



## Improving Students' Vocabulary Mastery By Using Pictures At Seventh Grade Students Of SMP Makassar Raya

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### Abstract

This research aimed at finding out whether or not pictures can improve students' vocabulary mastery. Pre-experimental design was applied in this research with one group pretest- posttest design. The population of this research was seventh grade students of SMP Makassar Raya, academic year 2017/2018 which consisted of 3 classes. This research used simple random sampling. The samples were 28 students of 7A. The research instrument used vocabulary test consisted of word form, word meaning, and word use as the research instrument. The result of this research showed that the application of pictures can improve students' vocabulary mastery. It was proved by the value of the t-test 31.09 which was greater than the value of t-table 1.70 the level of significance ( $p$ ) = 0.05 and degree of freedom  $(n-1)=27$ .

**Keywords:** *Students' vocabulary, Vocabulary Mastery, Pictures*



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### INTRODUCTION

Nowadays there are many difficulties in learning English vocabulary that the students face. But, the researcher believes that the most difficult things in learning According to Cameron (2013) vocabulary is caused by the word choices and word form of various meaning. To take notice of this problem, they need help. They need a good teacher who understands what they really need in learning English vocabulary. Therefore, it is necessary for English teacher to have good methods in presenting the materials in the classroom because the lack of students' vocabulary is also caused by methods and techniques used by the teacher in teaching (Marzuki, 2015). Teacher should make them active to

learn vocabulary and know the most suitable techniques and materials for their need and interest. This thought is supported by Mothe *et al* (2015) who stated that vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form.

Teaching English as a foreign language is not the same as teaching English as a second language and English is the international language used by community and people to communicate from various societies in the world (Sujarwo, *et al*, 2022; Wonso, 2022). Teaching English as a foreign language means teaching students in the target language in order to be able to use English to communicate (Imran & Sulviana, 2022). However, the environment is not help students in learning English. Students do not use English outside class (Marzuki, 2015). They only use English when they have English class (Sujarwo & Akhiruddin, 2020). As consequently, the students do not have many opportunities to practice English in their daily activities (Rezeki, *et al*, 2022). Learning and teaching English as a foreign language requires real situations to support learners in using it English naturally (Turnip, *et al*, 2017).

In our daily life, the researcher often find many students who do not comprehend their English materials effectively and cannot communicate with others because they lack of vocabulary. Students misunderstand because they do not have enough vocabulary. Based on the researcher's observation result in SMP Makassar Raya on July 28<sup>th</sup>, 2017, she found some problems. The problems were: (1) The students feel bored studying English (2) the students assumed that English is a difficult subject (3) the students' lack of vocabularies.

Webster (2014) states that in teaching vocabulary, there are many activities that can involve students directly in learning process in the classroom, such as playing game, context clues, puzzle, picture, discovery, video, etc. It can be used to make English lesson interesting. In this research, the researcher chooses pictures to improve students' vocabulary mastery. It is one way to solve the problem. There are many previous researchers who used pictures in teaching vocabulary. So the novelty in this research is in the area of the pictures distributed to the students. The pictures are associated to the students' daily life and circumstances.

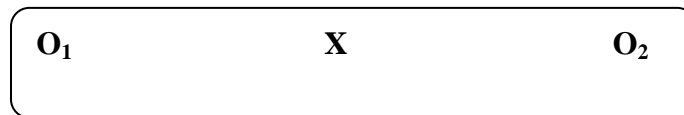
Related to the background above, the problem that is investigated in this research is formulated as follow: The Seventh Grade Students of SMP Makassar Raya lack of vocabulary in learning English. This case guides the researcher to formulate research question as follow: Can teaching vocabulary through pictures improve the students' vocabulary mastery?

## **METHOD**

In this research, the researcher employed pre-experimental method. The design of this research was one group pre-test and post-test design. Treatment

(X) was given between pre-test ( $O_1$ ) and post-test ( $O_2$ ). The design was described as follow:

**Figure 1. 1 Research Design**



Where :

$O_1$  = Pre-test

X = Treatment by using pictures.

