IMPLEMENTING VISUAL DICTIONARY AND SEQUENTIAL ART TOWARD STUDENTS'ACHIEVEMENT OF VOCABULARY

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Abstract

Tujuan dari penelitian perbandingan ini adalah untuk mengetahui, media yang manakah yang lebih efektif untuk meningkatkan penguasaan kosa kata siswa, dan masalah-masalah yang dihadapi siswa dalam proses belajar. Populasi dalam penelitian ini adalah siswa kelas IX SMP Muhammadiyah Trimurjo dan sampelnya adalah kelas IXA dan IXB. Data diperoleh dari pretest, postest, observasi, dan wawancara. Berdasarkan perhitungan, hasilnya menunjukkan bahwa hipotesis diterima, karena t-value (3.148) > t-table (2.042). Hal ini berarti bahwa *visual dictionary* lebih efektif untuk meningkatkan penguasaan kosa kata siswa karena nilai rata-rata siswa pada posttest di eksperimen kelas 1 (75.23) lebih tinggi dari posttest di kelas eksperimen 2 (68.37). Kemudian, masalah utama yang dihadapi siswa dalam belajar kosa kata adalah dalam memahami penggunaan kata.

The objectives of this comparative research were to determine which one of the media was more effective to increase students' vocabulary achievement, and to investigate the problems that students' face during the teaching learning activity. The population of this research was the grade IX students of SMP Muhammadiyah Trimurjo and the sample of this research were IXA and IXB. The data were obtained from pretest, posttest, observation, and interview. Based on the calculation, the result showed that hypothesis was accepted, because t-value (3.148) > t-table (2.042). Thus, Visual Dictionary was more effective to increase students' vocabulary achievement than sequential art because posttest in experimental class 1 (75.23) was higher than experimental class 2 (68.37). Then, the students' main problem in learning vocabulary was in understanding the words use.

Keywords: comparative, sequential art, visual dictionary, vocabulary

INTRODUCTION

Vocabulary is not only important but also complex element of a language. It plays an important role in helping the language learners master the language they are learning. Vocabulary is the basic competence that must be reached by students in order to fulfill the qualification of basic competencies like reading, writing, listening, and speaking. In other words, it is difficult to master competences without mastering and understanding vocabulary. It will also affect the language learning process of the learners. Vocabulary a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language (Webster, 1988). This statement indicates that in order to master a language, the learner shall acquire a great amount of vocabulary. Therefore, it is reasonable and understandable that possessing a lot of vocabularies is necessary for students to understand or to master English.

Unfortunately, based on the researcher's observation during her PPL in SMP N 3 Tanjung Raya Mesuji, it was found that the students' problems in learning language were not only memorizing vocabulary, but also understanding the vocabulary especially when the vocabulary was put in different context. Many students were poor in vocabulary mastery, they had problem to understand the reading text, the sentences, and the meaning of the words. It was also difficult for them either to use English in communication, understanding spoken language or to express their idea in written text. This might be caused by their low motivation and their lack of

vocabulary. Furthermore, it becomes a great problem for students of Junior High school to master approximately 600 to 1500 words according to guidelines of School-based curriculum (KTSP) for English. In fact, the students' vocabulary mastery does not reach this expectation. The researcher found that most students at the third year seem to be poor in vocabulary mastery. It could be seen from their vocabulary test scores which were mostly stated lower than the minimal mastery criterion (KKM) which required the students getting score 73.

In addition, according to the researcher's observation in SMP Muhammadiyah Trimurjo, another possible reason came from the technique and media which were used by the teacher. The researcher noticed that teacher only focused on how the materials could be finished. The teacher only gave the explanations directly without much concerning students' need. In other words, the learning process was still dominated by the teacher (teacher-centered). Consequently, the teacher should look for an effective media to make learning vocabulary easier, more pleasant, and enjoyable.

