THE EFFECT OF USING PICTURE AS MEDIA ON THE VOCABULARY MASTERY OF JUNIOR HIGH SCHOOL STUDENTS IN TIMOR LESTE BORDER

Fransiska Densiana Luruk
Timor University, Kefamenanu
densianaluruk@gmail.com

Thresia Trivict Semiun

Timor University, Kefamenanu
tsemiun@yahoo.co.id

Abstract

Vocabulary is one of the language components which has an important role in language learning. Without having enough vocabulary someone is impossible to speak or communicate in English. The Purpose of Learning Vocabulary To learn something people have to know the purpose of the things Reviews their learn, in this case the purpose of learning vocabulary is to help the learners Easier in expressing the idea, the research aimed to find out the effect of using picture as teaching media in improving vocabulary at timor leste border.The method in this study is Experimental designwith control and experimental group. The populations in this research used random sampling technique with the number of sample are 42 students; 21 students in control group and 21 students in experimental group. This study was conducted at SMP Satap Negeri Sono Perbatasan Timor Leste, from the eighth grade students in academic year 2017/2018. The instruments that the researcher used arevocabulary test and questionnaire and the research data were collected through a pre-test and post-test and data were analyzed by meand through SPSS 16. The research resultshows revealed that the applying of picture as media in teaching vocabulary could significantly improve their vocabulary and using picture had controibution on students in mastering vvocabulary. Besides, the responses of the experimental group the students of SMP Satap Negeri Sono perbatasan Timor leste have good perception towards the using of picture technique.Therefore it can be concluded that the use of picture media for teaching english especially vocabulary to the students is really effective

Keywords: Picture,Teaching vocabulary and Vocabulary Mastery.

Abstrak

Kosakata adalah salah satu komponen Bahasa yang memiliki peran penting dalam pembelajaran Bahasa .Tanpa memiliki kosakata yang cukup seseorang tidak mungkin berbicara atau berkomunikasi dalam Bahasa Inggris. Tujuan Belajar Kosakata Untuk mempelajari subjek belajar kosakata adalah untuk membantu peserta didik Lebo mudah dalam mengekspresikan ide. Penelitian bertujuan untuk mengetahui pengaruh gambar sebagai media pengajaran dalam meningkatkan kosakata. Emoted dalam penelitian ini adalah decani Experimental dengan kelompok control dan experimental. Populasi dalam penelitian ini menggunakan tonic random sampling dengan jumlah sampler 42 siswa; 21 siswa dalam kelompok control dan 21 siswa dalam kelompok experiment. Penelitian ini dilakukan di SMP Satap Negeri Sono Perbatasan Timor Leets, dari siswa kelas delapan pada tahun akademik 2017/2018 .Hasil penelitian menunjukkan brahma penerapan gambar sebagai media dalam pengajaran kosakata dapat meningkatkan kosakata dan menggunakan gambar memiliki controversy pada siswa dalam menguasai vocabulary. Selain itu, tanggapan kelompok experiment siswa SMP Satap Negeri Sono perbatasan Timor Leste memiliki persepsi yang baik terhadap penggunaan teknik media gambar untuk mengajar Bahasa Inggris terutama pengajaran kosakata kepada siswa berdasarkan persepsi siswa benar-benar efektif,

Kata kunci: Gambar, Pengajaran kosakata dan Penguasaan Kosakata.

Introduction

English is the International language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language and it is spoken all over the world. English is one international language, and as a second language in Indonesia. It has related to the world which used by people to communicate with each other. English can be important in all aspects of life such as social, economic, education, cultures among nations. In communication, the students need vocabulary which can support them to produces and use meaningful sentences because vocabulary provide organ of sentence. That's why, vocabulary is very important to be mastered. Harmer (1991, 153) classifies that "Then it is vocabulary that provides the vital organs and flesh". For that reason the students have to develop their vocabulary and master vocabulary in order to be able to communicate with the other.

Vocabulary is one of the language elements of any language that aligns with it. Brown (2007) states that vocabulary is the foundation of all abilities in English.

Furthermore Vocabulary is one component of the language that has an important role in terminology of the language. Without having enough vocabulary is not possible Speaking or translated in English. Vocabulary Learning Objective to study the subject of learning vocabulary is to help learners Easier in because there is a word contained in the language, the word property is presented by a speaker or a word, words that in science, a list of words like a dictionary is an explanation a short through pictures, games. Vocabulary is not only a sign of the symbol but also of how to improve the language skills in the target. More vocabulary students are learning more ideas. This is by Harmer (1991, 156), "Knowing many words in a very important foreign language. The more words we know, the better to make ourselves understood." Allen (1997: 49) states that vocabulary is an important factor in all directions. Students should continue to learn the vocabulary. Because vocabulary is necessary to achieve proficiency in English. I assume that vocabulary is a place where we want to learn something, because vocabulary is necessary for all skills.

