and research which picked up momentum in theearly 1990s. From this time, a number of influential books focusing on vocabulary were published (Bogaards & Laufer,2004; Coady & Huckin, 1997; Folse, 2004; Nation, 1990, 2001; Schmitt, 2000; Schmitt & McCarthy, 1997).Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among alllanguage skills vocabulary learning is as significant in language learning as its challenging. As Wilkins puts it withoutgrammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972). Vocabulary iscentral to language and of critical importance to the typical language learners Lack of vocabulary knowledge will resultin lack of meaningful communication (Boyd Zimmerman, 1997).

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Vocabularies is the owning system communication of participants which are organized from sounds or phonology regularly to syntactically governing and utilizing to express or to interpret the utterance occurred in communication. Viewing from syntactical system, we will find both content words and function words. The content word is recognized as denotation words or the words are found and listed from whether the monolingual dictionary or the bilingual, or multilingual dictionary. so in constructing syntax, its function is a paradigmatic words in sentence. That's meant that the absolute words used in a sentence or obligatory unit in a sentence; while the function words are recognized as syntagmatic unit, the words used because of fulfilling the sentence grammatically. The other side, we can explain that the content words is the expression that can represent the meaning from that word, such a 'flower'. Thus, the word 'flower' can be stated its component which consists of plantation which has leave, tree, branches; it has a color flowers and it is probably smelt fragrant; while function words is related to the affixations that will attach to the basic words which are adjusted the grammar function. This case will be derivational or inflectional suffixes, such as'flower' to be 'floweriest' and 'book' to be 'books'.

Method

This research was a classroom action research. It was conducted in two cycle. Focused on seeking solution to problems of classroom management, instructional strategies, use ofmaterials, or student learning. Burns cited in Richards and Farrell(2005, p. 11)defines that professional development activities such as action research are "integrated into school

or organizational change as a significant way of facilitating school curriculum renewal andensuring that language teachers maintain greater ownership of curriculum implementation."Ary,Jacobs, Sorensen and Razavieh(2010, p. 637)define a classroom action research as aresearchconducted in the classrooms with the object of improving classroom practices or improvingpractices in the school. Wallace cited in Mackey and Gass(2005, p. 216)maintains that actionc research is principally a way of reflecting on teaching by systematically collecting data oneveryday practice and analyzing it in order to come to some decisions about what the future practice should be. So,classroom action research is a method of finding out what works best inone's classroom so that she/he can improve student learning.

Participants

The students of Faculty of engineering were chosen as the research site. The participant of this research would be 20 the member of civil engineering - A students as the lecturer believes that they would be cooperatives in conducting the research

Results and Discussion

There was two cycles in teaching vocabulary to the students. The cycle was conducted in two meetings. The implementation of photograph in the class consisted of planning, action, observation and refection.In the first cycle, the reseracher prepared learning devices to teach vocabulary.It included RPS, material which taken from English text book, and other sources which taken from internet.After giving the treatment the researcher did the post improvement. the students' average of firs cycle were 79,00 % . It means that the first criteria of success had not been achieved so that the researcher needed to do the second cycle.

In the second cycle the researcher did the treatment in two meetings. In this cycle the researcher modified the time to make the action more effective. The researcher applied English song. The result showed that the students' average in second cycle were 87,00%.It was good chategory. It meant students shown their seriousness to follow the lesson and to improve their English vocabulary. All the data above showed that all criteria of improvement were fulfilled. It means that implementation of photograph was succesfull.

Conclusion

Based on the results of the research which amied to improve students vocabulary mastery through photograph. There were an improvement got by students of civil Engineering in the process of learning vocabulary, It could be seen from the score list. The students got better score in the second cycle. They got 79.00 % in the first cycle and got better score in the next cycle with average 87.00 %. In conclusion, Photograph is the appropriate media in exploring students' vocabulary mastery through students of civil engineering.

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