

THE USE OF PICTURES AS MEDIUM IN TEACHING ENGLISH

VOCABULARY:

**An Experimental Study at Seventh Grade of Junior High School in Yusuf
Abdussatar Islamic Boarding School Kediri Academic Year 2014/2015**

By

Musta'in

Musta_meth87@myself.com

ABSTRACT

This research is aimed at finding out student's ability in English vocabulary mastery in using medium and conventional teaching learning. The population of this research was the seventh grade student of Junior High School in Yusuf Abdussatar Islamic Bording School Kediri West Lombok academic year 2014/2015. The total samples used were 60 students (30 students in Experimental group and 30 students in Control group) of Yusuf Abdussatar Junior High School Kediri West Lombok academic year 2014/2015. The instrument employed in this research was objective test/multiple choice test. The research method that used in this research was Experimental. On the basis of the data analysis it was found that the experimental group is better than the control group in English vocabulary mastery. It was shown by the mean score of the experimental group 92.4 while students in the control group obtained 80.93 and the experimental group has standard deviation of 24.4 while students in the control group has 11.33. The t-test value (2.26) was higher than the t-table value (2.00) at the significance level of 0.05 with the degree of freedom (df) 58. Thus, the result of study that the students in the experimental group was shown higher grade than the students in the control group in English vocabulary mastery, so that the alternate hypothesis (H_a) in this research which is stated "the students in the experimental group was shown higher grade than the students in the control group in English vocabulary mastery" is retained and null hypothesis (H_o) which stated that "the students in the experimental group was shown higher grade than the students in the control group in English vocabulary mastery" is rejected. It means that the use of Picture as medium in teaching English vocabulary at seventh grade of Junior High School in Yusuf Abdussatar has significant effect to increase the student vocabulary.

Keywords: Pictures, Medium, English Vocabulary Teaching

A. BACKGROUND OF STUDY

There are four basic skills needed to be accomplished in learning process; these skills are speaking, listening, reading, and writing. However, these skills do not need to be equally accomplished in order to learn the foreign language and will hardly increase without mastering the foreign language vocabularies. Thus, mastering vocabulary plays an important role in learning a foreign language including English. Mastering vocabulary means not only knowing the meaning of words, but also knowing how to properly use them. In addition, learning vocabulary will make the learners acquire the grammar easily (Cummins, 2001).

Nowadays, the teachers of foreign language are trying to pay more attention to the students in mastering vocabulary of the target language. The previously emphasis of language teaching is mainly on the acquisition of the language structures. Thus, the students may know the rules of the language yet unable to speak in target language (Larsen, 1983).

In addition, There are numerous of learners do not want to take a risk in applying what they have learned. Students may recognize a word in a written or spoken form and think that they already know the word, but they may not be able to use that word appropriately in different context or pronounce it correctly (Dewi, 2013).

One of the media that can be used in teaching vocabulary is by using pictures created with papers and slides on PowerPoint. It means that the pictures will be provided in two forms of delivery to students, the first one is by providing the printed out pictures for students. Meanwhile, the second one is by wrapping the pictures on the slides of the PowerPoint. With these media, the students will be exposed to English words through visual illustration. These media are potentially helpful in facilitating English young learners in mastering vocabulary. Therefore, this study is intended to investigate the use of Pictures as media in teaching English vocabulary for the seventh grade students at MTs Yusuf Abdussatar Kediri in academic year 2014-2015. Mayer (1999) reviewed his program of studies on education multimedia explanation including animation on computers. He stated that combined results of these studies suggested some sets of

design principles for learning English with multimedia like TV: the use of words and pictures can facilitate better learning than words alone, place words close to corresponding pictures on a page or present narrations concurrently with corresponding animations, present speech rather than on-screen text in animations.

1. Understanding Media

The word 'media' comes from Latin language *medius*. *Medius* literally means "middle", "intermediate" or "introduction". In the Arabic language *media* means the intermediary or introductory message to the recipient and the sender of the message. Genlach and Ely, 1971 (in Irawan, 2009) view that if the media are understood in broad outline the human, material, or events that establish conditions that make students able to get knowledge, skills, or attitudes. On this understanding, teachers, textbooks, and school environment are considered as media. More specifically, the notion of media in teaching and learning rely on interpreting as graphics tools, photographic, or electronic means to capture, process, and rearrange the visual or verbal information (Arsyad, 2000).

