

THE INFLUENCE OF PICTURES TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FOURTH GRADE IN ELEMENTARY SCHOOL OF MUHAMMADIYAH METRO IN ACADEMIC YEAR 2016/2017

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Abstract

This is a quantitative research using quasi-experimental design. The research is conducted in the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017. The researcher takes all class Daud and Sulaiman as the sample, 32 as the experiment class and 32 are included as control class which is taken by using cluster random sampling. In collecting the data, the researcher used pre-test and post-test. In analyzing the data, the researcher used non-parametric formula. The objective of this research is to know the positive and significant influence of picture towards students' vocabulary mastery at the fourth grade of the second semester in elementary school Muhammadiyah Metro academic year 2016/2017. After analyzing, the researcher gets the result of t_{ratio} is 4,16 and t_{table} 2,39 (on criterion 1) and 1,67 (on criterion 2). It means that $t_{ratio} > t_{table}$, Then the criterion of t_{ratio} is H_a is accepted if $t_{ratio} > t_{table}$. So, there is the positive and significant influence of picture towards students' vocabulary mastery at the fourth grade of the second semester in elementary school Muhammadiyah Metro academic year 2016/2017.

Keywords: Pictures, Vocabulary, Vocabulary Mastery.

1 Introduction

Nowadays, English was not only taught at the higher level but also at the basic level such as Elementary school. The purpose of teaching vocabulary to the elementary students was to introduce basic components of English, and vocabulary the important aspect to learn English. According to Nunan in (Munir, 2016:4) Vocabulary is more than lists of target language word. Based on the definition above it can conclude that vocabulary is intimately interrelated in grammar. All of the English skills must be supported by vocabulary, which could help the teacher in applying the skills. The Vocabulary was central of language teaching and learning. In elementary school, there are some ways which were used to teach vocabulary. They were different from adults, so the way of teaching must be different too.

In fact, there were many elementary students who had a low capability in learning vocabulary. Nevertheless, trough out pre-survey in SD Muhammadiyah Metro, the researcher found some problems. The problems were the students had low motivations in studying English in the class, most of the students did not brought dictionary, lacking vocabularies, feeling hard to memorize the new words, the students still confused for matching English words with the meaning. vocabulary mastery included of basic to communication and vocabulary also was the total number of the words. Vocabulary could be used to express some ideas or feeling in native language and it was one of the important aspects to teach language, to understand and to deliver the ideas. In teaching vocabulary, the teacher could introduce vocabulary which were taken from some accurate sources such as book, modul, internet. Teacher needs a good knowledge on their teaching material. When the teacher teaches students about vocabulary, the teacher should know

the general knowledge of vocabulary, words and also the meaning of vocabulary. Based on Douglas Brown in (Wibowo, 2009:15) teaching means showing and helping someone to learned how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand. the teaching and learning of vocabularies important roles to support other language skills such as listening, speaking, reading, writing and vocabulary is central to language of critical importance to the typical language learner. To teach vocabulary it means showing and helping someone to learn how to do something, providing with knowledge, causing to know and understand.

According to Alqahtani (2015:5) Vocabulary having kinds in the study of word classification they were receptive vocabulary and productive vocabulary. All of the kinds will be explained below:

1) Receptive Vocabulary

Receptive vocabulary was words that learners recognize and understand when they were used in context, but which they can not produce.

2) Productive Vocabulary

Productive vocabulary was the words that the learners understand and could pronounce correctly and used constructively in speaking and writing. It involves what was needed for receptive vocabulary plus the ability to speak or write at the appropriate time. According to Manik and Cristiani (2016:11) A lot of media can be applied in teaching vocabulary.

However, it is a must for teachers to be careful about choosing them so that the process of teaching and learning vocabulary success with the satisfactory result. Therefore, use picture as media to teach students was effective to make the students easier to remember an understand the new vocabulary with using picture. Based on Hornby in (Ruswinarsih, 2015:3) pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures. The researcher using work card and flash card word from Mulia. Because it was suitable for elementary school and students can enjoy to memorize the words easily in the learning process of teaching vocabulary.

There were two variables in this research. They were independent variable (X) and dependent variable (Y). The independent variable (X) is Using Picture. (Y) is Vocabulary Mastery. Vocabulary was one of the component in language learning that must be mastered. Without vocabulary mastery, learners cannot attain the four language skills in English, it means that they cannot achieve the language proficiency. Using picture as one of method to teach students in vocabulary mastery can help students to understand and enjoy when learning vocabulary in class.

