

**THE EFFECTIVENESS OF
USING PICTURES MEDIA TO IMPROVE
VOCABULARY MASTERY AT
THE SEVENTH GRADE STUDENTS OF
SMP NEGERI 2 MARGASARI
IN THE ACADEMIC YEAR 2022/2023**

Rizkita Septiandari Fianka¹
Moh. Ilhami Hakim, S.S., M.Pd²

¹ the Graduate of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: rizkitaseptiandari@gmail.com
Phone: +62 878 5192 7801

² the Lecturer of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: akulahilam@gmail.com
Phone: +62 856 2439 6252

Abstract

The purpose of this study is to know the effectiveness of using pictures on students' vocabulary achievement. The method used in this research was a quantitative method that is dealing with quasi-experimental design. Population of the study was the eighth grade of SMP Negeri 2 Margasari that consists of 32 students. The writers used convenience sampling because there are only two classes at seventh grade, VII E as the control class and VII F as the

Experimental class. The experimental class was taught by using pictures while the control class was taught by translation method or without implementing pictures. Moreover, this study was conducted through the following process; pretest, treatments, and post-test. The data analysed was gained through vocabulary tests. The data of the tests was then calculated by using t-test in SPSS 24 with significance 5% (0.05). The t-test was done by calculating the gained scores between pretest and post-test in both classes showing that the t_0 in gained scores (2.7383) is higher than the t_{table} (1,67155) with $df=58$ in the significance level of 5% (0.05). Thus, the t_0 result $> t_{table}$ which means that the H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. The effect size calculation was 0.74 where the range of effect criteria includes to the moderate effect. Thus, it can be concluded that single singing game has moderate effect on students' vocabulary achievement at the seventh grade of SMP Negeri 2 Margasari.

Keywords: *Pictures Media, Vocabulary Mastery, SMP N 2 Margasari*

A. Introduction

English is a vital global communication tool, particularly important in today's education system. Many find English lessons challenging due to ineffective teaching methods, prompting educators to incorporate visual aids, like pictures, to enhance learning experiences.

English teachers, especially those teaching junior high school students, must use suitable strategies based on the students' learning characteristics. In the past, English was introduced in elementary schools, making it easier for students to grasp the language by the time they reach junior high school.

Learning English placed a strong emphasis on the reading, writing, speaking, and listening abilities that are essential for efficient communication. As a crucial component of language mastering, the curriculum places a strong emphasis on expanding students' vocabulary and linguistic proficiency.

Experts suggest that a person's language proficiency is closely linked to their vocabulary size. Research shows that having a vocabulary of 2500 to 5000 words is ideal for language learning. Various learning strategies have been developed to enhance English vocabulary mastery, such as using visual aids like pictures, which facilitate better comprehension.

A variety of learning media, such as picture, television, and audio recordings, are important for accomplishing learning objectives. In the academic year 2022/2023, this research is to evaluate the efficacy of employing picture media to teach English vocabulary to seventh-grade students of SMP Negeri 2 Margasari at a particular school. Encouraging learning and enhancing pupils' language retention are the goals.

By incorporating picture media into English lessons, educators hope to engage students effectively and enhance their vocabulary learning experience. This strategy aims to make learning enjoyable for students, thereby facilitating better retention and understanding of English vocabulary

B. Literature Review

Teaching media is crucial for an effective and smooth teaching and learning process. It acts as an intermediary for conveying messages from teachers to students. Media, derived from the Latin word "medium", serves as a communication tool between two parties. It includes various forms such as

newspapers, magazines, radio, television, films, posters, and banners.

1. Teaching Media

These teaching media help simulate the thoughts, feelings, and interests of students, enhancing the learning experience in schools. The use of media stimulates learning and motivates students, preventing boredom during lessons. It is essential to select appropriate media that align with learning objectives and desired competencies.

2. Teaching Method

Teaching methods, on the other hand, are strategies used to implement plans and achieve optimal goals in teaching. Teachers can employ various methods like mind mapping, discussion, and demonstration to effectively present learning materials to students either individually or in groups.