Teaching English in class is not easy for the teachers. They have to make sure whether the students understand or not the material that they deliver in the class. As a good teacher, she has to know their students real needs. Some teachers do develop their vocabularies. Many methods will be used by the teachers in teaching English in the class, but some of them do not reach the teaching target. Teaching vocabulary to students in the border area is not easy.It is a great challenge and full of appreciation because students from such area go to school with lack of vocabulary. They do not even understand the use of Bahasa Indonesia. That's why, teaching students in this area is different from teaching other areas, such as "Makassar". Most of the students' family backgrounds are fishermen or traders in the market where their lives are hard enough and they are from low economic level.Therefore, Teachers play important role toward the success of vocabulary mastery. In this case, teachers need to develop, support, motivate, and dig up their basic ability in improving it by providing conducive environment, useful resources, and carefully structured input and practice opportunities.

Based on the results of a research interview with one of the junior high school teachers on a Timor who taught English subjects at SMPN 2 SONO, a crucial problem was the lack of teaching techniques. Researchers know that courage vocabulary in school students who need good preparation. Such as teacher competence, approach, media, tools, classes. Teachers should be able to make

students interested in learning English. So the teacher must master the media that mix the teachers teaching vocabulary in the classroom. The researcher chose the picture. It's interesting; improve students' vocabulary skills, and have an effective influence on teaching vocabulary. Using images chosen by researchers is very useful for English teachers and it is an effective way of teaching vocabulary in remote areas. Students are encouraged to learn with interest and easily.

The teaching media should be done in a way in which learning is interesting. This can be done by providing learning media that attracts vocabulary or visual stimuli that can create results in understanding, understanding, and linking between facts and concepts (Arshad, 2011) Images are one of the most popular props. in many countries over the centuries, it is a simple and accessible medium. The author assumes that images can support teaching and learning process, will be more effective to encourage students to learn English. Because it is a suitable medium for teachers in teaching vocabulary and it will provide solutions for teachers in teaching and learning activities. Implementing Images is one of the media that can be used to improve students' vocabulary. It's cheap and easy to use a language that is full of curiosity from the start. Using pictures in the classroom makes explaining easy. If there is an item or object that you use for you, you can save it for words, to display the image. In addition, students can memorize the meaning of vocabulary by viewing the images, encouraging students to be involved in their foreign language

Picture is a representation (of an object or scene or person or abstraction) produced on a surface as (Hill, 1990:85) pointed out "the standard usually not a very suitable environment for learning language that is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring "images" of reality into the unnatural world of the language classroom picture bring not only images of reality, but can also function as a fun elements in the class. Pictures meet with a wide range of use in many other aspects of foreign language teaching. To be more specific, beside lessons where picture are in the main focus they might be used just as a "stimulus for writing and discussion, as an illustration of something being read or talked about, and background to a topic. (Hill,1990:90)

There are many reasons for using picture in language teaching as (Wright, 1990: 2). Pointed out, they are motivating and draw learner's attention and refer to the fact that they provide a sense of the context of the language and give a pictures,

such as availability, they are cheap often free they are personal (teacher select them) flexibility- easily kept, useful for various types of activities, they are "always fresh and different" which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

METHOD

This part containsthe methodology of the research. The researcher Applied Experimental design.

Location and Research Design

This study takes place at SMPN Sono Timor leste border for the eighth grade students. The experimental group was treated implementation using picture as teaching media and the Control group was be treated conventionally.There are two class VII A as Experimental Class and VII B as control class.

Subject

In this study, the population consists of 42 students with two classes (VIIIA and VIIIB). The research was used random sampling technique. The group of sample was selected randomly (Gay:2006). The researcher used this technique because all the members of the selected group have similar characteristics. The researcher takes two classes as the sample, 21 students as experimental group and 21 students as control group. So the number of the sample is 42 students

Data Collection

In obtaining the data, the researcher used test (vocabulary test) and questionnaire. The vocabulary test contains of 25 multiple choice, while the questionnaire consist of ten items.The test given in two sessions. First, the researcher gives the studentspre-test before the researcher do the treatment. Second, the post-testgiven after the treatment. While, the set of questionnaire was distributed after conducting post-test for experimental class.

