IMPROVING STUDENTS' VOCABULARY MASTERY BY USING POP-UP BOOK AT SEVENTH GRADE OF SMPN 08 KOTA SERANG

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ABSTRACT

The research entitled Improving Students' Vocabulary Mastery by Using Pop-up Book at Seventh Grade of SMPN 08 Kota Serang. A Classroom Action Research (CAR) was used as a research methodology. This research was conducted at the seventh grade of SMPN 08 Kota Serang in academic year of 2017/2018, there were 31 students as the subject of the research. This research was conducted in two cycle each cycle consisted of three meetings. The procedure of each cycle consists of planning, acting, observing and reflecting. The researchers used pretest and post-test to collect the quantitative data. Meanwhile, observation sheet was used for collecting the qualitative data. The objectives of this research is to find out whether pop-up book as a media can be used to improve the students vocabulary mastery at seventh grade of SMPN 08 Kota Serang or not. The results of the research, there was improvement students' vocabulary mastery by using pop-up book as a media. It could be seen from the improvement in each cycle. The average score of pretest was 58.87. Post-test in cycle I was 76.61, and the average of post-test in cycle II was 86.77. So, it is found that the students got an improvement 10.16 points or 22% from the total score. In conclusion, pop-up book as a media of teaching learning process could improve students' vocabulary mastery at seventh grade of SMPN 08 Kota Serang.

Key words: Classroom Action Research, Vocabulary, Pop-up Book

INTRODUCTION

English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English teaching involves of four language skills, 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.

Vocabulary is one of the important things for the students to understand every single word written and spoken in their new foreign language. It is important because it is a fundamental factor in learning English language. Vocabulary is needed by students because before a person is able to produce language, they have to know the smallest meaningful device of language which is words or vocabulary. If they do not have enough vocabulary they will face difficulties to convey their messages or understand messages, answer questions, read a text, and active participate in the learning activities.

Therefore, the primary comprehension for students who are learning language is mastering the vocabulary. It is supported by Loraine (2008) define that "vocabulary is the basis for learning language". It means that the first step to understand language is by mastering the vocabulary. In fact the students still lack of English vocabulary and they still found difficulties to understand the materials in English that has given by the teacher. Difficulties in lack of English vocabulary cause of some factor. Such as used media is less interesting to support in teaching learning process. Meanwhile, the students needed to master a lot of vocabularies to achieve the language skills in order to understand the English text. Especially, in teaching learning vocabulary by using pop-up book as a media to improve their ability in reading skill.

According to Thornbury (2007: 64), it is ideal to use picture in teaching young learners. Pictures can be used to explain the meanings or concept in a simple way. Thornbury (2007: 25) says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students' to learn English easily including vocabulary. Pop-up book is one of interested media because it has different way to show their object pictures which are not flat like a book in a general way. Therefore, it makes the students imagine the real object easily by seeing the texture of the pictures. Then, the picture objects are able to move when the students are opened the pages. It makes the book looked more alive and this kind of book is not usually used as media in the school.

Based on the background above, researcher interested in applying media Pop-up book in teaching vocabulary. Researcher would solve the problem at seventh grade of student at SMPN

08 Kota Serang. Researcher was performed the research title "Improving Students' Vocabulary Mastery by Using Pop-up Book at The Seventh Grade of SMPN 08 Kota Serang"

THEORETICAL FRAMEWORKS

Teaching Vocabulary Mastery at Junior High School

Vocabulary mastery of course relates to what kinds of words learners have to master. According to Nation (2008: 7), the most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language. He also adds that the high frequency words have the following characteristics: (1) each high frequency words occur very often; (2) the high frequency words are useful. They are also important for both receptive and productive use, for both oral and written, and for both formal and informal use; (3) the high frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words (2,000) that could be covered in a school teaching program over three to five years. Mastering vocabulary is one of the learners" needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. For junior high school students, they are expected to master at least the first 1,000 of high frequency words. In addition, according to Nation (2001: 13) "the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts. Furthermore, by mastering at least the high frequency words can help the students in understanding the target language."

From the explanation above, can be concluded that the mastery vocabulary can help the students easier to understanding English text or English language. And then the high of frequency can determine ability of the students in communication either through written or spoken.

