

INCREASING STUDENTS' VOCABULARY BY USING PICTURES AT SMP KRISTEN 17 TATENGESAN

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Abstract: The purpose of this study was to examine whether the use of pictures could increase students' vocabulary. Students of SMP Kristen 17 Tatengesan for the 2022/2023 school year (including 20 students of seventh grade) were selected for this study. Pre-experimental design with one group pre-test and post-test was used in this research. This study consisted in four meetings. Prior to treatment (used pictures), the first researchers performed a pretest. After treatment (used picture), students were given a post-test. Data collection technique used test as instrument. That is objective in terms of matching the item 5 numbers, completion 5 numbers and true/false 10 numbers, The total is 20 numbers. The result of this study found that pictures was effective showed the scores post-test (78.52) was higher those of pre-test (50.5). This suggests that the use of pictures is considered can effectively increase students vocabulary.

Keywords: *Increasing, Pictures Media, Vocabulary*

INTRODUCTION

Language is a means of communication that conveys information. According to Wardaugh (1997), language is a system of arbitrary vocals symbols by means of which human being communicate with another. Language is a system that humans use as a way of exchanging information using symbols or sound like a media (Liando & Tatipang, 2022); (Liando et al., 2022); (Liando et al., 2023). It is very difficult for human to communicate with one another without language.

Since 2011, the world has witnessed the Industrial Revolution 4.0, the three main characteristics of which rely heavily on the use of technology, so English is the

first foreign language in Indonesian high schools: Innovation, automation, communication, so it must adapt to current developments (Lengkoan & Ollie, 2020); (Kumayas & Lengkoan, 2023); (Maru et al., 2020). This program primarily focuses on the professional and educational skills of teachers and includes the acquisition of four English language skills: Listen, speak, read, write and master her four elements of English: Grammar, vocabulary, spelling and pronunciation system.

Reading comprehension relies heavily on a person's vocabulary, which is the collection of words that make up a language. Hornby (2006) states that a person's vocabulary consists of all the words he or she is able to recognize and use within a given language. Poor comprehension of written and spoken language results from a lack of familiarity with the meanings of commonly used words (Maru et al., 2021); (Maru, 2021); (Maru et al., 2018). Vocabulary development can have a significant effect on professional and academic achievement.

When teaching English, teachers need to know how to make students understand what is being taught. According to Chomsky (1992), the goal of instruction is to promote growth and stimulate students' interest in learning. As teachers, we need different kinds of techniques and materials that are interesting to our students so that they can master their vocabulary. Using pictures to learn vocabulary helps teachers focus students' attention and help them learn more effectively. Using pictures for teaching and learning aims to help students memorize vocabulary, as it is a fun and easy-to-learn game, making learning more fun than usual. To learn English, students must master vocabulary. In this study, researchers selected his SMP Kristen 17 Tatengesan because, based on interview observations with several existing students, they said they had a low vocabulary.

RESEARCH METHOD

This study employs a quantitative method through a pretest and posttest design with a single research group. According to hatch and farhady (1982:20), "pre-test was gave before instruction (or treatment) begins". So, pre-test gave before the treatment and post-test gave after the treatment. T1 is for the pre-test and T2 is for the post-

test. In the following diagrammatic representation, it stands in for T2 treatment X: T1 X T2.

The instrument of this research was test. Used two tests, namely pretest and posttest. After that gave treatment. The test used was an objective test of the matching item, true/false, completion that contain 20 numbers.

The author used the following mean scores formula to analyze the data they gathered:

$$\bar{X} = \frac{\sum x}{N} \text{ (Hatch and Farhady 1982:178).}$$

Where \bar{X} = The symbols of mean

$\sum x$ = The total score Students

N = The number of Students

FINDINGS AND DISCUSSION

Researchers in this quantitative study compared two groups: one that took the test before and one that took it after. Both a pre-treatment and post-treatment assessment were conducted. The researcher mainly relied on pictures in her study. The 20-number test included a 5-item matching section, a 5-item competition section, and a 10-item true/false section. This study was conducted with 20 students at SMP Kristen 17 Tatengesan. The first step was for the researcher to go to class with the headmaster. After that, the researchers introduced themselves to the students, and the students also introduced themselves. There are 20 students, 17 students female and 3 Students male. The second step the researcher explained the rules that used. And the third step after the researcher explained the rules the researcher was gave a pre-test, after that treatment and the treatment used pictures, after that mid-test for practice and preparation for post-test, treatment used pictures, and post-test. Data were displayed graphically as cumulative frequency distributions.

The students of class follow the pretest and posttest there are 20 students who took in the pretest and posttest and every students got higher score on the posttest. The result of students pretest and posttest showed on *Table 1*.

Table 1. Data for T1 (pretest) and T2 (posttest) students.

Number of students	Pretest	posttest
1	50	65
2	60	75
3	40	75
4	50	90
5	45	85
6	55	80
7	65	90
8	75	95
9	60	75
10	60	85
11	40	75
12	45	85
13	60	90
14	30	80
15	70	90
16	20	35
17	65	80
18	40	60
19	50	90
20	30	65
TOTAL	1.010	1.565

There were 20 students took part in pretest. From 20 students the highest score was seventy five 75 it is taken by one (1) student. Twenty (20) is the lowest scores taken by one (1) student. The result of frequency distribution matrix of pretest showed on *Table 2*.

