Improving Students' Vocabulary By Using Pictures

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Abstrak

Penelitian ini tentang Meningkatkan Kosakata Siswa Dengan Menggunakan Gambar (Studi Eksperimental di Kursus Fast Learning Center). Gambar digunakan sebagai media dalam proses pengajaran. Studi ini berfokus pada poin-poin berikut: Bagaimana guru meningkatkan kosakata siswa dengan menggunakan gambar? Sampel penelitian ini adalah siswa kelas Basic A dan B (Keseluruhan Siswa SMP) dengan jumlah sampel 27 siswa untuk pre-test 27 untuk post-test di setiap kelas. Data dalam penelitian ini dikumpulkan sejak tanggal 4 Juni 2021 dan selesai pada tanggal 8 Juni 2019. Instrumen yang digunakan adalah tes. Data tes dianalisis dengan menggunakan rumus t untuk mengetahui t-score. Nilai pre-test dan post-test bisa menjadi bukti peningkatan mereka setelah melakukan penelitian. Untuk percobaan ini, peneliti menggunakan taraf signifikansi 5% (0,05) alpha(α). Jumlah siswa dalam penelitian ini adalah 27. Derajat kebebasan (df) adalah n-1= 27-1=26. Untuk tingkat alpha (α) 5% dan 27 derajat kebebasan, tidak ada tabel skor kritis yang pasti. Itu perlu untuk menemukan skor pasti untuk mendapatkan skor kritis terdekat dalam t-tabel. Peneliti memperoleh t-score sebesar 16,15, sehingga t-score lebih tinggi dari nilai kritis pada tabel (t=16,15 > t tabel = 2,035) sehingga peneliti menyimpulkan bahwa penerapan Picture untuk kelas eksperimen memiliki perbedaan yang signifikan antara siswa yang diajar tanpa Gambar dalam pengajaran membaca kosakata. Artinya H0 ditolak dan Ha diterima.

Kata Kunci: Pengajaran Membaca, Gambar, dan Kosakata

Abstract

This study is about Improving Students' Vocabulary By Using Pictures (An Experimental Study at Fast Learning Center Course).Pictures are used as media in teaching process. The study focused on the following points: How does the teacher improve students' vocabulary by using picture? The samples of this study were students at Basic class A and B (All of them are Junior High School Students) with total samples were 27 students for pre-test 27 for post test in every class. The data in this study were collected since June 4th, 2021 and finished on June 8, 2019. The instrument used is test. The data of test were analyzed by using t-formula to find out t-score. The score of pre-test and post-test could be evidence of their improvement after conducting the study. For this experiment, the researcher used 5% (0.05) alpha(α) level of significance. The number of students in this study was 27. The degree of freedom (df) was n-1= 27-1=26. For 5% alpha (α) level and 27 degree of freedom, there was no definite critical score the table. It was necessary to find the definite score in order to get the closest of the critical score in the t-table. The researcher obtained t-score was 16.15, so the t-score was higher than the critical score on the table (t=16.15> t table = 2.035) so the researcher concluded that the implementation of Picture for experimental class has significant differences between the students who are taught without Picture in teaching reading vocabulary. It mean that H_0 is rejected and Ha is accepted.
Keywords: Teaching Reading, Pictures, and Vocabulary

A. Introduction

English is one of foreign languages for Indonesian students and as an international language is used all over the world. According to Höglin (2002: 7), English is considered as difficult subject foreign Indonesian students and taught in Indonesian schools from elementary until university. There are four English skills that must be mastered by the students, they are speaking, listening, reading and writing. The students also need to master vocabulary as the basic element to master those skills. Learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce it and use it in different situation.

So, as beginners of language learners, learning vocabulary is the first step on learning English language. Hornby (2006:164),vocabulary is the first stage in any language learning. Vocabulary could be defined, roughly, as the words we teach in the foreign language. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening and speaking. Mastery of vocabulary is a necessity for someone who wants to understand a reading, conversation, or writing English. Without sufficient vocabulary is impossible to achieve that goal. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary and they have difficulties in pronouncing and the aware that the differentiation between the words and written texts. In addition, Grabe (2009: 5)reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.

Because English is so widely spoken and while it is not official language in most countries, it is currently the language most often taught as a foreign language. English language has been introduced since the level of elementary school or even in play groups. It is also compulsory foreign language taught in junior high school and senior high school. In current curriculum, the English literacy level of junior high school is the ability to use English for communication in daily life. It means that the objective of English teaching is the ability to speak English fluently.