The Concept of Pop-Up Book

Before we are going to pop-up book, we should know pop-up itself. According to Glaister (2002) "pop-up is movable book which has many different movable pages types". It means that Pop-up is form book which can moveable or appear when that book is opened. In addition, Rubin (cited in Febrianto 2014) define that Pop-up book is an illustration that when the page is opened, pulled, or lifted, there will be a degree with a three-dimensional impression. Pop-

up design is always applied to various threedimensional media such as picture books, greeting cards, and cover book. It is also supported by Jackson (1993: 6) define that a pop-up is a self-erecting, three dimensional structure, formed by the action of opening a crease. It means that pop-up book is a type of book which has interesting movable page form with the pictures into that pop-up.

From explanation above, it can be concluded that pop-up book is a book that contains elements of entertainment through illustrative images that can be shaped, move, and cause effects to appear on the page when it opened. Pop-up book is very interesting because it has three-dimensional elements and kinetic motion. The objects formed in Pop-up books sometimes resemble the original form of an object.

The Procedure of Teaching Vocabulary by Using Pop-Up Book

Teaching English to the students is not easy because English is not the language that use in daily activity and then English language also is not mother tongue. So, to teach English the teacher should be able to select the teaching learning method especially with teaching vocabulary. There are several ways in teaching vocabulary to the students such as using showing pictures, power point, flash card, songs, playing games, telling stories, and so on. It is a motivation for the students, in order to memorize the English vocabulary more easily. The varieties of teaching techniques are needed to be introduced to keep the interest of the students in teaching and learning process of vocabulary.

According to Thornbury (2007: 64), it is ideal to use picture in teaching young learners. Pictures can be used to explain the meanings or concept in a simple way. Thornbury (2007: 25) says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students" to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up book given. Therefore, the researcher offered the types of pictures that were represented by using media namely Pop-up book.

So, Pop-up Book as one of the alternative media in teaching and learning process of vocabulary to improve the students" vocabulary mastery because Pop-up book had pictures that rise-up, interesting, and colorful. And also pop-up book more interesting for the students that could make them participated in teaching and learning vocabulary mastery especially at junior high school.

RESEARCH METHOD

In this research, the classroom action research was a research which was done collaboratively between the teacher and the researcher to solve the students' problem with vocabulary. However, the classroom action research was conducted collaboratively with the English teacher of the seventh grade students at SMPN 08 Kota Serang in carrying out the actions and doing reflection to improve the students' vocabulary achievement by using Pop-up Book.

According to Kemmis and Mc. Taggart (1982), there are four steps in conducting classroom action in this research. In each cycle they covered; (1) Planning of the actions; (2) Implementation of the actions; (3) Observation and evaluation; (4)

Data analysis and reflection of the actions

The VII-I grade students were chosen as the subjects because they still had problems with English vocabulary, there were consisted of 31 students. In collecting the data the researcher collected the test, observation and documentation. In quantitative data the researcher used pre-test and post-test. While, qualitative data used as research instruments were documentation and observation. qualitative data used as research instruments were documentation and observation. The researcher gave students test before and after treatment in teaching learning process. However, the researcher did observation to the students when teach in learning process, and the documentation was in form of task, media or students worksheet. Observation is a tool to observe the students activities and responses when they are leaning in the classroom.

FINDINGS AND DISCUSSION

In the first meeting of cycle I, the researcher gave pretest to know students' vocabulary mastery. The result was not satisfied. The average score of students is 58.87, the lowest score was 35 and the highest score was 80. Score 35 was got by two students or 6.4%. While, score 80 was got by two students or 6.4%. In the second meeting, the researcher gave the material and treatment. Then, then students improved their vocabulary. The third meeting, the researcher explained the material by using pop-up book and gave post-test I to the students. The average score of posttest I is 76.61. The highest score was 90 and the lowest score was 40. Score 90 was

got by eleven students or 35.4%. While, score 40 was got by one students or 3.2%. It means that, their vocabulary was improved. Moreover, after done in the cycle I, the researcher did the cycle II to reach the target score.

The average score from cycle I to cycle II was up from 76.61 to 86.77. In the cycle II, the students' average score was 86.77. The highest score was 95 and the lowest score was 60. Score 95 was got by five students or 16.1%. While, score 60 was got by one students or 3.2%. Twelve students got score 90 or 38.7% from the total score, while the other eight was got score 85 or 25.8% from the total score. Another four students got score 80 or 12.9% from the total score. And the last only one students was got score 75 or 3.2% from the total score.

