



IMPROVING STUDENTS' VOCABULARY COMPREHENSION IN LEARNING ENGLISH THROUGH PICTURES

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Abstract. The objective in the research are to find out whether teaching vocabulary through pictures can improve the students' vocabulary comprehension, and are the students' interest in learning vocabulary through pictures at SMP Negeri 3 Merauke and the subject in this research was eight grade students B and C in SMP Negeri 3 Merauke. The research method using divided into quasi-experimental research. This sample of the research consisted of 40 students divided into two groups namely: 20 students to experimental group and 20 students to control group and conclude the data using two instruments; the vocabulary test for the students' vocabulary achievement was analyzed used SPSS and the questionnaire was used to see students' interest in English learning vocabulary. To the result indicated that the through pictures media improves the vocabulary of the eight grade students in SMP Negeri 3 Merauke. It was proven by the mean score of posttest of experimental group which higher than the mean score of control group in vocabulary test ($81.5 > 51.7$) and the difference was statistically significant based on the result of the t-test of posttest indicated the probability value is smaller than alpha value ($0.00 < 0.05$). It means that, the use of pictures media was more effective to improving students vocabulary comprehension of the eight grade Students of SMP Negeri 3 Merauke than without using pictures media and the students also more interested in learning English vocabulary by using picture media than without using pictures media. As indicated by the results score of the questionnaire, namely there were twelve students or 60% to score are the strongly interested classification and eight students or 40%

are the interested classifications. It means that, most of the students were interested in English learning vocabulary through pictures media in learning process.

Keywords: improving; vocabulary; comprehension; pictures

1. INTRODUCTION

In learning English language, the important to learning vocabulary because students feeling difficulties in learning if they are fail vocabulary. The basic in English learning is Vocabulary. Vocabulary is the most important for communications, it is line with opinion Gough (2001:3) “vocabulary is important because it is words, which carry the content of communication”. In teaching English language there are four skills that must be mastered namely: Listening, Speaking, Reading and Writing. To be able to master four skills English language, it is necessary to study of vocabulary.

In teaching English vocabulary for students', there are many media that can the used as follow: pictures, audio visual, graphic and the other. In connection with the fact, in junior high school SMP Negeri 3 merauke, in learning English, students' vocabulary comprehension is very lack. Therefore, the researcher applied one of the media namely: pictures media because teaching English vocabulary through pictures fasilitated the students in learning process and make to students' feeling enjoyable, because it is based on the students' characteristics.

In connection with the using pictures media in teaching vocabulary, according to Philips (1996:74) “Vocabulary is best learned when the meaning of the words is illustrated, for example by picture, an action, or a real object”. Therefore, very important to teach students' vocabulary through pictures because through pictures they see object directly. From the information above, the researcher improving students' vocabulary comprehension through pictures on sstudents at SMP Negeri 3 Merauke, because they are fail vocabulary comprehension in English learning. Researchers hope through pictures makes students' with ease comprehension and expected the students' able to improve their vocabulary comprehension.

The objective of this research are to find out whether teaching vocabulary through pictures could improve the students' vocabulary comprehension, and the students interest in

english learning vocabulary through pictures at SMP Negeri 3 Merauke. While for the subject in this research was eight grade students' B and C in SMP Negeri 3 Merauke.

2. METHODS

The method of this research was quantitative research, the applied a quasi-experimental with the used two groups namely: an control group and experimental group that involved pre-test and post-test design. To population and sample are second grade students' from SMP Negeri 3 Merauke. The data collection method in this research conducted by using vocabulary test and questionnaire. The purpose was to quantify students' achievements in English leaning vocabulary comprehension and for the types of vocabulary tests and questionnaire.

To procedure of data collection, the first is pretest, the students given vocabulary test to find out previous students vocabulary achievement. The first are pre-test was given to both groups, a control group and experimental group. The second is Treatment, the researcher given the treatment for students' experimental group and control group. The Experimental group the treatment using through pictures and control group the treatment using conventional teaching, the third is post-test. Post-test was given for students' of both group. The result of pre-test and post-test-test were calculated to measure whether the students' get progress in the vocabulary comprehension towards the using of pictures media, and the last is Questionnaire, the students was given the questionnaire to seen students' interest toward the used of pictures media in teaching English vocabulary. While for technique of data analysis, the data was analyzed through the following techniques:

1. Calculating the score students
2. Calculating the mean score
3. Calculating the students' pre-test and post-test score by using SPSS 15.0 program (tTest).

