

**THE EFFECTS OF USING PICTURES FOR VOCABULARY RETENTION  
IN READING ENGLISH DESCRIPTIVE TEXTS.  
AN EXPERIMENTAL STUDY AT EIGHTH GRADE  
STUDENTS OF MTSN 3 MATARAM IN  
ACADEMIC YEAR 2017/2018**



**A JOURNAL**

**Submitted as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan*  
(*S.Pd*) Degree in English Education.**

**By :**

**ENI OKTAVIANI  
(E1D 113046)**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MATARAM UNIVERSITY  
2018**



**KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS MATARAM  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Japahit No. 62 Telp. (0370) 623873 Fax. 634918 Mataram 83125

---

**JOURNAL APPROVAL**

**Title:**

**THE EFFECTS OF USING PICTURES FOR VOCABULARY  
RETENTION IN READING ENGLISH DESCRIPTIVE TEXTS: AN  
EXPERIMENTAL STUDY AT EIGHTH GRADE STUDENTS OF MTSN 3  
MATARAM IN ACADEMIC YEAR 2017/2018.**


**BY:**

**ENI OKTAVIANI  
E1D113046**

has been approved on

2018

**First Advisor,**



**Dr. Nawawi, MA  
NIP. 196212311990031022**

THE EFFECT OF USING PICTURES FOR VOCABULARY RETENTION IN  
READING ENGLISH DESCRIPTIVE TEXTS. AN EXPERIMENTAL STUDY AT  
EIGHTH GRADE STUDENTS OF MTSN 3 MATARAM IN ACADEMIC YEAR  
2017/2018.

ENI OKTAVIANI  
E1D113046

**ABSTRACT**

This thesis aims to find out the effectiveness of pictures in improving students' vocabulary retention in reading English descriptive texts at eighth grade of MTSN 3 Mataram in academic year 2017/2018. This study is experimental which was conducted at MTSN 3 Mataram. The data were analyzed by descriptive quantitative method. The subjects of this study were the eighth grade students consisting of 37 students as experimental group and 36 students as control group. The sampling technique was purposive. In collecting the data, three kinds of instruments were used, namely : pre-test, post test and observation sheet. The finding showed that, the experimental group performed better than the control group. The result of homogeneity test it was 1.05 for the pre-test, while in the post test was 1.23. The result of normality test of experimental group, in pre-test was 5.39 while in the post test it was 3.75 after the treatment. Meanwhile, the result of Normality test of control group in the pre-test was 1.29 than it become 9.35 without giving treatment. The result of the t-test was 2.13 which was higher than 1.99 of the t-table. In conclusion, the pictures is significantly effective to be used to improve students vocabulary retention at eighth grade students of MTSN 3 MATARAM.

Key words: *Vocabulary Retention, Factor, and students' difficulties*

EFEK DARI PENGGUNAAN GAMBAR UNTUK RETENSI KOSAKATA SISWA  
DALAM MEMBACA TEKS DESKRIPTIF: SEBUAH STUDI EKSPERIMENTAL  
PADA KELAS DELAPAN DI MTSN 3 MATARAM TAHUN AKADEMIK  
2017/2018.

ENI OKTAVIANI  
E1D113046

ABSTRAK

Skripsi ini bertujuan untuk mengetahui efektivitas gambar dalam meningkatkan retensi kosakata siswa dalam membaca teks deskriptif bahasa Inggris di kelas delapan MTSN 3 Mataram pada tahun akademik 2017/2018. Penelitian ini bersifat eksperimental yang dilakukan di MTSN 3 Mataram. Data dianalisis dengan metode deskriptif kuantitatif. Subyek penelitian ini adalah siswa kelas delapan yang terdiri dari 37 siswa sebagai kelompok eksperimen dan 36 siswa sebagai kelompok kontrol, Teknik pengambilan sampel adalah purposive. Dalam mengumpulkan data, tiga jenis instrumen digunakan, yaitu: tes awal, tes akhir dan lembar observasi. Temuan menunjukkan bahwa, kelompok eksperimen tampil lebih baik daripada kelompok kontrol. Hasil uji homogenitas sebesar 1,05 untuk tes awal, sedangkan pada tes akhir adalah 1,23. Hasil uji normalitas kelompok eksperimen, dalam tes awal adalah 5,39 sedangkan pada tes akhir sebesar 3,75 setelah dilakukan percobaan metode. Sementara itu, hasil uji normalitas kelompok kontrol dalam tes awal adalah 1,29 dibandingkan dengan 9,35 tanpa pemberian perlakuan. Hasil uji-t adalah 2,1 yang lebih tinggi dari 1,99 t-tabel. Kesimpulannya, gambar secara signifikan efektif untuk digunakan untuk meningkatkan retensi kosakata siswa pada siswa kelas delapan MTSN 3 MATARAM.

