

The Effect of Picture Media on Mastery of Vocabulary At Grade VII Student

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Abstract

Picture Series is one of the media images that can be used to support and help vocabulary learning. Vocabulary is very important for everyone to learn especially a students, because if someone has mastery of vocabulary in English then when he/she uses English, he/she will have no difficulties. The aims of this study was to find out whether picture series had a good impact on improving and developing students' mastery of vocabulary or not. In this study, researchers used a quantitative experimental method. Based on the results of the research conducted by the researcher, it was found that picture series had a significant impact on students' mastery of vocabulary.

Keywords: Picture Series, Students, and Mastery of Vocabulary

Abstrak

Picture Series merupakan salah satu media gambar yang dapat digunakan untuk mendukung dan membantu pembelajaran kosakata. Kosakata sangat penting untuk dipelajari oleh setiap orang terutama siswa, karena jika seseorang menguasai kosakata dalam bahasa Inggris maka ketika dia menggunakan bahasa Inggris, dia tidak akan mengalami kesulitan. Tujuan dari penelitian ini adalah untuk mengetahui apakah picture series berdampak baik dalam meningkatkan dan mengembangkan penguasaan kosa kata siswa atau tidak. Dalam penelitian ini, peneliti menggunakan metode eksperimen kuantitatif. Berdasarkan hasil penelitian yang dilakukan oleh peneliti, ditemukan bahwa picture series memiliki pengaruh yang signifikan terhadap penguasaan kosa kata siswa.

Kata Kunci: Gambar Seri, Siswa, dan Penguasaan Kosakata

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INTRODUCTION

English is an international language, which is widely used to communicate between countries. This is also what makes many countries learn English (Hamaguchi et al., 2020b). The importance of English has made many countries include it as a subject in school learning (Zhang et al., 2021). In using English someone must have good mastery of vocabulary, because if someone can be mastery of vocabulary well, then he or she can use English well and haven't problems in communicating or getting information (Sari & Aminatun, 2021).

Vocabulary is the number of word in language.It is also a collection of words that a person knows and uses in speaking and writing (Chairani Annisa et al., 2022). That is vocabulary is a combination of words that are often used by someone to communicate and get information (Marhamah & Mulyadi, 2020). Vocabulary is a very important aspect in learning English, because if students can't master vocabulary properly, the learning objectives of a material can't be achieved, for

that the teacher must make teaching interesting and easy for students to understand, so that they can be mastery of vocabulary (Pratiwi & Ayu, 2020). The mastery of Vocabulary is how one learns a foreign language. If someone can mastery of vocabulary, then it can help someone identify or know a vocabulary that is in the dictionary or guide someone in understanding a foreign language (Boulianne, 2020).

According to Harmer, vocabulary is divided into two : 1. Active vocabulary, Active vocabulary is usually considered productive vocabulary, which is commonly used for writing and speaking (Setiawan & Wiedarti, 2020). But when performing active vocabulary practice is a little more difficult, but this needs to be learned so that when saying a vocabulary word someone can say it correctly and write it with the appropriate structure. 2. Passive vocabulary, Passive vocabulary is usually said to be a vocabulary of receptive vocabulary (Hameleers et al., 2020). This vocabulary is difficult to understand and understand. This vocabular makes it difficult for students to write down or say it, but students will only recognize this passive vocabulary if they meet them in a text (Ambarwati & Mandasari, 2020).

In the use of active vocabulary is easier to use, than passive vocabulary. In fact, student vocabulary mastery is still very low (Julaiha et al., 2022). This is caused by many factors. One of the factors causing the low mastery of student vocabulary is the teacher who is not right in choosing the learning media used in teaching (Siregar et al., 2021). This is what makes students not interested and dislike learning and sometimes make learning objectives not achieved (Uchihara et al., 2019).

Media is a supporting tool used by the teacher to make the teaching-learning process more attractive and good (Stein et al., 2021). Media are Tools or Physical Things used by the teacher to motivate the students by Bringing a slice of real-life into the classroom and by presenting language in its more complete communication complex". In other words, the media has an important role in the teaching-learning process. One of the learning media is a picture media (Hao et al., 2019).

Images are printed or drawn, with the aim of showing someone or something. According to the Longman Dictionary of Temporary English the picture is painting, drawing or photography. Based on the explanation, it can be included that picture is a representation of the two dimensions drawn, printed, photographed, in color with the aim of explaining something (Cerezo et al., 2019).

Pictures are divided into 4 types: 1. Composite Picture, Composite picture is a large single image that shows a scene or activity that someone is doing 2. Picture Series, Picture Series is a sequence of events explained through pictures. 3. Individual Picture, Individual Picture is a depiction of one material or something like an advertisement, a greeting card, etc. 4. Specialized Pictures, Specialized picture is an image that is intended to explain something, but cannot be used in teaching, but in art such as drawing on the wall (Br Simamora & Oktaviani, 2020).