Vocabulary was basic to communication, it was also essential for students to learn English, but they often difficulties in learning vocabulary. It was because the teaching learning process in class low motivation. It is the reason why the learners must master in vocabulary in order to have good communication. For students, remembering new words and must be understood of the meaning still hard. The teacher should be creative and always giving the students new word use media as pictures. Using picture in teaching vocabulary can make the teaching learning process be success. Using pictures for students will curious to the materials then they will enjoy learning English.

2 Method and Theories

In this research, the researcher used the quantitative research in the form of quasi-experimental research. Moreover, Arikunto (2006:12) stated that quantitative research as the process which

used numeric data to find out the result of the research. An experimental research had two groups design, those are an experimental group and control group.

The researcher used two classes, the first is an experimental class which gets the treatments that were teaching vocabulary by using a picture and the second was the control class that is given the conventional learning. According to Creswell (2012: 310) the design as follows:

Table 2. Research Design

Select Control Group	No Treatment	Posttest
Select Experimental Group	Experimental Treatment	Posttest

Sugiyono (2009:80) states that population is domain generalization composed of object/subject which has quality and specific characteristic those set by the researcher to be learned and cold-drawn its conclusion. The population of this research was the students' at fourth grades of Elementary School Muhammadiyah Metro Academic Year 2016/2017.

To determine the sample in this research, the researcher used simple stratified random sampling technique. It because the sample was selected based on the characteristic of the population and the purpose of the study. The sample was selected by taking two classes randomly. The first class is an experimental class and the other one as control class. In this research, the researcher takes two classes in the fourth grade of the students' of Elementary School Muhammadiyah Metro as the sample. Bellow the steps done by the researcher:

- 1) Write classes in a piece of paper.
- 2) The paper is rolled and then put into the glass.
- 3) Then, the glass is shaken until getting the rolling of paper out.
- 4) The first roll of paper will be the subject of the research as an experimental class.
- 5) The second roll of paper will be the subject of the research as control class.

Finally, the researcher got class IV A and IV B as the sample. Then, the researcher determines for the experimental class is IV A and the control class is IV B.

According to (Sugiyono, 2010:118) Sample is part of population that has all main characteristic from population. A good sample is one that is representative of the population from which selected. Selection of sample is a very important step in conducting a research study. Sample is very important for the researcher to help the researcher to get some data when the researcher doing research. The samples of this research are class IV Daud and class IV Sulaiman in Elementary School Muhammadiyah Metro. In this research, the researcher used content validity. Content validity was the extent to which a test measures that present sample of the subject matter content. For instrument test, content validity was done by comparing the content of instrument with the materials being discussed (Sugiyono, 2013:129).

Bellow is the formula of validity:

$$r_{xy} = \frac{n \sum x.y - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

With test criteria:

1. If $r_{\text{count}} \geq r_{\text{table}}$, so refused H_0 , it means that valid variable.
2. If $r_{\text{count}} \leq r_{\text{table}}$, so receive H_0 , it means that not valid variable.

Adopted from Sugiyono (2013:183). Reliable instrument is the instrument which is used in several times to measure the same object can produce the same data. So, the result of instrument is consistent. A can be called reliable if the result score is can be believed and unchanged distinctly.

There are several kinds of reliability test such as test-retest reliability, equivalent-forms reliability, split-half reliability, Cronbach alpha reliability, KR reliability, rater reliability, and estimated reliability. Based on the explanation above, the researcher analyzed the data using Cronbach Alpha, the formula is as follow:

$$r_{11} = \left[\frac{n}{(n-1)} \right] \left[1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right]$$

r_{ii} : reliability

n : total of instrument that will be tested

$\sum \sigma_t^2$: total of variance

σ_t^2 : variance of each item

Research instrument quality is related to validity and collecting data quality is linked to coincidentally of the ways are in used to collect data. So that, the instrument which has examined its validity and reliability are not fixed yet can produce the valid and reliable data, when that instrument is used exactly in collecting its data.

1. Pre-test

The pre-test in the research was meant to know the vocabulary mastery in a picture before the students doing the action. In the testing process this research, the students were given a test which was formed in multiple choices. The test consisted of 20 items. The students should answer the question as suitable as their own capability. The result of the test became the evaluation before using a picture as the form to applying the picture in the class. This research to know the basic competence of all students and to know their earlier knowledge before they get treatment by using a picture in vocabulary learning

2. Treatment

The treatments of this research were given to the experimental class by using pictures of vocabulary mastery. This treatment was covered eight meetings in a week and each meeting has two hours instruction. Furthermore the process of teaching and learning in experimental class by using a picture. To teach students using pictures start by explaining how to use the pictures in the learning process.

