

INCREASING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE SEQUENCE

Rika Fitriyanti, Muhammad Sukirlan, Ramlan Ginting Suka
Email:rara.aulia21@yahoo.com

Abstract

Penelitian ini bertujuan untuk (1) menemukan apakah mengajar menggunakan media *picture sequence* dapat menambah kosakata siswa, dan (2) meneliti aktivitas siswa dalam proses belajar mengajar melalui media *picture sequence*. Subjek dalam penelitian ini adalah siswa SMP Negeri 1 Abung Tinggi kelas VIII yang terdiri dari 30 siswa. *One-group pre test post test* digunakan untuk menganalisis signifikan perbedaan. Selain itu, questionnaire digunakan untuk melihat aktivitas siswa dalam proses belajar mengajar. Hasil penelitian ini menunjukkan bahwa rata-rata pre test adalah 56.6 sedangkan rata-rata post test 73.3. Nilai signifikan ($p=0.000$, $p<0.05$). Ini menunjukkan bahwa hipotesis diterima. Hasil juga menunjukkan bahwa siswa lebih aktif diajarkan dengan media ini. Dapat disimpulkan bahwa media *picture sequence* dapat digunakan sebagai media mengajar kosakata.

The research is aimed to (1) find out whether teaching using picture sequence can increased students' vocabulary mastery, (2) to investigate students' activity in teaching learning process using *picture sequence*. The subject of this research was the second grade student of SMPN 1 Abung Tinggi consisting of 30 students. One group pre-test post-test design was carried out to analyze the significant difference. Based on the result, it can be reported that the mean of the pre-test is 56.6 while the mean of post-test is 73.3. The significant (2-tailed) value was ($p=0.000$, $p<0.05$). It showed that the hypothesis was accepted. It can be reported that the students were active during the teaching process, in conclusion *picture sequence* is applicable for teaching vocabulary.

Keywords: increasing, picture sequence, vocabulary.

INTRODUCTION

Vocabulary is one of the aspects of language that is presented in the classroom during the process of language teaching. According to School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching and learning at junior high school is that the students must be able to develop their communicative competence in written as well as in spoken form.

Vocabulary usually grows and evolves with age and serves as useful and fundamental tool for communications and acquiring knowledge. Mc Carthy (2002) says that to speak and write English in normal situation, you need at least 1-2000 words. But, nowadays most of the students lack of mastering vocabulary. Students get difficulties when they deal with a text because they do not know the meaning of the words. It occurs because their vocabulary were so poor. This problem can also be caused by the process of teaching vocabulary.

Based on the preliminary research in SMPN 1 Abung Tinggi at the second year students, it is found that there are some problems related to the students vocabulary mastery; (1) students could not remember the word immediately, but needs a process, perhaps, after remembering the word from the list of word, (2) students lack of vocabulary and, (3) students did not understand the meaning of vocabulary.

The problems stated above might be caused by teachers lack of using media. Therefore picture sequence is important because by using picture sequence students are easier to understand the vocabulary.

According to Homby (1987) vocabulary is building block to build the language. It means that if we have certain vocabulary, we can also practice the language in our daily life. Vocabulary is one of the language aspects which has important role in English mastery of spoken and written language are made up of vocabulary, therefore, without vocabulary the learners cannot communicate appropriately. Based on the statement above, it can be concluded that vocabulary is basic element of language in which it makes a language be meaningful and without having adequate vocabulary, it was impossible for the people to communicate with others.

That is why the students have to master great number of vocabularies if they want to learn a foreign language. Wallace (1967) states that vocabulary is the vital aspect of the language if we used the vocabulary. It is unusually possible to communicate by using the word we have learnt. An adequate vocabulary and grammar need to be taught in a context and the children should always be given plenty of opportunities to use the language that they have learned in class. Therefore this research is aimed at (1) can could make the students easier to understanding about vocabulary, (2) the students was easier in understanding vocabulary aspect.

