TEACHING VOCABULARY BY USING PICTURE TO THE THIRD GRADE STUDENTS

(A Pre-Experimental Research to the Third Grade Students of SD Negeri 09 Rangkang Bengkayang in Academic Year 2012/2013)

RESEARCH ARTICLE

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English Study Program of Language and Arts Department of Teachers Training and Education Faculty Tanjungpura University Pontianak 2013
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Abstrak: Pengaruh pemanfaatan media gambar terhadap hasil belajar kosakata kelas III Sekolah Dasar Negeri 09 Rangkang Bengkayang. Penelitian ini bertujuan untuk mengetahui pengaruh pemanfaatan media gambar terhadap hasil belajar kosakata pada siswa kelas III Sekolah Dasar Negeri 09 Rangkang Bengkayang. Metode penelitian yang digunakan adalah metode eksperimen dengan bentuk penelitiannya adalah pre-eksperimen. Berdasarkan perhitungan statistik dari rata-rata hasil pre-test kelas eksperimen sebesar 3,99 dan rata-rata hasil post-test kelas eksperimen sebesar 8,81 diperoleh $t_{hitung}$ sebesar 13,219 dan $t_{label}$ ($\alpha = 5\%$ dan $dk = 34$) sebesar 2,030, yang berarti $t_{hitung}$ sebesar (13,219) $> t_{label}$ (2,030), dengan demikian maka Ha diterima. Dan dari perhitungan effect size, diperoleh effect size sebesar 1,85 (kriteria tinggi). Hal ini berarti pembelajaran dengan memanfaatkan media gambar memberi pengaruh yang besar terhadap tingginya hasil belajar siswa kelas III Sekolah Dasar Negeri 09 Rangkang Bengkayang.

Kata Kunci: pengajaran, media gambar, hasil belajar

Abstract: The influence of benefit picture media to study result of third grade student in SDN 09 Rangkang Bengkayang. The purpose of this research is to know influence of benefit picture media to study result of third grade students in SDN 09 Rangkang Bengkayang. The research method used experiment method. The research type is vision research. Based on statistic calculation from result average of experiment class pre-test is 3,99 and the result average of experiment class post-test is 8,81 obtained $t_{hitung}$ is 13,219 and $t_{label}$ ($\alpha = 5\%$ dan $dk = 34$) is 2,030 that is mean $t_{hitung}$ (13,219) $> t_{label}$ (2,030) that’s why Ha received, and from the effect size calculation is 1,85 (high criteria). In this case is study with using picture media give big influence to high of study result of third grade students in SDN 09 Rangkang Bengkayang.

Key word: teaching vocabulary, vocabulary achievement, picture

English is the first foreign language, which is taught in Indonesia. In learning a foreign language, vocabulary plays an important aspect. According to McCarthy (1990:6), “vocabulary has an important role in language skill”. Vocabulary is one element that links the four skills of speaking, listening, reading and writing.
all together. In order to communicate well in English, the students must have the knowledge of English. Students also should acquired an adequate numbers of words and should know how to use them accurately.

Vocabulary is important to learn because the students may not have good ability to do the communication when they do not have good enough mastery on vocabulary. Spellery (2002:2) stated that vocabulary a mastery goes through a passive stage before becoming active knowledge so that teaching vocabulary must be the first priority in the English language.

Vocabulary is fundamental to the mastery of the all skill, because they are smallest element of the sentences. According to Cameron (2001:72), “children will ask what a particular word means, or how to say a word in the foreign language”.

In teaching and learning process, the teachers are hoped to be able to make a good situation in the class. Commonly, the teacher usually used the old method to teach the students. After give explanation, the teacher asked the students to answer the questions. So, they give not attention and feel boring at the same time. The students were introduced to new words provided by the teacher and classmates which they apply in the classroom activities. Therefore, the look and remember way of vocabulary learning seems to be not effective for learners of the English language. According to Ellis (1998:162), “the teacher creates an atmosphere in which students are able to construct knowledge, reflect on what they are learning”.

According to Uberman (1998:20), “the learner remember better the material that has been presented by means visual aid”. Through teaching vocabulary by using picture, the students are able find the new vocabulary from what they are seeing from the picture. The use of picture as the media also is a kind of indirect learning because when the students see the picture, they do not realize that they are also learning to get the new vocabulary too.

