TEACHING VOCABULARY THROUGH PICTURE

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Penelitian ini bertujuan untuk mengetahui: peningkatan penguasaan kosakata siswa setelah mereka diajarkan melalui gambar. Penelitian ini menggunakan desain *one group pretest* dan *posttest*. Tes kosa kata digunakan untuk pengambilan data. Data ini di analisis menggunalkan *repeated measured t-test*. Subyek penelitian ini 27 siswa dari kelas empat pada SDN 1 Rajabasa Raya. Hasil penelitian menunjukkan bahwa adanya peningkatan antara *pretest* dan *posttest*. Dengan level signifikan adalah $p<0.05$ (p=0.000). Dapat disimpulkan bahwa gambar dapat digunakan untuk meningkatkan prestasi belajar kosa kata siswa.

The aims of the research was to find out: the improvement of students' vocabulary mastery after they were taught through pictures. The research used one group pretest and posttest design. The vocabulary test was used to collect the data. The data were analyzed by using repeated measured t-test. The subjects of this study were 27 students from the first grade students of SDN 1 Rajabasa Raya. The result showed that there was a statistically significant improvement of the students' mean score between the pretest and the posttest with significant level $p<0.05$ (p=0.000). This suggests that pictures could be used to improve students' vocabulary achievement.

Keywords: *improve, picture, vocabulary*

INTRODUCTION

Vocabulary is one of the important aspects of English. 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. It is true that it might be impossible to learn language without mastering vocabulary. Moreover, vocabulary plays an important role for those who want to comprehend and produce the language well. Wallace (1988:9) states, vocabulary is the vital aspect of language. 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.

In learning a language, vocabulary becomes the most important things to be improved when the learners want to be success to improve their skill. Thornbury (2002) states that teaching words is a crucial aspect in learning a language as languages are based on words. When the students have a lot of vocabulary they would make more words to express their ideas. Vocabulary should be learned and skills should be practiced. Teaching vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties to studying English language. Vocabulary is also an important factor in all languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Without a sufficient vocabulary, students cannot communicate effectively or express their idea in both of oral and written form.

However, since English is not Indonesian national language, to master vocabularies of foreign language by learners is difficult. Many students find problems in mastering it. Based on the researcher's experience in teaching training at SMPN 2 Trimurjo in 2016, it was found that most of the students have big problems in learning English. One of the basic problems is lack of vocabulary. It is also in line with the pre-observation in SDN 1 Rajabasa Raya Bandar Lampung, the teacher says that the students get problem in understanding the difficult words or phrases. It happens because of lack of vocabulary.

Besides, most of students are lack of motivation. The students easily got bored, more passive, and worried to learn English because the English teacher lack of ability in using media, especially in teaching vocabulary. The English teacher only used text book and white board in teaching learning process. The students just pay attention to what the teacher's explanation or rewrite the vocabulary that's written by the teacher on the white board.

Based on the background above, the researcher intended to find out the improvement of students' vocabulary mastery after they were taught through picture as the media of instruction and to find out students' difficulties with respect to the implementation of picture. Therefore, vocabulary mastery on content word that represented the things in the class room, parts of human body, and fruits were used in this research. Beside it was a new thing to observe, this

research also could be useful for teacher to teach vocabulary and improve students' vocabulary mastery.

METHOD

The research used one group pretest and posttest design. The subjects of this research were 27 students from IV B of SDN 1 Rajabasa Raya in the second semester of 2016/2017 academic year. The instruments of this research were vocabulary test. The researcher chose the materials for the students based on the syllabus of the second semester for fourth grade of Elementary School. This research used the result of the tryout test to measure the validity, reliability, level of difficulties, and discrimination power of the tests. The total items of the tryout test was 40 items. The reseacher checked the students vocabulary achievement by giving two vocabulary tests to the students, they were pretest and posttest. There were 30 items including the entire topics: things in the classroom, discribing people and fruits. The data was analyzed by using Repeated Measure t-test of SPSS (Statistical Package for Social Science) version 16.0.

RESULT

The result from the calculation by using *Repeated Measure t-test* (SPSS 16.0) showed that the mean score of pretest result was 55.14 while in the posttest was 69.96 in which the gain was 14.82 points. The data analysis showed that *t-value* was 12.955 and *t-table* was 2.055 with level significant 5% and degree of freedom 26. It meant that *t-value* was higher than *t-table*. Therefore, it could be stated that H_0 was rejected and H_1 was accepted. The sig 2-tailed was 0.000 (<0.05) which was lower than 0.05. It could be seen from Table 1 and Table 2.

