

USING PICTURES TO IMPROVE STUDENTS' ENGLISH VOCABULARY AT SEVENTH GRADE OF SMP NEGERI 1 SIAU TIMUR SELATAN

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Abstract: This study was concerned the vocabulary teaching which aims at determining whether or not students' English vocabulary can be improved by using pictures. The subjects of this study consisted of 21 students at seventh grade of SMP Negeri 1 Siau Timur Selatan. The writer used quantitative method in analyzing while the data was collected through pretest and posttest. The writer used mean score formula in analysis the data. The type of test that would given to students was multiple choice with a total fo 20 questions. The students are taught using pictures and there was about things in the classroom. Result of this study indicated a significant improvement in students' English vocabulary after using media in the form of pictures in teaching vocabulary. This can be proven by the average value of the pretest was 3.67 while the posttest was 7.81. It means that pictures is effective considered to be used in improving students' English vocabulary.

Keywords: *Vocabulay, Media, Pictures, Improve, Junior High School*

INTRODUCTION

Language was an apparatus of people conversation. According to (Tatipang, Oroh and Liando, 2021) as an apparatus conversation, language is a fundamental piece of human existence. Everybody needs language to have the option to

associate with each individual. Through language individual can express their thought and sentiments. By means of language plays a significant part in the social and enthusiastic advancement of learner (Lumentut & Lengkoan, 2021). It can uphold learner in realizing all topic.

English was a language that is protected to be an international language where everybody all over the world can speak with somebody who has alternate language by using English (Paranduk & Karisi, 2020). According to (Kalohe et al., 2021) as a worldwide language, English is a media for speaking with individuals from various nations all over the planet to communicate thought, contemplations, and encounters in spoken or composed structures. According to (Kumayas, 2020) English is one of the main language in the planet. English is the principal unknown dialect in Indonesia. English has four abilities: listen, write, read, and speak as well as jargon as part device to work on every English expertise.

Vocabulary was an significant language component in master English. This assertion was upheld by (Richards & Renandya, 2002: 255), " Vocabulary is a core component of language proficiency and provided much of the basis for how learners listen, speak, read, and write". It depicts that through dominance of vocabulary individuals be able communicate their thoughts and have the option to collaborate all the more extensively. (Ur, 1996: 60) expressed that vocabulary is one of significant stuff to be taught in learning unknown dialect since it will be difficult to shout out beyond assortment of word. Those assertions suggest the significant of showing vocabulary as an unknown dialect.

Teaching vocabulary in middle school was difficult, students were not keen on the learning process. According to (Liando, 2015) learners and educators were two significant individual in the educating and learning process. To construct learners intrigued by educating and learning process, educator had to know how to construct learners inspired by the learning system. So to make it simpler for them to comprehend the material, educator need to utilize strategies to help the learning system. Educator should construct an assortment of fascinating exercises and

material. What's more, in the educating and learning process, it is essential to expand learners interest in the homeroom, to fabricate learners consideration regarding the issue they face.

According to (Aruperes, Liando & Rorimpandey, 2018) the use of teaching media is required in relation to improvement of the quality of education, especially in learning. By utilizing media, it is trusted that the learners would have the option to learn and focus on the lesson, which the educator presents. (Brown, 1973: 1) expressed that utilizing assortment of media would expand the likelihood that learners will find out more and hold better what they are generally anticipated to create. What's more it likewise expressed by (Hamalik, 1993: 18) that tool are utilized to propel learners in studying. From the assertion above, we realized that the presence of media is so significant. One of tool that could be utilized to educate vocabulary in 7th grade middle school learners was utilized pictures. Used pictures was one of media in educating English that might support to relize the normal circumstance. Pictures play a significant part in the comprehension of importance.

Picture was one of the media, which might be utilized by educator to aid the learners effectively to comprehend the new words. (Kreidler, 1965: 5) expressed that " in light of the fact that picture are perceived approach to addressing what ia Going on, they can assist the learners what they with hearing with the genuine experience. In view of the Kreidler's assertion, the writer realizes that pictures could build vocabulary dominance all the more essentially to learners. Teaching vocabulary utilizing pictures would make it more straightforward for learners to discover in light of the fact that they understand direct an infuse or view , for instance there is a dictionary. The educator show a picture of the dictionary. In this manner it will be more straightforward for learners to recall what they must to learn. From studying vocabulary utilized pictures, learners could found new vocabulary from what they see from the pictures. The used of pictures as a media was additionally aberrant studying since when learners see these images, they don't understand that they are likewise figuring out how to get new vocabulary. Based on

the writer observation the writer found that English is difficult subject. That's because students at SMP Negeri 1 Siau Timur Selatan, especially for 7th grade have a lack of understanding in learning English because students vocabulary mastery was still lacking, even their teacher do not use technique in teaching so that students are bored to learn English. In conducting this study, the writer focused on the pictures in educating vocabulary. The writer teaching vocabulary as concern noun mainly vocabulary about objects in the classroom and nouns used was 50.

