

TEACHING VOCABULARY BY USING PICTURES TO THE SECOND YEAR STUDENTS OF SMP NEGERI 1 EMBALOH HILIR KAPUAS HULU IN ACADEMIC YEAR 2007/2008

Desi Sri Astuti

English Education Department of IKIP-PGRI Pontianak
Jl. Ampera No. 88 Pontianak
e-mail: Desisa28@gmail.com

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan gambar meningkatkan penguasaan kosakata pada siswa kelas dua SMP 1 Embaloh Hilir Kapuas Hulu tahun Ajaran 2007/2008. Metodologi penelitian ini adalah disain pre-experimental studi. Pre-experimental studi digunakan dan dirancang dengan mengukur total nilai pre-test dan post-test siswa, nilai rata-rata siswa di setiap test(pre-test and post-test), dan uji signifikansi. Berdasarkan perhitungan t-value, hipotesis alternatif diterima dan null hipotesis ditolak. Mengajar kosakata dengan menggunakan gambar pada siswa kelas dua SMP 1 Embaloh Hilir Kapuas Hulu tahun Ajaran 2007/2008 dapat meningkatkan penguasaan kosakata.

Kata kunci : *gambar, kosakata*

Abstract

The purpose of this research is to "Investigate whether or not the use of pictures improves the students' mastery of vocabulary of the second year students of SMPN 1 Embaloh Hilir Kapuas Hulu in academic year 2007/2008. The methodology of this research is pre-experimental study design. It is employed and designed with measurement of the students "pre-test and post-test total scores", the students mean score of each test (pre-test and pos-test), and the test of significance. Based on the computation of t-value, the Alternative Hypothesis is accepted and the Null Hypothesis is rejected. Teaching vocabulary by using pictures to the second year students of SMPN 1 Embaloh Hilir Kapuas Hulu in academic year 2007/2008 is able to improve the students' mastery of vocabulary.

Keyword : *pictures, vocabulary*

INTRODUCTION

In an English teaching, sometimes students of Junior High School find difficulties to understand a text or to respond questions either given by their teacher or the ones that follow a passage as comprehension questions. It may happen since it is a foreign language that is not used in a daily conversation at school among students or students and their teacher.

The description above illustrated the importance of teaching and developing vocabulary to the Junior High School students. It means that the teaching of vocabulary makes the students difficult to communicate and to understand the text, besides the structures. It will become difficult for the students of remote areas to learn English. As junior high school students, the teaching of English should be contextual. In such teaching, teachers should provide context to facilitate them in understanding meaning or text. It is preferable if teachers show realia, i.e. the real objects that can be found near the class or students' life. They can be around the school or prepared them from their homes before teaching.

Whenever the realia are difficult to find or sometimes are impossible to bring the objects, animals, vehicles, or other big things to the classroom, teachers should give the model or miniature, or in some cases it will be changed into pictures instead of the realia.

The pictures used in the teaching should be interesting enough that make the students interested in them and easier to understand the language they are learning about. The interesting pictures are not always good paintings but the most important one is checked whether or not they functioned in the learning process. They may be too small or not understandable. Stick out figures and some other funny pictures may be more communicative since the students will remember the vocabularies in a longer time.

The second year students of junior high school still need pictures and the situational context will be known from them. The description makes us interested in the teaching vocabulary using pictures to know whether or not the students achievement increased.

From the background of the research, problem identification, and problem limitation above, the researcher formulates the problem of the study as follows: "Does the use of pictures improve the second year students' mastery of vocabulary of SMP Negeri 1 Embaloh Hilir Kapuas Hulu in academic year 2007/2008?"

In accordance with the problem above, this research is intended to:

Investigate whether or not the use of pictures improves the students' mastery of vocabulary of the second year students of SMPN 1 Embaloh Hilir Kapuas Hulu in academic year 2007/2008.

Nature of Vocabulary

1. Definition of Vocabulary

Language consists of structure and vocabulary. In a body of language, structure is assumed as the skeleton while the vocabulary as the flesh or content of the language, vocabulary is very fundamental in mastering the language skill because it is the smallest element of a sentence.

As the vocabulary important in building a sentence and understanding the meaning of it, so in order to clearer the meaning definition of vocabulary is presented as follows:

Nagy (1989:1) cited in Suriani (2006:8) states that:

“vocabulary knowledge is fundamental to reading comprehension, we cannot understand a text without knowing what most of the words mean. Increasing vocabulary is a basic part of process of education, both as a means and end. At the same time, advance in knowledge will create an ever larger pool of concepts and words that a person need to master to be literate and employable.”

