

## **Improving students' vocabulary achievement through picture series at the second grade of SMP Negeri 8 Bandar Lampung**

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### **ABSTRACT**

The objectives of this research were to see whether any significant improvement of students' vocabulary achievement and to find out which type of vocabulary has the most significant improvement. The design used was the one group pre-test post-test. Vocabulary test was the instrument to measure the pre-test and post-test. The result shows that the mean score of pretest is 64.33 while the mean of posttest is 75.20, with the N-gain number is 0.3047. It can be concluded that there is an improvement in students' vocabulary achievement after implementing picture series in the learning process. The students' scores in all types of vocabulary were increased. However, the most improved aspect was noun. The mean of this aspect in posttest (11,3) was higher than the mean in pretest (7,3) with the gain of 0,45977.

**Keywords:** *Picture Series, Vocabulary Achievement, Types of Vocabulary*

### **I. INTRODUCTION**

Learning English as a foreign language in Indonesia, of course, requires students to achieve good knowledge of the target language. Students are required to master four language skills that are listening, speaking, reading, and writing. The role of vocabulary in learning foreign languages cannot be avoided. Vocabulary mastery will greatly help students in mastering English and the four language skills. As evidenced by (Alhaqtahtani, 2015), vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. According to (Stahr, 2008) that Learners' receptive vocabulary size was found to be strongly associated with their reading and writing abilities and moderately associated with their listening ability.

Vocabulary mastery is the ability to get or receive many words. However, the problem often faced by students in learning a foreign language is a limited vocabulary. Due to limited vocabulary, students will find it difficult to communicate and capture information orally or in writing. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008). For this problem, the researcher needs a suitable media, strategies or media to help student's mastery in vocabulary.

The efficiency of the use of media depends on how well a teacher determined and manipulated the good media for children (Arianto, 2005). Previous study that conducted by Anitah adopted by Erlina (2012:8) pointed out that picture is the media which most commonly use in study. Some excess of picture is concrete character, can overcome limitation. The price is cheap and also is easy to made and also used in the class. It means that pictures possible to be used in teaching vocabulary, because picture commonly used in study and also easy to made, found, and cheaper.

Furthermore, Raimes (2001:277), states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for the students' attention. The arguments that picture series can be used in teaching vocabulary are supported by the numerous studies above. This makes the writer more confident that the use of media picture series will help students in learning vocabulary.

Based on the statements above, the researcher wants to know whether the use of picture series media using recount text could improve their vocabulary achievement or not on the second grade of SMPN 8 Bandar Lampung. Besides what makes this research different from other studies using picture series media is that this research will examine the improvement of vocabulary using this media.

## **II. METHODOLOGY**

This research is conducted to see the significant differences regarding the students' vocabulary mastery after the use of picture series media. To answer the questions, the writer uses a quantitative approach and one group pre-test and post-test design. The research design is illustrated below:

T1 X T2

Where:

T1 belongs to the pre-test T2 belongs to the post-test

X belongs to the treatment (The implementation of picture series media)

(Setiyadi, 2018: 113)

### **1. Population and sample**

In this research, population will be the second grade of the students of SMPN 8 Bandar Lampung in academic year 2021/2022. The second-grade students are divided into 9 classes. Meanwhile, the researcher will choose one class of sample as the representative. The sample is the students in VIII H class which consist of 30 students.

### **2. Research Instruments**

The instrument used to gain the data is a multiple-choice test. In this research kind of instrument that will be used was a multiple-choice test to know students' vocabulary achievement in pretest and posttest. Pre-test will be given at the beginning of the meeting to see students' initial achievements in vocabulary mastery. Then, the post-test will be administered after the students are thought by picture series media to indicate the improvement of the students' vocabulary achievement. Both tests will have similar instructions for taking a multiple-choice test.

## **III. RESULTS AND DISCUSSION**

### **1. Result of Pre-test and Post-test**

To get the data, the researcher arranged two kinds of vocabulary tests: pretest and posttest. The discussions of the result of both tests are presented in the following subsection.

**Table 1. Result of pretest**

| <b>Statistics</b>  |         |        |
|--------------------|---------|--------|
| Pretest            |         |        |
| N                  | Valid   | 30     |
|                    | Missing | 0      |
| Mean               |         | 64.33  |
| Std. Error of Mean |         | .955   |
| Std. Deviation     |         | 5.228  |
| Variance           |         | 27.333 |
| Range              |         | 18     |
| Minimum            |         | 56     |
| Maximum            |         | 74     |

**Table 2. Result of posttest**

| <b>Statistics</b>  |         |        |
|--------------------|---------|--------|
| Posttest           |         |        |
| N                  | Valid   | 30     |
|                    | Missing | 0      |
| Mean               |         | 75.20  |
| Std. Error of Mean |         | .828   |
| Std. Deviation     |         | 4.536  |
| Variance           |         | 20.579 |
| Range              |         | 16     |
| Minimum            |         | 66     |
| Maximum            |         | 82     |

It can be seen from the table above that there is an increase of students' for about 10.87 points. It is because the mean of post-test is 75.20 and the mean of pre-test is 64.33, meaning that the post-test score is higher than the pre-test score. Hence, it can be concluded that students' scores was improved after receiving the treatment through picture series.