But, in reality, there are so many students are not able to speak English well. For the first year students in junior high school, learning vocabulary is the first step in learning language skill. So, good mastery of vocabulary is important for anyone who learn the language used in listening, speaking, writing and reading besides grammar. Sudjana (2012: 60) it was chosen as the problem to be solved in this study because it was able to create a process of teaching English creatively, actively, and effectively, joyfully, and innovatively. Learner of the foreign language will speak fluently and accurately, write easily, or understand what they have read or hear if they have enough vocabulary and have a capability of using it accurately.

The Importance of Teaching Vocabulary

Vocabulary is one basic component to develop English as a foreign language at elementary, intermediate, or advance levels. It plays important roles to support other language skills such as listening, speaking reading, and writing. In addition, the acquisition of an adequate vocabulary is essential for successful second language used because without an extensive vocabulary, we will be unable to used the structures and functions that we may have learned for comprehensible communication.

As stated by Brown (2004: 187), there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals. From the opinion above, it could be concluded that vocabulary is very important to achieve language skills as listening, reading, speaking and writing.

Definition of Vocabulary

It has been essential part of English as foreign language. English is introduced to the students through vocabulary learning, it is the most important element that will become the basic competence in order to get other competences such as listening, speaking, reading, and writing. Vocabulary is one of the important aspects for the students to learn. Learning foreign language vocabulary such as English is a complex process because learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce it and use it in different situation.

One should master a considerably sufficient number of words to listen, speak, read, or write something in English well. Thus, the achievement of adequate vocabulary is an inevitable demand in using English. As we know that Junior High School students should have mastered the vocabulary more or less 1000-1500 words. In Junior High School, the students should have enough words to reach the goal of the curriculum. The students should have many words, because by having more words they will find an easy way to improve their achievement of four skills.

Mastering vocabulary in listening skill is needed by students to understand what the teacher and speaker says. In reading skill, vocabulary is needed by students to understand the author's purpose from the written materials. Mastering vocabulary in speaking skill is needed by students to choose what words they used in conversation. In writing skill mastering vocabulary is needed to make sentences, essays and paragraph or even article.

Reading is a complex process, complex to learn and complex to teach Carnine, at.al.(1990:3), so there must be a technique which could help them to read effectively and interestingly. Siriphanich (2010: 32), by using this technique, the students were able to clarify complex concepts into simple, meaningful displays so that the students could develop a holistic understanding of the content to be learned.

Concept of Vocabulary

The word "vocabulary" generally represents a summary of words or their combination in a particular language. One item of vocabulary could consist of more than one word. e.g. "post-office" consists of two words and still expresses one idea. Vocabulary teaching is one of the most important components of any languages class. Vocabulary is a basis of language, it is very important to master in our language.

Aitchitson (2001:331) says, vocabulary is a set of words known to a person or other eternity, or that are parts of specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person when constructing new sentences.

Hadfield (2000:129),says that vocabulary is classified into two types. First type is active vocabulary. It refers to the items that learners could use appropriately in speaking or writing and it is also called as productive vocabulary. In fact, it is more difficult to put into practice. It means the students should know how to pronounce it well, how to use grammar, they are hoped familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. In teaching vocabulary for the students, teacher has important role in introducing new words.

Learning vocabulary plays an important contribution to learn a language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which words should be taught since there are many kinds of words that belong to different types of vocabulary. In addition Davies (2010: 101),the students imagine and explore associations between the concepts in a passage they read.

Aspect of Vocabulary

All the words in the English language are divided into nine great classes are called the parts of speech. They are article, noun, adjective, conjunction, pronoun, verb, adverb, preposition and interjection. Of these, noun is the most important, as all the others are more or less dependent upon it. In this research, the researcher focused on noun for Second Grade of Junior High School in English lesson. Noun signified the name of the person, place or thing and ideas, leading nouns to make up a huge portion of practically any dictionary.

For example cat, tiger, Annisa, and book. Verbs indeed the parts of speech responsible for telling us what nouns are doing or experiencing. But verbs were not always the action-packed words you might expect. For example run, sit, drink, and eat. Adjective used to modify nouns or pronouns in some way usually by providing extra details about them, for example beauty, clever, ugly and stupid. Adverbs used to provide more details and describe verbs, adjectives and even other adverbs. These words frequently ending in '-ly' (such as 'happily') and are often modified versions of their adjectival cousins (such as 'happy'), for example surely, happily, and sadly.