REVIEW OF LITERATURE

Vocabulary

Vocabulary was one of the language parts that must to be educated by the educator of English as a foreign language. By advancing vocabulary, learner be able build their insight. (Takac, 2008: 4) expresses that jargon be able characterized naturally, as word reference or a bunch of terms that we educate in unknown dialect.

In learning an unknown dialect the learner need to realize what terms indicates. To acquire the significance of terms, the learner ought to study vocabulary. Wilkins in (thornbury, 2002: 13) expresses that sans jargon nothing can be transfer. The bulk development in dialect would be seen by studying more words.

Along dominated of vocabulary we be able talker along somebody or a gathering, along our vocabulary we be able likewise transfer our thought (Gereuw et al, 2022).

Picture

Picture was one of the studying tool that could be utilized in the studying system. Picture was otherwise called visual guides that are helpful in instructing and studying exercises. (Uberman, 1998: 78) expressed that studied recollect preferable the theory that has been introduced by implies visible guide. In studying jargon by

involving images as one of the numerous methods that could put in homeroom exercises.

Picture incorporate a tool that create it more straightforward for understudies to discover jargon in view of the what images they look. As indicated by (Hamalik, 1982: 28), images be able create the understudies certain with regards to the matter they manage, so they truly understand what they look

RESEARCH METHOD

In this study, the writer used quantitative research method. In this quantitative research the design was experimental. The writer used a pre-test and post-test design in one group. Pre-test and post-test was a type of assessment that effectivelly decide the advancement or improvement of learners studying. Pre-test was a test that depleted toward the start of studying whilst post-test was a test depleted toward the finish of the studying. To foster learners studying capacities, obviously the educator should utilized specific procedures, for this situation the writer utilized pictures.

According to (Hatch & Farhady, 1982:20), Pre-test was allow before treatment and post-test was allow after the treatment. The plan should have been visible in the accompanying the potrayal of the plan:

Column 1. Representation of The Design

Pre-test	Treatment	Post-test
T1	X	T2

Where:

T_1 = Test before the treatment (*Pretest*)

X = Treatment using Picture

T_2 = Test after the treatment (*Posttest*)

The subjects in this study was one class, which is the 7th grade in SMP Negeri 1 Siau Timur Selatan, entire 21 students. In gathering data, the writer used tests through pre-test and post-test. The kind of test that would be given to learners was multiple choice with a total of 20 inquires. Pre-test (20 inquires concerning objects in the classroom) would provide to decide learners accomplishment prior to put in pictures and post-test (20 inquires regarding objects in the classroom) would given subsequent to applying pictures in educating vocabulary. The purpose of giving the test was to find out the extent to which the students' level of mastery of English vocabulary.

In analysis the data, the writer used mean score formula. (Hatch & Farhady, 1982) expressed that:

Score formula: $\bar{X} = \frac{\sum X}{N}$

Notes :

X = Mean score

$\sum x$ = All score of the sample

N = Total of students

FINDINGS AND DISCUSSION

This study was a quantitative research that has involved 21 students as subjects in this study. From these students data was accumulated. The data mentioned to are introduced underneath in column 2.

Column 2. The scores of the students in pretest and posttest

NO	Pretest Scores (X)	Posttest Scores (Y)
1	5	9
2	3	8
3	4	8
4	3	7
5	4	8
6	4	9
7	5	9
8	3	7
9	3	8
10	4	6
11	4	9
12	6	9
13	3	8
14	4	8
15	3	7
16	3	8
17	2	6
18	4	8
19	3	7
20	5	9
21	2	6

Based on the pretest data mentioned in the column 2 atop. The frequency distribution of pretest points was enumerated. This distribution of the pretest points was shown in column 3

Column 3. The Frequency Distribution of pretest scores (x)

Pretest

Score x	Tally	Frequency (F)	Frequency %	Cumulative proportion	Cumulative percentage %
6	I	1	4.76	21	100
5	III	3	14.28	20	95
4	IIII II	7	33.33	17	81
3	IIII III	8	38.1	10	48
2	II	2	9.53	2	10

From the column atop, it be able seen that in the pretest, only one (4.76) learners obtain a point of 6, three (14.29) learners obtain a point of 5, seven (33.33) learners obtain a point of 4, eight (38.1) learners obtain a point of 3, and two (9.53) learners obtain a point of 2. From this data the mist elevated point was 6 and the least point was 2.

Column 4. The Frequency Distribution of posttest scores (y)

Posttest

Score Y	Tally	Frequency (F)	Frequency %	Cumulative proportion	Cumulative percentage %
9	IIII I	6	28.57	21	100
8	IIII IIII	9	42.86	15	72
7	III	3	14.28	6	29
6	II	2	9.53	3	15
5	I	1	4.76	1	5

From the column atop, it be able seen that in the posttest six (28.57) learners obtain a point of 9, nine (42.86) learners obtain a point of 8, three (14.28) learners obtain a point of 7, two (9.53) learners obtain a point of 6, and one (4.76) learners obtain a point of 5. From this data the most elevated points was 9 and the least points was 5.