Hornby (1987:959) defined as: “(a) total number of words (with rules for combining them) that make up a language and (b) range of words known to, or used by a person, in a trade, profession, etc.”

Both of the definitions deal with a number of words known as or used by a person, or trade that make up the language, so that understandable. The definitions show as how important a vocabulary in understanding a sentence or a passage.

Meanwhile, the American Heritage Dictionary, cited in Suriani (2006:15) defines “vocabulary as the sum of words used by, understood by, or the command of particular person, social group, profession, trade, or the like.” This defines a wide definition about the use of words by people in a certain situation.

Based on the views of vocabulary, in short we can conclude that vocabulary is the sum of words that make up language or unit of language speech, used and

understood by certain daily activities such as in trade, technology, literature, politics, profession, and so forth.

2. Parts of Speech

- Noun

A noun is a word that is used for a person, place, or things. Examples: John, student, house, chair, rose, cat, honesty.

1) Number of Noun

According to the numbers, nouns are classified into two classes:

- Singular Noun

- Singular means one
- The indefinite article “a” is used before a singular noun that begun with a consonant or a vowel that pronounced as a consonant.

Example: a rose, a house, a cat, a potato, a vegetable, a unit, a uniform

- The indefinite article “an” is usually used before a singular noun with a vowel sound such as *a, e, i, o, u*, or a consonant that is pronounced as a vowel sound such as “h” in hour; an egg, an owl, an umbrella, etc.

- The definite article “the”. It is usually used in the definite nouns that it is just the one in the world or the one that has been mentioned before, such as: the moon, the sun, the God, the university of Tanjungpura; the mountain, the river, etc.

- Plural Noun

- Plural means more than one, the plural nouns usually show the following indicators:

a) Plural nouns that ending in “s”

Example: chairs, cats, flags, edges, etc.

b) Plural nouns that ending in “es”

Example: brushes, watches, potatoes, etc.

- ###### c) Plural nouns that ending in “ies”
- It is usually happened when the words ending in -y such as:

- city – cities
 - baby – babies
- d) Plural nouns that ending in “ves”. It is usually happened when a singular noun ending “f/fe”. Example:
- a leaf – leaves
 - a life – lives
- e) The irregular plural form of noun. Example:
- A goose – geese
 - a mouse – mice
 - an ox – oxen

2) Types of Noun

According to the types, nouns are classified into two types:

- Countable Noun

A countable noun is a noun which can be counted.

Example: a pen, a car, rooms, a river, coins,

- Uncountable Noun

Uncountable noun is a noun which can't be counted.

Example: air, gasoline, ink, milk, sugar, butter, etc.

- Verb

Verb is word that described an action or condition.

1) Types of Verb

According to types, verb is classified into two classes:

a) Regular Verb

Regular verb is verb ends with “-ed” in the past and participle form such as:.

Example:

infinitive	Past tense	participle
play	<i>played</i>	<i>played</i>
study	<i>studied</i>	<i>studied</i>

b) Irregular Verb

Irregular verb is verb that has different form of the past and the perfect such as in:

Inf	Past	participle
See	saw	seen
go	went	gone
write	wrote	written

2) Usage of Verb

According to the usage, verbs are classified into three classes:

a) Infinitive Verb

Infinitive verb usually called as the first form of verb.

Example: go, visit, study, etc.

b) Preterit/ Past Form Verb

Preterit/ past form verb used in past tense form.

Example: went, visited, studied, etc.

c) Past Participle

Past participle is usually called as the third form of verb that is used in perfect tense and passive voice.

Example: written, seen, drunk, played, learned, wanted, etc.

- **Adverbs**

Adverbs is verb modifier. Adverb modifies the way of something done. There are five kinds of adverb:

1) Adverb of Time

Adverb of time answers the question of “when” or “what time”, such as in the morning, at 07. 00, on Sunday, tomorrow, etc.

Example : When do you go to school?

Answer : At 06.30 (a.m.).

2) Adverb of Place

Adverb of place answers the question of “where” and also to tell where something is done. For example: in the kitchen, in Pontianak, at home, etc.

Example : Where is mother?

Answer : In the kitchen.

3) Adverb of Manner

Adverb of manner answers the question of “how” and also to tell how something is done. For example: lazily, happily, quickly, fast, hard, etc.