Nouns refer to people, things, concepts, and other objects around us in the world. They are the original and central building blocks of language. Very young children, for example, will used nouns as though they were entire sentences - they'll say "milk" or "dog" when they mean "bring me some milk" or "look at that dog. Only later do they learn how to use verbs to specify actions relating to nouns, or used adjectives/adverbs to provide descriptions.

Verbs are important because you can't have a sentence without them and they clarify the intensity of feeling. They describe the movements and feelings of life. That being said, I would say adjectives are a close second. Verbs are a necessary component of all sentences. Verbs have two important functions: Some verbs put stalled subjects into motion while other verbs help to clarify the subjects in meaningful ways.

A verb is often defined as a word which shows action or state of being. The verb is the heart of a sentence - every sentence must have a verb. Recognizing the verb is often the most important step in understanding the meaning of a sentence. In the sentence the dog bit the man, bit is the verb and the word which shows the action of the sentence.

In the sentence the man is sitting on a chair, even though the action doesn't show much activity, sitting is the verb of the sentence. In the sentence she is a smart girl, there is no action but a state of being expressed by the verb is. The word be is different from other verbs in many ways but could still be thought of as a verb. In every language, adjectives are important elements of sentences. Using adjectives means that we could express the quality of any person or object. Without adjectives we could not say how any object looks like. Not only pronouns and adjectives are the words which are used for description of something or somebody.

In addition; when we read a paper which is a descriptive one, adjective help us to pictures the content of what we read about. Adjectives are important because they are describes a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting and affect the meaning of sentences.

Whenever we use adjectives, they make our writings more visual and vivid. Our readers will get a better idea of what we wish them to picture when they read our writings. It appeals to our readers' senses; therefore, they could hear, see, touch, taste, and even smell what you are describing.

However, adverbs help to describe the verb in the sentence to give the reader a better picture of what the author is trying to convey throughout the sentence. An adverb is a part of speech. It is any word that modifies any part of language other than a noun (modifiers of nouns are primarily adjectives and determiners). Adverbs could modify verbs, adjectives (including numbers), clauses, sentences and others. Adverbs typically answer questions such as how?, in what why?, when?, where?, and to what extent?. In English, they often end in-ly. This function is called the adverbial function, and is realized not just by single words (i.e., adverbs) but by adverbial phrases and adverbial clauses. Based on the explanation above the researcher had chosen noun.

Types of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts. Harmer (2007: 30), distinguishes two kinds of vocabulary, there are active vocabularies and passive vocabulary.

Active vocabulary refers to all words the students have learned and which could be used in communication. Passive vocabulary refers to all words. whichstudents will recognize them when they see them in communication. AccordingHiebert(2005: 60), vocabulary is divided into:

1) Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
2) Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3) Productive vocabulary is the set of words that an individual can used when writing or speaking. They are words that are well-known, familiar and used frequently.

Montgomery (2007: 80)listed four types of vocabulary:

1. Reading vocabulary

A persons' reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

A persons' listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

A persons' writing vocabulary is all the words he or she can recognize when employ in writing. Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Researcher generally use a limited set of words when communicating, for example:

1) If there are a number of synonyms, a researcher will have his own preference as to which of them to used.
2) He is unlikely to used technical vocabulary relating to a subject in which is he does not interest. Try to the previous vocabulary types, the writing vocabulary is stimulated by its user.

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. And the researcher concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

Pictures as a part of visual aids are used as a technique in teaching English vocabulary at junior high school. Pictures that could be sketches, drafts, graphs, comic, poster, cartoon, board drawing, pictures in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. On the other hand, pictures is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea. Pictures could be used to explain the meaning of vocabulary items.

Definition of Pictures

Pictures as a part of visual aids are used as a technique in teaching English vocabulary at elementary schools. Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media.

Pictures is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea. Pictures could be used to explain the meaning of vocabulary items. Virginia (1983: 43)says, that for helping students to understand the meaning of a word, a pictures is useful.