Table 1. Classification of Students' Score

No	Range Score	Classification
1	80-100	Very Good
2	70-79	Good
3	60-69	Average
4	50-59	Poor

Sumber: Gay. Et al (2006)

The classification of students' score above was taken from scoring system which is applied internally of SMP Negeri 3 Merauke.

Mean Score $\bar{X} = \frac{\sum X}{N}$ Where:

\bar{X} = mean score

\sum = the sun of all score

N = number of students t-Test

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$\sqrt{\frac{551-552}{n_1-1} + \frac{552-551}{n_2-1}}$$

Table 2 The ranting score of interest category on questionnaire

Interval Score	Category
85-100	Strongly interested (very high)
69-84	Interested (High)
53-68	Moderate
37-52	Uninterested (Low)
20-36	Strongly uninterested (Very low)

Sumber: Sudjana (1996)

The formula to analyze the data:

$$P = \frac{f}{N} \times 100\%$$

N

3. RESULTS AND DISCUSSION

3.1 Students Vocabulary

Score classification of students' pretest and posttest of experimental group

In scoring classifications, the data of students pre-test and post-test were analyzed used SPSS program, for the result can see in the following table

Table 3.1 The Frequency and Percentage of Students' Pretest and posttest Scores of Experimental Group

Classifications	Score	Pretest		Posttest	
		(f)	(%)	(f)	(%)

Very Good	80-100	0	0	15	75
Good	70-79	0	0	5	25
Average	60-69	4	20	0	0
Poor	50-59	4	20	0	0
Very Poor	0-49	12	60	0	0
Total		20	100	20	100

According to the table 3.1 above, before given the treatment to students, there were four students or 20% students which is in average classification, while in the poor classification are four or 20% students, and the last, on very poor classification are twelve or 60% students.

However, after the researcher gave treatment for students through pictures, the students' get improvement that significant, where are fifteen students or 75% of students get grades very good classification, and five students or 15% of students get grades good classification. This means that, by using pictures media in learning English can be improving students vocabulary comprehension and the students are feeling happy because they can see the directly object. This is in line with Philips (1996:74) stated that, vocabulary is best learned when the meaning of the words is illustrated, for example by picture, an action, or a real object.

1. The Mean Score of Students Pre -test

The analysis of mean score is required to know are there significant different between of experimental group and control group. The following is the mean score of both of group before using picture media in teaching English.

Table 3.2 The Mean Score of Students' Pretest

Group	Mean Score
Experimental	47.5
Control	37.5

Table 3.2 above, showing the difference between the mean score of experimental group and mean score of control group control before given treatment. Where, the experimental score is closer with the control score. It mean that, the vocabulary comprehension of the two groups is at the almost the same level and only shows a few difference.

2. The Mean Score of Students Post-test

The following are differences in score students after given treatment through pictures for two groups. To experimental group was done with the using picture media while control group without through picture media in teaching vocabulary. After given the treatment through picture media, the researcher gave posttest for both group to check students' vocabulary whether still same or not and the analyzed used by SPSS.

Table 3.3 The Mean Score of Students' Posttest

Group	Mean Score
Experimental	81.5
Control	51.7

From the results above, showing the mean score of two groups, which is the experimental group is higher the control group ($81.5 > 51$). The experimental group increased after three time given treatment and the mean score of the two groups get significantly different. It means that, using picture media for teaching English vocabulary improve the students' vocabulary comprehension. Moreover, according to Raimes (1983), pictures can help the teacher and students in teaching and learning vocabulary, and other components of language. As a matter of fact, pictures can help students to imagine the real object (Butarbutar, R., & Ningsih, T. B., 2018).

3. Calculation the t-test of experimental group and control group

The following stages is the calculating of t-test for experimental group and control group. The score analyzed on the significant level 0.05 with the using SPSS.

Table 3.4 T-Test Value of the Students' of experimental group and control group

Variable	Alpha	Probability
Experimental Group	0.05	0.098
Control Group	0.05	0.00

The table 3.4 above, showing results probability value and alpha value for the experimental group and control group, where probability value for experimental group is higher than alpha ($0.098 > 0.05$), while the control group the probability value is smaller than

alpha ($0.00 < 0.05$). It mean that, there are significant different between of the students vocabulary comprehension before and after applied pictures media in teaching vocabulary. Using pictures media able given significantly preponderant contribution that without using pictures media.