Table 1. The Mean Scores of Pretest and Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	55.1481	27	10.24208	1.97109
	posttest	69.9630	27	8.51913	1.63951

Table 2. Result of Students' Vocabulary Achievement

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 pretest - posttest	1.48148E1	5.94227	1.14359	17.16550	12.46413	12.955	26	.000

The table above shows that there is improvement of students' vocabulary mastery before and after being taught by using picture. The mean scores of pre-test is 55.14 and the mean scores of post-test is 69.96. From the scores of pre-test and post-test, the gain is 14.82. The data was strengthen with the level of significance both test which had been analyzed by using *Repeated Measured t-test (Paired Sample Test)* through SPSS16, that is 0.000 which means it is lower than alpha ($p<0.05$, $p=0.000$).

Therefore, the comparison between the mean of the students' score in pretest and posttest was increase from 55.14 to 69.96. The difference between mean of students' score in pretest and posttest is 14.82. The graph below explains the improvement of students' vocabulary mastery in each aspect evidently.

Graph 1. The Improvement of Aspects of Vocabulary
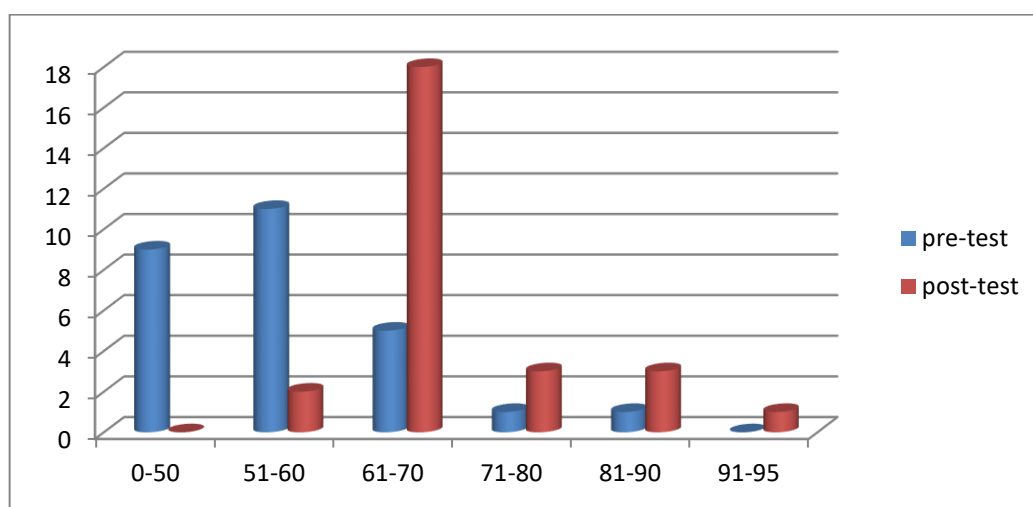
Sources: Data Analysis

The graph shows that after the treatments learning vocabulary through picture, there are no students who got score under 50 although there are around 2 students who got score under 60 or same as 60. The rest of the students get score in range 60 up to 100. The results indicate that the students' vocabulary mastery improve significantly after being taught through picture. In addition, the result of hypothesis testing the significance difference between the result of pretest and posttest shows that there is a significant difference, that was $p<0.05$ ($p=0.000$).

DISCUSSION

The result of the research showed that the students' vocabulary mastery improved after taught through picture. The students' mean score after being taught through picture increased from the pretest and the posttest significantly. Besides, the results also support the previous research findings of Syaputri (2016) states that there is a significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture.

As quoted by some studies shows that picture are able to improve students' vocabulary mastery. Silbert (1997) says that picture is a kind of interesting visual aid which is able to give motivation and good impression for the students, so that

the students can memorize the words related to the picture. According to Hamalik (1982:28), picture can make the students sure about the things they deal with, so they really know the thing they see. It is in harmony with Yussa (2012:14) says that use of picture is more efficient and simple than words or texts, they are easier to recall and to remember than words, furthermore they expose real life situation although it happened a long time ago.

English teachers felt that using modern method such as picture and real objects in teaching new words makes the learning process enjoyable and memorable. English teachers also found that visual elements can motivate students for better learning. The statements are in line with this research that the students who were being taught through picture enjoyed and easily to memorize the new words and caused the improvement of the students' vocabulary mastery.In short, picture had good impact on students' vocabulary mastery. By using picture, students could see the picture with attractive colors and easily to understand and caused the improvement of the students' vocabulary mastery. Therefore, their understanding did not only come from the explanation but also come from what they see.

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CONCLUSION

After conducting the research at the fourth grade students of SDN 1 Rajabasa Raya Bandar Lampung and analyzing the data, the researcher concluded that picture could improve the students' vocabulary mastery. Learning vocabulary through picture helped the students to find and memorize the meaning of vocabulary easily because they can see directly. Therefore, by using picture as media they might be easier to comprehend English vocabulary in elementary school students.

SUGGESTIONS

Some suggestions could be listed as follows:

1. In this study, the researcher applied picture in teaching vocabulary dealing with describing things in the classroom, parts of human body, and fruits of single words in form of nouns. Further researchers should use similar topics developed other skills and language components.
2. English teachers are recommended to apply picture as an alternative media in order to help students in developing and improving their vocabulary mastery, and also be used for other subjects.

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