2. Vocabulary

Vocabulary can be defined as a group of word that must be learned to be good at a language. A vocabulary may be consisting of more than one word to express about something or a single idea. For example, post-office and brother-in-law which are created by two or more words in expressing a single idea.

Usman (2002) defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group. It means that the vocabulary of a language must be learned to be able to use and understand language itself, furthermore, by learning vocabulary, the students will be able to interact and express their message to the other people.

By these definitions above, it can accumulate that vocabulary is a word or a combination of several words to obtain a new meaning and used by or understood by particular people, group or society to interact each other in getting good communication orally or written.

3. Strategies for Teaching and Learning Second Language English Vocabulary

In teaching vocabulary, the teachers require various techniques to motivate the students to learn the language. The problem is finding the appropriate technique and methods can be used by the teachers.

However, Schmitt (2008) argues that there is no “right” or “best” way in teaching vocabulary of a language. It means that the methods used by teachers in conveying the materials (words of a language) depend on the types of the students being taught, the words targeted, the school system and curriculum being used by the school.

In teaching vocabulary, the materials need to focus on frequently used vocabulary by the students in their daily life. Thus, the learners are able to use the vocabulary in their daily life. It is very important because one of the main purposes in learning a language is to be able to interact with the people by using the target language.

Tomlinson argues that teachers can use different ways to present vocabulary including pictures, sound, and different text types with which students can identify (McCarten, 2007). By using different ways to present the words of a language, the students will be more motivated because teacher not only use the monotone ways in conveying the materials to the students.

One of teaching vocabulary ways is by using the media. The media frequently used in a learning process are Pictures in Papers and PowerPoint Slide. Pictures in Papers and PowerPoint Slide are appropriately used in teaching vocabulary because it contains pictures. Thus, it is easier for the teacher to show the meaning of the words. A subject can be conveyed attractively to make the students more active and pay more attention in the material being conveyed.

4. Selecting Media of Instruction

Selecting media are very important when the teacher wants to use it in a learning process. It is aimed to use the media well and whether it's appropriate to the material that will be conveyed or not. Hoover state that there are no best media

used in the learning process. All of the media used is good, it depends on the materials being conveyed, the students' and classroom condition at the time.

Ramirez (in Rozali, 2005) elaborates the actual work of assembling and constructing the visual aids then began. To guide it in its work, the committee followed these rules concerning to visual aids.

- a) Media should be directly relevant to a specific teaching objective and should be identified by the lesson that it is to be used.
- b) Media should be a convincing representation of the actual object. It means that when magazines and other materials available do not provide suitable pictures of mountain, teachers, or students can draw simple pictures to represent the objects desired.
- c) Media should be of suitable size teaching. The aid must be large and clear enough to be easily visible to all students in the teaching situation for which it is designed.
- d) Media should conform to some agreed-upon standard for size. There should be provisions for storage or protection of visual aids when they are not in used.
- e) Media should be simple, graphic, and easy to use or manipulate.

5. Types of Media in English Second Language Classroom

Media is generally having two main functions. They should have served to make foreign language teaching livelier, and they are an integral part of the teaching and learning process. Theo (1989) divides media into two, namely: visual and audiovisual media.

Visual media is visual element plays an important role in language teaching. According to Wright (1976), visual media can help by providing a variety of contexts for the teaching items, which is so necessary as he manipulating stage. While Theo (1989) states that as long as a century ago a surprising number of visual media, such as print, drawing and maps of cities and countries was use foreign language teaching.

The visual media is an increasingly important dimension of communication. The function of visual media is no longer meant by making

foreign language teaching more lively, to intensify it, and to motivate the students in giving more attention to the subject taught by the media itself. In other word, visual media in language teaching do need to be convincing enough to enlighten the students.

Theo (1989) claims that audiovisual is the combination of sound and image the use of rather expensive equipment. In other hand, audiovisual is the complex media not only could be seen the images but also be heard the sound directly as one, for example television and video.

The combination of sound and image and the case of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely, film, television, and video. The presentation of moving pictures is one of the most important differences between these and other media. These make it possible to achieve a considerable degree of contextualization, for example presentation of authentic language use in real situations. Video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process (Sherman, 2003).

In foreign language teaching, audiovisual media are categorized as an authentic media, but they are categorized expensive media as television and video. This can be largely accounted for the problems inherent in the use of film: they are difficult to operate, the equipment is usually rather noise, the sound quality is often poor, and the classroom has to be darkened.

