

THE EFFECT OF PICTURE AS MEDIA TO THE STUDENTS' ACHIEVEMENT IN VOCABULARY

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ABSTRACT

The objective of this research is to find out the significant effect of applying pictures to the students' achievement in mastering vocabularies. The research was conducted at MTs. Hidayatullah Tanjung Morawa Medan. The research method used was experimental research design. The total population was 60 students of the seventh grade. There were two parallel classes which were selected as sample by using cluster random sampling technique. One class was selected as experimental group taught using picture as media to master vocabulary and the other was selected as control group taught using lecturing method. Each group consisted of 30 students for each. The total sample was 60 students. Research instrument used was multiple choice tests. Obtaining the mean score, standard deviation, and standard error of both groups, the statistic t-test was then carried out. It was obtained that $t_o=1.681$ and $t_{table}=1.67$ with $df=58$ at $t_{critical}$ 0.05. This value determined that t_o was higher than t_{table} or $1.68 > 1.67$, thus, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. As conclusion, there was significant effect of using picture as media to students' achievement in vocabulary mastery.

Keywords: picture, media, vocabulary

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh signifikan penggunaan gambar terhadap pencapaian penguasaan kosa kata siswa. Penelitian ini dilakukan di MTs. Hidayatullah Tanjung Morawa Medan. Metode penelitian yang digunakan adalah desain penelitian eksperimen. Jumlah populasi adalah 60 siswa dari kelas tujuh. Ada dua kelas paralel yang dipilih sebagai sampel menggunakan teknik sampel kelas acak. Satu kelas terpilih sebagai kelompok eksperimen yang diajar menggunakan gambar untuk menguasai kosa kata dan satu lagi terpilih sebagai kelompok control yang diajar menggunakan metode ceramah. Setiap kelompok terdiri dari 30 siswa. Jumlah sampel adalah 60 siswa. Instrumen penelitian yang digunakan adalah tes dalam bentuk pilihan berganda. Setelah memperoleh skor rata-rata, standar deviasi, dan standar kesalahan kedua kelompok, kemudian dilakuakn uji statistik dengan uji-t. Diperoleh bahwa $t_o=1,681$ dan $t_{tabel}=1,67$ dengan $df=58$ pada t_{kritik} 0.05. Nilai ini menentukan bahwa t_o lebih tinggi dari t_{tabel} atau $1.68 > 1,67$, sehingga, hipotesis alternatif (H_a) diterima dan hipotesis null (H_o) ditolak. Sebagai kesimpulan, ada pengaruh signifikan penggunaan gambar terhadap pencapaian penguasaan kosa kata siswa.

Kata kunci: gambar, media, kosa kata

A. Introduction

English vocabulary is one of the elements in teaching English at school. Rahmawati, Harahap, and Sembiring (2022) wrote that learning English language cannot be separated from the vocabularies of the English words. Vocabulary is the basic competence that must be reached by students in order to get other competencies such as reading, writing, listening, and speaking. This statement is supported as well by Rahmawati et al. (2022) that vocabulary mastery also plays an important part in English skills: listening, speaking, reading, and writing skill. Added by Zulkarnain, Lubis, and Harahap (2022) that the learning of vocabulary is fundamental need to support some learners to master English because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary. Moreover, Elsy (2013) wrote that vocabulary is fundamental to the mastery of the all skill, because they are smallest element of the sentences. Thus, it will be difficult to master other competencies without mastering and understanding vocabulary.

There are some definitions of vocabularies. Budianto (2001) concluded that vocabulary is a total number of words which make up language that is arranged and explained alphabetically. Hiebert and Kamil (2005) in Amalia (2019) mentioned that vocabulary is the knowledge of the meaning of words. Bauer (1998) in Amalia (2019) mentioned that vocabulary is about words with origin, alteration, and relationship to other words so that people used in language on the world.

The problems in this research related with the students' mastery of vocabulary. They were found during the conducting of teaching practice at MTs. Hidayatullah Tanjung Morawa Medan of the seventh grade students. The first problem found was 19 students (63.33%) out of 30 students in the class experienced difficulties in spelling English words. The second problem was the students did not understand the meaning and how to pronounce the English words. The causes were identified as follows: the written form and spelling form of English words

differ from the way they are pronounced, rare to use English inside the classroom, no media applied during teaching learning English, and unsuitable method. Amalia (2019) identified six problems: different learning style, vocabularies were only written on blackboard, afraid of uttering opinion in English, teaching only the list to be memorized, less active students, and need to enrich vocabulary. Rahmawati et al. (2022) explained their problems that there were two main problems investigated: teacher paid less attention to the teaching vocabulary and the teacher seldom gave new vocabulary items. Elsy (2013) in her research described that the problem related with the teacher only used old method that the teacher only gave explanation and asked the students to answer the questions which created a bored feeling and the students did not pay attention. Luruk and Trivict (2021) underlined the crucial problem was the lack of teaching technique and media used by the teacher. From those causes identified, this research focused to solve the problem of students' vocabulary mastery by proposing use of media to assist the teacher in teaching learning process.