The use of picture in teaching learning process is a fun activity because pictures keep the students from getting bored. The use of pictures make the vocabulary material is more meaningful, to help the students memorize the word easily and to represent the real object or the thing. The used of picture also a fantastic educational tool and makes learning more fun than usually.

The writer investigated the effectiveness of using picture to solve the difficulties to understand the meaning of words when learning vocabulary to the third grade students Negeri 09 Rangkang Bengkayang. There is a reason of the researcher conducting a research by using picture in teaching vocabulary to the third grade students of SD Negeri 09 Rangkang Bengkayang. It was from the interviewed with English teacher of third grade of SD Negeri 09 Rangkang Bengkayang, the teacher said that the students’ problem about vocabulary and then it has never been a research that used pictures’ technique before in this school. So the researcher used picture as a media in teaching vocabulary and apply it in the class.

The purpose of this research is to know whether teaching vocabulary using picture improves the vocabulary achievement to the third grade students of SD Negeri 09 Rangkang Bengkayang in academic year 2012/2013.
Vocabulary is the fundamental part of language, which is used in any situation either. It is in the form of spoken or written language. That also vocabulary is one of four language components, which are spelling, grammar, phonology and vocabulary. Vocabulary is more complex definition, according to Heibert et all (2005:3), “vocabulary is word come in two forms; oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking. Print vocabulary includes those words that they recognize and use in reading and writing”.

Teaching strategy also needs media to support the teacher in applying the strategy. The teacher needed to use some interesting media of teaching in order to maintain the students’ focus on learning by giving them some fun activities. According to Brown et all (2000:401), “teaching strategies refer to everything teachers do or should do in order to help their learners learn”.

Picture is already known as one of the teaching media. Picture which is also known as visual aid is useful in teaching learning activity, like Uberman (1998:20) stated that learner remember better the material that has been presented by means visual aid. Teaching vocabulary by using picture as one of many techniques that can be applied in the classroom activity.

METHOD OF RESEARCH

The method to be used in this research is pre-experimental study. Pre-experimental design is a research procedure that has no control group. Analyzing the result of pre test and post test can see the influence of treatment. Arikunto (2002:78) stated that in experiment, the observation is done twice; before and after treatment. The observation that is done before the experiment is called pretest and observation after the experiment is called post test. The form of pre-experimental study that the researcher applies can be seen bellow:

<table>
<thead>
<tr>
<th>Pre test</th>
<th>Treatment</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X_1)</td>
<td>(T)</td>
<td>(X_2)</td>
</tr>
</tbody>
</table>

The design is illustrated as follow:
1. Apply \(X_1\) is pre test that is given before the teaching or the treatment. The purpose is to know the students’ mean score in vocabulary.
2. Apply \(T\), is considered as treatment given. The teaching vocabulary by using picture. Apply \(X_2\) is post test that is given after having treatment. The purpose is to know the students’ mean score of the vocabulary by using picture after application of experiment \(T\).
3. Apply \(X_2\), is post test given after having the treatment. Post test to measure the students’ mean score of the vocabulary by using picture after application of experiment \(T\).
4. Compare \(X_1\) and \(X_2\) to determine the students’ changed score of pre test and post test.
Population is one of the components that have to be determined by researcher in a research. According to Burns (2000:83), “a populations is an entire group of people or objects or events which all have at least one characteristic in common and must be defined specifically and ambiguously’. In this research the population is the third grade of SD Negeri 09 Rangkang Bengkayang in academic year 2012/2013.

In this research, the writer chooses the sample from the population that only consists of one class. Population as the sample in this research consists of third grade students with 34 students. According to Burn (2000:83), “sample is any part of population”.

The researcher employed the measurement technique to measure the students’ vocabulary achievement by picture in teaching vocabulary. The measurement was taken twice. The first test, which is called pre test is intended to collect the data before the experiment is conducted. The second, test, which is called post test is intend to collect the data after an experiment is given. The writer also uses the direct classroom observation technique to reserve the visible phenomena towards the object.