3. Post-Test

The post-test is a measure taken after the experimental treatment has been applied. It was given in order to know the scores of the students after they were taught by using a picture. In the testing process this research, the students were given a test which was formed in multiple choices. The test consisted of 20 items. The students should answer the question as suitable as their own capability. The assessment of this test was to find out of the influence of using a picture as the form of vocabulary mastery. The result of the assessment that was compared with the pre-test. In this sense, the researcher knew the influence of pictures towards students' vocabulary mastery.

3 Result

This research is carried out at elementary school Muhammadiyah Metro. The research is conducted from March 6th, 2017 up to April 27th, 2017. There are seven classes of elementary school Muhammadiyah Metro. The total number of the students at for grade is 231 students. The researcher gets the sample using cluster stratified random sampling and the result is the sample of this research consist of two classes of the students at the four grade. The two classes are IV Daud as the experimental class and IV Sulaiman as the control class. The research covered try out and test. This research is Quantitative research which is intended to find out the influence of using picture towards students vocabulary mastery. The influence can be seen from the gain score of pre-test and post-test. The conclusion of the research is taken by comparing the mean of the gain scores of teaching vocabulary mastery as an experimental class with teaching vocabulary by using a conventional method as control class.

4 Discussion

In this research, the researcher uses part of body, clothes, and parts of the house in multiple-choice test as the instrument of the research. Then, the average score of post-test from each class using a picture and conventional method is compared to find the differences of both scores. The result calculation shows that the score of post-test in experimental class is higher than control class. It also can be seen from the pre-test score which is compared with the post-test score.

Considering the different result of the use of those methods in this research, the researcher agrees with some theoretical reviews which are declared by some experts about a picture in vocabulary learning process. First, the theory which showed that picture has some advantages towards vocabulary learning is from Andrew Wright in (Rahmawati, 2009:31) who declares that picture can stimulate and motivate students to become more observant and express themselves and picture are inexpensive, may even be free, and fairly easy to locate. The result shows that every student is motivated to memorize the new vocabulary from a picture and guess what in Bahasa is. It is also supported by Webster's in (Umami, 2011:24) who concludes that picture is defined as a visual representation of a person, object, or scene, as a painting, drawing, or photograph. Therefore, use a picture as media to teach students is effective to make the students easier to remember an understanding the new vocabulary by using a picture. The result also showed that most of the students become easier to remember the new vocabularies they got from pictures. In short, a learning process for the students which used a picture and conventional method was different. The researcher can state that by applying two methods could give the different result in mastering vocabulary. So, from the data of students' score on pre-test, treatment, and post-test, it can be said that there is significant influence of using picture towards students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

5 Conclusion

After the researcher finished the research and analyzed the data, then concluding based on the theoretical framework and finding the result, analyzing the data could be concluded that picture is more effective than conventional method towards students' vocabulary mastery at the second

semester of the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

The conclusion was shown by finding analyzes was "There is a positive and significant influence of using picture towards students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017".

Based on the calculation, it was described that the hypothesis of H_a is accepted and H_o is rejected. The differences of both learning process were picture could stimulate the students in memorizing the new vocabularies. It could support students to guess the meaning of the pictures. On the other hand, a picture could enrich reading and help clarify the misunderstanding in discussing many things. Then, the conventional method in learning process just gave a little contribution in achieving the goal of learning. Based on the finding result that H_a was higher than H_o , finally the researcher concluded that there was significant influence of using picture toward students' vocabulary mastery at the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017. After the researcher finished the research and analyzed the data, then concluding based on the theoretical framework and finding the result, analyzing the data could be concluded that picture is more effective than conventional method towards students' vocabulary mastery at the second semester of the second semester of fourth grade of elementary school Muhammadiyah Metro academic year 2016/2017.

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6 Suggestion

Based on the description above, the researcher purposed to give some suggestion to improve vocabulary mastery in daily activities could use a picture as a media. It could enrich students' vocabularies and it also could show them the differences of word class all at once in using the words. By using a picture, the students also could be active to find the new words by themselves. They had the innovative to enrich their vocabularies, especially in daily activities.

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