Media for teaching English is very important and can influence the desire of students' learning feeling. Appropriate media determine the result of teaching, in this case vocabulary. It is better to use concrete media when conveying material. Picture, cassette, video, tape recorder, magazines, computer program, and many others are example of media which can be utilized by the teacher to assist their teaching material. According to Sudjana (2004) in Mursal (2014), the function of media in teaching is not addition function but as aid to express effective teaching learning process, is also integral part of all teaching situations, and is important to accelerate teaching and learning process and help students to comprehend learning material.

Picture as media to teach vocabulary can be utilized and presented in many ways. Arshad (2011) in Luruk and Trivict (2021) explained that teaching media should be applied in interesting learning way by providing learning media that attracts vocabulary or visual stimuli that can create results in understanding, understanding, and

linking between facts and concepts. Viewing this statement, picture not only provides students the basic material but also stimulates their imagination. Pictures also are accessible media to support teaching learning and they can create excitement for students to learn vocabulary of English. Picture itself is defined as a drawing, a painting, or photograph, an image of someone or something (Amalia, 2019). Picture is a representation (of an object or scene or person or abstraction) produced on a surface (Luruk and Trivict, 2021). As Luruk and Trivict (2021) mentioned that implementing images is one of the media that can be used to improve students' vocabulary, thus, pictures as media can provide solution in teaching vocabulary.

B. Research Method

The research method used for this research was experimental design with two groups. One group served as experimental group taught using picture as media to master vocabulary and another one served as control group taught using lecturing method. Both groups were given pre-test and post-test before and after the treatment. The instrument test was in multiple choices consisted of 30 items. Below table shows the research design.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	0	Picture	0
Control	0	Lecturing	0

Table 2. Population and Sample

Group	Population	Sample
Experimental	60	30
Control		30

Table 2 above shows the number of population and sample. The population of this research was the whole students of the seventh grade at MTs Hidayatullah Tanjung Morawa Medan. There were two classes with total number of 60 students. Each class consisted of 30 students. The sample was taken using cluster random sampling that one

class as experimental group and the other as control group.

In obtaining data of research, some procedures were taken as described below.

1. Pre-test
 Before conducting the treatment, a pre-test was administered to both groups to find the students' preliminary score.
2. Treatment
 The experiment was conducted after administering the post-test. The treatment was given in three meetings for both groups. Experimental group was treated using picture as media in teaching vocabulary while control group only accepted lecturing method in teaching learning process.
3. Post-test
 Post-test was administered after completing the treatment for both groups. This was intended to find out students' mean score after being treated.

After collecting the data needed, the following analyzing steps were implemented.

1. Scoring the students' answer sheets.
2. Grouping their scores into two groups.
3. Computing statistically the mean score of both groups.
4. Applying the statistic test using t-test formula to obtain value to test hypothesis.

C. Research Finding and Discussion

Based on the data collection, it was obtained that the mean score of control group was 1628 while experimental group was 2065. Those numbers were used in t-test formula. The value of t_o obtained was 1.681 and the value of t_{table} was 1.67 at $t_{critical}$ 0.05 and degree of freedom = 58. This value indicated that t_o was higher than t_{table} or it can be written as $t_o > t_{table}$ ($1.681 > 1.67$). If the value of t_o is higher than t_{table} , it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

There were also some notes taken and noticed during the implementation of this research. During pre-test, only several students actively engaged. Others only smiled when they were asked to answer some questions. Most of the students in the classroom looked lazy, not felt interested in, and lack of motivation. To break these

circumstances, the students were encouraged and motivated. During treatment session, in the first meeting, the students of experimental group were introduced the use of pictures as media to assist them in mastering vocabulary. They felt enthusiastic. They did all the instructions given. At the end of the meeting, the students were given vocabulary quiz and their score increased on each meeting. Post-test was given to the students after completing the treatment. It was as expected that their mean score increased compared to pre-test score. This increase occurred to individual students as well. Though some students still made errors when they were given test using the pictures, but they made significant progress in achieving vocabulary. Thus, the use of pictures to master vocabulary gave effect for the students in this research.

A research conducted by Luruk and Trivict (2021) concluded that the use of picture media for teaching English vocabulary was effective. It was proved by the t-test was higher than t-table ($2.929 > 2.021$) in level of significant 5%. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. Research by Elsy (2013) revealed tobserved (13.219) was higher than ttable (2.030) with coefficient $\alpha=5\%$ and $df=34$. It concluded that using picture media gave influence significantly to the students' vocabulary result. Amalia (2019) in her research also obtained value that t_0 was higher than t_{table} ($2.7383 > 1.67155$) and concluded that there was significant difference between teaching vocabulary using picture and not using picture.

Gathering all data from current research and other previous research, it is sure that the use of picture as media in teaching vocabulary can give significant effect on students' achievement.

D. Conclusion and Suggestion

To conclude the research result, pictures as media gave significant effect on students' achievement in vocabulary mastery. It was drawn based on the result of testing hypothesis using t-test formula that the value of t_0 was higher than t_{table} ($1.681 > 1.67$) which meant that the alternative hypothesis

(Ha) was accepted and null hypothesis (Ho) was rejected.

Resulted from the conclusion, it is suggested that English teachers to use media as add tool in teaching learning particularly in teaching vocabulary mastery. It is recommended to apply pictures as media of learning vocabulary for the students since pictures can serve as authentic material for students.

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