The tools gathering data should be prepared and the writer used measurement technique. The writer used written test that consist of fill in the blank, arrange the scrambled letters and multiple choice, the test consists of 30 items and time provided to do the test is 60 minutes.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The analysis in this research is intended to find out the result or the students’ score of the students’ achievement of vocabulary and to investigate whether or not the teaching vocabulary through pictures increase the students’ vocabulary achievement significantly.

1. The students individual score of pre test and post test
   The formula of calculating the students’ individual score by Hatch and Lazaraton (1991:162).

   \[ S = \frac{R}{N} \times 100 \]

   Note: 
   S : The students’ individual score
   R : The right answer
   N : The total number of items

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (X₁)</th>
<th>Post-test (X₂)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C F</td>
<td>1.00</td>
<td>6.00</td>
<td>-5.00</td>
<td>25.00</td>
</tr>
<tr>
<td>2</td>
<td>F I</td>
<td>1.00</td>
<td>6.00</td>
<td>-5.00</td>
<td>25.00</td>
</tr>
<tr>
<td>3</td>
<td>M S</td>
<td>1.30</td>
<td>10.00</td>
<td>-8.70</td>
<td>75.69</td>
</tr>
<tr>
<td>4</td>
<td>R O</td>
<td>1.30</td>
<td>9.60</td>
<td>-8.30</td>
<td>68.89</td>
</tr>
</tbody>
</table>
2. The students’ mean score of pre-test and post-test

The students’ average score pre-test and post-test is calculated by using the mean formula by Soenardi (2008:212).

\[
M = \frac{\sum X}{N}
\]

**Note:**
- $M$ : The mean score
- $\sum X$ : The sum of individual scores
- $N$ : The total number of individuals

**a. The score of pre-test**

As can be seen in table 4 column 3 above, the individual score of pre-test performed by the students’ range from 1.00 (the lowest score) to 9.60 (the highest
score. The total score of the students’ pre-test is 135.8. thus, the mean score of the students is 3.99 qualified “poor”. The detail computation is as follows:

\[
M_1 = \frac{135.8}{34} = 3.99
\]

b. The score of post-test

As can be seen in table 4 column 4 above, the individual score of post-test performed by the students’ range from 6.00 (the lowest score) to 10.00 (the highest score). The total score of the students’ post-test is 299.6. thus, the mean score of the students is 8.81 qualified “good to excellent”. The detail computation is as follows:

\[
M_2 = \frac{299.6}{34} = 8.81
\]

3. The students’ interval score of pre test and post test

After calculating the students’ average score, the researcher calculates the interval score of pre test and post test by using the subtraction formula.

\[
MD = M_2 - M_1
\]

Note: MD : The means of the students’ total score
M1 : The means of students’ total score of pre test
M2 : The means of students’ total score of post test

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test</td>
<td>8.81</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>Pre-test</td>
<td>3.99</td>
<td>Poor</td>
</tr>
<tr>
<td>Interval score</td>
<td>4.82</td>
<td></td>
</tr>
</tbody>
</table>

4. The analysis on the students’ significance of the students’ score pre test and post test

Teaching vocabulary through Picture effective when the means score of post test is higher than the means score of pre test. The writer use t – test formula by Soenardi (2008:225).

\[
D = \frac{-163.8}{34} = -4.82
\]

The amount of total difference is calculated as follow:

\[
\sum D = \sum X_1 - \sum X_2
\]

\[
\sum D = 135.8 - 299.6
\]

\[
\sum D = -163.8
\]
The above total amount is then put into t-test as follows:

The t-test

\[
T = \frac{D}{\sqrt{\frac{\sum D^2}{N} + \frac{\sum n}{N(N-1)}}}
\]

Note: T: The analysis on the students’ significant score
D: The means of gain score pre test and post test
D^2: Deviation for each subject / the difference between pretest and posttest
N: The number of students being observed

\[
T = \frac{4.82}{\sqrt{\frac{937.68 - (-163.8)^2}{34} + \frac{34}{34(34-1)}}}
\]

\[
T = \frac{4.82}{\sqrt{\frac{937.68 - 26830.44}{34} + \frac{34}{34(34-1)}}}
\]

\[
T = \frac{4.82}{\sqrt{\frac{937.68 - 789.13}{1122}}}
\]

\[
T = \frac{4.82}{\sqrt{0.132397}}
\]

\[
T = \frac{4.82}{0.3638639}
\]

\[
T = 13.246
\]

