

IMPROVING VOCABULARY MASTERY OF FIRST GRADERS OF TUNAS HARUM BANGSA ELEMENTARY SCHOOL USING VISUAL IMAGE IN READING COMPREHENSION

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Abstract

The descriptive qualitative methodology is used in this study. Using the information gathered from test and post-test procedures, this strategy enables researchers to provide detailed explanations. The goal of the test is to demonstrate how students' vocabulary grows as a result of reading passages from their text books. This has a connection to the ZPD theory, according to which kids "enjoy experiencing the learning process and growing with the aid of others. 45 children from class 1 at Tunas Harum Bangsa Elementary School. The findings indicated that: 1) The first graders at Tunas Harum Bangsa Elementary School can improve their vocabulary mastery through the use of image media; and 2) Aspects of English vocabulary mastery that are emphasized through the use of image media, namely aspects of reading vocabulary and aspects of reciting vocabulary.

Keywords: improving vocabulary mastery, elementary school, reading comprehension, image

INTRODUCTION

Language is a tool for interacting or communicating with others. Language is a part of life that no human can escape. For example, in regular discussion, language plays an important role in enabling communication and conveying goals. Of course, language is employed in written form in addition to oral form. Learning a language is crucial if you want to communicate. Children are frequently passionate and animated language learners who prefer to please their teacher over their peers, making teaching them a foreign language easier than teaching teenagers and adults.

Learning a vocabulary is a crucial component of learning English. For pupils to succeed, being able to speak English well is crucial. People typically think of vocabulary as a bank of significant words that may be utilized to communicate verbally with others. Language cannot exist without vocabularies because words serve as markers or symbols for ideas. The teaching and learning of vocabulary depend on the understanding of words and their definitions. By knowing more words, a student should have more ideas. It means that if we don't

have enough vocabulary, we won't be able to communicate properly (Aziza & Syafei, 2018).

An important component of a language and of interpersonal communication is vocabulary. Four fundamental linguistic abilities can be used to create a vocabulary. Students will succeed in using the language with the help of their vocabulary. The students are given assistance in comprehending how words function both orally and in writing. Students can effectively communicate since vocabulary refers to ideas that are already stored in the minds of listeners during speech or active speaking. The issue is that the kids struggle to understand new language, which prevents them from comprehending the text's meaning.

Teaching English as a foreign language to teachers is not simple. Therefore, it should be possible for any teacher to identify the most effective English-learning activity. The approaches, strategies, and techniques used by teachers to teach vocabulary are numerous. The students' level of vocabulary mastery is still low as a result, though. The teacher has a variety of engaging vocabulary-teaching techniques that will inspire the students to expand their vocabulary.

The goal of this study is to examine how reading comprehension affects the first graders at Tunas Harum Bangsa Elementary School's vocabulary mastering. Along with helping to resolve problems that develop during the teaching and learning process.

METHODOLOGY

This research uses descriptive qualitative method. Descriptive research is a research method used to present and fully explain the phenomena that occur by describing a number of variables related to the problem under study (Sugiyono, 2016). This method allows researchers to explain in detail based on the data obtained by conducting test. The purpose of the test is to be able to see the development of students' vocabulary which is facilitated by reading text in the student's text book. This is related to the ZPD theory that children "like experiencing the learning process and progressing with the help of others. This is in accordance with the purpose of my research where the purpose of this research is to see the development of students' vocabulary. In this study the researcher placed herself in the first stage which was indicated by doing a test on the student and the second stage after undergoing assistance in the classroom.

RESULT AND DISCUSSION

The students' initial ability test scores in mastering language vocabulary English is as follows.

Table 4.1 Students' Initial Ability Test Scores in Mastery of English vocabulary

No	Value range	Frequency	Percentage
1	91-100	5	11%
2	71-90	4	8%
3	61-70	6	13%
4	51-60	24	53%
5	31-50	4	8%
6	10-30	2	7%

Based on the initial test of understanding English vocabulary, it can be seen in Table 4.1 above, that only 19% of students who meet the criteria are successful. Therefore, efforts are needed to improve understanding of English vocabulary.

After students are given the lesson, the following are the results of the English vocabulary mastery test.

Table 4.2 Student Ability Test Score After the ZPD Learning Process in Mastering English Vocabulary

No	Value range	Frequency	Percentage
1	91-100	7	15%
2	71-90	34	75%
3	61-70	2	5%
4	51-60	2	5%
5	31-50	-	-
6	10-30	-	-

In Table 4.2 above, it can be concluded that students experienced an increase in mastery or understanding of English vocabulary. This can be seen in the success value, which is above 75 as much as 90%. So learning English with the ZPD approach is appropriate for the first graders of Tunas Harum Bangsa Elementary School.

CONCLUSION

The use of picture media in reading comprehension can promote language vocabulary mastery in English for first graders at Tunas Harum Bangsa Elementary School, according to research and discussion findings. The reading and reciting of vocabulary are two emphasized facets of vocabulary mastery in English when using visual media.

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