The process of teaching learning vocabulary by using pop-up book at seventh grade of SMPN 08 Kota Serang was running well and they could memorize words. By given pop-up book could attract the students attention and make them active in teaching learning process. It helped the students to imagination, memorize and to understand the meaning of vocabulary.

Table 1. Calculation of students' score

Test	Score	Average	Improvement
Pre-test	1825	58.87	-
Post-test 1	2375	76.61	17.74
Post-test 2	2690	86.77	10.16

Based on the calculation above, it can be concluded that students test result always improve in each test. They can improve their score from pre test to post-test I up to 17.74 points. It also in post-test II, their score could improve 10.16 points than before. If the students can do test seriously and completely, so they can get best score. It shown on the table above, that is the students could do the test well. So, the last score of students also improve in each test. It can be seen in the following chart clearly.

Chart1 The Average of Students' Score
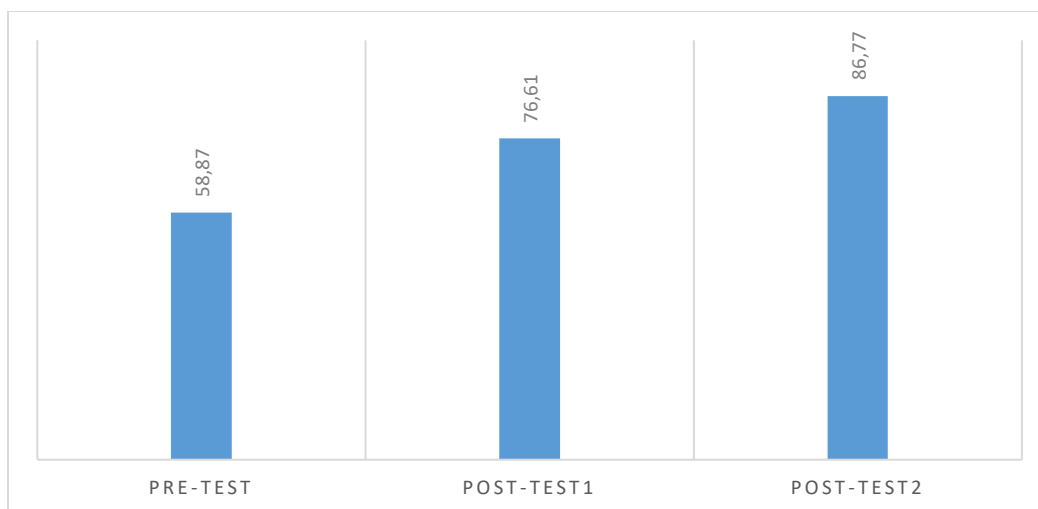
Based on the chart above, the data shown the score of students' vocabulary mastery always improve from cycle I to cycle II. The average of pretest was 58.87, the percentage students who pass KKM score is only 6 students (19%) who pass KKM score. While, 81% or 25 students did not pass KKM score. The average of post-test I was 76.61. The percentage is 71%, it means that 22 students who pass KKM score. The average of post-test II was 86.77. The percentage is 93%, it means that 30 students who pass KKM score, while only 1 students did not pass the KKM score. It showed that before implementing pop-up book as a media, students' vocabulary mastery score was low.

Furthermore, even though the students were difficult in memorize vocabulary, but by using pop-up book. The students was able to improve their vocabulary. It means that, the use of pop-up book is very helpful for students in learning vocabulary mastery. Like Puspitasari (2014) had explained that the used of visual media was able to encourage students into active participate in the learning activities. The benefits of using pop-up book in this research were engaging students into active learning and improving their vocabulary mastery. Students felt enjoyed to learn new vocabulary by using pop-up book because it had interesting picture, colorful, and because it had movable pages. It helped them remembering the vocabulary better than using module, so it helped them to have many vocabularies. The teaching vocabulary mastery by using pop-up book was able to be implemented at seventh grade of SMPN 08 Kota Serang and had been prove to improve students' vocabulary mastery.

CONCLUSION

Based on the result and discussion of the research, using pop-up book as a media could improve the students' vocabulary mastery at seventh grade of SMPN 08 Kota Serang. The students could be more enthusiastic in learning English especially vocabulary using pop-up book as a media. The researcher concluded that Pop-up book as a media could helped the students to image, memorize and to understand the meaning of vocabulary. So, it answered the first research question about how is the process of using pop-up book to improve students' vocabulary mastery.

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