$O_2$  = Post-test

(Gay, 2012: 265)

This research was conducted at seventh grade students of SMP Makassar Raya in academic 2017/2018. The researcher used simple random sampling technique. There were no certain criteria of students to be the indicator. All students were categorized into same level in learning English. The researcher chosed 7A classes the sample of this research. The sample consisted of 30 students. The research was conducted on 29<sup>th</sup> September – 20<sup>th</sup> October 2017.

## FRESULTS AND DISCUSSION

### The Students' Vocabulary Mastery in Three Aspects of Vocabulary

#### 1. The Students' Mastery of Word Form

In the students' vocabulary mastery of word formation was spelling test, it was jumbled letter.

- **Jumbled Letter**

The students' pre-test and post-test scores are classified into four criteria, namely very good, good, fair, and poor. The classification can be viewed in the following table:

**Table 1.1**  
**The classification of the students' scores in pretest and post-test**

No	Classification	Range	Pre Test		Post Test	
			Frequenc y	Percentage (%)	Frequenc y	Percent age (%)
1	Very Good	86 – 100	2	7.14%	22	78.57%
2	Good	71 – 85	7	25.00%	5	17.86%
3	Fair	56 – 70	12	42.86%	1	3.57%
4	Poor	<56	7	25.00%	0	0.00%
Total			28	100%	28	100%

Table 1.1 shows the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-

test, students that got very good score were 2 students (7.14%), good score were 7 students (25.00%), got fair score were 12 students (42.86%), and got poor score were 7 students (25.00%). In post-test, students that got very good score were 22 students (78.57%), good score were 5 students (17.86%), students that got fair score was 1 student (3.57%), and no student got poor score.

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that picture can improved the students' vocabulary mastery in part of jumbled letter.

**Table 1.1**  
**The mean score and standard deviation of the students in pre-test and post-test**

Variable	Mean Score	Standard Deviation
Pre-test	68.21	13.89
Post-test	90.36	7.93

Table 1.2 shows the differences between mean score and standard deviation of the students' vocabulary mastery through pictures obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 68.21 while the mean score of the students' post-test was 90.36. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table 1.2 above, it could be seen that the standard deviation of the students' decreased from 13.89 to 7.93 and the result indicated that pictures can improved the students' vocabulary mastery in part of jumbled letter.

**Table 1.2**  
**Test of significance (T-test) of students' pre-test and post-test**

Variable	T-Test Value	T-Table	Prob. (Sig.)	$\alpha$
Jumbled letter	7.35	1.70	0.00	0.05

In order to know if there was a significant difference on the students' vocabulary mastery before and after the treatment, the researcher conducted a t-test (test of significance). For the level of significance ( $\alpha$ ) = 0.05 and degree of freedom (df) = 27, then the t-table is 1.70.

The table shows that the t-test value was 7.35 while the t-table was only 1.70 with prob. (sig.) 0.00. It implied that t-test value was higher than t-table ( $7.35 > 1.70$ ) or prob. (sig.) ( $0.00 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_1$ ) was accepted. In other words, there was a significant difference on students' vocabulary mastery before and after being taught by using picture.

## **2. The Students' Mastery of Word Meaning**

In the students' vocabulary mastery of word meaning there was translate the sentences test.

- **Translate Sentences**

The students' pre-test and post-test scores are classified into four criteria, namely very good, good, fair, and poor. The classification can be viewed in the following table:

**Table 2. 1**  
**The classification of the students' scores in pretest and post-test**

N o	Classificatio n	Range	Pre Test		Post Test	
			Frequenc y	Percentag e (%)	Frequenc y	Percentag e (%)
1	Very Good	86 – 100	0	0.00%	17	60.71%
2	Good	71 – 85	0	0.00%	9	32.14%
3	Fair	56 – 70	7	25.00%	1	3.57%
4	Poor	<56	21	75.00%	1	3.57%
Total			28	100%	28	100%

Table 2.1 shows the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-test, no students that got very good score and good score, got fair score were 7 students (25.00%), and got poor score were 21 students (75.00%). In post-test, students that got very good score were 17 students (60.71%), good score were 9 students (32.14%), students that got fair score was 1 student (3.57%), and students that got poor score was 1 student (3.57%).

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that picture can improved the students' vocabulary mastery in part of translation.

