Improving English Vocabulary for Second Graders Using Pictures at SD Pangudi Luhur Jakarta

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Abstract

The research was conducted to investigate the role of Pictures as the teaching media in improving the Second Graders' English vocabulary at SD Pangudi Luhur, Jakarta in Academic Year 2016/2017. To achieve the objective, the data were collected through the tests, questionnaires and observer's sheet. The respondents consisted of 25 students. The result showed that pictures as teaching media could improve the students' vocabulary, proved by the increase of the mean score of the pre-test and post-test 1 and 2: 61.32; 70.48; and 81.08. The findings were also strengthened by the respondents' positive attitudes towards the media used collected through questionnaires.

Keywords: *vocabulary, pictures, classroom action research*

Introduction

English is an ideal language for people around the world to transfer and share information through written and spoken interactions, posing English learning to be incredibly important.English vocabulary can be said as of the factors forming the English status. Siddiqui (2014) firmly states that English is one of the most vocabulary rich languages of the world having large amount of synonyms compared to other languages and being widely spoken

throughout the world besides coming from different languages and events. Acquiring English vocabulary is a fundamental process (Notion, 2018 in Essays, 2018) then becomes highly essentialfor those learning that language, especially the ES/FL learners, as a basic component of language proficiency which provides the basis for learners 'performance in other skills, such as speaking, reading, listening and writing (Essays, 2018). In addition, Rogers (2003) stated that vocabulary is one of the most obvious component of language and one of the first thing applied due to its role as the fundamental component to enable the students to speak English. Vocabulary is the meaning and pronunciation of words in communication to listen, speak, read and write (Tankersley, 2003).

Vocabulary knowledge could be learned and presented to students by considering the students, learning objectives, learning situation, facilities choosing and implementing appropriate learning methods and the ability of teachers themselves to manage (Surakhmad in Djamarah (2006,p. 78) to put the vocabulary into authentic language using tasks and presenting vocabulary through interactive contexts (Shuzhan, 2013).This is highly corresponded to the use of visual media, such as picture due to a great deal of authentic information it contains and triggers interaction among students. Through picture students get the most out of their memory, learn to think in the new language, achieve amazing results – without stress, and learn the way that suits best (Worddive, n.d.).

The importance of visual literacy in education is widely acknowledged. It is generally agreed that education needs to develop learners' skills and ability to interpret images and to communicate visually (Donaughy & Xerri, 2017). Recognizing the importance of visual elements in the lessons combined with the nowadays' abundant information the students receive in English increasingly coming through a complex combination of text and image (Worddive, n.d.), students must learn to process both words and pictures. To be visually literate, they must learn to "read" (consume/interpret) images and "write" (produce/use) visually rich communications (Burmark, 2008, p.5).

Visual image implemented in vocabulary learning results in basic comprehension and understanding by looking at the picture and answering questions because it provides with information (Arsyad, 2011); to think beyond the frame (critical thinking);having students write a mini-script in a simple but powerful combination of imagery and text (Sadowsky & Paivio, 2013; Marzano (2005) to build creative thinking (Dudeney, Hockly & Pegrum, 2013); and

reflecting a natural progression from lower order to higher order thinking in the classroom (Anderson & Krathwohl, 2000). Such benefits derive from two fundamental essences of visual aid itself, that is, 'viewing', an active process of attending to and comprehending visual mediabecause it plays role in presenting and checking meaning (Hammer, 2001, p 135); and 'representing', enabling students to communicate information and ideas through a variety of media. (Begoray, 2001, p. 202). Katsioloudis (2010) further emphasizes that visualization methods are extensively credited for simplifying the presentation of difficult subjects. Finally, Maritha and Dakhi (2017) convincingly reported that using picture in teaching vocabulary made the students' mastery improved and their positive attitude is potrayed.

Based on the description of the role of picture, as of visual aids, in teaching vocabulary, the researcher was inspired to implement it through Classroom Action Research (CAR). The research was conducted in second graders' vocabulary classroom to check whether the aid could also give advantages, improve and increase the students' vocabulary. Besides, the research was meant to see how many cycles are required to meet the objective using CAR. In addition, the researcher needed to know the students' attitudes towards picture implementation through some items in a questionnaire.