Example : How does Ina study music?

Answer : Lazily.

4) Adverb of Degree

Adverb of degree answers the question of “what degree” and also tells what degree something is done. For example: very, rather, fairly, extremely, etc.

Example : In what degree of laziness does Ina study music?

Answer : Rather lazy is.

5) Adverb of Frequency

Adverb of frequency answers how often something is done. For example: often, usually, ever, never, always, etc.

Example : How often does Ina study music?

Answering : Always.

- Adjectives

Adjective is a noun modifier, it describes or modifies noun. For example: good, small, beautiful, red, etc.

1) An adjective usually put before a noun

Example : A beautiful girl

A red flower

2) An adjective can be put after the auxiliary verb (am, is are).

Example : The girl is beautiful.

That rose is red.

PICTURES

1. Definition of Picture

Hornby (2000:1991) defines picture is a printing or drawing, etc. that shows a scene, a person, or thing. Then, Sinclair (1990:1080) in Collins Cobuild English Language Dictionary defined picture as lines and shapes that are drawn, painted or printed on a surface that show a person or something or scene and or photograph especially that are taken quickly. Furthermore, Longman Dictionary of temporary English (1987:56) states that picture is a painting, drawing, or a photograph. Gerlack, Vernon and Donald P. Ely (1980:274) adds that picture is a record or copy of real object or vent it represents. It may be in color or black and white. Then, picture is an artifact that reproduces the likeness of some object, usually a physical object or a person. Moreover, Yunus (1981:49) adds that pictures are two-dimensional visual representation of person, place or thing. It can be painted or drawn.

Based on the above quotations, it can be concluded that picture is two dimensional visual representations or a copy image of an object or person that is painted, drawn or printed either in color or in black and white.

2. Kinds of Pictures

Yunus (1981:49) said that pictures are two-dimensional visual representation of person, place or thing. Moreover, he divided pictures into four types as follows:

a) Composite Picture

There is a large single picture which shows a scene (hospital, beach, canteen, rail way station, house, market) in which a number of people doing thing and enable students to see place, people, and events that they would otherwise not see because of some factors such as distance, time, and cost.

b) A Picture Series

It is a number of related composite pictures linked to form a series or sequences of events. A wide variety of picture series is available in a

textbook, in comics and in cartoon strips in magazines for the teacher to copy and enlarge.

c) Individual Picture

There are single pictures of objects, person or activities. There is an enormous variety of material available from newspaper, magazine, Specialized pictures (Posters, Advertisements, Brochures), catalogues, greeting cards, travel brochures, advertisements, old textbook and even wrapping paper.

d) Specialized Pictures (Posters, Advertisements, Brochures)

Wall posters are not designed specifically for teaching, but they can not be dismissed from the ESL classroom for discussion. Wall charts illustrate a topic (or part of a topic) by pictorial (drawings and photographs), non-pictorial (graphs, table) and textual means.

RESEARCH METHOD

In this research, the form used is a pre-experimental design. Pre-experimental design is called as single group pretest-posttest. Pre-experimental study is the research procedure that had no control group.

In this study to employ the design, a single group of subjects is observed, the treatment is administered and the group is observed again after the treatment. The effect of the treatment is judged by the change in observed score between the pretest and posttest.

The procedure of conducting of this research is described on a design below:

Table 1. Research Design

Pretest	Treatment	Posttest
Y1	T	Y2

The design is illustrated as follows:

- a. Applying Y1, which is pretest to know the students' prior knowledge of vocabulary.
- b. Applying the treatment (T) that is teaching vocabulary by using pictures.

Applying Y2, which is posttest to know the students' achievement after the treatment (T).

Nawawi in his book *Metodologi Penelitian Bidang Sosial* (1993:141) said that population is the whole object of research which may consist of human being, plants, indications test score and events which have certain characteristic of data resources in a research.

The population of this research is all of the second year students of SMPN 1 Embaloh Hilir in Kapuas Hulu in academic year 2007/2008. The number of students is 40 students. After determining the population, the writer decides to take the sample from the students. According to Nawawi (1993:44) "Sample is part of population that is used as the source of the real data of the research." In this research, the writer use cluster random sampling technique. From second of the second year students (II A and II B) randomly choose and give try out. From the random sampling, finally selected IIB as a try out class. Then, class IIA selected as the sample contain of 20 students.