METHOD

This research was conducted in order to find out a difference of students' vocabulary before and after being taught through picture sequence and to investigate the students' activities in teaching learning process using Picture Sequence media. In conducting this research, the researcher used *one group pretest posttest design* (Hatch and Farhady, (1982:20). Pretest and posttest was administered to see whether Picture Sequence can be used to improve students' vocabulary.

This research used one class. The class had both pretest and posttest and three time treatments. The design could be illustrated as follows:

T1 X T2

Where :

T1 : Pretest

X : Treatment (Picture)

T2 : posttest

(Hatch and Farhady, 1982 : 20)

Population of this research was the second grade of SMPN 1 Abung Tinggi. VIII D as the experimental class was chosen randomly and lottery drawing was used to take the samples intended.

RESULT AND DISCUSSION

This chapter answer the two research questions put toward in the introduction. The first research question is " Can the use of picture sequence as media increase the students' vocabulary mastery ?" The second research question is " How are the students' response after being taught through picture sequence?"

In order to answer the first research question, the researcher conducted pretest, treatment, and posttest. Before the pre-test was conducted, the researcher administered a try out test first. It was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The number of the try out was 40 items that the time allocation was 90 minutes. Those items were in the form of multiple choices, which contained four options of answer for each (A, B, C, and D). After analyzing the data, the researcher got 20 items were good, 10 items were revised and 10 items should be dropped.

To analyze the reliability of the test, the researcher was used Split-half technique to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment* formula was used. The result showed that the reliability of the test was 0.97. The purpose of conducting the pre-test was to determine the students' vocabulary mastery before the treatment. The material used picture sequence. The mean of pre-test was 57.06. The highest score in pre test was 76.6; the lowest score was 43.3; the median was 46.6.; and the mode was 50. After implementing three treatments by picture sequence as media, the post-test were administered to know the students' score whether there was a significant after being taught through picture sequence as media. The post-test items used content words as the material using picture sequence. The mean of the test was 76.6. The highest score was 96.6; the lowest score was 56.6; the median was 73.3; and the mode was 60.

Table below provided the students' gain of each aspect in vocabulary mastery.

The Students' Total Score of Vocabulary Aspects

No	Aspect of vocabulary	Total Answered	Total Question	N	Maximum Answered	Percentage
1.	Noun	184	11	30	330	61,3%
2.	Verb	273	16	30	480	56,8%
3.	Adjective	54	3	30	90	60%

Based on the table above, it can be concluded that media picture sequence increase the students' vocabulary mastery in all elements of vocabulary, such as determining the from the result of the pre test, it was found that the total students who have answered correctly for Noun 144 (61,3%) Verb 273 (56,8%) and Adjective 54 (60%) The students' score of the three aspects of vocabulary mastery.

By picture sequence as media, it could be easier for the students to find the verb of the text because during the group discussion process, they could build their ability in finding the content words. It shows from the table above, the verb is the highest increasing. Thus, their vocabulary mastery of elements of vocabulary was increasing, especially in determining the verb which increased significantly. adjective is the lowest increase from the table above, the researcher assumed that there were some difficult words in the test. It made the students lack of vocabulary, most of them got problem in finding the noun, verb and adjective of a word which was written in the test, therefore in answering the test they have been confused.

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 POSTTEST – PRETEST	21.23667	9.40790	1.71764	17.72370	24.74963	12.364	29	.000

Based on the result of hypothesis testing above, *Repeated Measured T-Test* was used and also statistically tested by using statistical computerization (SPSS 17), in which the significance was determined by $p < 0.05$. The T-test revealed that the result was significant ($p = 0.00$). Thus, there was a significant difference of the students' vocabulary mastery through picture sequence. In other word, H_0 was rejected and H_1 was accepted.