In relation with the use of picture media in teaching vocabulary, according to Leny (2006) she stated that, the use of pictures media makes the learning vocabulary more enjoying and feel interesting because they can memories the difficult of meaning, makes the class more active and can attract the students' curiosity in learning new vocabulary. It is in the line with the statement of kasyifaturrohman (2011) in her research stated that, the use of pictures media make the students more active and interested in learning vocabulary and they could description the characteristic of the pictures, and it's easier to understood by students. Therefore, In the treatment applied the researcher, the students are hoped to dig up their vocabulary more than before and also they are expected to be able produce sentence that can be to use in daily activities.

In connection with the findings of the researchers and experts, the researcher conclude that by using picture media in teaching English is the one technique that can improve students' vocabulary because by using picture media, give the many opportunities for students to get more words.

3.2. Students' Interest

From the result analyzed, the researcher found that the students' interest in learning vocabulary through picture media positive impact in the experimental group, this can be seen in the following questionnaire results

Table 3.5 The Classification of Students' Interest of Experimental Group

No	Classification	Range of Score	Frequency	Percentage
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1	Strongly Interested	85-100	12	60
2	Interested	69-84	8	40
3	Moderate	53-68	0	0
4	Uninterested	37-52	0	0
5	Strongly uninterested	20-36	0	0
Total			20	100

Based on the table 4.5 above, shows that, there were twelve students or 60% students get the score the strongly interested classification and eight students or 40% students on the interested classification. It means that, all of the students interested in learning English vocabulary through picture media.

In connection with the students' interest in learning vocabulary, according to Candra (2007) in her researchers stated that most of the students are interested in learning by using aids, such as pictures, and games. Students can be motivated to be active in the classroom and it is easy to understand because students see the objects directly. This shows that using picture media can be supported, motivation and increase to interest students in learning vocabulary. This is supported by the question of the questionnaire, namely "*Belajar kosakata melalui media gambar dapat meningkatkan motivasi saya dalam mengembangkan pemahaman kosakata saya. (Learning vocabulary by using picture media can increase my learning motivation in improving my vocabulary comprehension)*". Above findings in line with the Harmer (1991) states that, there are two factors that affect students' motivation as well as their interest in learning; namely intrinsic motivation and extrinsic motivation. Intrinsic motivation concern what take place inside the learner, while Extrinsic motivation consists of two types: First, integrative motivation in where the students need to be attracted by the culture of target language community. Second, instrumental motivation which describe situation in which students believe that mastery of the target language is need, Lieung, K. W., Butarbutar, R., & Duli, A. (2019, October).

With the use of picture media, the students are more motivated and interested because they feel owned ability to use of English language and it would be very helpful for their life. it is similar to the questionnaire questions namely "*belajar kosa kata dengan menggunakan media gambar memotivasi saya untuk lebih semangat belajar*" (learning vocabulary by

using picture media motivates me to learn more spirited) it is in the line with the statement of Harmer (1991) that instrumental motivation which describe situation in which students believe that mastery of the target language is needed.

Another statement of the use picture media as a media that can increased attention students in learning vocabulary "*belajar kosa kata menggunakan media gambar membuat perhatian saya terfokus*" (learning vocabulary by using picture media makes me focused) this is also Similar according to Good (1995) that interest is a subject-object attitude, concern with condition involving a perception or idea in attention and a combination of intellectual and feeling curiosity condition by experience.

In connection with the results of the research and statements above, the researcher concludes that the use of picture media in teaching learning vocabulary gives more significant influence to the students' interest that without using picture media. All of students in experimental group had high motivation and interest in learning English after received the treatment by using pictures media. It means that the use of picture media is effective to improve students' interest in learning English vocabulary.

4. CONCLUSIONS

Based on the findings and discussion of chapter three, the researcher comes to conclusions as follows:

1. The method of use picture media had improve the students' vocabulary comprehension in junior high school of SMP Negeri 3 Merauke. The used of picture media in learning English vocabulary is more effective in developing the students' vocabulary mastery than without using picture media. It is indicated by the mean score of post-test in experimental group which is higher than the mean score of control group (81.8>48.4).
2. The students' in junior high school of SMP Negeri 3 Merauke have high interest in learning English by using picture media, comparing without by using picture media, the use of picture media has given to students interest in learn English. It is showed by the classification score of questionnaire students more interested of experimental group by using pictures media than control group, and it is the strongly interested classification.

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