TEACHING ENGLISH VOCABULARY USING PICTURE IN EIGHTH GRADE OF JUNIOR HIGH SCHOOL

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Abstract

This research focused with teaching English vocabulary using picture in eight grade of junior high school. This research explores the implementation of English vocabulary and to find out the score improvement in using picture in learning process. The objective of this research is to find out the effectiveness of picture in improving students' vocabulary. Data collection technique focus on pretest and posttest. Picture is a good media to make everything like real and can visualize to the lesson environtment. The means score of pretest was 42.33 and the posttest get improve to 76.50. It could also be concuded that teaching English vocabulary using picture was effective media to improve students' vocabulary.

Keywords: vocabulary, picture, media

INTRODUCTION

In Indonesia, English is taught as a compulsory subject in secondary school including Junior High School and Senior High School even up to College level, because the government considers that mastering English is one way to absorb the sciences and technology in order to create great human resource.

To knowing English as great as native speaker the basic is understanding the vocabulary. Decarrico (2001: 285) Vocabulary learning is central to language acquisition, wheter the language is first, second or foreign. To learn English we must know the meaning of word, in English many words mean different. To decide how many words to teach and to learn many researchers that learners should initially be taught a large productive vocabulary at least two thousand high frequency words, but in Indonesia we only learn English at school.

School is the best place to make students understand about English vocabulary because they will learn about everything that relate to the material. In this journal we teach the vocabulary using picture. According to Herrell and Jordan (2004:19) picture is an approach in which the language used in instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed.

Research Question

The writer need to understanding the problem with this research on the following research question: Is picture can improve students' vocabulary?

Hypothesis

The hypothesis in this research:

H_0 (null hypothesis):

"Picture is not effective media in improving students' vocabulary"

Ha (alternative hypothesis):

"Picture is effective media in improving students' vocabulary"

LITERATURE REVIEW

Language is the way to communicate to each other and language is formed of words. Vocabulary is a basic thing to understanding about English and vocabulary relate to acquisition of second language. Based on Seal (1991: 298) the technique after we teach using picture is convey meaning, check understanding and consolidate the vocabulary.

Paquot (2010: 10) state that type of vocabulary are:

1. Core vocabulary is consists of words that are of high frequency in most uses of the language, that comprises the most useful function words (*a, about, be, by, do, he, I, and to*) and content words (*bag, person, put and suggest*).
2. Academic vocabulary is the specific vocabulary for students in higher education settings and the most widely used today in language teaching, testing and the development of pedadogical material.
3. Technical terms or domain-specific are words whose meaning requires scientific knowledge.
4. Fuzzy vocabulary categories is the boundaries between core vocabulary, academic vocabulary, and technical terms.

We teach English vocabulary using picture as a media. According to Georgiou and Pavlou (2003: 110) picture has aims to enable the children to develop criteria regarding their knowledge of English and to motivate the by providing a visual representation of their knowledge and by picture the student can look at and comment on their pictures whenever they add an item.

Based on Herrell and Jordan (2004: 19) the steps in planning and implementing visual scaffolding are:

1. Identifying the vocabulary
2. Collecting visuals
3. Reproducing and organizing visuals
4. Engaging students
5. Building the file

We use testing production ability with pictures. We give a test with the objects drawn below. According to Hughes (2003:182) This method of testing vocabulary is obviously restriced to concrete nouns that can be unambiguously drawn.

METHOD

The research used quantitative as method and pre experimental as design. According to Blaxter, Hughes and Tight (1996: 60) Quantitative research is the term suggests, concerned with the collection and analysis of data in numeric form. Quantitative research tends to emphasize relatively large-scale and representatives sets of data, and is often, falsely in our view, presented or perceived as being about the gathering of facts". This research used pre experimental as design. The writer used one group pretest and posttest design.

Here is the design of pre experimental. (Anthony et al 2016: 19)

(O1	X	O2)
Pretest	treatment	posttest

Subject of the Research

In this research, we took the eighth grade students of one junior high school in Cimahi were taken as population. Besides, sample is part of the population which is used as the source of the real data of the research. 8A class was used to be sample of the research.There were 30 students, 14 boys and 16 girls students.

Data Collection and Data Analysis

In this research, the research collected the data by using pretest and posttest. Pretest was implemented to find out the students' ability in vocabulary before the treatment. Then, the writer did some treatments and role play technique was used as treatments. After treatment, the posttest was done to know the effect of using picture in teaching vocabulary comprehension. The data gathered from test were analyzed by using SPSS 21 and interpreted to know the students progress in vocabulary comprehension through picture.

RESULTS AND DISCUSSION

This part displays the analysis and interpretation the data which have been collected by using pretest and posttest.

Table 1. The result of pretest and posttest

No	Name	Pretest Score	Posttest Score
1	Student 1	25	75
2	Student 2	70	95
3	Student 3	60	60
4	Student 4	55	95
5	Student 5	20	70
6	Student 6	25	80
7	Student 7	40	70
8	Student 8	15	50
9	Student 9	30	65
10	Student 10	60	70
11	Student 11	25	70
12	Student 12	20	55
13	Student 13	30	80
14	Student 14	40	70
15	Student 15	40	85
16	Student 16	45	70
17	Student 17	50	60
18	Student 18	20	75
19	Student 19	30	80
20	Student 20	25	70

21	Student 21	50	90
22	Student 22	60	95
23	Student 23	35	85
24	Student 24	65	85
25	Student 25	70	90
26	Student 26	50	80
27	Student 27	65	85
28	Student 28	45	90
29	Student 29	35	70
30	Student 30	70	80

Table 2. Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,129	30	,200[*]	,935	30	,068
Posttest	,141	30	,133	,956	30	,247

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Criteria:
If Sig > 0.05
The sample was normal distribution.
Pretest :   Sig 0.187 > 0.05
                The sample was normal distribution
Posttest: Sig 0.108 > 0.05
                The sample was normal distribution
We look to Kolmogorov-Smirnov because the sample is less than 33.

Table 3. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	42,33	30	17,257	3,151
	Posttest	76,50	30	11,901	2,173

We can look the mean of pretest 42.33 and the mean of posttest 76.50 it means the score was improve from using picture than before.

Table 4. Paired Samples Statistics

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-34,167	14,860	2,713	-39,716	-28,618	-12,593	29	,000

Criteria:
If Sig > 0.05
H0 is accepted
If Sig. < 0.05
H0 is rejected

The result Sig. 0.000 < 0.005 so, the null hyphothesis was rejected and the alternative hypothesis was accepted.

CONCLUSION

This research was effective in improving student's vocabulary by using pictures. In addition, the students were more active and participated in teaching learning process of vocabulary. Therefore, using picture can be alternative strategy for teacher in teaching vocabulary which can improve and keep their vocabulary. It can be proved from the following fact. Relate to the data of SPSS that significance value (.00) was lower than the significance level (.05) so the picture is an influence media to improve English vocabulary.

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