3. Picture as Teaching Media

Image media is an effective learning tool for conveying subject matter, with illustrated pictures in books serving as explanations. Picture media helps teachers communicate messages to students and enables students to better understand and express information. There are seven types of picture media in learning: cartoons, comics, posters, image photography, graphics, diagrams, and charts. Picture media serve various functions such as attracting attention, presenting data, and clarifying information. They are easy to obtain, affordable, easy to use, realistic, and can help overcome space limitations. Teacher can use image media to achieve learning objectives effectively.

4. Teaching Vocabulary using Picture Media

Abdorrakhman Ginting's book highlights the seven benefits of media in education: uniform

delivery of learning materials, more interesting instruction, interactive learning, reduced teaching time, improved learning quality, flexible learning anytime and anywhere, and fostering positive student attitudes. It also mentions how media can guide the learning process, allow for pre-prepared teaching materials, and change the teacher's role positively. Picture media, such as LCD Projectors, can engage students and enhance learning through direct display, group discussions, and interactive games.

5. English Teaching at SMP

English was declared the first foreign language to be taught in Indonesian secondary schools by the Ministry of Education in 1967. The curriculum from 1946 to 1994 focused on developing language skills in reading, listening, writing, and speaking, with a shift in priority to reading, listening, speaking, and writing in 1984 and 1994. English was introduced in junior high schools in 1947 and remains a core subject today.

6. National Purpose of Teaching English SMP

Teaching English in junior high schools aims to improve students' communication abilities by using a variety of text genres. English is emphasized by the Ministry of National Education as a language that facilitates comprehension and expression of ideas, information, and cultural expression both orally and in writing. The goal of the course is to provide students the tools they need to use the four language skills to converse and participate in conversation.

7. English Vocabulary

The meaning of vocabulary, according to various experts, includes information about the use of words, the richness of words in a language, and

lists of words with brief explanations. It is a key element in language used for conveying ideas and information.

8. Vocabulary Mastery

English vocabulary can be categorized into different types like noun, pronoun, adjective, adverb, preposition, conjunction, and interjection. Meaning is essential in language, as it connects elements like words, while spelling is the act of forming words correctly. Additionally, pronunciation refers to producing speech sounds accurately. Understanding vocabulary is crucial for communication and conveying thoughts effectively, as explained by experts in the field.

9. Teaching English Vocabulary

Proficiency in vocabulary is essential for success in speaking, listening, reading, and writing English as a second language. There are two categories for vocabulary: active and passive. Passive vocabulary is made up of words that are comprehended but not properly employed while speaking or writing, whereas active vocabulary is made up of words that can be understood, spoken correctly, and used successfully in communication. Learning words comprises two processes: receptive learning, which involves identifying and comprehending words, and productive learning, which involves using words in writing or speech. The process of expanding one's vocabulary involves discovering new terms, comprehending their definitions, and using them skillfully. The primary objective of teaching English is to increase students' vocabulary because it is essential to reading comprehension. Increased vocabulary makes reading texts easier.

10. Vocabulary Teaching Techniques

Teaching vocabulary is crucial in language learning, with teachers emphasizing its importance. To successfully teach English vocabulary, teachers must be creative in helping students grasp it easily. Various techniques can be employed, such as visual aids, verbal explanations, audio presentations, and contextual learning. Visual aids include real objects, pictures, and demonstrations using facial expressions. Verbal explanations involve word sets, synonyms, antonyms, cognates, scales, definitions, and word games. Audio presentations use sound to introduce new words, while contextual learning associate new words with familiar surroundings. This technique is commonly used in secondary schools due to the emphasis on reading in the curriculum. Part of speech tagging is also a valuable technique for analyzing text. Overall, utilizing a variety of methods can enhance vocabulary acquisition and language learning.