The teaching media should be planned in such a way in which learning becomes interesting. It could be done by providing teaching media that attract their attention to learn vocabulary or visual stimulus that could create the better result in memorizing, understanding, recalling, and connecting between facts and concept. Pictures is a description of something that enables one to form a mental pictures or impression of it. Pictures could play an important role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity.

Pictures for Teaching English

Pictures are very helpful media especially to avoid misunderstanding of the questions since the students can relate the questions to the pictures given. Pictures have an important role

in the understanding of meaning. They give illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily.

In teaching and learning process, the role of using pictures as media have become the best choice in teaching English especially in vocabulary to the junior high schoolstudents. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Definitional component of reading skill which is stated by Perfetti (2001: 99) is an individual's standing on some assessment.

Procedure of Teaching English Vocabulary Through Pictures

There are several ways to show the meaning of an English word trough pictures. First, objects have been already in the classroom. Second, objects could easily be brought to the class (umbrellas, scissors, tools, buttons of many colors and sizes, etc.). Third, pictures could be drawn by the teacher or the students. Fourth, Pictures could be obtained from magazines and newspapers (as well as from commercial sources). Last, by doing the demonstrations to show actions. Harmer (2007: 30)the teachers could explain something as noun, verb, or adjective, for examples: they could write noun like: eraser, pen, pencil, and book. In this thing, they show the pictures that relate to the word (photograph or drawing) to explain about that.

Advantages and Disadvantages of Using Pictures In Improving Students' Vocabulary

The use of pictures could improve students' motivation. The students become more challenged and motivated to learn. In this cased, there are also disadvantages of pictures. Sadiman, et al (2006:31) explains the disadvantages on using pictures. Those are pictures that are too complex are not effective for learning activities and the size is very limited for large groups. To overcome the disadvantages above, the used of pictures in this study had to show the main point of the story clearly done, by choosing a particular pictures that will support the lesson.

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved.

However, in teaching-learning process, a teacher must bring all components into a classroom apply them. Pictures are one kind of media that could help the teacher draw the students'interest arouse their motivation. If the students are motivated they will participate actively and will learn hard during a teaching-learning process.

English teacher should provide pleasant atmosphere to invite the motivation and interest of the students. It is done to take students easy in acquiring the language, not only get the prospect of what they have learnt but also they should get satisfactory from the learning. The advantages of pictures for teaching vocabulary mentioned as follow:

1. The picture motivated the students to learn vocabulary. By seeing pictures, it gives stimulation which enable the learner memorize new vocabulary.
2. Pictures are easy to understand by all age. The pictures are so simple and easy to used. Pictures could create relaxing atmosphere, so students could enjoy the class.
3. Pictures kept the students interested and made the students active in answering the questions.
4. Presenting the pictures to the vocabulary in the beginning of the lesson, it allowstudents to associate the pictures with meanings rather than meaningless memorization.
5. Using pictures as class aid for teaching vocabulary could create long-term memorization. Instead of learning vocabulary trough word memorization only which may create short-term memory.

Applying pictures in teaching learning process is of course intended to enable the students to achieve the language taught. The used of pictures has some valuable advantages and disadvantages.

1. Strengths of Using Pictures

Using Pictures media is commonly easy to understand by students. Based on Sadiman et.al.(2010:31), there are three strengths of pictures. The first pictures is more realistic than verbal media. In the other words, pictures media could present the object or thing with the same shape of their original. The second, pictures could explains a material clearly in all kinds of field. The last it is cheap.

According to Sadiman et.al. (2010:31), the weaknesses of using pictures is only emphasizes to the visual side of the students, therefore the size of the pictures that is used in the

classroom is very limited for a large group of students. The last weaknesses of using picture is too complex, not effective enough for the learning vocabulary. The other some advantages of pictures used in teaching and learning

Process, such as:
1. Students pay attention on the pictures more than learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Possible ways to overcome them are:
1. Teacher should avoid using pictures or photographs attack more intention to them than to the activity. He also should control the students activities including their attention during the teaching learning vocabulary process.
2. The teacher should make or choose attractive simple picture to avoid wasting time and money.
3. The teacher should make or choose big and clear enough pictures to avoid misunderstanding about the pictures.

