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IMPROVING VOCABULARY MASTERY BY USING PICTURES FOR
THE SECOND GRADE STUDENTS OF SMP SATAP NEGERI OETFO
Frederikus Oki, Imanuel Kamlasi, Erlinda Sonya Pale

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ABSTRACT

This research aimed to find out the improvement of the student's vocabulary mastery before and after teaching and learning by using pictures. The result of the research is useful for the teacher and students. In this research, the researchers applied pre-experimental design. The population of this research was the second grade students of SMP Satap Negeri Oetfo, Kefamenanu and the sample was one class that is VIII A consisting of 22 students. The researchers obtained the data by giving pre-test, treatment and post-test. The researchers used instrument in form of vocabulary test which consists of multiple choice in pre-test and post-test. Dealing with treatment, the researchers used pictures to assist the students guessing the meaning of the vocabulary. The outcome of pre-test score indicated that the students' vocabulary mastery was still low before being taught by using pictures. After the implementation of the treatment, it was found out that the mean score of post-test (70, 39) is higher than the mean score of pre-test (63,90) and obtained that α = 0,05 and t-test is 4,08. It means the value of t-test was greater than t-table (4,08 > 1,720). Thus, it can be concluded that there was an improvement on the student's vocabulary mastery by using pictures.
Keywords: *Improving, Vocabulary, Mastery, Using Pictures*

A. INTRODUCTION

Vocabulary is one aspect that the students need to learn. Learning vocabulary like English is a complex process, because learning vocabulary is not only understand the meaning of a word but also to know how to spell and pronounced.

Turnip (2017), vocabulary mastery is one of the components to master English. The students have the ability in understanding and using the meaning of the words.

Zulaecha, "Reinforcing Students Vocabulary Mastery Using Pictures" The Faculty of Tarbiyah and Teachers (2011), analyzed as the class whose vocabulary test score are very low. The amounts of the students' in that class are 29. The researcher implements the Kurt Lewin's design which consist' of our phases. There are: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. Meanwhile, the data is derived among from the test (multiple choices), interview, and observation. Therefore, the finding of this study are: (1) Related to the test result, the mastery of students' mean vocabulary score after using pictures; (2) Related to the observation result showed that the students were more active and interested in learning vocabulary activity in the school.

According to Brown (2007) by using media, the students will be active in learning and the teacher will enjoy the evidence of their progress. One of media that can be used by teacher is pictures. Meanwhile, Wright, states that pictures are very important in helping

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students to retell experiences or understand something since they can represent place, object, people, etc, so that the students can memorize the words related to the picture.

Wafi & Kestha (2013), examined the effectiveness of using pictures program in learning English vocabulary among the fifth grades in Gaza. The subjects of the study were 64 students distributed into two groups. One experimental group consisted of 32 and a control group consisted of 32. The results indicated that there were statistically significant differences between both groups in favor of the experimental one, in receptive vocabulary, productive vocabulary due to the animated pictures program. Effect size technique indicated a large effect of the animated pictures program in improving receptive vocabulary, productive vocabulary and the total score for the experimental group.

Pictures are one of some kinds of media that can be used by the teacher in the classroom. It can increase students' motivation and students' interest to study new words in English.

To improve the students vocabulary mastery the researcher needs pictures to teach them. The researcher has to make an effort various and appropriate to build the students vocabulary in order to give them opportunities to improve their vocabulary. By using pictures the students will be more interested and easy to understand in English especially teaching and learning vocabulary.

Based on the statement above, the researchers assume that vocabulary by using pictures is an important element in learning a language, vocabulary using pictures is also as the core component of language in form in words which can make up a language. Therefore, the present study was carried out in order to know how effective the use of pictures to improve the students' vocabulary

B. METHOD

This research is pre-experimental design. The researchers applied experimental teaching. The type of experimental teaching is pre-experimental which applied the one group pre-test and post-test design. The test involved a group of students in the experimental. The students were given pre-test before the treatment was applied.