The writer uses the measurement technique as the technique of this research. It is supported by Nawawi (1993:125) that the using of measurement technique will work to measure the students' achievement. The tools of data collecting in this research are written test. In applying the test, the writer constructs 14 items in form labeling the pictures, 16 items in form rename the pictures. In scoring, teacher gives one mark (1) for each correct answer and gives zero (0) for each wrong answer. The test is given twice to the sample, before the treatment is done which is called pretest and after the treatment is called posttest. Before giving pretest, the test items are tried out first to find out the reliability as crucial requirements to obtain the objective data.

Test validity is the most important notion in test evaluation. Pearson in Arikunto (1985:137). The validity index shows (0.93) that the test is a valid instrument. It is supported by Arikunto (1985:141) that if the validity of each item and each factor is high so the validity the instrument is high. The item analysis in this research consisted of the analysis of the level of difficulty (LD) and the analysis if discriminating power (DP). The reliability of the tryout test was 0,83 or

categorized as “High to Very High”. Therefore, this try-out test was considered as a good test (Arikunto, 1985) to be tested as pretest to the experimental group in this research. The pre-experimental study of this research involves the pre-test and posttest, the treatment and the posttest.

RESEARCH FINDINGS AND DISCUSSION

The test which had been carried out consists of two parts: pretest and posttest. The pretest was a test given before the treatment (T). The purpose was to know the students’ prior knowledge of vocabulary that based on three topics, flora, fauna and sicknesses before treatment (T). While the posttest was given after the treatment (T) aiming to know the students’ achievement after the treatment (T). The following is the result of pretest and posttest.

The result of data analysis of pretest and posttest indicated that the score of posttest is high than the score of pretest. The students’ total score of pretest is 99.32 with mean score 4.97. Based on the Harris’ criteria, the score of pretest is classified as “Poor”. On the other hand, after giving the treatment, the students’ total score of posttest is 142.99 with mean score 7.15. It is classified as “Good to Excellent”. Moreover, the students’ interval score of pretest and posttest is 2.18. It shows that there is different score of pretest and posttest after treatment.

In order to prove whether or not the different score was significant, the writer needed to compare the result of t-test with t-critical value. In this research, the t-critical value with the level of significance 0.5 and the degree of freedom (df) = N – 1 (20 – 1) is 2.093. Since the result of t-test (8.07) is bigger than t-critical value, it meant that the students’ score of pretest and posttest differ significantly. In summary, the alternative hypothesis that said “the use of pictures improves the vocabulary mastery of the second year students of SMP N1 Embaloh Hilir Kapuas Hulu in academic year 2007/2008” is accepted.

In conclusion, this research proved that the use of pictures as the teaching media can improve the ability in mastering the vocabulary. Furthermore, this kind of media has created a good atmosphere in teaching learning process.

CONCLUSION

The findings of this research includes: First, the use of pictures in teaching vocabulary to the second year students of SMP N 1 Embaloh Hilir Kapuas Hulu is effective, that it can improve their scores of test. Second, the improvement is 2.18 or the effectiveness is 8.07, that means the use of pictures can significantly improve the second year students' achievement. Third, the treatment with pictures can also improve the second year students' motivation that make them active and involved in the learning process.

REFERENCES

- Arikunto, Suharsimi, 1985. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. Bina Aksara.
- Gerlach, Vernon, S, and Donal. P, Ely. 1980. *Teaching and Media a Systematic Approach*. Eaglewood: Prentice Hall Inc.
- Harris, David. P. 1969. *Testing English and Second Language*. New York: The McGraw Hill Company.
- Hornby, A.S. 1987. *Oxford Advanced Learners Dictionary Current English*. London: Oxford University Press. London
- Hornby, A.S. 2000. *Oxford Advanced Learner's Dictionary*. Oxford University Press.
- Longman. 1987. *Dictionary of Contemporary English Eight Edition*. England: Longman Group UK Limited
- Nawawi, Hadari. 1993. *Metode Penelitian Bidang Sosial*. Jakarta: Gajah Mada University Press.
- Sinclair, John (ed). 1990. *Collins Cobuild English Language Dictionary*. London, Glasgow: William Collins & Son.
- Suriani. 2006. *Teaching Vocabulary Through Guessing Picture Game at The Fourth Grade Students of SD Islamiyah Pontianak in Acedemic Year 2006/2007*. Thesis.Unpublished: FKIP UNTAN.
- Yunus, Azlina. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.