B. Metodology

In this case, the researcher conducted an experimental study at Basic Class at Fast Learning Center Course Banda Aceh. It will focused on two-group they are: Experimental Group and Control Group. Then, the researcher will use pictures in teaching for experimental group while in control group is not. The researcher will design lesson plans and materials for teaching learning process, and the researcher will give tests (pre-test and post-test) to the students in order to find out the differences of the students' achievement between those who are taught by way pictures and the students who are taught without pictures. The population of this study is all Basic Classes at Fast Learning Center course Banda Aceh, there are 54students of two classes, it means that there are 27 students in one class. The researcher focused on purposive sampling technique.

In this study, the researcher needs the data from the students. In getting and collecting the data, the researcher will used tests. In this study the researcher chose two groups they were experimental group and control group. To the experimental group the researcher collected the data by giving the test (pre-test and post-test).

For the first meeting, the researcher gave a pre-test to know students' ability in vocabulary. At the second and third meeting, the researcher performed the treatment by using pictures technique in teaching vocabulary to the students. For the last meeting, the researcher gave a post-test to the students. To the control group the researcher collected the data by giving the test (pretest and posttest). For the first meeting, the researcher gave a pre-test to know students' ability in vocabulary.

At the second and third meeting, the researcher taught vocabulary without using pictures technique to the students. For the last meeting, the researcher gave a post-test to the students. The aimed of post test was to know whether the usage of pictures technique could improves students ability.

In analysis the data, the researcher got the data from the result of the students' test. In processing the data, the researcher used qualitative study. It was to explain the condition of the teaching learning process using pictures in improving vocabulary. The researcher used Quantitative study, then categorized based on T- Test.

The formula:

1. $t = \dfrac{x_1 - x_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} 45$

Which:

$S^2 = \dfrac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$

C. Result and Discussion

1. The Result of Students' Pre-Test and Post-Test Scores of Experimental Class
A. Pre-Test

60	60	60	60	60	60	60	20	60
60	30	60	60	60	60	20	20	20
20	60	60	60	60	60	20	60	20

B. Post test

60	90	60	50	60	70	70	90	70
50	60	50	60	70	60	60	60	50
70	70	70	50	70	70	60	70	90

From the table above, the highest score of pre test for experimental class is 60, while the lowest score of pre test is 20. For the post test, the highest score for experimental class is 90 and the lowest score is 50.

Frequency distribution for the pre-test score of experimental class obtained as follows:

Range (R)   = 60- 20
                                       = 40
The Amount of Class Interval (K)   = 1 + 3,3 log 27
                                              = 1 + 4,72
                                              = 5,7 *(exacted 6)*
Length of interval class $= \frac{40}{6} = 6.6$ *(exacted 7)*

The Result of Students' Pre-Test and Post-Test Scores of Control Class
Pre- test

40	50	60	30	50	80	60	50	50
50	50	50	30	60	50	50	50	50
50	70	50	40	40	70	50	40	50

Post- test

100	60	70	80	40	50	70	50	30
80	50	40	40	90	40	50	70	30
60	60	40	50	60	80	60	80	30

From the data above, the highest score of pre test for control class is 80, while the lowest score of pre test is 30. For the post test, the highest score in control class is 100 and the lowest score is 30.

2. Discussion
Based on the study results and discussions, The researcher obtained t-scorewas 16.15, so the t-scorewas higher than the critical scoreon the table (t=16.15> t $_{table}$ = 2.035) so the researcherconcluded that the implementation of Pictures for experimental class has significant difference between the students who are taught without Pictures in teaching vocabulary. It mean that H_0 is accepted and $H_a$is rejected. Moreover from the study, the researcher acquired some advantages as follow:
1. Learning by using picture has high accuracy so the students understand easily about the material, though the result of score is relatively similar.

2. The students do not need to wait for what will be described by the teacher, but they are exposed directly to the media and pay attention to the pictures in front of classroom.
3. Using pictures in learning activities could also shorten the time, so the students and the teacher have a lot of time to discuss about the material in the class.
4. It could encourage students interest and motivation toward learning language through technology and pictures.
5. Pictures provided authentic language input for the students that could be a good model in learning any skill in learning English language.

C. Conclusions

Finally, based on the t-test analysis, t-table for 52 was 1,67. The researcher obtained t-score was 16.15, so the t-scorewas higher than the critical score on the table (t=16.15> t $_{table}$ = 2.035)Which proved the alternative hypothesis (H_a) is accepted and the null hypothesis (h_0) is rejected.It indicates that the implementation of picture has significant differences between the students who are taught without using picture in teaching vocabulary.

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