However, it was not easy to choose which media that would be effective to be applied in the class. Based on the fact above, the researcher would like to compare between two media. In choosing the appropriate media, the researcher took note of Thornbury's opinion (2007:25) that visualizing is the best way to teach new word for all subjects. Hence, the researcher attempted to use visual dictionary and sequential art for teaching vocabulary, to find out whether one or both of them would be

effective or not for teaching and increasing students' vocabulary achievement. Visual Dictionary is a dictionary that primarily uses pictures to illustrate the meaning of words and organized by themes (Wigan, 2009). Then, Sequential Art is the art form of using a train of images deployed in sequence to graphic storytelling or conveys information (Eisner, 1990). Visualization can also be used to transfer the image of real thing. Therefore, teacher can use visual dictionary to make the learners easy to memorize what they have learnt and raising students' interest and motivation to build their vocabulary achievement as well. Meanwhile, it is stated by Eisner (1990) that sequential art is the art form of using a train of images deployed in sequence to convey information. It means that sequential art, which is usually shown in interesting drawing even dialogue, can attract students' interest to learn vocabulary and also can help the students to improve and practice their words.

Based on reasons above, the researcher proposed visual dictionary and sequential art to be used in teaching learning process. In order to find out which media would be more effective, the researcher compared the visual dictionary and sequential art. Thus, the research conducted at SMP Muhammadiyah Trimurjo as comparative media research. The result finally could be a consideration for teachers nowadays to make the teaching of vocabulary more interesting and increase the vocabulary achievement. Hopefully, by presenting visual dictionary and sequential art as the media, students' vocabulary achievement could increase.

METHOD

In this design, there were two classes: an experimental class 1 and an experimental class 2 which were received the treatments. Both experimental class 1 and experimental class 2 received the same pre-test and posttest.

The design can be presented as follows:

G1   : T1 X1 T2

G2   : T1 X2 T2

Where:

G1   : experimental class 1

G2   : experimental class 2

T1   : pretest

X1   : experimental class 1 treatment

X2   : experimental class 2 treatment

T2   : posttest

(Setiyadi, 2006:135)

Pretest was conducted to measure students' basic ability. It consisted of 30 items in multiple-choice questions and each item had 4 options of answer. It was conducted in 45 minutes. There were three times of treatments conducted in this research. Each treatment was conducted for 90 minutes consisting of vocabulary of content words (noun, verb, adjective, and adverb) which learnt through visual dictionary in experimental class 1 and sequential art in experimental class 2. The posttest was conducted for 30 items in multiple-choice questions and each item had 4 options of

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answer. It was conducted in 45 minutes to measure whether there was increase of students' vocabulary achievement after being given treatments.

Besides that, the researcher also checked the students' activities in learning process by using observation sheet. The observation was conducted in the experimental classes to observe the teaching-learning process during the treatment of teaching vocabulary through visual dictionary and sequential art. Moreover, the interview was conducted to find out the problems the students face in learning vocabulary through visual dictionary and sequential art.

RESULT AND DISCUSSION

The total score of the post-test in experimental class 1 is 2257. The mean score of post-test is 75.23; the highest score is 87; the lowest score is 57, and the median is 77. Meanwhile, the total score of post-test in the experimental class 2 is 2051. The mean score of post-test is 68.37; the highest score is 87; the lowest score is 50, and the median is 70. In the experimental class 1, there is an increase of 719 point for the total point after being given the treatments through Visual Dictionary. The highest score in the pre test is increasing from 67 into 87 in the post-test, and the lowest score in the pre test is increasing from 37 into 57 in the post-test. Moreover, the mean score of the pre test 51.27 increased to 75.23 in the post-test. Then, in experimental class2, the increase of students' achievement mean from pre test to post test is only 16.567. Comparing to the experimental class 1 (23.967><16.567), it is quite different point.

In order to prove whether the hypothesis of the research is accepted or not, the researcher used independent samples test in order to find out the significance of the treatment effect. The hypothesis is tested at the significant level of 0.05 in which the hypothesis will be approved if $\alpha < 0.05$.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	7.928	.007	3.148	58	.003	6.867	2.181	2.501	11.232
	Equal variances not assumed			3.148	49.426	.003	6.867	2.181	2.485	11.249

By observing table 6, there are three aspects being compared. The first is the mean of both classes; 75.23 for experimental class 1 and 68.37 for experimental class 2. The experimental class 2 gains lower average score in post-test than experimental class 1. The mean difference is 6.87, meaning that the experimental class 1 gains 6.87 score, higher than experimental class 2 in post-test. In this case, based on the table, the significant value of students that was sig. (2-tailed) is 0.003 (p=0.003). Thus, it can be inferred that the sig. $< \alpha$ (p<0.05, p=0.003). Therefore, H_0 was rejected while H_1 is accepted. In other words, there was significant difference between students who are taught through Visual Dictionary and Sequential Art. Yet, the increase of both classes was gained significantly different.