The research result shows that there was difference of vocabulary mastery in class VIIID before and after the treatments, the difference is considered significant ($p < 0,05, p = 0.000$). It was taken from hypothesis testing. It indicates that the hypothesis proposed was accepted. In order words, picture sequence can significantly increase students' vocabulary mastery. The increase can be seen from the mean score between the pretest and posttest. It was showed that there was a significant difference after being taught through picture sequence because the students' learnt English

vocabulary easier since it was interesting and challenging so that it encouraged the students' from both slow and fast learners.

The first meeting in the experimental class, the researcher told them first what the pictures. The teacher showed the picture to the students. The teacher asked to the students to find out the noun, verb and adjective of the picture. The teacher gave the meaning of the words to the students. The teacher gave the correct pronunciation of the words to the students in front of the class. the teacher asked to the students to did exercise. The researcher showed that the students were very enthusiastic, because the students could be seen the object which are being talk and discussed clearly.

In the second treatment, the material was still about vocabulary to daily activity. It was found that they were still enthusiastic in learning the material. In the second treatment firstly, the teacher showed the picture sequence to the students. The teacher asked to the students to find out the noun, verb, and adjective of the picture. The teacher gave the meaning of the words to the students. The teacher gave the correct pronunciation of the words to the students in front of the class. the teacher asked to the students to make simple sentence by using vacabulary that would be taught. When teaching in the clasroom the researcher found that the students still enthusiastic in following teaching learning process because the picture could be used for individual studentsor group. And it was made the students enjoy in learning the material in the classroom.

In the third treatment, the researcher showed the students has understood about the daily activity. Picture sequence as media relatively cheap and easy to get it. Picture sequence could also present anything in the world. So, the students were not bored in

learning vocabulary. In the last treatment the teacher showed the picture sequence to the students. The teacher asked to the students to the find out the noun, verb, and adjective of the picture sequence. The teacher gave the meaning of the words to the students. The teacher gave the correct pronunciation of the words to the students in front of the class. The teacher asked to the students to make simple sentence by using vocabulary that will be taught. The teacher asked to the students to did exercise.

Based on the treatments above it could be seen that the picture sequence are relatevely cheap, picture sequence could be used for individual or group, picture sequence could also present anything in the world, and then the students could see the object which are being talk and discused clearly. But it was difficult to look spesific picture that is suitable for the students level curriculum and needs. And the students still found difficulty to express something in the picture sequence in detail if they have never seen it. From the treatments, noun score ability mastery was higher than verb and adjective and it could be seen from the result pretest and posttest. Because noun was easy to learn the students in memorizing and understanding the picture based on the material.

The researcher found that the students' score in the posstest were given higher than the students' scores in the pretest. It meant that picture had made a good contribution to the attainment of teaching learning of english vocabulary. It helped english teacher aruse the students' interest and motivation in learning english vocabulary. In other words, the students had improved their performance in learning english helping by picture sequence, Finally, the researcher concluded that there was a significant increase of the students' mastery at the second year at SMPN 1 Abung Tinggi,

Lampung Utara through picture sequence and how is the teaching learning process of vocabulary through picture sequence in terms of students activities and students enthusiasm.

The teaching learning process in the classroom represent how the use of pictures was effective for teaching english vocabularies. From the very beginning students' enthusiasm for following classroom activities was obvious as they asked the teacher what the picture sequence were for once the picture sequence were showed to them. During the main activities, they gave various respond to the picture sequence in front of them by telling nouns, verbs, and adjectives to the the picture sequence. Even sometimes the words had no direct relation to the picture sequence, but it was indicated that enthusiasm and their ability to relate the picture to outside world.

Students' motivation to learn through picture sequence was also visible in the way they interacted with their peers during the classroom activities. The situation looked like a noisy room, but their " noise" was largely in terms of learning : They were discussed the picture sequence with their classmate. Their discussion and interaction were rarely observed during regular instructional activities, which made little use of picture sequence. The picture sequence might have invited the students' imagination and made the classroom activities different and unusual, an alternative to their regular classroom that might have made them bored. The used of picture sequence had brought the students into a more engaging learning activity in the classroom and therefore was recommended for further use and development.