6. Pictures

One of the big problems faced is the application of educational aids, or educational media, which is inappropriate with that the students' needs, objectives are stated, or even the teacher's himself preference (Karim and Hasbullah 1983).

One question arises, what medium or media that is suitable to apply in delivering the materials. Syahdan (1986) administers that media selection is challenging because it is related to the characteristic of the learners, the setting, the content appropriateness and the cost.

Regarding the last thing above, in this case a creative and imaginative teacher is demanded to utilize such media while are easily obtained in certain

magazines and the internet. Pictures in using PowerPoint Slide and Papers to show the vocabulary's mean for their effective teaching in the exciting language classroom. These media are available in various kinds or types either for jobs and things.

6.1 Power Point Slide

According to Ratna (2010), PowerPoint is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. This software allows the user to design a presentation that consists of multiple slides. These slides may contain images, text, video clips, and sounds to make it more interesting. Power point is useful for delivering speech because the users can utilize the text on the screen to remind him or herself of the information to be conveyed to the audience.

PowerPoint presentations consist of a number of individual pages or "slide". The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter. For large audience the computer display is often projected using a video projector.

Each slide in PowerPoint presentation has close relation with animation and transition. Animation is the effect that is given to an object on the slide, so the object will move depending on the moving design made by the user. There are four types of animation in PowerPoint such as 'Entrance' which makes the object move like enter into the slide area; 'Emphasis' gives an effect such as give an emphasis to an object. It can be like the alteration of certain color or it can be like the change of font size; 'Exit' gives an effect that the object disappear from the slide area, it is usually used at the end of a presentation or when the user move from one slide to the others; 'Motion path' in this kind of animation, the user can design how the effect or animation will be given to the object on the slide. While the transition is the animation or effect use between two slides, or in the other word, it is an animation usually used to move from one slide to the other slide.

6.2 Papers

According to Clive (2000), paper is material in thin sheets for writing or printing on, wrapping things in, etc. Paper is used for printing material from slide to show it for student to create a real learning process.

B. RESEARCH DESIGN, POPULATION AND SAMPLES

This research is an experimental design. According to Sandjaja & Heryanto (2006), experimental research is aimed to observe the cause-effect correlation between the variables. In this study, the data were gathered by treating the subjects on the use of pictures as medium in teaching English vocabulary.

The design of this experimental research is illustrated in the following table.

Subject	Pre-test	Independent Variable	Post-test
E	T ₁	X	T ₂
C	T ₁	-	T ₂

According to Hadi (1984), population is the sum of the people, which have the same characteristics. In this research, the population of the research is all of the seventh grade students of junior high school at Yusuf Abdussatar Kediri that consist of 242 students that were divided into seven classes as follows:

No	Classes	Population
1	VII ^A	30
2	VII ^B	30
3	VII ^C	36
4	VII ^D	36
5	VII ^E	36
6	VII ^F	37
7	VII ^G	37
Total (Population)		242

Instrument of the Study

In any scientific research, instrument for collecting data was absolutely important; the accuracy of the research is mostly dependent upon how accurately the used of the instrument of the data collection was prepared. According to Arikunto (1998), an instrument is a tool used to collect data. It means that every research has an instrument to help the researcher to collect the data. In this case,

the instrument that was used is vocabulary test. The formats of the tests were divided into two items:

- a. Words and;
- b. Pictures recognition tests with 25 target words.

The giving score for each item is as follows. Score 1 (one) for the correct answer and 0 (null) for the incorrect answer. A pretest was given to both experimental and control groups before the teacher gave a treatment to the experimental group. It was aimed to observe students' current vocabulary mastery. Similar type of test was then been given after the treatment as the posttest.

C. RESULT AND DISCUSSIONS

In analyzing the data, this study used both descriptive and inferential statistics. The descriptive one was indicated the students' vocabulary mastery levels that include high, average, and low category.

Meanwhile, inferential statistics with the use of t-test was intended to compare the means of the experimental and control group through the following steps. After obtaining the mean score through the above formula, the researcher analyzes and computes the t-test to find out the difference of achievement between the two groups. The formula used is as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M : Mean deviation of each group

N : Number of subject

X : Deviation between pre-test and post-test (the experimental group)

Y : Deviation between pre-test and post-test (the control group)

$Nx + Ny - 2$ (Degree of freedom (df))

(Arikunto, 2002)

Based on the data gained for the experimental group in the pre-test, the highest and the lowest score were 88 and 44. While in the post-test, the students

got different results. In the post-test, the highest and the lowest score were 100 and 84. So, the highest and the lowest score always increase from the pre-test to the post-test. For the control group, the highest and the lowest score in the pre-test were 88 and 44. And then, in the post-test, the highest and the lowest score were 84 and 52.