Methodology

This studywas conducted ina two cycles action research ranged from March to April 2017 at*SD Pangudi Luhur*, Jakarta using mixed method. The participants consisted of 25 students of grade 2. The data were collected using test (pre-test and post-test) and non-test instruments (questionnaire and observation). The test technique was used to collect the quantitative data from the participants. The non-test techniques were used the qualitative data, including: questionnaires and observer's sheet. The tests were carried out three times; pre-test, post-test 1, and post-test 2. The non test was carried out using questionnaires and observer's sheet from another English teacher. The quantitative data were analysed using using quantitative descriptive technique by checking the difference or gains of pre-test and post-test through the mean, minimum, and maximum scores. The qualitative data were analysed using qualitative descriptive technique. The observation sheets(peer's and researcher's notes) were used as inputs for the researcher in teaching; while the questionnaire was analysed to know the students' perceptions on the use of picture through "Yes" or "No" questions.

To meet the credibility of qualitative data collected in this study, methodological, theoritical, and triangulation were used. The methodological triangulation was administered by using more that one method for data collection, such as observer's sheet, questionnaires and tests. The theoritical triangulation was carried out by using interpretation. The time triangulation was conducted by collecting data in different times (two cycles) and from different sources (tests, observer, and students). The succes indicator used in this study was the minimum score achievement (73.00 points) at *SD Pangudi Luhur*, Jakarta.

Research Findings and Discussion

Research Findings

As an initial stage of the research (Cycle 1) the researcher administered a pre-test to all participants. This stage was meant to see the participants' initial competence in vocabulary. Based on the analysis result of the pre-test, the researcher found that the participants hadlack of vocabulary, as shown in Table 1. .

Table 1:
Students Result Score in Pre-Test

No	Range score	Category	Frequency	Percentage
1	81 – 100	Excellent	-	0.00 %
2	71 – 80	Good	5	20.00%
3	60 – 70	Fair	10	40.00%
4	25 - 59	Low	10	40.00%
	Total		25	100.00

The table shows among 25 (20.00%) participants, five students only were categorized in 'good' category. The rest (80.00%) was below the minimum score achievement. In addition, based on the researcher's observation or notes, it was found that some of the students had low motivation in learning English.

Report Cycle 1

1. Planning

Based on Table 1 and observation dataduring theteachingof English vocabulary at *SD Pangudi Luhur*, Jakarta, it was found that most of the participants were 'poor'in vocabulary and

lazy to read, especially the longer text, felt bored, unabile to guess the meaning of the words. The findings required the researcher to planned to make improvement in the learning process. The preparation of the action plan included: a) preparing lesson plan; b) preparing worksheet; c) preparing media; and d) making questionnaires.

2. Acting

The plan designed was implemented in two meetings: on March 21st and 28th, 2017 through some activities in the learning process, such as presentation of the material, quiz, individual test, scoring, and giving appreciation for the students who got best score. Before beginning the class at 8.00 a.m. in the first meeting, the classroom was noisy. Before starting to teach, the researcher called the roll. After that the researcher opened the class activity by showing some pictures and asked the participants the words referred to the pictures (parts of the body). Only some of them could mention the words referred to the pictures. To make the students relaxed and enjoyable, the researcher invited them to sing a song based on the material together. After singing the researcher asked the students to touch some parts of the body and mentioned the terms. However, all of them could not do it. Facing this condition, the researcher took control and explained the material to the students. Before explaining, the researcher announced the class rules so that the students could participate in the lesson attentively. The explanation was mixed with pictures. After the explanation, the researcher administered the worksheet and assignment to the students. After that the students collect the worksheet and mentioned the material they had learned. The researcher drew appreciation, by giving smilley stickers to the students who could say something about the material in the assignment to motivate the students to be more active in the learning process.

In the second meeting all of the participants accomplished the test of Cycle 1. The aim of the test was to know the influence of pictures in learning process. The researcher and the teacher rolled as an observer worked on the scoring test. Based on the result, both of the researcher and the observer decided three students as the winners. They got double smilley stickers because they were active and could reach the best scores. Before ending the meeting, the researcher conducted the post-test 1. The results are as in Table 2, 3, and 4.

Table 2:
Students' Post-Test Scores Category of Cycle 1

No	Range score	Category	Frequency	Percentage
1	81 – 100	Excellent	5	20.00
2	71 – 80	Good	5	20.00
3	60 – 70	Fair	13	52.00
4	25 - 59	Low	2	8.00
	Total		25	100.00

Table 2 exposes five participants (20.00 %) got "Excellent" category; five (20.00 %) got "Good" category; 13 students (52.00%) got "Fair" category and only two students (8.00%) still got "Poor" category.