C. Method of Investigation

In this study the authors used a quantitative approach. The data for this study was collected from research subjects at the beginning and end of the study. The data includes nominal, ordinal, interval, ratio, primary, and secondary data. Nominal data involves categorization, making data collection easier. Primary data is collected through interviews with individuals, offering flexibility and impartiality in research. The techniques of data collection are observation, questionnaire, documentation, and test. It was conducted non-participatorily 5 times in January 2024. Questionnaires were used for English teachers and students to gather data on teaching preparation, materials, and evaluation methods. Data collected by

the researcher were analyzed to yield results from pre-test and post-test sessions. Normality testing was conducted using SPSS 20 to determine if the data were normally distributed, with the Kolmogorov-Smirnov test utilized. A significance level over 0.05 indicates normal data distribution. Homogeneity testing, using Levene's Test, was done to assess if the data were homogenous. A significance level above 0.05 suggests homogeneity. Lastly, T-test formulas were employed to compare pre-test and post-test results, as per Budi Susetyo 26's adaptation.

D. Findings and Discussion

After comparing vocabulary abilities between experimental and control classes at SMP Negeri 2 Margasari, it was found that both classes had 32 seventh grade students each. The pre-test and post-test scores class 7 E were collected and will be further analysed to determine the students' progress in vocabulary.

Table 1 Control Class (7E)

No	Student's name	Sex	Pre-test	Post-test
1	Ahmad Syauqi Zamzami	Male	34	47
2	Alfitri Widiya	Female	47	60
3	Ana Alfatun Nissa	Female	54	54
4	Andika Pratama	Male	54	60
5	Andini	Female	47	54
6	Anishah Riskia Ayu	Female	47	47
7	Asfiyatul Inta Izzati	Female	40	60
8	Berlian Ananda Putri	Female	47	54

9	Hasbie Kusumayaldi	Male	54	60
10	Kafa Ata Zamzani	Male	34	54
11	Kania Putri	Female	40	60
12	Kayla Rizka Azkia	Female	47	60
13	Kevin Handika Pratama	Male	40	60
14	Keysya Dea Azzahra	Female	54	60
15	M.Fajril Itmam Priyadi	Male	40	54
16	M.Sugistio Luki Afrilansyah	Male	54	60
17	Muh.Nazhif Haekal	Male	54	60
18	Muhammad Fajri Maulana	Male	47	54
19	Muhammad Riski Ediyansah	Male	54	60
20	Nanda tama Al Amin	Male	54	60
21	Putri Lisvia Ade Arni	Female	40	54
22	Rafka Zaki Renaldi	Male	54	60
23	Revino Abhista	Male	34	47
24	Reyhan Dwi Ardinata	Male	54	60
25	Rihhadatul Aisy Al-Husna	Female	47	60
26	Rivka Hanum Prameysti	Female	54	60
27	Sarah Adila Ningrum	Female	34	47
28	Siti Amalia Nafizah	Female	54	60
29	Sufano	Male	34	40
30	Syahrul Mustofa	Male	47	60
31	Tsania Nur Paadiyah	Female	40	54

32	Yayah Maria Threenabila	Female	54	60
	Total		1488	1800
	Mean		46,5	56,3

Based on Table 1, the control class had 32 students with the lowest pre-test score of 34 and highest of 54, averaging 46.5. The post-test scores ranged from 47 to 60, averaging 56.3, resulting in a gain of 4.1. Data from 32 students in the seventh grade of SMP Negeri 2 Margasari class 7 F were collected for the Experiment Class.

Table 2 Experimental Class

No	Student's name	Sex	Pre-test	Post-test
1	A.Raykhan Z	Male	80	87
2	Aisyah Zavira Putri	Female	67	87
3	Amanda Dwi Santika	Female	54	74
4	Anindya Dwi Saputra	Male	54	67
5	Anugrah Dhio Pratama	Male	67	87
6	Aswik Yetista Zaenah	Female	67	74
7	Ayatul Husna	Female	80	87
8	Azmi Hafizh Maulana	Male	67	80
9	Azzam Ilkham Mukharom	Male	67	87
10	Brama Tino Pratama	Male	54	67
11	Citra Eka Sahara	Female	54	74
12	Dewi Febriyanti	Female	67	87
13	Elsa Kusviana	Female	80	87
14	Herlino Agung Nugroho	Male	67	87