**Table 2. 2**  
**The mean score and standard deviation of the students in pre-test and post-test**

Variable	Mean Score	Standard Deviation
Pre-test	34.29	22.42
Post-test	84.05	10.79

Table 2.2 shows the differences between mean score and standard deviation of the students' vocabulary mastery through pictures obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 34.29 while the mean score of the students' post-test was 84.05. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table 4.3.2 above, it could be seen that the standard

deviation of the students' decreased from 22.42 to 10.79 and the result indicated that pictures can improved the students' vocabulary mastery in part of translation.

**Table 2. 3**  
**Test of significance (T-test) of students' pre-test and post-test**

Variable	T-Test Value	T-Table	Prob. (Sig.)	$\alpha$
Translate	11.68	1.70	0.00	0.05

In order to know if there was a significant difference on the students' vocabulary mastery before and after the treatment, the researcher conducted a t-test (test of significance). For the level of significance ( $\alpha$ ) = 0.05 and degree of freedom (df) = 27, then the t-table is 1,70.

The table shows that the t-test value was 11.68 while the t-table was only 1.70 with prob. (sig.) 0.00. It implied that t-test value was higher than t-table ( $11.68 > 1.70$ ) or prob. (sig.) ( $0.00 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_1$ ) was accepted. In other words, there was a significant difference on students' vocabulary mastery before and after being taught by using picture.

### 3. The Students' Mastery of Word Use

In the students' vocabulary mastery of word use there was making sentences by using the words.

#### • Make Sentences

The students' pre-test and post-test scores are classified into four criteria, namely very good, good, fair, and poor. The classification can be viewed in the following table:

**Table 3. 1**  
**The classification of the students' scores in pretest and post-test**

N	Classification	Range	Pre Test		Post Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Very Good	86 – 100	0	0.00%	6	21.43%
2	Good	71 – 85	0	0.00%	11	39.29%
3	Fair	56 – 70	0	0.00%	7	25.00%
4	Poor	<56	28	100%	4	14.29%
Total			28	100%	28	100%

Table 3.1 shows the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-test, there were no students that got very good score, good score and fair score; all students got poor score, 28 students (100%). In post-test, students that got very

good were 6 students (21.43%), good score were 11 students (39.29%), students got fair score were 7 students (25.00%), and students that got poor score were 4 students (14.29%).

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that picture can improved the students' vocabulary mastery in part of make sentences.

**Table 3. 2**  
**The mean score and standard deviation of the students in pre-test and post-test**

Variable	Mean Score	Standard Deviation
Pre-test	3.57	16.17
Post-test	71.07	8.23

Table 3.2 shows the differences between mean score and standard deviation of the students' vocabulary mastery through pictures obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 3.57 while the mean score of the students' post-test was 71.07. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table 3.2 above, it could be seen that the standard deviation of the students' decreased from 16.17 to 8.23 and the result indicated that pictures can improved the students' vocabulary mastery in part of make sentences.

**Table 3. 3**  
**Test of significance (T-test) of students' pre-test and post-test**

Variable	T-Test Value	T-Table	Prob. (Sig.)	$\alpha$
Make Sentences	21.25	1.70	0.00	0.05

In order to know if there was a significant difference on the students' vocabulary mastery before and after the treatment, the researcher conducted a t-test (test of significance). For the level of significance ( $\alpha$ ) = 0.05 and degree of freedom (df) = 27, then the t-table is 1.70.

The table shows that the t-test value was 21.25 while the t-table was only 1.70 with prob. (sig.) 0.00. It implied that t-test value was higher than t-table ( $21.25 > 1.70$ ) or prob. (sig.) ( $0.00 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_1$ ) was accepted. In other words, there was a significant difference on students' vocabulary mastery before and after being taught by using picture.



## CONCLUSION AND RECOMMENDATION

Based on the research findings and discussion in the previous chapter, it can be concluded that using picture improved the students' vocabulary mastery at seventh grade students of SMP Makassar Raya 2017/2018. This was proven by the significant difference between the students' score in pretest and their score in posttest. The result of the data analysis showed that the mean score of the students' posttest (81.95) was higher than the mean score of their pretest (36.14), and the value of t-test was also higher than the t-table ( $31.09 > 1.70$ ) or prob. (sig.) ( $0.00 < 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_1$ ) was accepted.

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