Based on the type of image media above, researchers are more interested in using picture series media (Winarto et al., 2020). The low vocabulary mastery of students and the inaccuracy in choosing learning media, made researchers interested in researching this research with the title "The

Effect Of Picture Media On Mastery Of Vocabulary At Grade VII Student In SMP N 7 Pematangsiantar".

METHOD

In this study, researchers used an experimental quantitative design. Quantitative Research is a research methodology which seeks to quantify the data, and typically, applies some from statistical analysis. The purpose of this method is to determine a cause-and-effect relationship between one variable (independent variable) and another variable (dependent variable), in line with the theory put forward by Shadish William R., Cook Thomas D., Campbell (in Hamaguchi et al., 2020a), "an experiment is a study in which an intervention is deliberately introduced to observe its effects." The Researchers use two groups as samples: the experimental group and the control group (Rasiska, 2022). The experimental group was taught using pictures and the second was the control group taught without using pictures. Research design can be followed:

Table 1. Research design

Group	Pre-test	Treatment	Post-test
Experiment	Yes	Use a Picture Series	Yes
Control	Yes	Use a Ordinary learning media	Yes

In this study, researchers used a population from class VII at SMP N 7 Pematangsiantar, especially class VII-7 where the total student population used was 60 students. To find out the effect of the picture series on vocabulary mastery, the mean to control group and experimental group was compared by using the t-test as follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

To determine the realibility of the test,author uses reliability analysis with formula:

$$r_{11} = \frac{2r_b}{1+r_b}$$

To determine the t-count with Arikunto (2006:311) formula :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2+db^2}{[Na + Nb] - 2}\right) \left(\frac{1}{b} + \frac{1}{Nb}\right)}}$$

RESULT AND DISCUSSION

The data of pre-test and post-test of experimental and control class are available and may be seen from this table.

Table 2. Data Analysis in Experimental Class

No	Student's Name	Pre-Test (d1)	Post-Test (d2)	d1 ²	d2 ²
1	Alfino	40	80	1600	6400
2	Alfrado	50	90	2500	8100
3	Araira	40	80	1600	6400
4	Benjamin	40	70	1600	4900
5	Cerrya	50	80	2500	6400
6	Zufanya	50	80	2500	6400
7	Dea	60	90	3600	8100
8	Adventus	70	90	4900	8100
9	Dewi	60	80	3600	6400
10	Gabe	40	70	1600	4900
11	Julio	30	70	900	4900
12	Gerrard	50	70	2500	4900
13	Agustina	70	80	4900	6400
14	Gresia	40	80	1600	6400
15	Halomoan	30	70	900	4900
16	Jeremi	30	80	900	6400
17	Jesika	40	80	1600	6400
18	Joni	20	80	400	6400
19	Kevin	20	70	400	4900
20	Khaira	30	70	900	4900
21	Margareth	40	90	1600	8100
22	Micela	60	80	3600	6400
23	Muhammad	70	90	4900	8100
24	Naura	50	80	2500	6400
25	Nora	50	90	2500	8100
26	Rafka	40	70	1600	4900
27	Risky	40	80	1600	6400
28	Ridho	30	70	900	4900
29	Tober	30	80	900	6400
30	Yesika	30	80	900	6400
Σ	-	1300	2370	62000	188700

$$\Sigma d_1 = 1300$$

$$\Sigma d_2 = 2370$$

$$\Sigma d_1^2 = 62000$$

$$\Sigma d_2^2 = 188700$$

From these data can be obtained:

Pre-test

$$1. Ma = \frac{\Sigma d}{Na} = 1300/30 = 43,33$$

$$2. da^2 = \Sigma d^2 - \frac{(\Sigma d)^2}{na} = 62000 - \frac{(1300)^2}{30} = 567$$

Post-test

$$1. Ma = \frac{\Sigma d}{Na} = 2370/30 = 79$$

$$2. da^2 = \Sigma d^2 - \frac{(\Sigma d)^2}{na} = 188700 - \frac{(2370)^2}{30} = 1470$$