In addition, the result of the research showed that there was a difference of students increase in each aspect of vocabulary of content words in experimental class 1 and experimental class 2. It can be seen from the table below:

Increase of Vocabulary of Content Words in Each Class

No	Vocabulary of Content Words	Experimental Class 1			Experimental Class 2		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1.	Noun	49%	81%	**32%**	51%	62%	**11%**
2.	Verb	53%	78%	**25%**	52%	65%	**13%**
3.	Adjective	58%	78%	**20%**	56%	76%	**20%**
4.	Adverb	49%	59%	**10%**	47%	72%	**25%**

The table shows that the gain of noun and verb in experimental class 1 is higher than experimental class2 and the gain of adverb in experimental class 2 is higher than experimental class1. Meanwhile, the improvements of adjective are similar in both classes.

Based on the result of observation, students faced some problems during learning vocabulary through Visual Dictionary. In the first meeting, students got difficulties to follow teacher's instructions and they were not really active in pair work. Students did not work much to identify words' meaning by themselves and they did not finish their assignments. Here, the learning process was still focused on lecturing (teacher-centered). On the other hand, students' learning activity improved in the second and third meeting. Students were able to follow teacher's instruction, finish their work well, and their assignments scores increased. Meanwhile, in learning vocabulary through Sequential Art, students only faced the difficulty to finish their assignment.

Even though students' assignments scores increased, they were not able to finish their assignments well until the last meeting.

Furthermore, based on the result of interview, the problems the students face in learning vocabulary through Visual Dictionary and Sequential Art were also found. In line with what had been observed during the treatment in experimental class 1, the students faced the problems of understanding adverbs, understanding the words' use, identifying roots, and pronunciation. Then, the problems that came from the material were too many words to learn for lower level students. Meanwhile, in experimental class 2, the problems that the students face were following teacher's speed of speech, understanding what words the teacher said, memorizing the amount of vocabularies, and lacking of the time allocated for teaching.

CONCLUSIONS AND SUGGESTIONS

In line with the result of the data analysis and discussions, the researcher draws the following conclusions:

a. There is a significant difference of students' vocabulary achievement between those are taught through visual dictionary and those through sequential art. It can be seen in the significant value of the posttest (0.003) in both classes that is lower than 0.05 (0.003<0.05).

b. Visual Dictionary is more effective than Sequential Art to help students increase their vocabulary achievement. It can be identified from the mean difference, that is, 6.87. It means that experimental class 1 gains 6.87 point, higher than

experimental class 2 in posttest. The concept of visual dictionary in arranging the words by themes would help the students to understand and memorize the words easier. Moreover, the use of picture could provide the real object and led students to catch the meaning faster. Students could deal with their long-term memory in memorizing the words.

c. The problems faced by students during learning vocabulary through Visual Dictionary and Sequential Art are as follow:

- Experimental Class 1: Understanding adverbs, understanding the words use, identifying roots, and pronunciation.

- Experimental Class 2: Following teacher's speed, understanding the words the teacher said, memorizing the amount of vocabularies, and lack of time.

Referring to the conclusion above, some suggestions can be listed as follows:

1. Teachers are recommended to use Visual Dictionary in teaching noun, verb, and adjective.

2. Teachers are recommended to use Sequential Art in teaching adjective and adverb.

3. In teaching vocabulary through Visual Dictionary, teachers are suggested to give students more explanation about adverbs and words use. Teacher should also describe how to identify root words from its affix by giving more examples about them to train students' understanding. In addition, teacher also should give more practice in pronouncing the words.

4. In teaching vocabulary through Sequential Art, teachers are suggested to decrease the speed and speak more clearly to students to help students follow the instruction. Teachers are also suggested to give more practice in pronunciation and asked students to listen carefully so that they can understand what teacher says and found out the words in the text. The right amount of target words should also be considered by the teacher because some students have limited vocabulary. Last, the teachers are suggested to be more careful in managing time so students could finish the assignments well.

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