Table 3
Students' Post-Test Scores of Cycle 1

Scores			
Minimum (f)	Maximum (f)	Mean	Median
40.00 (1)	87.00 (2)	70.48	70.00

Table 3 shows the minimum score was 40.00 points and the maximum score was 87.00 points with the average of the classroom's score was 70.48 points.

Table 4
The Score Result of Post- test 1 based on success indicator

No	Scores	f	Percentage
1	> 73.00	11	44.00 %
2	< 73.00	14	56.00 %

Based on the data presented in Table 4, there were 11 students getting the minimal score achievement in the classroom or $\geq$ 73.00 points (44.00%). Moreover, there were 22 students (56.00%). did not get the minimal score achievement or $\leq$ 73.00 points.

Based on the analysis results of the data presented in Table 1 and Table 2, it can clearly be seen that the differences of the students' achievement through the pre-test and post-test in Cycle-1; the number of students achieving 85.00 – 100.00 points were five students in the post-test; and none of the students in the pre-test; those achieving 71.00 – 80.00 points were five students in the post-test and five students in the pre-test; and those reaching 60.00 – 70.00 points

were13 students in the post-test in the pre-test; those achieving 20.00 – 59.00 points were two students in the post – test and ten students in the pre test. The data showed the differences between the result in post and pre test (see Figure 1).
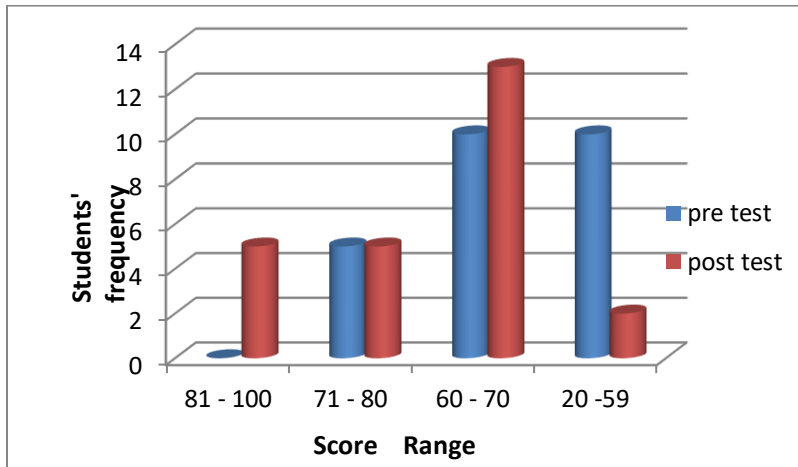

Figure 1. The Comparison of the Result of Post-test with Pre-test Cycle 1

3. Observing

During the implementation of the actions in the first cycle described above, the observer was required to observe the learning process. The observation was done to see and evaluate the participants' and researcher'sact of teaching during the class activities.

The condition of the participants was supported by the analysis results of the questionnaire. First, there were seven students (28.00%) confessed that they liked learning English; 17 students (68.00%) stated that learning English was fun;a nd 18 students (72.00%) agreed that memorizing English vocabulary was difficult. Second, 19 students (76.00%) agreed that it was easy learning English vocabulary using pictures; 21 students (84.00%) agreed that they liked learning English vocabulary using pictures; and 21 students (84.00%) confessed it was easy memorize the English vocabulary using pictures (see Table 5)

Table 5
The Students's Questionnaires Cycle 1

No	Questions	Yes	No
1	Do you like learning English vocabulary?	7 (28.00%)	18 (72.00%)
2	Is it fun learning English vocabulary?	8 (32.00%)	17 (68.00%)
3	Is it difficult to memorize English vocabulary?	18 (72.00%)	7 (28.00%)
4	After learning using pictures, is it difficult to study English?	6 (24.00%)	19 (76.00%)
5	Do you like learning English vocabulary using pictures?	21 (84.00%)	4 (16.00%)
6	Is it easy learning English vocabulary using visual aids?	21 (84.00%)	4 (16.00%)

4. Reflecting

In reflecting stage the data were taken fromthe test scores, questionnaires and observer's sheet. The scores show that most of the students were still incapable of achieving the minimal score achievement. Based on Figure 1, it is clearly seen that the score of students' achievement improved from that of pre-test to that of post-test 1. In the pre-test, there were five students reaching the minimal score achievement (20.00%) and the mean score of the pre-test was61.32 points. However, after treating them in the next test, the results improved. In the post-test 1, 11(44.00%) students got the minimal score achievement and the mean scores increased to 70.48 points.

