APPLYING PICTURE IN INCREASING STUDENT'S VOCABULARY AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL 3 TONDANO

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Abstract: This research investigates whether teaching English Vocabulary by applying picture can increase students' vocabulary or not. The population of this study is students in 2022, in seventh grade of SMP Negeri 3 Tondano. The writer took one class to be the sample. Students consist of twenty four students (n=24). The writer used pre-experimental design with pre-test and post-test. The pre-test was given before to see the students' mastery of vocabulary, before teaching them through picture, and the post-test was given to see the achievement in comprehending the material, after treatment or after teaching them through picture.The data were analyzed after each of the process (pre-test) was done. The result of the tests put in the tables to see the frequency distribution of the tests. Mean and standard deviation are computed for each of the tests.The mean score pre test is 29.66 and the mean score of post-test is 53.33 which means that the result of the post-test is higher than pre-test.The result of the pre-test indicates that the students' ability in understanding and using vocabulary poor (low) before applying picture. The post-test results show that pupils are better able to comprehend and use words when utilizing illustrations. This indicates that using this method to teach vocabulary is appropriate.

INTRODUCTION

English plays an important role in international communication (Liando & Tatipang, 2022). It is a universal language for commerce, education, science, technology, and for building relationship with other countries of the world (Liando, Pelenkahu & Mongkaren, 2021). Realizing how important English is, as a means of international communication, the government of Indonesia has decided to take English

as the first foreign language to be taught in schools up to university. Vocabulary is one of the most important elements in learning English. This statement was mentioned by (Richards 2002: 255). He states: "Vocabulary is a core component of language proficiency and provides much of the foundation for how well learners speak, listen, read and write." This is explained by the development of vocabulary (Tahirin et al, 2018) and (Liando, 2009). People can be literate and have basic skills. Students won't be able to learn solid language skills without a strong vocabulary. Teaching vocabulary by applying picture is regarded effective in teaching English vocabulary because through this method the students are interested and motivated in learning the language particularly the English vocabulary and therefore can help them to increase their English vocabulary (Liando et al, 2021) and (Tumbal et al, 2021). Vocabulary Development is important for overall success in the acquisition of a foreign language (Maley, 2013).

One of the fundamental principles of English language study is that the language can be taught in a shorter time, and more effectively, when the students are active and full of interest (Lendo et al, 2021) and (Wullur et al, 2021). Through the use of aids or media, the student can be active, lively and enthusiastic. Vocabulary is crucial to increase some language that include, namely Reading, writing, speaking and listening (Lengkoan et al, 2019). Without vocabulary nothing can be utterance. This will finally simple life the teacher's task and help the students achieve greater success in their efforts to master English language (Somba et al, 2022) and (Parante et al, 2022).

These skills need to be Mastered by the students so that they can communicate in spoken and written form of the language to do this, the students need to master an amount of English vocabulary (Liando & Martha, 2021). They cannot do the activities of listening speaking reading and writing if they don't master an amount of English words. Therefore, it is important for students to increase their vocabulary of English. Vocabulary is a key factor in successful language learning.

Based on the writer observation the writer found that English is difficult subject. That's because students at SMP N 3 Tondano, especially for seventh 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 learning English.

RESEARCH METHOD

Given that the data are numerical, the research design used in this study is quantitative. It uses a pre-experimental design with pre- and post-testing on one group. The pre-test is the exam that students take before receiving treatment (Lengkoan et al, 2022). The test's goal is to help pupils who struggle with language memorization and comprehension. The test that was administered to pupils following a treatment or after using an image is known as a post-test (Tatipang et al, 2021). The objective of the post test is to assess the students' capacity for memorization and comprehension of language. (Hatch and Farhady 1982:20) stated that the pre-test is administered prior to the start of treatment, whereas the post-test is administered following treatment. Thus, there are two tests: T1 represents the pre-test, and T2 represents the post-test; X represents the therapy. The following is representation of the design:

Column 1. Representation of The Design

Pre-test	Treatment	Post-test
T1	X	T2

Where :

T1 = Test before the treatment (pretest)

X = Treatment using Picture

T2 = Test after the treatment

In analyzing the obtained data the writer used a Mean score formula :

$$\bar{x} \quad : \frac{\sum x}{n}$$

x   : Mean score

Σx   : Total number of student' score

n   : Total number of students

(Sudjana, N 1989:67)

The data were analyzed after each of the process (pre-test) was done . The results of the tests are put in the tables to see the frequency distributor of the tests.

FINDINGS AND DISCUSSION

This study was a quantitative research that has involved 24 students as subjects in this study. From these students data was accumulated. The data mentioned to are introduced underneath in table 1.

Table 1. The data of students in T1 (pre-test) and T2 (post-test)

Number of the students	Pre-test (T1)	Post-test (T2)
1	52	92
2	20	44
3	16	32
4	32	52
5	32	56
6	40	72
7	16	36
8	48	80
9	52	88
10	28	48

11	24	48
12	36	60
13	24	48
14	28	48
15	32	56
16	24	48
17	16	44
18	12	40
19	44	72
20	28	56
21	12	36
22	16	40
23	36	60
24	44	72

Table 1. shows that there are 24 students who took in the test and every students got higher score on the post test. There is no one student got the same point in the pre- test and post – test.