In treatment, the students were taught by using picture technique in experimental class. Treatment was implemented in 6 meetings. After having the treatment for six meetings,the researcher was distributed the similar vocbulary test that used in the pre-test 1.The research discuss the objective and procedure of the study with the principle and english language teacher of SMPN SONO Perbatasan Timor Leste 2.The researcher introduces the material that are discussed 3.From

those sample, the researcher (accompained with teacher) Exposed the aims and the benefit of teaching use picture 4. Before the treatment, pre-test are employed for both groups experimental and control group the pre-test material are identical for both groups.5.The experimental groups are taught using picture. While the control group are taught without using picture 6. At the end treatment the research administered post-test on effect of using picture for both group followed by questionnaire for experimental group.

Data Analysis

The technique of analyzing the dataare scoring the students` correct answer in the students pre-test and post-test using the formula (Depdiknas, 2005: 16). After that, the classification of student scores into five criteria is very good, good, fair, poor and very poor. Furthermore, the mean minimum, standard deviation, frequency and percentage tables of pre-test and post-test students use the formula (Sudjana 1985: 45) and (G. 2006: 320) and find out from the independent sample t-test using formula SPSS Version 16. Finally, find out the students perception in the questionnaire using Likert scale and the mean score of this will seek by using SPSS version 16.

FINDINGS

The research findings describe analysis of the data on students through pre-test and post-test. the data were gathered from 42 students in that 21 students as experimental group and the others 21 students as control group, however only the experimental group was treated with teaching using picture in vocabulary mastery, while the control group received without using picture in teaching. The research also sought to find out the students perception towards the implementation teaching using picture thorough questionnaire which was only administered to experimental and control class.There were no students is classified in very good in both of control and experimental group. For the control class there are 3 students (14.28%) in good level. There are 16 students (76.19%) in the level of fair. The next 2 student (9.52%) in level Very poor. In experimental class there were 2 students (9.52%), classified into good level, 14 students (66.66%) are include in level fair, which is also the biggest distribution of frequency. And the last there are 5 students (23.80%) in level poor. It can be said that the students in both control and experimental group are in good level. Thedata was determined in table 1 (see appendix).

Based on the post-test score, the main score of post-test for experimental class and control class there are differences in pre-test and post-test, it can be seen

from the table 1 and 2 that within the control group there is only 3 students (19.04%) in level Very Good. And than classified in Good level 10 students (47.61%). There are 6 students (28.57%) in level Fair and then 1 student (4.76) is placed in Poor level. In the control group there are no students who are categorized into Very Poor. Meanwhile, in the experimental group there are 7 students (33.33%) categorized into level of Very good and 13 students (61.90%) classified into Good level which also got the highest frequency of distribution. The classification is Fair with 1 student (4.76%). Then, none students in experimental group were classified into poor and very poor. (Appendix on table 2)

After that, the mean score and standard deviation of the students' pre-test score of control and experimental group the mean score of pre-test for experimental class and control class is different, and the result of standard deviation. The mean of pre-test for experimental group is 57.93 is higher than pre-test for control group 56.95, and the result of standard deviation for the both group is different, the standard deviation for experimental is 9,69 while for control group is 7,39. The mean score and standard deviation of students' post-test, the mean score of post-test for experimental and control group is different, and the result of standard deviation. The mean of post-test for experimental group is 80.76 is higher than of post-test for control group is 71.37, and the result of standard deviation for the both group is different too, the standard deviation for experimental is 8,49 while for control group is 14.17. So, yet further analysis is conducted to see whether such differences are significant.

Discussion

One of the factors that contribute to the successfull or unsuccessful vocabulary learning is motivation and the researcher found out the positive effects of using picture in teaching english vocabulary these are, the picture could improve the students' motivation, the pictures could attract the students' attention, the pictures helps the students' to memorize the vocabulary and the pictures make the teaching and learning activities interesting, in addition , it concerned to discuss the extend to which technique using picture. Picture contributes to students vocabulary mastery and students' perception towards teaching vocbulary by applying picture.

Firstly, the researcher disccussed the first objective of this study which was to find out the extend to which Technique of picture contribute to students' vocabulary mastery. Using picture can have a significant impact on developing studentsvocabulary. The vocabulary test was given to the students both experimental and control groups to investigate the students vocabulary knowledge. The students in the experimental and control group were given pre-test, treatment, and post-test at the last phase. The differencies between pre-test result for both group can be seen from the total raw score of students in experimental and control class.