Based on the observer's note, the researcher: 1) should be more attractive; 2) teaching with gestures; 3) be more patient in giving instructions; 4) use colorful and attracting pictures; 5) be more patient in answering students' questions; 6) giving enough students' assistance; 7) monitoring students' worksheet; 8) making students enjoy to study; 10) making students active in learning proccess; 11) classroom atmosphere should be under control. (see Table 6)

Table 6
Observer's Sheet

No	The observed aspect	Score	Notes
1	Researcher's performance	70	You have to be more attractive.
2	Handling the material	80	It is good if you also do the gesture
3	Giving clear instructions	70	This is second grader, please be more patient in giving instructions.
4	Giving new vocabulary	70	Slowly please
5	Using picture as the aid	80	Use colorful and attracting.
6	Answering students questions	70	Be more patient, don't be in hurry.
7	Giving participants assistance	80	Good enough
8	Monitoring students'activity	70	Make sure you already check all students' worksheets
9	Participants enjoying the lesson	60	Make students get involved in teaching learning process.
10	Participants active in learning process	60	Some students are still busy with the pencils.
11	Classroom control	70	Good enough, you made the class rules and give class order.

As the action in Cycle 1 was completed, the researcher analyzed the process and the results. Based on the analysis result, it is found that the results were categorized dissatisfying. After checking up photo documentation and the advice from the English teacher, the researcher found that the factor causing the dissatisfaction was that some students did not pay attention and listening seriously during the learning process. In order to solve the problem, the students were told back the purpose of the research and asked them to be more enthusiastic. In respect to the students' conditions or achievement results, the researcher decided to continue the research to the second cycle.

Report of Cycle II

1. Planning

The second cycle was conducted to solve the problem in the first cycle. Based on the reflection results in Cycle 1, the researcher made a better plan to provide more interesting presentation of English vocabulary, paid greater attention to each student in the classroom in Cycle 2 and observer's note. The researcher prepared material of English vocabulary through attractive and colorful pictures from the text. Then the researcher designed a lesson plan, worksheet, and also read again the material. Then, the researcher told to the students to be active,

enjoy in the lesson and made the class rules more alive. The researcher also prepared the smilley stickers. The last, the researcher prepared the students' questionnaires to fill by the students at the end of the cycle phase.

2. Acting

The actions in Cycle 2 went through three meetings, April 11th, 18th and 28th, 2017. There were some activities done in the learning process, covering: presenting the material, giving individual test, calculating the scores, and giving smilley stickers.

In the first meeting the classroom condition was conducive because the students had high ambition to be the winner and to get the smilley stickers. Then, the researcher gave some quizzes after presenting the material and randomly asked the students to answer. After that, the researcher administered a test. At 08.15 a.m, the researcher began giving the explanation. While the researcher was explaining the material, the students paid attention much and they were listening to the researcher's explanation. After that, the researcher asked some questions to the students in order to check for the students' understanding. Many of them correctly answered the questions.

Then the researcher administered some exercises related to the material. The researcher gave 20 minutes to do the exercises. While the students were working, the researcher carefully observed every student doing the exercise. The process was better than that before. At the end of the activity, the researcher asked the students to answer the questions in the exercises together. Many students were interested in answering the questions.

In the second meeting, the teacher rolled individual quiz to the students. After scoring the students' work the researcher and the teacher selected and decided the students who got the best scores. There were two participants got two stickers of smilley, because they were active in answering the quiz and did the worksheet quietly. In the last meeting, the researcher conducted post-test 2 and the results were presented in Table 7 and 8

Table 7
Students' Post-Test Scores of Cycle 2

	Range score	Category	Frequency	Percentage
1	81 – 100	Excellent	11	44 %
2	71 – 80	Good	10	40 %
3	60 – 70	Fair	4	16 %
4	25 - 59	Low	-	0 %
	Total		25	100

Table 8
Students' Post-Test Scores of Cycle 2

Scores					
Minimum	F	Maximum	F	Mean	Median
60.00	1	97.00	1	81.08	80.00

Based on the post-test result in Cycle 2, Table 7 indicated improvement. There were 11 participants improved to "Excellent" category and 10 to "Good" category. Table 8 shows that the minimum score was 60.00 points and the maximum score was 97.00 points with the average of the classroom's score was 81.08 points.

3. Observing

During the implementation of the actions in Cycle 2, the observer rolled to observe the teaching learning process and researcher's performance. The students' participation was found better because the activities in the classroom involved all students. They were more enthusiastic than in the previous meeting.