## 2. The Significant Improvement Between the Pre-test and Post-test Score

For the first research question, the researcher proposed two hypothesis testing:

H<sup>1</sup>: There is a significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series

H<sup>0</sup>: There is no significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series

To know which hypothesis that worked, it is a must to run hypothesis testing. Hence, a Paired Sample T-test was run to know the answer. The result of the analysis from SPSS can be seen in the following table.

**Table 3. Table of Paired Samples T-Test**

|        |                    | Paired Samples Test |                |                 |   |        |       |    |                 |
|--------|--------------------|---------------------|----------------|-----------------|---|--------|-------|----|-----------------|
|        |                    | Paired Differences  |                |                 |   |        |       |    |                 |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        | t     | df | Sig. (2-tailed) |
|        |                    |                     |                |                 | Lower                                     | Upper  |       |    |                 |
| Pair 1 | Posttest – Pretest | 10.867              | 6.469          | 1.181           | 8.451                                     | 13.282 | 9.201 | 29 | .000            |

The table above shows the result of the computation of Paired Sample T-test. It is clearly seen that the significance of the two-tailed value is 0.000. It means that H<sub>1</sub> is accepted because 0.00 is lower than 0.05. Therefore, it is proved that students' scores were increased from pretest to posttest after receiving the treatment using picture series. Besides, if the t-value (9.201) is compared with the t-table (2.0452), the students' vocabulary improved since t-value > t-table. It can be concluded that there is an improvement in students' vocabulary achievement after implementing picture series in the learning process.

## 3. Mean Difference of Vocabulary Types before and after Treatment

To answer the second research question, the researcher analyzed the total score of each type vocabulary from pretest and posttest. The result of the computation is presented below.

**Table 4. Table of Mean Difference vocabulary types of pretest and posttest**

| Types of | Mean | Gain |
|----------|------|------|
|----------|------|------|

| Vocabulary | Pre-Test | Post-Test |         | Sig.  |
|------------|----------|-----------|---------|-------|
| Verb       | 6.2      | 6.7       | 0.11764 | 0.000 |
| Noun       | 7.3      | 11.3      | 0.45977 | 0.000 |
| Adjective  | 6.1      | 6.6       | 0.12820 | 0.000 |
| Adverb     | 2.5      | 3         | 0.25824 | 0.000 |

From the table above, we can see that the mean numbers of all of the types were increased including verb, noun, adjective, and adverb. Besides, it is also clearly seen that the lowest score of pretest is adverb by having the number of 2.5. On the other hand, the highest mean in pretest is noun with the score of 7.3. Then, in the posttest, the lowest mean score is adverb with the point of 3 while the highest mean was noun with the mean score was 11.3.

Nonetheless, the mean scores of the types then were analyzed in SPSS ver.25. It was found that the significant numbers of two-tailed value of all of the types were 0.000. After that, to know the answer for the second research question, it is needed to compare the gain score of each type in order to know which of them improved the most. From the table, it can be concluded that the types of vocabulary which got the highest gain score is noun (0.45977). It means that the type that improved the most is noun.

#### 4. Discussion of the Findings

After analyzing the result, it can be said that students' vocabulary mastery was improved by implementing picture series as the media of learning vocabulary. From the results presented before, the students' scores were increased. The mean score of posttests was 75.20 and the mean of pretest was 64.33 which mean that the score of the students' posttest was higher than the score of pretests. Then, it was also found that the students' score was gained from pretest to posttest by having the N-gain number of 0.3047. Besides, the result of Paired Sample T-test also showed that the significant number of students' scores was lower than 0.05 ( $0.000 < 0.05$ ).

Nevertheless, before receiving the treatment, students' vocabulary mastery was considered low as they cannot answer most of the questions given by the researcher. They also found themselves to be difficult in understanding some words. On the other hand, their vocabularies were getting wider after learning by using picture series. It was because during the treatment the students showed great enthusiasm in learning new vocabularies through picture series. They were interested in doing the activities when the teacher showed several pictures in the beginning. Then, when the teacher asked them to mention some words related to the picture, they gave a variety of answers. Besides, the students also put more effort to mention as many words as possible, having them learn more actively. They all enjoyed the activity even though the learning process was conducted online through WhatsApp group. Ginting (2018) shares similar idea about the use of picture series in teaching vocabulary. She said that the students will try to find the words by looking at the pictures by examining the supporting sentences and they will ask the teacher if they have a problem in finding the words. As a result, when they are shown a series of pictures, they enthusiastically answer the questions.