Table 3. Data Analysis in Control Class

No	Student's Name	Pre-Test (d_1)	Post-Test (d_2)	d_1^2	d_2^2
1	Angel	40	60	1600	3600
2	Anggun	50	80	2500	6400
3	Andriano	40	70	1600	4900
4	Bernard	40	70	1600	4900
5	Bunga	50	80	2500	6400
6	Celshi	50	80	2500	6400
7	Daniel	60	70	3600	4900
8	Devani	70	70	4900	4900
9	Diomitha	60	70	3600	4900
10	Edgar	40	60	1600	3600
11	Firmansyah	50	70	2500	4900
12	Gabriel	50	70	2500	4900
13	Gladys	70	80	4900	6400
14	May	40	60	1600	3600
15	Mika	40	70	1600	4900
16	Petrus	40	60	1600	3600
17	Rendi	40	60	1600	3600
18	Renova	40	70	1600	4900
19	Riko lumbangaol	40	70	1600	4900
20	Riko hutahean	50	60	2500	3600
21	Riska	50	70	2500	4900
22	Risky	50	70	2500	4900
23	Roma	40	60	1600	3600
24	Renault	50	70	2500	4900
25	Samuel	60	70	3600	4900
26	Rafka	50	70	2500	4900
27	Sudiro	40	70	1600	4900
28	Theresia	30	50	900	2500
29	Yenti	30	60	900	3600
30	Rasti	30	60	900	3600
Σ	-	13900	2030	67500	138900

$$\Sigma d_1 = 13900$$

$$\Sigma d_2 = 2030$$

$$\Sigma d_1^2 = 67500$$

$$\Sigma d_2^2 = 138900$$

From the above data can be obtained :

Pre-test

$$1. Ma = \frac{\Sigma d}{Na} = 13900/30 = 46,33$$

$$2. da^2 = \Sigma d^2 - \left(\frac{(\Sigma d)^2}{na} \right) = 67500 - \left(\frac{(13900)^2}{30} \right) = 3097$$

Post -test

$$1. Ma = \frac{\Sigma d}{Na} = 2030 /30 = 67,66$$

$$2. da^2 = \Sigma d^2 - \left(\frac{(\Sigma d)^2}{na} \right) = 138900 - \left(\frac{(2030)^2}{30} \right) = 12516$$

To find out difference between post test of experimental class after treatment with control class, the calculation is as follows :

$$t = t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2+db^2}{[Na + Nb] - 2}\right) \left(\frac{1}{b} + \frac{1}{Nb}\right)}}$$

$$t = \frac{67,66 - 46,33}{\sqrt{\frac{3097 + 12516}{58}}} \left(\frac{1}{30} + \frac{1}{30}\right)$$

$$t = \frac{21,33}{\sqrt{8,0756}}$$

$$t = \frac{21,33}{2,417}$$

$$t = 8,82$$

The researchers found that using Picture Media significantly affect student's vocabulary mastery. This can be seen form some facts below:

1. Mean post - test of experimental group after treatment is 1470, while control group 1537.
2. T - count after treatment is 8,82. T - table at level 0,05 is 2,001717. Thus 8,82 > 2,001717.

Therefore, Ho is accepted, and Ha is rejected.

The purpose of this study was to find out the effect of Picture Media in vocabulary learning. To find out the effect, researchers gave pre-tests with post – test to see if there was effect in experimental class after being treated (Choi et al., 2020). Students who were taught with Picture Media get better grades than students who were taught with conventional learning (Choukas-Bradley et al., 2022). After analyzing the data, researchers found out that Picture Media is effective in vocabulary learning. The weakness when implementing vocabulary learning through Picture Media is happening in creating picture content, while strength when using Picture Media as a learning media is that with picture that have been prepared, students can learn more often without coercion and researchers can see clearly how many students are active in classroom through comments on Picture Media (Park et al., 2021).

CONCLUSION

Picture series is also a tool that can be used by teachers to assist teachers in teaching and help a students to be mastery of vocabulary. Whereas vocabulary is an important component in teaching English in addition to other components such as structure, pronunciation, and intonation. Vocabulary has a very vital role. Jeremy Harmer (1991) analogizes that language is a body, structure is the bones that make up the framework, and vocabulary is the flesh that gives the body shape. This researcher uses an experimental quantitative design pre - test and post - test. In this research, the research, the researchers will take 60 students as a population. The researchers use random sampling with the traditional technique for choosing the sample. After learning vocabulary by using Picture Media for

experimental class and control class One class of 30 students is chosen to be the experimental group, and the other class of 30 students is the control group., it shows that Picture series is effective to be applied in teaching English and affected students' scorers, especially in vocabulary mastery. In learning vocabulary, Picture series helped students to memorize vocabulary more easily. Form the data results, $t\text{-count} > t\text{-table}$ at level = 0,05 ($8,82 > 2,001717$). Therefore H_0 was accepted and H_a was rejected. There is significant influence on the use of Picture series on vocabulary mastery in class VII SMP Negeri 7 Pematangsiantar. The use Picture series can minimize students' difficulties in memorizing vocabulary. In conclusion, using Picture series is effective in learning vocabulary.

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