Table 2. Pre-test frequency distribution matrix (T1)

Scores	Tally	frequency	Freq-%	Cumulative proportion	Cumulative presentation
75	I	1	5%	1	5%
70	I	1	5%	2	10%
65	II	2	10%	4	20%
60	IV	4	20%	8	40%
55	I	1	5%	9	45%
50	III	3	15%	12	60%
45	II	2	10%	14	70%
40	III	3	15%	17	85%
30	II	2	10%	19	95%
20	I	1	5%	20	100%

Based on the *Table 2. Pre-test frequency distribution matrix (T1)*, the scores that students' obtained the most were 60 (4 students' 20%) and 4 scores that were only obtained by 1 student there were 75 (5%), 70 (5%), 55 (5%) and 20 (5%).

There were 10 scores obtained by students, 75 (1 student 5%), 70 (1 student 5%), 65 (2 students 10%), 60 (4 students 20%), 55 (1 student 5%), 50 (3 students 15%), 45 (2 student 10%), 40 (3 students 5%), 30 (2 students 10%) and 20 (1 student 5%).

There were 20 students took part in posttest. From 20 students the highest score was ninety five (95) taken by one (1) student. Thirty five (35) was the lowest scores taken by one (1) student. The result of frequency distribution matrix of posttest showed on Table 3.

Table 3. posttest Frequency distribution matrix (T2).

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative presentation
95	I	1	5%	1	5%
90	V	5	25%	6	30%
85	III	3	15%	9	45%
80	III	3	15%	12	60%
75	IV	4	20%	16	80%
65	II	2	10%	18	90%
60	I	1	5%	19	95%
35	I	1	5%	20	100%

Based on the *Table 3. posttest Frequency distribution matrix (T2)*, the scores that students' obtained the most were 90 (5 students' 25%) and 3 scores that were only obtained by 1 student there were 95 (5%), 60 (5%), and 30 (5%).

There were 8 scores obtained by students, 95 (1 student 5%), 90 (5 students 25%), 85 (3 students 15%), 80 (3 students 15%), 75 (4 students 20%), 65 (2 students 10%), 60 (1 student 5%), 35 (1 student 5%), To analyze the data the researchers used the average score formula:

$$\bar{x} = \frac{\sum x}{N} \text{ (Hatch and Farhady 1982:178).}$$

Where \bar{x} = The symbols of mean
 $\sum x$ = The total score Students
 N = The number of Students

The mean score of computation pretest:

$$N = 20$$

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

$$= \frac{1.010}{20}$$

$$= 50,5$$

The mean score of computation posttest:

$$N = 20$$

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

$$= \frac{1.565}{20}$$

$$= 78,25$$

The result of computation mean score of pretest and posttest showed on Table 4.

Table 4. The mean score of pre-test and post-test.

	Pre-test	Post-test
Mean score	50,5	78,25

Table 4 shows that there was a change in the mean score between the pre- and post-test. Posttest averages are higher than pretest averages. It meant that the students' vocabulary was increase and the used of picture was effective.

The result of frequency polygon of pretest& posttest showed on figure 1.

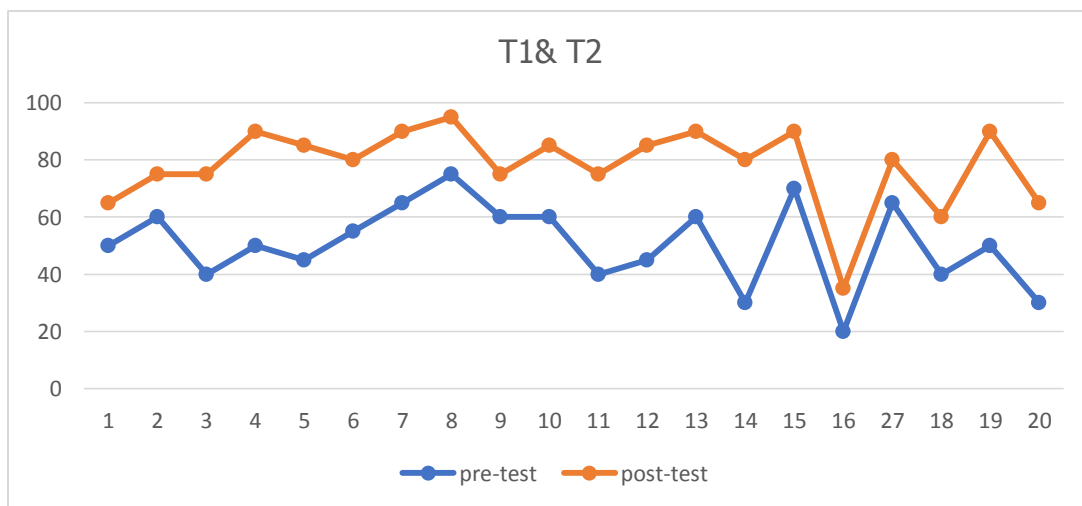


Figure 1. Frequency polygon of pretest (T1) & (T2)

By this media, students are encouraged. It was found that they became more active in class when the researchers were shown the pictures, All students were completely focused on the pictures and were very excited about repeating the words. Researchers always asked students what they thought about teaching by pictures and the students said that they were very enthusiastic about this tool because it makes learning easier.

Students were inspired by these media. Be more active during class. When the researchers showed the students one by one pictures of them, they all paid close attention to the pictures and were repeating the words with great excitement. Researchers constantly asked students what they thought of teaching with pictures. Students said they were very excited about this media because it makes learning easier. Hamalik (1993:18) It is acceptable that the media are used to motivate students to learn.

showm on table 4 which the mean score of posttest higher than pretest. There is no one students got the same point on pretest and posttest which means their vocabulary does not increase but every students got the higher score of posttest which means all of them can increase their vocabulary or using pictures as a media in teaching vocabulary is considered effective.

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