The population of this research was the second grade students of SMP Satap Negeri Oetfo, which consists of three classes. The researchers took only the students of grade 8 A as the sample of this study. There are 22 students in this class.

The instrument of this researcher is multiple choice of pre-test and post-test. The test consists of 30 items. There are two procedures of data collecting applied in this study; they are pre-test and post-test.

1. Pre-test

Pre-test was given before applying the treatment. It aimed at finding out the students' vocabulary knowledge. The researcher gave the test by using multiple choices. Before pre-test, the researchers gave clues and clearly explanation on how to answer the questions.

2. Post-test

The post-test was given after the students doing the treatment. It aimed to find out the students' vocabulary improvement after the students have been learned vocabulary by using pictures. In this test, the researchers try to know the result value after doing the

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treatment. It was expected that the students' score of the post-test result was higher than the pre-test score result because the researchers had already given the material through pictures as a medium in teaching English vocabulary.

The formula of the mean score as follow:

$$x = \frac{\sum x}{n}$$

(Gay, L. R, 1987)

C. RESULT AND DISCUSSION

The findings of the research deal with the classification of the students score in pre-test and post-test. To find out the answer in the previous chapter the researchers gave a test that was given twice. A pre-test was given before treatment to know the students vocabulary mastery, while the post-test was given to know the students vocabulary mastery after being given treatment using pictures. The result of the post-post can answer the question of this research that aims to find the improvement of students' vocabulary mastery by using pictures for the second grade of SMP Satap Negeri Oetfo.

STUDENTS SCORE IN PRE-TEST

No	Initial	Pre-test	
		Correct Answer	Score
1	AF	8	26
2	AM	15	50
3	AL	9	30
4	BA	16	53
5	CO	19	63
6	DS	19	63
7	FM	12	40
8	HM	17	56
9	KT	10	33
10	MK	14	46
11	MN	18	60
12	MB	10	33
13	MK	18	60
14	MH	17	56
15	OA	12	40
16	PE	14	46
17	PT	15	50
18	RM	17	56
19	RO	18	60
20	YP	14	46
21	YK	11	36
22	YT	13	43

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After calculating the students score in pre-test, the researcher classified the students score into score and classification based on Arikunto (2005). The score and classification are presented in the table to follow.

THE CLASSIFICATION OF THE STUDENTS SCORE IN PRE-TEST

No	Initial	Score x1	Score$(x1)^2$	Classification
1	AF	26	676	Very Poor
2	AM	50	2500	Poor
3	AL	30	900	Very Poor
4	BA	53	2809	Poor
5	CO	63	3969	Fair
6	DS	63	3969	Fair
7	FM	40	1600	Poor
8	HM	56	3136	Fair
9	KT	33	1089	Very Poor
10	MK	46	2116	Poor
11	MN	60	3600	Fair
12	MB	33	1089	Very Poor
13	MK	60	3600	Fair
14	MH	56	3136	Fair
15	OA	40	1600	Poor
16	PE	46	2116	Poor
17	PT	50	2500	Poor
18	RM	56	3136	Fair
19	RO	60	3600	Fair
20	YP	46	2116	Poor
21	YK	36	1296	Very Poor
22	YT	43	1849	Poor
	Total	= 1406	= 52402	

Mean score of the pre-test

$$X = \frac{\sum X}{N}$$
$$X = \frac{1406}{22}$$
$$X = 63, 90$$

Thus, the score of pre-test (X2) was 63, 90.

Based on the result of pre-test, the data shows that the mean score of the pre-test was 63, 90. It could be seen that student's vocabulary mastery was got low score. It showed that majority of the students got low score, most of the students got fair, poor, and very poor.

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THE FREQUENCY AND PERCENTAGE OF THE PRE-TEST

Score	Classification	Frequency	Percentage
80-100	Very good	0	0%
66-79	Good	0	0%
56-65	Fair	8	36,36%
40-55	Poor	9	40,90%
≤ 39	Very Poor	5	22,72%
		22	100%

Table above shows the percentage of the students score in pre-test. There were 8 (36, 36%) classification as fair, there were 9 (40, 90%) classification as poor, and there were 5 (22, 72%) classification as very poor.