Table 2. Frequency distribution matrix of pre-test (T1)

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative presentation
52	II	2	8,33%	2	8,33%
48	I	1	4,16%	3	12,50%

44	II	2	8,33%	5	20,83%
40	I	1	4,16%	6	25%
36	II	2	8,33%	8	33,33%
32	III	3	12,50%	11	45,83%
28	III	3	12,50%	14	58,33%
24	III	3	12,50%	17	70,83%
20	I	1	4,16%	18	75%
16	IIII	4	16,66%	22	91,66%
12	II	2	8,33%	24	100%

Table 2 indicated that 24 students participated in the pre-test. One (1) student, out of the 24 pupils, received the highest score of fifty-two (52) points. The lowest scores were twelve (12) by two (2) students, forty eight (48) by one (1) student, forty four (44) by two (2) students, forty (40) by one (1) student, thirty-six (36) by two (2) students, thirty-two (32) by three (3) students, twenty-eight (28) by three (3) students, sixteen (16) by four (4) students, and twelve (12) by two (2) students.

Table 3: Post-Test Frequency Distribution Matrix

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative presentation
92	I	1	4,16%	1	4,16%
88	I	1	4,16%	2	8,33%
80	I	1	4,16%	3	12,50%
72	III	3	12,50%	6	25%
60	II	2	8,33%	8	33,33%
56	III	3	12,50%	11	45,83%

52	I	1	4,16%	12	50%
48	IIIII	5	20,83%	17	70,83%
44	II	2	8,33%	19	79,16%
40	II	2	8,33%	21	87,5%
36	II	2	8,33%	23	95,83%
32	I	1	4,16%	25	100%

Table 3. showed that 24 students participated in the post-test. One (1) student out of the 24 pupils received the highest score of ninety two (92) points. The lowest score was thirty two (32) obtained by one (1) student, eighty (80) by one (1) student, seventy two (72) by three (3) students, sixty (60) by two (2) students, fifty-six (56) by three (3) students, fifty-two (52) by one (1) student, forty-eight (48) by five (5) students, forty-four (44) by two (2) students, forty (40) by two (2) students, thirty-six (36) by two (2) students, and thirty-two (32).

Table 4. Computation of Mean Score ($\bar{x}$) of Pre-Test

Students' Number	X
1	52
2	20
3	16
4	32
5	32
6	40
7	16
8	48
9	52
10	28
11	24
12	36
13	24
14	28
15	32
16	24
17	16

18	12
19	44
20	28
21	12
22	16
23	36
24	44
Total	**712**

The average result of the calculation above:

n   = 24

$\bar{x}$ $= \dfrac{\Sigma x}{n}$

$= \dfrac{712}{24}$ n = 24 (x)⁻ = (Σx)/n \s = 712/24 \s = 29,66

According to the computation of the pre-test mean score, the mean score is 29,66.

= 29,66

According to the computation of the pre-test mean score, the mean score is 29,66.

Table 5. Computation of Mean score ($\bar{x}$) of Post – Test

Students' Number	X
1	92
2	44
3	32
4	52
5	56
6	72
7	36
8	80
9	88
10	48
11	48
12	60
13	48
14	48

15	56
16	48
17	44
18	40
19	72
20	56
21	36
22	40
23	60
24	72
Total	**1328**

The mean score of computation above:

n   = 24

$$\bar{x} = \frac{\sum x}{n}$$

$$= \frac{1328}{24}$$

$$= 53.33$$

According to the computation of the post-test mean score mentioned above, the mean score is 53,33.

According to the study's findings, all seventh-graders at SMP Negeri 3 Tondano scored higher on the post-test than they did on the pre-test. The study's findings revealed that there were 24 students who participated in pre- and post-testing. One (1) student achieved the highest score of sixty four (52) on the first test (the pre-test), while two (2) students achieved the lowest score of twelve (12) on the test. One student received a score of ninety two (92) on the post-exam, while another received a score of thirty-two (32) on the testThe mean score (x) of the pre test (T1) is 29,66, and the mean score (x) of the post test (T2) is 53,33, according to table 6. Pre-test and post-test data were compared, and the outcome showed that post-test scores were greater than pre-test scores.

The pre-test results show that before applying an image, the pupils' language knowledge and usage skills were inadequate (low). Additionally, the post-test results show that students are better able to comprehend and use words when utilizing illustrations. This indicates that using this method to teach vocabulary is appropriate.

The findings of this study demonstrate that using pictures helped pupils who were having vocabulary issues.

CONCLUSION AND SUGGESTION

Considering the justification the author arrives at the following conclusion and recommendation in the previous chapter. By using pictures for teaching vocabulary, there is a noticeable improvement. The scores of post-test were higher that the pre-test. It means that vocabulary skill by applying picture was proved better. The application of picture improving students' vocabulary is very helpful. The atmosphere makes the students become interested and motivated in learning English especially English vocabulary. Picture creates a good teaching and learning.

- Using picture is an effective way in improving students' English vocabulary. It is suggested English to teachers to apply picture in increasing students' vocabulary.

- For further research, is recommended to use more modern technology in teaching vocabulary.

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