Kata kunci: Retensi Kosakata, Faktor, dan kesulitan siswa

## 1. INTRODUCTION

Learning English is very important, because it has become an international language, which is used by most countries all over the world. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: economy, politics, education, and technology.

One of the objectives of teaching English is to enhance students to be able to understand written English. In fact, students often find problems in understanding English texts as well as some of their vocabularies. It is believed that using pictures to teach English can make the students easy to understand the vocabularies and can use them properly. To do this activity, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is pictures. The writer chooses pictures in reading descriptive texts because the pictures help and encourage many learners to sustain their interest, memory, and action.

This study examines the students' vocabulary retention through pictures after reading English descriptive texts. Therefore, the use of pictures in reading texts in teaching and learning vocabulary cannot be denied. There are several reasons why using pictures can improve students vocabulary retention. First, Students find difficulties to memorize English vocabularies when the teacher in school taught them only with the texts and the second, using pictures make students interested to read. Karim and Hasbullah (1986: 2.19) say that picture is another variation of

media in teaching English language skills. These media provide instructional material which attracts the students' interest, motivation, and stimuli because there are closely related to students' daily experience beyond their community.

In order to achieve the most important purpose of vocabulary retention that is to understand written discourse, it is essential to choose suitable texts and pictures. Whenever the pictures of reading English descriptive texts is to be conducted, the number of students, proficiency level, cultural context, timing, and learning topic are factors that should be taken into account. Therefore this study is aimed for eighth grade students' at MTsN 3 Mataram, where based on the problems found in learning English, The students easy to forgetting vocabularies, students cannot master English well, because they lack of vocabulary, the lack of motivation, the students' is easy to remember and easy to forget the vocabularies.

Based on the background above, the research entitled The Effect of Pictures for Vocabulary Retention in Reading English Descriptive Texts is conducted especially to prove whether the use of pictures is effective or not to retain vocabularies of particular descriptive texts.

## **2. LITERATURE REVIEW**

### **A. The Nature of vocabulary**

Vocabulary is a powerful carrier of meaning (Harmer; 2002: 45). Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention (Harmer; 2001: 4).

Vocabulary is central to language and of critical importance to typical language learner (Fauziati; 2005: 155).

From the explanation above, vocabulary is one aspect of language which is very important in learning language because vocabularies carry meaning which is used in communication. All of the statements about vocabulary show that vocabulary is important in learning English.

Moreover, vocabulary has an important role in teaching learning process. According to Scrivener (1994: 75) in classroom there are five role of vocabulary, they are:

1. Vocabulary is very important and needs to be dealt with systematically in its own right.
2. We need to distinguish between vocabulary for productive use and for receptive recognition.
3. The learner will find it difficult to finish the work, if they have first met some new vocabulary.
4. We need to deal not only with single word lexical items. But also with longer, multi word items.
5. Training in the use of English. English dictionaries provides learners with a vital tool for self- study.

It shows that how important vocabulary for the students in teaching learning process. If the students just have a little vocabulary they will be unable to understand the question, the text of English. In addition, if the

learners have a less of vocabulary, they cannot have very much information or knowledge. Moreover, without the words the learner cannot really understand fact or ideas. With the new ideas that the learners have met, they will get new words.