STUDENT'S SCORE IN POST-TEST

No	Initial	Post-test	
		Correct Answer	**Score**
1	AF	21	70
2	AM	19	63
3	AL	24	80
4	BA	18	60
5	CO	27	90
6	DS	21	70
7	FM	18	60
8	HM	24	80
9	KT	21	70
10	MK	18	60
11	MN	21	70
12	MO	24	80
13	MK	20	66
14	MH	21	70
15	OA	15	50
16	PE	21	70
17	PT	24	80
18	RM	22	66
19	RO	22	73
20	YP	21	70
21	YK	23	76
22	YT	21	70

After calculating the students score in post-test, the researchers classified the students' score into score and classification based on Arikunto (2005). The score and

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classification are presented in table. The following tables are the students' score to find out the mean score.

THE CLASSIFICATION OF THE STUDENTS SCORE IN POST-TEST

No	Initial	Score x2	Score $(x2)^2$	Classification
1	AF	70	4900	Good
2	AM	63	3969	Fair
3	AL	80	6400	Very Good
4	BA	60	3600	Fair
5	CO	90	8100	Very good
6	DS	70	4900	Good
7	FM	60	3600	Fair
8	HM	80	6400	Very Good
9	KT	70	4900	Good
10	MK	60	3600	Fair
11	MN	70	4900	Good
12	MB	80	6400	Very Good
13	MK	66	4356	Good
14	MH	70	4900	Good
15	OA	50	2500	Poor
16	PE	70	4900	Good
17	PT	80	6400	Very Good
18	RM	66	4356	Good
19	RO	73	5329	Good
20	YP	70	4900	Good
21	YK	80	6400	Very Good
22	YT	70	4900	Good
	Total	= 1548	= 436662	

Mean score of the post-test

$$X = \frac{\sum X}{N}$$
$$X = \frac{1548}{22}$$
$$X = 70,36$$

Thus, the score of post-test (X2) was 70, 36.

Based on the result of post-test, the data shows that the mean score of the post-test was 70, 36 from that analyzing. It could be seen that the students' ability in vocabulary mastery was good.

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THE FREQUENCY AND PERCENTAGE OF THE POST-TEST

Score	Classification	Frequency	Percentage
80-100	Very good	6	27,27%
66-79	Good	11	50%
56-65	Fair	4	18,18%
40-55	Poor	1	4,54%
≤ 39	Very Poor	0	0%
		22	100%

Based on table 2.2 above, it shows the percentage of the students score in post-test that there were 6 (27, 27%) classified as very good, there were 11 (50%) classified as good, there were 4 (18, 18%) classified as fair, and there were 1 (4, 54%) classified as poor.

D. CONCLUSION

Based on the data analysis, research finding, and discussion in the previous chapter, the researchers concluded that before taught by using pictures in the classroom, the students' ability in vocabulary mastery is still low. There were still many students who have low vocabulary mastery and students who do not know the meaning of some vocabulary in English and do not know how to pronounce words correctly. In addition, the results of the pre-test scores were lower than the post-test scores, which indicates' that the students' vocabulary mastery was still low before being taught using pictures.

There was significant difference of the student's vocabulary mastery in before and after giving treatment. Using pictures, was effective in teaching English vocabulary of used and student quality increase. It was proved by the data analysis of pre-test and post-test result where the mean score of pre-test was 63, 90 and the mean score of post-test was 70, 39. After application of t-test, formula of post-test found the t-test value (4, 08) was higher than t-table value (1,720). It means the rejecting of null hypothesis (H_0), and accepting of alternative hypothesis (H_a) and it shows that teaching vocabulary by using pictures was effectiveness, students can get many vocabularies and students vocabulary got improvement. Their vocabulary improve with they can found new vocabulary, pronounce the word many times, memorize more words easier after giving the treatment. The students were very exciting and enjoy the learning process and done the lesson. However it was worked to teaching vocabulary mastery by using pictures especially in the second grade of SMP Satap Negeri Oetfo.

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