Moreover, added by Astuti (2014) that picture series as media has created a good atmosphere in teaching and learning process. The treatment with pictures can improve students' motivation that makes them active and involved in the learning process. It is because they are curious about what is illustrated in the

pictures. It was also revealed that students' ability in memorizing some vocabularies was increased. The representation in the pictures stimulated students to use their imagination in thinking about the words that can describe the pictures. As Ginting (2018) said that students' ability in memorizing words increased since they saw the pictures. The pictures help students to recognize the information easier which will be processed in their long-term memory. Yussa in Nurhidayah et al (2017) also believes that the use of pictures is more efficient and simpler than words or texts as they are easier to recall and to remember than words.

Furthermore, this research also comes with another interesting finding related to the types of vocabulary. It was found that students were more likely to be able to master the words noun better as this type got the highest increase in students' score mean. In the pretest, the mean was 7.3 while in the posttest the mean was 11.3 with the gain score of 0.45977. However, in the pretest, most of the students were difficult in identifying the proper noun used in the sentences. They mostly did not know the use of the noun which made them chose the incorrect answer during the pretest. On the other hand, they could answer the questions correctly in posttest as they have learned some vocabularies through picture series.

This thing happened because the use of picture series helped the students to imagine the things illustrated in the pictures. Besides, most of them could identify noun faster than the other types of vocabulary such as verb, adverb, and adjective. When the teacher asked the students to mention some words related to the pictures, they tended to give the answer by telling noun such as girl, house, and mountain. The answer from the students could be easily processed by other students who did not know the meaning because they could directly see the picture series. This finding was supported by Khafidhoh and Caroline (2019). They believe that pairs of pictures can be used to teach the language aspect one by one in detail. However, the pictures are more likely showing the illustration of the goods so the students can easily process the vocabulary of noun.

Moreover, added by Ningrum et al (2021) that picture series represents the real object. It picturizes the thing that can be seen visually to help learners imagine the words that represent the object. It also helps them memorize the word easily through the visualization of the pictures. As the result, it makes the vocabulary material to be more meaningful and be more enjoyable. Octaberlina and Anggraini (2020) also state that picture series can increase and enrich the students' vocabulary regarding noun. Besides, by using pictures, the student can understand the use of the vocabulary contextually which makes them be able to comprehend a sentence or a text.

To conclude, the students' scores were increased after the researcher implemented picture series in vocabulary learning. It means that the use of picture series can help students to improve their vocabulary mastery. It stimulates the students to be more active as they enjoyed learning new vocabularies through pictures. This chapter has discussed the findings of this study included the discussion of the result related to the implementation of picture series in teaching vocabulary.

#### **IV. CONCLUSION AND SUGGESTION**

Regarding the result of data analysis and discussion, the following conclusions are drawn:

Students' vocabulary mastery was improved after following the learning process using picture series as media. It was proved by the increase of their vocabulary test score from pretest to posttest. The mean of posttest was higher than the mean of pretest ( $75.20 > 64.33$ ) with the gain number of 0.3047. It means that the use of picture series can help students to enhance their vocabulary. Students could understand the vocabulary better through pictures. The pictures made the students memorize the words easier. Moreover,

it was an attractive media that could take students' attention, having them to be more active in the learning process.

The implementation of picture series gave positive effect on the students' vocabulary improvement in all aspects, especially noun. The use of picture series made the students understood how to use noun properly in a sentence. It was proved by having the result that the most improved aspect of vocabulary was noun. The gain number for this aspect is 0.45977. The students were able to imagine many things shown in the picture and to mention some nouns that they saw in the picture.

In reference to the conclusion above, there are several suggestions for English teachers and further researchers which are described in the following paragraphs.

First suggestion for English teacher, in teaching vocabulary, teachers can adapt picture series as the teaching media to help the students achieve better vocabulary mastery. Teachers can give some sets of picture series in different themes to give variation in vocabulary. Moreover, teachers can also provide some exercises with picture series to gain students' interest in learning vocabulary.

In this research, in the beginning, some of the students found difficulties in identifying the words described in the pictures. Therefore, teachers can ask some questions related to the pictures to direct the students in recognizing the vocabulary. After that, let them discuss with their friends in order to identify the information of vocabularies that they get such as meaning, synonym, and antonym.

The second suggestion for further researcher, This research was intended to find the effect of picture series on the improvement of students' vocabulary mastery. Hence, it is better for other researchers to include the investigation of students' perceptions in order to know their response towards the use of picture series.

In this research, the researcher only focused on content words. Hence, other researchers are suggested to not only implement content words but also function words or substitute word in conducting similar studies. It might give more justification whether the use of picture series affects students' mastery of all types of vocabulary.

In the learning process, researchers only focus on using recount text as learning material. Therefore, other researchers are advised not only to use recount texts that allow more nouns in the text, but also to use procedure text that contain many adverbs in conducting similar research. This allows students to be able to master the type of vocabulary thoroughly. Those are the conclusions of this study and the suggestions from the researcher for English teachers and further researchers in using picture series.

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