#### **A. The Nature of picture**

Hornby (1994: 629) writes that picture is include painting, drawing, sketch of something, especially as a work of art. While Sudjana and Rivai (1997: 3) state that picture is a graphic media used for teaching process. Besides picture, there are many media suggested to use by them, such as: photo, graphic, diagram, poster, cartoon, and comic as a graphic media. Solid model, mock up, and diorama are the three dimension media while projection media are slide, filmstrips, film, OHP, etc. They advise to use media in teaching language because of some reasons:

1. The teaching will attract students' attention so they will have good motivation.
2. The teaching material will be more meaningful so it can be understood by the students easily and possible the students to reach the goal.
3. The teaching method will be varied so the verbal communication not only come from the teacher as the centre of communication but also come from the students.
4. Students will have many activities like observation or demonstration.

It shows that Picture has



Sudjana and Rivai (1997: 12) state that using picture is effective technique for teaching the beginners. He concludes that picture is a set of teaching which can interact students learning motivation effectively. He adds that pictures can help students read the book especially in understanding the meaning and the content of the text. They agree that picture is a good media to improve students' language mastery.

Soeparno (1988: 1) has an idea that picture as a media or tool as a channel used to deliver a message or information. There are several reasons why the pictures as a medium of instruction in classroom activity can highly increase the students learning process. The reasons are as follows:

- a. Learning will attract students attention and able to encourage students' motivation.
- b. Learning material will be clearer and meaningful so the students will easily get the goal of the learning.
- c. The various methods will give enjoyable atmosphere to the class activity.
- d. Students do the learning activity, not only listening to the boring teacher explanation but also do the other activities like observing, doing something, demonstrating, and so on.

### **C. Memory Retention**

In Psychology, memory is the process in which information is encoded, stored, and retrieved. Encoding allows information from the outside world to be sensed in the form of chemical and physical stimuli. In the first stage the

information must be changed so that it may be put into the encoding process. Storage is the second memory stage or process. This entails that information is maintained over short periods of time. Finally the third process is the retrieval of information that has been stored. Such information must be located and returned to the consciousness. Some retrieval attempts may be effortless due to the type of information, and other attempts to remember stored information may be more demanding for various reasons. From an information processing perspective there are three main stages in the formation and retrieval of memory: *Encoding* or registration: receiving, processing and combining of received information. *Storage*: creation of a permanent record of the encoded information in short term or long term memory. *Retrieval, recall or recollection*: calling back the stored information in response to some cue for use in a process or activity.

In my opinion memory retention is ability to remember or recall anything that peoples do and see or something happend in the past. It will be appropriate with this study because it dealt with using pictures and the student can observe it automatically to know the meaning, name , or function of the picture with remembering of their daily life.

Short-term memory is also known as working memory. Short-term memory allows recall for a period of several seconds to a minute without rehearsal. Its capacity is also very limited: George A. Miller (1956), when working at Bell Laboratories, conducted experiments showing that the store of short-term memory was  $7 \pm 2$  items (the title of his famous paper, "The magical

number  $7\pm 2$ "). Modern estimates of the capacity of short-term memory are lower, typically of the order of 4–5 items, however, memory capacity can be increased through a process called chunking. For example, in recalling a ten-digit telephone number, a person could chunk the digits into three groups: first, the area code (such as 123), then a three-digit chunk (456) and lastly a four-digit chunk (7890). This method of remembering telephone numbers is far more effective than attempting to remember a string of 10 digits; this is because we are able to chunk the information into meaningful groups of numbers. This may be reflected in some countries in the tendency to display telephone numbers as several chunks of two to four numbers.

### **3. RESEARCH METHOD**

#### **a. Research Design**

The kind of research is experimental which focuses on one aspect that is vocabulary retention. It is conducted at the eighth grade students of MTsN 3 Mataram. The procedure taken in the study namely: Exploring the two groups which belong to experimental group and control group. Each group given different treatment. The first step was by giving both groups pre-test to measure their vocabulary mastery. After giving the pre test to these groups, then they would given the treatment of using pictures to experimental group and for control grup given English text only. After giving those treatment there was a test a week after treatment was given.