The mean of the experimental group (X) in the pre-test was 68.26, while the mean score of the control group (Y) in the pre-test was 69.6. It indicated that the current knowledge of the experimental group and the control group on English vocabulary were almost the same. The scores of the pre-test in the control group shown that the total score is 2088 of 30 students population with the mean score is 69.6. Meanwhile, the total score of the pre-test in the experimental group is 2048 with 68.26 averages. It means, the mean score of the control group is higher than the experimental group.

The post-test scores of the control group that the mean score of the control group is 80.93 with the standard deviation is 11.33. The score result of the experimental group in the post-test is 92.4 with the standard deviation is 24.2. It means that the mean score of the experimental group is higher than the control group.

After calculating the descriptive statistics of each test, the t-test was calculated to know the differences between the mean scores of the experimental group and the control group. The obtained t-test in the post-test was 2.26. Whereas, at the value of t-table for significant level of df 58 at 0.05 significant level was 2.00. The obtained t-test in the post-test was higher than 2.00. Thus, all t-test scores show significant difference between the students' achievement in the post-test and the pre-test.

The computation of each groups are:

$$M_x = \frac{\sum X}{N} = \frac{726}{30} = 24.2$$

$$M_y = \frac{\sum Y}{N} = \frac{340}{30} = 11.33$$

The computation effect of the two scores in post-test are as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{12.87}{\sqrt{(463.448 \times 0.07)}}$$

$$t = \frac{12.87}{\sqrt{(32.44)}}$$

$$t = \frac{24.2 - 11.33}{\sqrt{\left(\frac{20336 + 6544}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{12.87}{5.696}$$

$$t = \frac{12.87}{\sqrt{\left(\frac{26880}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = 2.26$$

$$df = (Nx + Ny) - 2 = 58$$

The t-table in significant level 0.05 with df = 58 is 2.00

So, the effect is $2.26 > 2.00$ in 95%. It indicates significant and H_0 is rejected and H_a is retained.

Before concluding the result of this study, this part discusses about the result of investigation. There was a significantly different achievement between the experimental and the control group. It can be seen from the mean scores of the post-test gained from the same test, the mean scores of the experimental group were better than that one of the control group. It clearly indicated that the students in the experimental group performed better than the students in the control group. The computation of the t-test of both groups also shown better achievement by the experimental group. It is 2.26 in the Post-test and these figures were consulted to the value of t-test on the table of data = 58 at the confident limit was 2.00. Comparing all of the t-tests and the t-table, the t-tests were greater than the t-table which indicates significant difference. It means that after giving treatment by using Pictures in teaching English vocabulary, it was found that there was significant change in the students' English vocabulary mastery.

It can be concluded that there is a significant effect of using pictures as medium in teaching English towards students' vocabulary mastery of Seventh Grade of Junior High School in Yusuf Abdussatar Islamic Boarding School Kediri Academic Year 2014/2015.

D. CONCLUSION

Base on the collected data and the analysis in the previous chapter, the resulted conclusion is under the application of the t-test formula, it was found that the result of the t-test in the post-test was 2.26 with the t-table degree of freedom (df) = 58 was 2.00 in significant level 0.05. It was shown that the t-test in all of the post-test were higher than the t-table in significant level 0.05. It means that the null hypothesis (Ho) was clearly rejected in significant level 0.05. Therefore, the alternative hypothesis (Ha) was definitely retained in 0.05. It shown that there is a significant effect of using pictures as medium in teaching English vocabulary at Seventh Grade of Junior High School in Yusuf Abdussatar Islamic Boarding School Kediri Academic Year 2014/2015.

After obtaining the t value the following criterion was used to test the hypothesis:

1. If t value > t table at the level of significance 0.05, Ho (Null Hypothesis) is rejected. Also the mean score of the experimental group is significantly higher than the control group. That is why, Ho is rejected.
2. If t value < t table at the level of significance 0.05 Ho (Null Hypothesis) is retained. Also the mean score of the experimental group is equal to or lower than the control group. That is why, Ho is retained.

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