5. The analysis of the effect of the treatment
The writer used the effective size as the formula to measure the effectiveness of used picture in improving students’ English vocabulary mastery. The Es formula by Burns (2000:167)

\[
Es = t \sqrt{\frac{1}{N}}
\]

Note: Es: effect size
t: the result of t-test
N: Number of students

\[
Es = 13.246 \sqrt{\frac{1}{34}}
\]

\[
Es = 13.246 \sqrt{0.02}
\]
Discussion

In this research, the researcher applies the significance of 0.05 with degree of freedom (df) = N-1 (34 – 1 = 33) 2.030. as the result, t-test 13.246 is bigger than t-table 2.030, and from the effect size calculation is 1.85 (high criteria). Based on the research findings, it indicates that the achievements of the students are influenced significantly by the process of teaching and learning through pictures technique in teaching vocabulary, which has a positive effect to the students’ achievement.

Therefore, the writer argues that teaching vocabulary through picture needs to be applied in teaching learning process. Mastering vocabulary helps students in developing their ideas and imaginations so that their English ability will be better.

In effort to find the answers, the students will learn actively. They will try to find the words by looking at the pictures and get the clues (the letters that shown in the hyphen) by examining the supported sentences and they will ask the teacher if they have a problem in finding the words.

The researcher also defines that picture for teaching vocabulary gives the students chance and the time allocated was 120 minutes for pre-test and post-test. It caused the larger number of students. Furthermore, the results that was shown by the increasing of students’ score from pre-test to post-test indicates the significance of achievement in students’ vocabulary ability.

During the treatment, the writer discovered that the students had high interest to learn. At the beginning of the class, when the writer showed the pictures and asked the students about the pictures, they enthusiastically answered the questions. In the teaching learning process that was conducted for this research, teacher also discovered the students’ ability in memorizing the words increased since they saw the pictures. It indicated that the pictures were appropriate and also helped the students in obtaining the new words faster.

Furthermore, when the teacher asked the students to try to touch pictures like the teacher did, they also enthusiastically did it. It indicated that the students learned in doing the challenge and enjoyed situation. The students tried to get their turns in touching and showing pictures by pointing at them. This situation indicated that the students were also involved the cheerful learning process related to the lesson.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the analysis of the students’ test result, the writer can draw the conclusion as follow:
1. The average vocabulary score before treatment (pre-test) is 3.99 (low) and the score after treatment (post-test) is 8.81 (high). Based on the data, the result of post-test is higher than the score of pre-test. It means that there is a raising in students’ score after using pictures in learning vocabulary.

2. The obtained t value (t-test) is 13.246, it indicates that is bigger that t-table or $13.246 < 2.030$. It means that the treatment of using pictures in teaching vocabulary has improve the students vocabulary achievement.

3. The computation of the interval score of pre-test and post-test and also the result of t-test shows improvement. So that, the treatment through pictures improved the students’ vocabulary achievement significantly.

4. In this research the alternatif hypothesis is accepted and the null hypothesis is rejected. In other words the picture is effective to use in improving the students vocabulary in the third grade students of SD Negeri 09 Rangkang Bengkayang in academic year 2012/2013.

Suggestions

Based on the result of data analysis, it shows that pictures increase the students’ vocabulary achievement significantly. Thus, the writer offers some suggestions as follows:

1. In teaching and learning process, the teacher as the facilitator should encourage the students’ active participation. The teacher needs to control the students and give enough time to the students to do the task (vocabulary by using pictures).

2. Teaching vocabulary through picture is able to make the students more active in teaching learning process. It enables the students to improve their performance. Therefore, the writer would like to suggest that pictures as one of teaching technique that should be used in teaching vocabulary.

3. It is better if the teacher regularly gives homework to the students because English teaching in SD Negeri 09 Rangkang Bengkayang is done only once a week, that is two hours a week, so homework is very important to remind the students about what they have learnt in the past and also to increase the students’ vocabulary achievement.

4. In using pictures, the teacher needs to provide the pictures in larger size and clearly, in order to attract students’ attention about the materials’ given. In addition, the larger size and clear pictures can make the students easy to look what the teachers’ showing. It also suggested to another researcher that will do the same research. they can use more various kind of pictures.
BIBLIOGRAPHY