## **b. Population and Sample**

### a. Population

The population of the research was the eighth grade students of MTsN 3 Mataram in academic year 2017/2018. All of them were researched because the number of the population was less than a hundred. (Arikunto 1989 : 35) > 100 a hundred would take it all and the less < 100 take it 15 - 20% .

### b. Sampling technique

The technique used to determine the sample of the Study was purposive sampling, because based on a class observation with the English teacher , students' in both classes have similar English competence and homogeneous in terms of competence. In addition, the principle of the school also recommended those classes for the following reasons:

- 1) The teacher still has problems dealing with the students' motivation in learning English.
- 2) The students' still have a little vocabulary to retent.
- 3) Those classes have homogeneous English Competence.

The total number of students' in VIII B class and VIII C In MtsN 3 Mataram are 73 students. There are 37 students' in VIII B class and 36 students' in VIII C. Between both classes , VIII B is treated as experimental group and VIII C class as control group .

### **c. Data Collection Technique**

In this study, the data means all score and information that are directly gathered from the subject. This study used test method to collect the data. The data were obtained through pre-test, treatment and post-test.

#### **1. Pre-test**

In the process of collecting the data, the teacher give the students pre-test to observe the student's ability of memorizing vocabulary. The students' was given the topic of reading English descriptive texts . Then, the teacher give the test to the student based on the topic that has read. the student will answer the test without gave the Descriptive texts, the test was consist of 10 questions of multiple choices in one topic . This test students was answer 30 questions, in every topic the students answer only 25 minutes, and the test was acquired the pre-test scores. These test for both groups either experimental group or control group.

#### **2. Treatment**

The both of groups were given different treatment. They was given English reading descriptive texts by using picture to the students' in experimental group only, the picture that use is have the glossaries of vocabulary. while in control group the teacher give the reading texts doesn't use picture , but in teaching learning used scientific approach. The experimental group and control group have the same topic and lesson plan. The difference is on the technique use for both of them.

### 3. Post-test

The test is given in a week after the students' have been treated in the classroom. The Student's was given the post-test to both groups a week after treatment. The tests are similar to the pre-test, it aims at finding out of significant result after the students treated by using pictures in reading English descriptive texts. The test have the same level of difficulty as the one given in pre- test . Post-test for experimental group and the control group were not conducted at the same time. The researcher used some instruments in collecting the data, such as:

### 4. RESULTS

After collecting the data, the pre-test and post-test score of experimental group and control group were computed using formula above. Here was the result of both groups.

**Table 4.1 The result of pre-test score**

Group	Number of Student (n)	Sum ( $\sum X$ )	Mean	Maximum Score	Minimum Score	$\sum X^2$
Experimental	37	1720	41.93	70	20	89200
Control	36	1600	44.44	70	20	79600

**Table 4.2 The Result of post-test Score**

Groups	The number of student (n)	Sum ( $\sum X$ )	Mean	Maximum score	Minimum Score	$\sum X^2$
Experimental	37	2690	72.70	100	50	205100
Control	36	2340	65.00	100	50	159600

Following the table above, the result of statistical calculations to find out the homogeneity and normality of pre-test and post-test in experimental group and control group. The test homogeneity important to know the the same or different the variance from both distribution and to know the data of both variables (experimental and control group), and normality test was use to know the distribution of data is normal or not. and here are the results :

**Table 4.3 The Result of Homogeneity and Normality test**

PRE-TEST	POST-TEST	H O M O G E N
Homogeneity test of both of groups	Homogeneity test both of groups	
1.05 < 1.75	1.23 < 1.75	
Normality test of Experimental Group	Normality test of Experimental Group	
5.39 < 11.070	3.75 < 11.070	
Normality test of control Group	Normality test of Control Group	
1.29 < 11.070	9.35 < 11.070	

**Table 4.4 The Result of hypothesis Test**

The hypothesis test was the last steps to knowing the data was or not. More explanation ( Appendices 2.)

$$t_{\text{test}} = 2.13$$

$$t_{\text{table}} = 1.99$$

$$t_{\text{test}} > t_{\text{table}} \text{ or } 2.13 > 1.99$$

we can concluded that, the hypothesis is accepted.