The differences between students' mean score of experiemntal group on post test was higher(80.76) than the pre-test (57.85). the standard deviation of pre-test and post-test for experimental group also indicated higher which is 8,49 for pre-test and 9,69 for post-test.

Besides, the comprasion of both groups in independent sample t-test was presented greater than t-table (2.929> 2.021). That means the alternative hypothesis(H1) was accepted. In other words, there is a significant difference between vocabulary mastery of students who were taught by applying using picture.

The students achievement on vocabulary mastery has an interpendency correlation with the questionnaire which were given for experimental class, which aim to reveal the students' perception toward the application of using picture in teaching and learning vocabulary. In gaining the data, the researcher analyzed questionnaire per items that was distributed after the treatment to experimental class. The experimental group has received the teaching vocabulary by applying picture. the finding reveals that the highhest rank of the score 15 or 71.42 % students gave Strongly agree responses and 8 or 38.09 % students gave Agree responses, 5 or 23.80 % students gave undecided responses and 2 or 9.52 % students gave Disagree responses and that 1 or 4.76 student gave Strongly disagree responses.

CONCLUSION AND SUGGESTIONS

Based on the analysis of finding and disccussion in chapter IV, it could be concluded that the use of picture in teaching or leaning vocabulary it was proved by the obtainedthe mean score of the pre-test 56,95 and post-test 71.19 was higher that pre-test it means that there were a significance differences in the achievement between students in Class B who are were taught by using picture and students class A who are were taught without using picture

The findings of this study were strongly supported that using picture had contribution on students in mastering vocabulary. The independent sample t-test also showed that the t-test was 2.929 and it is greather than t-table 2.021 in 5% level of significant (2.929>2.021) .Based on the result, there is a significant differencee between experimental and control group. It also means that the null hypothesis was rejected and the alternative hypotrhesis (H1) was accepted. Therefore, applying using picture contributed on students vocabulary mastery. It worked effectively to help students in mastering vocabulary.

In teaching and learniing vocabulary the researcher proposed some suggestion as following 1. For the teacher Since the researcher was evident some proved that using picture technique in timor leste border that is contribute to students' vocabulary mastery, english teacher are highly recomended to implement this way because make fun and interesting to teaching and learning vocabulary 2.For the further researcher The researcher expection that finding of this study will be used as a starting point for the future studies on similar problem 3. General suggestions a. It is suggested that picture media be used in teaching learning of vocabulary at Junior High School. Moreover, picture media can attract learners to study and the develop capacity of retention well b. That picture media can help the students to understand what the teacher means c. Picture media which are used are colourful, because they clearly seen by the students 4. Beside the picture media make the students enjoyable and express their ideas easily 5.The teacher should always motivated her or his students to learn English 6. The instrument used for the present study is a multiple –choice type, yes no question and complement sentence

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APPENDIX

Table 1.The rate percentage of students' pre-test in control and experimental group classes are presented in the table below

No	Clasification	Range	FREQUENCY		PERCENTAGE	
			Pre-test Control Group	Pre-test Experimental Group	Pre-test Control Group	Pre-test Experimental Group
1	Very good	81-100	0	0	0	
2	Good	61-80	3	2	14.28	9.52
3	Fair	41-60	16	14	76.19	66.66
4	Poor	21-40	2	5	9.52	23.80
5	Very poor	00-20	0	0	0	0
	TOTAL		21	21	100	100

Table2.The rate percentage of the students' post-test in control and experimental class are presented in the table bellow

No	Classification	Range	FREQUENCY		PERCENTAGE	
			Post-test Control Group	Post-test Experimental Group	Post-test Control Group	Post-test Experimental Group
1	Very good	81-100	4	7	19.04	33.33
2	Good	61-80	10	13	47.61	61.90
3	Fair	41-60	6	1	28.57	4.76
4	Poor	21-40	1	0	4.76	0
5	Very poor	00-20	0	0	0	0
	TOTAL		21	21	100	100

Table 3.The mean score and standard deviation of the students' pre-test

Class	Mean	N	Stand deviation
Experimental	57.85	21	9,69
Control	56.95	21	7,39

Table4.Table 4). The mean score and standard deviation of students' post-test

Class	Mean	N	Stand deviation
Experimental	80.76	21	8,49
Control	71.19	21	14.17