The analysis result of questionnaire as shown in the table after students had been taught using pictures as the media exposes that 15 students (60.00%) stated that they liked learning English; 16 students (64.00%) confessed that learning English vocabulary was fun. After the students had been taught using picture, 18 students (72.00%) admitted that it was easy to study English vocabulary; 23 students (92.00%) stated they liked learning English vocabulary using pictures; and 21 students (84.00%) admitted that using visual aids made them easy to memorize the words. For details, see Table 9

Table 9
The Students's Questionnaires Cycle 2

No	Questions	Yes	No
1	Do you like learning English vocabulary?	15 (60.00%)	10 (40.00%)
2	Is it fun learning English vocabulary?	16 (64.00%)	9 (36.00%)
3	Is it difficult to memorize English vocabulary?	9 (36.00%)	15 (64.00%)
4	After learning using pictures, is it difficult to study English?	7 (28.00%)	18 (72.00%)
5	Do you like learning English vocabulary using pictures?	23 (92.00%)	2 (8.00%)
6	Is it easy learning English vocabulary using visual aids?	21 (84.00%)	4 (16.00%)

4. Reflecting

Action in Cycle 2 was accomplished. The participants got the target of students' achievement. The students' score achievement showed improvement compared to that inCycle 1. The mean score of post-test 1 result was70.48 points, increasing to 81.08 points in Cycle 2, the researcherstopped the action.The students' motivation in learning English vocabulary also improved. They now like learning English using pictures. They now can memorize the words easily.

Based on the observer's note the researcher got improved in performance. The researcher was admitted good in handling the material; giving clear instructions and new vocabulary through colorful pictures during the lesson. The researcher was found giving good assistance to students in answering questions asked and in monitoring the students' activities. The students were also found more attentive and active and enjoying the lesson (see Table 10)

Table 10
Observer's Note Cycle 2

No	The observed aspect	Score	Notes
1	Researcher's performance	90	Good job, you have improved!
2	Handling the material	85	It is good but next you have to deliver the material better.
3	Giving clear instructions	85	You still remember what my advice
4	Giving new vocabulary	90	Good job
5	Using picture as the aid	90	Nice
6	Answering students questions	85	Better than before, keep improving.
7	Giving student assistance	85	Good
8	Monitoringparticipants''activity	85	Make sure you've count the worksheet again.
9	Students enjoyed the lesson	85	Better than before, nice job.
10	Student were active in learning process	80	The students enjoy the lesson, just one student still playing the pencil.
11	Classroom control	90	The class rules and class order works enough.

Discussion

The data obtained in Cycle 1 indicated that students showed positive responses in learning vocabulary. The data taken from the students also indicated that the pictures as the media are proper to improve English vocabulary. The improvement was supported by the comparison of the means of tests.

Before the application of pictures, the mean score in the pre-test was 61.32 points. The mean score increased to 70.48 points in post-test 1 in Cycle 1. In the last test the score increased again to 81.08 points in post-test 2 in Cycle 2. All of the participants met the minimal score achievement. The learning of English vocabulary using pictures was proved resulting in improvement (see Figure 2). This implies that language is learnable, deliberate effort media, and motivation on learning result in language learning and language acquisition success (Dakhi, 2016).
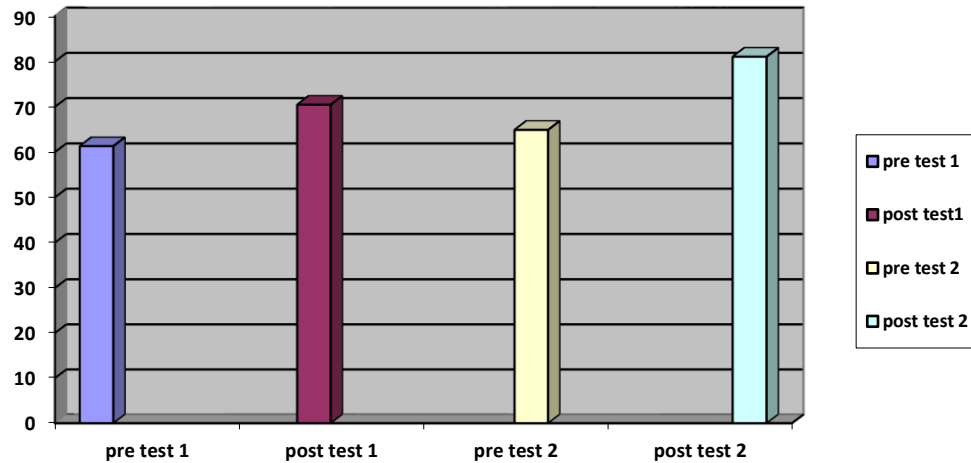
*Figure 2.***The Students' Mean Scores of Tests**