Result of Questionnaire

In this research the researcher used questionnaire. It was a closed ended question to get the data from the participants or respondents. It was used to find out the students' problems in teaching vocabulary using picture sequence. This questionnaire was discussed with the lectures, English teacher of SMPN 1 Abung Tinggi and also with other researcher.

Table 11. Result of Questionnaire

No	Question Number	Total Answer	Maximun Answer	N	Percentage
1	1	23	30	30	76%
2	2	27	30	30	90%
3	3	24	30	30	80%
4	4	26	30	30	86%
5	5	24	30	30	80%
6	6	18	30	30	60%
7	7	26	30	30	86%
8	8	24	30	30	80%
9	9	27	30	30	90%
10	10	27	30	30	90%
		$\Sigma= 246$			$\Sigma=818$
Average		24,6	Average		81,8%

Question number 1 was asking about whether the class who were active when the teacher taugh vocabulary using picture sequence. Based on the result, there were 23 students who answer yes. Question number 2 was asking about whether the students was easy learning vocabulary used picture sequence. Based on the result there were 27 students who answer yes. Question number 3 was asking about whether the teacher

have a spirit when the teacher teach vocabulary. Based on the result, there were 24 students who answer yes.

Question number 4 was asking about whether the students was taught by using picture sequence can increase. Based on the result were 26 students who answer yes.

Question number 5 was asking about whether the students by using vocabulary can use vocabulary. Based on the result,there were 24 students who answer yes.

Question number 6 was asking about whether are you noun increase. Based on the result, there were 18 students who answer yes. Question number 7 was asking about

are you verb increase. Based on the result were 26 students who answer yes. Question

number 8 was asking about are you adjective increase. Based on the result, there were

24 students who answer yes. Question number 9 was asking about whether the

students easier in using vocabulary. Based on the result, there were 27 students who

answer yes. Question number 10 was asking about are you happy studying

vocabulary using picture sequence. Based on the result, there were 27 students who answer yes.

There were 100% students who said that picture sequence was a great media that could help them to learn English vocabulary because it was easy to understand and not complicated. They said that they can understand faster and easier to look for the new vocabularies by using picture sequence so it enrich their vocabulary.

CONCLUSION AND SUGGESTION

After conducting the research in SMPN 1 Abung Tinggi and analyzing the data, the writer draws the conclusion as follows:

1. Based on the research result, there was a significant difference of vocabulary who are taught through picture sequence. It could be seen from the result of the hypothesis which showed that value two tail significance was smaller than ($\text{sign } 0.00 < 0.05$). It also supported by the data mean score of experimental class. the mean score of the pretest was 56.50 and the post test was 63.3. It means that picture sequence was increase the students' vocabualry mastery significantly.
2. Learning vocabulary through picture sequence could motivate the students. It can be seen from enthisiiasm and their participation in doing learning English. Referring to this, it was concluded that the students' active learning was better because the classroom activity was more alive even it can be applied both in small and big language classroom.
3. Teaching english vocabulary through picture sequence with interesting media and way, an enjoyable situation, cooperative situation had improved the students' interest in learning English helped the students to understand the vocabulary. It is good result because they got new English vocabulary.

Considering the finding of the research, the research would like to purpose some suggestion as follows:

1. Since there was an increase on the students' vocabulary mastery through picture sequence, the English teacher is suggested to use this media as variation in teaching english vocabulary.
2. During the teaching learning process, the researcher saw there was some students were busy with their selves. Overcome this situation, the English teacher should arrange the students chair position. It can make them focus their attention to the lesson.
3. The researcher found that there were some students who did not know the meaning of some English words included in the vocabulary target. Therefore, the English teacher should observe whether all the students in the class and give appropriate response or comprehend the meaning of the vocabulary which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning and ask them to make sentences by using those words.

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