From on the two pretest and posttest column atop, it can be look that, in the pretest there were two learners who achieved the lowest point of 2, eight learners obtain a point of 3, seven learners obtain a point of 4, three learners obtain 5 and one learner achieved the highest point of 6. In the posttest, on the other hand, there was one learner who achieved the lowest point of 5, two learners obtain a point of 6, three learners obtain a point of 7, nine learners obtain a point of 8 and six learners achieved the highest point of 9.

Table 5. Results of Sum and sum Square Calculation

No Students	Pretest (X)	X ²	Posttest (Y)	Y ²
1	5	25	9	81
2	3	9	8	64
3	4	16	8	64
4	3	9	7	49
5	4	16	8	64
6	4	16	9	81
7	5	25	9	81
8	3	9	8	64
9	3	9	8	64
10	4	16	6	36
11	4	16	9	81

12	6	36	9	81
13	3	9	8	64
14	4	16	8	64
15	3	9	7	49
16	3	9	8	64
17	2	4	5	25
18	4	16	8	64
19	3	9	7	49
20	5	25	9	81
21	2	4	6	36
N= 21	$\Sigma X= 77$	ΣX^2 =303	$\Sigma Y= 164$	ΣY^2 =1.306

Thus, the mean of pretest (\bar{X}):

$$\bar{X} = \frac{\text{Score Total}}{\text{Sample}}$$

$$\begin{aligned}\bar{X} &= \frac{77}{21} \\ &= 3.67\end{aligned}$$

The mean of posttest (\bar{Y}):

$$\bar{X} = \frac{\text{Score Total}}{\text{Sample}}$$

$$\begin{aligned}\bar{X} &= \frac{164}{21} \\ &= 7.81\end{aligned}$$

As can be seen, the mean of the pretest was 3.67 while posttest was 7.81. Thus, the average posttest was greater than the pretest, which means that after using pictures in learning, students experience an increased in vocabulary mastery. The writer utilized quantitative research method through experimental design with one group pretest and posttest. Student learning outcomes are more accurate by

looking at the data from the comparison of pretest and posttest. The subject of this research is one class of SMP Negeri 1 Siau Timur Selatan, the seventh grade, which consists of 21 students. The statistical analysis carried out as followed:

In the pretest, only one (4,76 %) learner obtain a point of 6, three (14,29 %) learners obtain a point of 5, seven (33,33 %) learners obtain a point of 4, eight (38,1 %) learners obtain a point of 3, and two (9,53 %) learners obtain a point of 2. The total score in pretest (T1) of 21 learners was 77. In the posttest six (28,57 %) learners obtain a point of 9, nine (42,86 %) learners obtain a point of 8, three (14,28 %) learners obtain a point of 7, two (9,53 %) learners obtain a point of 6, and one (4,76 %) learner obtain a point of 5. The total score in posttest (T2) of 21 learners was 164.

In the two columns atop, it be able seen that there were several learners who obtain the lowest point. We can see that in the posttest there are learners who obtain 5 and 6. In learner number 10 the pretest point was 4 and the posttest point was 6, learner number 17 was pretest obtain 2 and posttest obtain 5, learner number 21 obtain pretest 2 and posttest 6.

The result of the data analysis uncovers that the mean score of pretest (3.67) and the mean score of posttest (7.81) from the data that has been included shows that the posttest result is higher than the pretest. This means that by using pictures in learning students are easier to learn or get a new vocabulary. The use of pictures as a media in the teaching and learning process was the right technique in educating English, mainly vocabulary in junior high school. (Ur, 1984: 30) stated that visible own a notable volumn as aids to advancing essentially in light of the fact they draw in learners consideration and assist with empowering them to zero in regarding to matter close. (Wright, 1982: 2) stated that pictures be able assume a key part in propeling learners contextualizing the language they are utilizing, giving them a reference and assisting with restraining the action , this describes that pictures can also motivate students learning English. Pictures have a good role

because be able utilized to describe the sense of vocabulary items. (Allen, 1983) say that for assisting learners to understand the meaning of a word, a picture was useful. Based on the statements atop and the result of the current study the writer agreed that picture could improve students vocabulary. So pictures are effective to help students in learning English vocabulary and memorize its meaning.

CONCLUSION AND SUGGESTION

The research result and discussion in chapter IV showed that the students' of seventh grade in SMP Negeri 1 Siau Timur Selatan could improved their mastery English vocabulary through the use of pictures. In this study show a significant difference between pretest and posttest. It could be seen the mean of the pretest was 3.67 whereas the posttest was 7.81. So, in this study showed that using picture was effective in improved students English vocabulary.

Based on the result of this study, the writer would like to suggest for English teacher and other researchers. In teaching and learning process, using picture is one of the techniques in teaching vocabulary. Do further research on using picture in teaching English. For other researchers who will also be English teachers, it is hoped that they will not only apply effective media and teaching techniques in research but apply them in English classes as long as they can be used to develop students' skills and achievements.

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