The qualitative data taken from the questionnaire also showed that almost all the participants stated that they liked learning English and they agreed that learning English vocabulary through pictures as the media was really so much fun. It was proved by analysis the questionnaires administered by the researcher in the last meeting. Their motivation also improved. It was seen through their daily attitude. The participants became more confidence in saying the words, they had learned. Their ability in speaking also showed improvement.

The participants' ability in speaking was due to the improvement of the number of vocabulary they got during the class activities. This finding is parallel with Donaughy's and Xerri's (2017) statement that visual aid can develop learners' skills and ability to interpret images and to communicate visually because the vocabulary they have acquired can be used to listen, speak, read, and write (Tankersley, 2003; Begoray, 2001, p. 202).

Besides, the students' competence in expressing their ideas or feelings could not be separated from the role of pictures in presenting meanings of words to the students (Hammer,, 2001, p. 135; Rogers, 2003) because the pictures implemented during the class simplified the researcher's presentation of difficult materials (Katsioloudis, 2010). In addition,Through picture students get the most out of their memory, learn to think in the new language, achieve amazing results – without stress, and learn the way that suits best (Worddive, n.d.).

In addition, pictures can help students in understanding and memorizing vocabularies (Haryantiandy, 2001). In other words, a picture help the students grasp vocabulary with the meaning and resides in their mind for their speaking activities.

Simply put, teaching using pictures will benefit both teachers and students of elementary level. The teachers will get easier to teach and meet the learning of vocabulary objective. To students, besides creating joy, attracting interest, and building motivation, the use of pictures help students easily grasp the words with the meaning taught. Since pictures are visualization, students are helped to recall the meaning of words through the pictures visualized to them.

Since the research resulted in the students' vocabulary improvement using pictures, it can be started that the action hypothesis of this research is accepted.

Conclusion and Suggestion

Conclusion

Based on the objectives of the research, the findings, and discussion in the previous discussions, the researcher would like to draw some conclusions. First, the use of pictures can improve the second graders' vocabulary. It is evidenced by the increase of scores in pre-test (61.32 points); post-test 1 (70.48 points), and post-test 2 (81.08 points).

Pictures as the media in teaching learning process improved students' vocabulary mastery through the participants' participation increase and perceptions during the learning process. This statement is based on the questionnaire analysis results, reflecting their responses concerned with the use of pictures in learning process. The analysis results indicate that their attention, enthusiasm, motivation, responses, and the participation increased more and more during the teaching and learning process.

Second, the implementation of pictures in the improvement of the students' vocabulary occurred through some procedures. Through the reflections and changes the researcher did based on the observer's notes, the researcher formulated some ways of using pictures in teaching vocabulary, especially to the young learners. First, teacher should plan and teach the material in an attractive way, such as using beautiful and attracting color of pictures. Second, teacher should be patient in teaching; third, in teaching, teacher should teach combined with gestures reflecting

the items or material taught. Fourth, teacher should involve students, such as by drawing some questions or quizzes, play, singing, etc

Suggestion

Based on the findings, discussion, and conclusion, the researcher would like to propose some suggestion to English teacher and researchers. English teacher, the actor behind the teaching and learning process is one of the most important factors in improving students' English competences. The teacher is suggested to use varied activities or strategies in teaching vocabulary to create enjoyable and motivating classroom atmosphere.

English is a language, requiring much practice through exercises rather than theory. By using pictures, the teacher can make the class situation more live. This situation is appropriate with the students' expectation when they learn, because elementary students like very much to do something what they are really interested in. This phenomenon should be coped with by the teacher using appropriate strategy by implementing pictures in the classroom.

In enhancing the students' motivation to study English vocabulary, the teacher is highly suggested to explain the importance of English to the students and should assign the students and make them engaged in some assignments besides appreciating and rewarding them.

Researches on ELT have been conducted a great deal by experts and novice researchers. All of the researches were meant to uncover the phenomena of language teaching and learning. In correspondence to this the reseacher highly expects the results of this research can be used as of references and inputs for other researchers working on further researches. The findings in this research may be implemented in the other different areas.

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