15	Karlin Kartika	Female	67	74
16	Keisha Nuzha Nicezylia	Female	80	87
17	Kinar Qur'aeni Arifin	Female	80	87
18	Marvell Aditia	Male	60	74
19	Muhamad Faiz	Male	60	67
20	Muhammad Ibra Pradipta	Male	67	80
21	Nadhira Raya Felita	Female	67	87
22	Nadia Nurul Qholby	Female	74	80
23	Naola Sabrina	Female	54	74
24	Nico Ardiansyah	Male	80	87
25	Okto Lindanda Pratama	Male	67	80
26	Panji Rafael	Male	67	74
27	Prita Zul Khasanah	Female	67	87
28	Rasito	Male	80	87
29	Risky Indra Pratama	Male	67	80
30	Sahara Junipa Karlina Saputri	Female	60	80
31	Sapta Rama sinta	Female	54	74
32	Syahlevi Aufa Akbar Qaisan	Male	60	80
Total			2136	2571
Mean			66,8	80,3

Based on Table 2, the experimental class had 32 students with the lowest pre-test score of 67 and the highest score of 80, averaging 66.8. After receiving a picture series treatment, the post-test scores ranged from 74 to 87, with an average of 80.3. The experimental class had a gained score of 7.4. The control class, as

shown in Tables 1 and 2, had lower average pre-test and post-test scores compared to the experimental class. The experimental group had a higher total gained score of 7.4 compared to the control group's 4.1, indicating a significant difference between the two. Subsequent tests include normality, homogeneity, and t-tests.

This study aimed to assess the impact of using pictures on students' vocabulary achievement in Seventh Grade at SMP Negeri 2 Margasari. Hypothesis testing was conducted, with the alternative hypothesis stating a significant effect of pictures on vocabulary achievement, while the null hypothesis suggested no significant effect. By comparing the t-test calculation results, it was found that the alternative hypothesis was accepted, indicating a significant difference in vocabulary achievement between students taught through pictures with other methods. The manual calculation showed that the t-value was greater than the tabulated t-value, confirming the rejection of the null hypothesis.

The experimental class had a mean gained score of 7.4, while the control class had a mean gained score of 4.1, indicating a significant difference in vocabulary achievement. The t-test result showed a value of 2.7383, which was higher than the critical value of 1.67155, supporting the hypothesis that teaching vocabulary using pictures was more effective. This suggests that using pictures as a teaching media positively impacted the seven grade-students' achievement at SMP Negeri 2 Margasari.

E. Conclusion

This study used a quasi-experimental methodology to determine if photos as a media are useful in increasing students' vocabulary achievement. According to the statistical calculations presented in

the previous chapter, there was a substantial difference between teaching vocabulary using pictures. The outcome of the mean acquired score from both courses demonstrated that the experiment class outperformed the controlled class. The t-test result of 2,7383 was greater than t_{table} 1,67155 at the significance level of 5%, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. As a result, Picture improved students' vocabulary proficiency in seventh grade at SMP Negeri 2 Margasari.

Acknowledgement

The writers would like to express the deepest gratitude to Dr. Muh. Kadarisman, S.H., M.Si as the Rector of Universitas Peradaban and Mr. Akhmad Nurkholis, S.S., M.Pd the Head of English Education Study Program of Universitas Peradaban.

Bibliography

Annisa, Eka Nur. 2013. *Efektivitas Open Ended Approach untuk Meningkatkan Kreativitas Siswa dalam Memecahkan Masalah Matematika (PTK di SMK Muhammadiyah 1 Sukoharjo Tahun Ajaran 2012/2013)*. Skripsi Studi S-1 FKIP Universitas Muhammadiyah Surakarta. Tidak Diterbitkan

Arief S Sadiman, dkk. (2003). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT Raja Grafindo.

Creswell, John. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: PT Pustaka Pelajar.

Darmiyati Zuchdi. (1995). *Strategi Meningkatkan Kemampuan Membaca Peningkatan Pemahaman Bacaan*. Yogyakarta: FPBS IKIP.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.