## 5. Conclusion

The result of statistical computation by using t- test formula, there was a significant difference in vocabulary mastery of both groups. The experimental group shows a better improvement than the control group. The result of homogeneity test was 1.05 in the pre-test, while in the post test was 1.23. The result of normality test of experimental group in pre-test was 5.39 then it increased to 3.75 after the treatment. The result of Normality test of control group in pre-test was 1.29 than it become 9.35 without got treatment. The last step of the calculation is hypothesis test when t-test (2.13) was higher than t-table (1.99) It indicates the vocabulary retention was increased in experimental group, while for control group did was not increase significantly.

Based on the analysis , The Null Hypotesis (Ho): “ pictures is not effective to be used in improving students vocabulary retention is rejected ., and the Alternate Hypotesis (Ha) : “Pictures In Reading English texts is effective to be used in improve students vocabulary retention”. Therefore , picture in reading English texts is effective to be used to increase students’ vocabulary retention.



## REFERENCEE

- Adawiyah 2015. *the effectiveness of using pictures with question In improving students' ability in writing descriptive text at first grade student of SMPN 2 Alas Barat Academic Year 2014/2015*. Mataram : An Unpublished Thesis Of Sarjana Degree Of FKIP.
- Allen, Virginia. French. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
- Arikunto, S. 1997. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.
- Eileen M. Carr 1988 .*The Effects Of The Vocabulary Overview Guide On Vocabulary Comprehension And Retention*. ELT jurnal.
- Fink Nichole 2013. *Picture Superiority Effect In Prospective Memory: Examining The Influencene Of Age And Attention Load*. ELT jurnal.
- Finocchiaro, Marry. 1964. *Teaching Children Foreign Language*. New York: Mc. Grow – Hill Book Company.
- Harmer, J. 2001, *The Practice of English Language Teaching*, third edition, London, Longman.
- Hacth,E. L. 1991. *The Research Manual : Design And Statistic For Applied Linguistics*. California : University of California.
- Hornby, AS. 1994. *Oxford Learner's Dictionary*. Oxford: Oxford University Press.
- Long, M. H., & Robinson, P. 1998. Focus on form: Theory, research, and practice. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* .Cambridge, UK: Cambridge University Press.
- Lindsey, Robert. V. 2013 *Improving Students Long-term Knowledge Retention Through Personalized Review*. Department of Psychology University of California: San Diego
- Nation, I.S.P. 2008. *Teaching Vocabulary: Strategies and Techniques*. New York.:Heinle Cengage Learning.
- Sao , S. L. I. 2003. *Using Pictures Dictation Exercise for practicing all four skills*. [ online ] Available at <Http://Itsej.org/Techniques/Leong-Dictation.html>. Accessed on July 22 ,2017.

- Sari H. S. 2008. *The Effectiveness Of Using Pictures In Teaching Vocabulary To The Sixth Grade Students Of Sdn Singkalanyar I Prambon Nganjuk Viewed from Their Motivation*. Surakarta: Unpublished
- Sudjana and Rivai Ahmad. (1997). *Media Pengajaran*. Bandung: Sinar Baru Bandung.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Wichmann FA, Sharpe LT, Gegenfurtner KR 2002. *The contributions of colour to recognition memory for natural scenes*. *Journal of Experimental Psychology, Learning, Memory and Cognition*. ELT jurnal
- Wright, Andrew. 1989. *Pictures for Language Learning*. Australia: Cambridge University Press.
- Sudjana and Rivai Ahmad. 1997. *Media Pengajaran*. Bandung: Sinar Baru Bandung.
- Sugiono 2013. *Statistika Untuk Penelitian*. Bandung. Alfabeta
- Scrivener, J. 1994. *Learning teaching*. Oxford: Macmillan Heinemann English Language Teaching. [online] Available at [http://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/journal/PaperInformation.aspx?PaperID.html](http://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/PaperInformation.aspx?PaperID.html) . Accessed on July 30 ,2017.