

**THE EFFECT OF USING PICTURE ON STUDENT VOCABULARIES OF NOUN
ESPECIALLY IN ANIMAL IN THE V CLASS OF SD SWASTA
MUHAMMADIYAH KUTACANE**

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Abstract

This research is aimed to investigate the effect of using picture on student Vocabularies to find out the students' difficulties in vocabulary by using picture. This is an experimented research design which used the descriptive quantitative method in analyzing the data. The data of this research was the Vth grade students of SD Muhammadiyah Kutacane, Kutacane. In the 2022/2023 academic year by using total sampling methods, 50 students were chosen as the sample. The sample was divided into two groups; 25 students as experimental group and 25 students as control group. The experimental group was given treatment by group using picture vocabularies and control group using direct method. The instrument of the research is written test, which used pre-test and post-test. The result of this research showed that $t_{observed}(16.6 > 2.01)$ with $\alpha = 0.05$ and $df = 48$. It means H_a is accepted. Therefore, there were significant effects of using picture vocabularies.

Keywords: Vocabulary, Sd Muhammadiyah Kutacane, Picture

Background Of Research

Teaching a foreign language is an easy task. There are so many problems faced by both the teacher and the students. Hence mastering a foreign language needs an intensive practice, in teaching learning activities, particularly. In teaching language, there are four language skills namely, listening, speaking, reading, and writing. (Allen 2011)

Suprijono (in huda 2014), states: "Picture and picture is a learning strategy that uses pictures as a learning medium. This strategy is like the Non-Example Example, where the pictures given to students must be paired or logically ordered. These pictures are the main tools in the learning process". In learning a teacher is not enough to just convey knowledge. However, it must also be able to create a class atmosphere that is full of attention, so that learning activities will be more effective and achieve optimal goals. Therefore, the teacher must be able to determine the best model to use.

The author chose Muhammadiyah Kutacane Private Elementary School as the object of research because this school has its own uniqueness that makes researchers interested in

conducting research. In addition, knowing that the use of this Picture has been implemented in the institution, but the results have not been optimal, so researchers help teachers to maximize the use of Picture media in students to further improve their ability to master English vocabulary. Through the results of previous class observations.

Through the results of previous classroom observations, the researcher saw that the English learning atmosphere was less attractive. In this case the researcher focuses on the use of Picture media in the learning process in the classroom. Usually, the Picture media used by subject teachers tends to be simpler, for example by referring to the pictures in the Student Worksheet (LKS) which are entirely black and gray in color without any innovation. So that students easily feel bored, less interested, and their learning motivation tends to be low. Perhaps this is also due to factors from the students themselves who think that English is a language that is difficult to learn and scary

Here the researcher focuses on research in class V because the use of Picture media is more suitable for use in higher classes (higher classes). In addition, students prefer things that are visual (pictures) in learning. During the research practice, the researcher chose to use attractive and colorful Picture media, which indirectly depicted the lives of young learners, full of color and joy. Picture media with cheerful colors will greatly assist in smoothing the teaching and learning process of English. Furthermore, using Picture media it is expected to be able to create learning patterns for elementary school age children that are enjoyable. Enjoyable is teaching materials and materials that are chosen to be able to make children happy, enjoy, and want to follow enthusiastically.

Based on previous research (Nurjanah, 2015) with the title regarding the effectiveness of using Picture media in vocabulary learning at MIS Tanring Mata, South Galesong District, Takalar Regency. The purpose of this study (1) To find out what media is used in MIS Tanring Mata (2) To find out the effectiveness of using Picture media in vocabulary learning at MIS Tanring Mata (3) To find out what supports and hinders the use of Picture media in vocabulary learning at MIS Tanring Mata. To obtain this data, researchers used several instruments, namely by using observation and interview guidelines Furthermore, the data obtained is then processed and analyzed using qualitative descriptive analysis. The results showed that the application of the effectiveness of using Picture media in vocabulary learning at MIS Tanring Mata, Galesong Selatan District, Takalar Regency. This can be done because all elements in the MIS Tanring Mata sub-district, South Galesong District, Takalar Regency consciously and integratedly applying Picture media in vocabulary learning at MIS Tanring Mata, South Galesong District, Takalar Regency, both teachers and students themselves.

Theoretical Framework

To make an understanding of this study, this chapter presents a theory on the topic, and will be presented here. The points to be shown are theories about the nature of Using Pictures, and Vocabulary. All of this will be presented briefly and will create an understanding of the topics and variables.

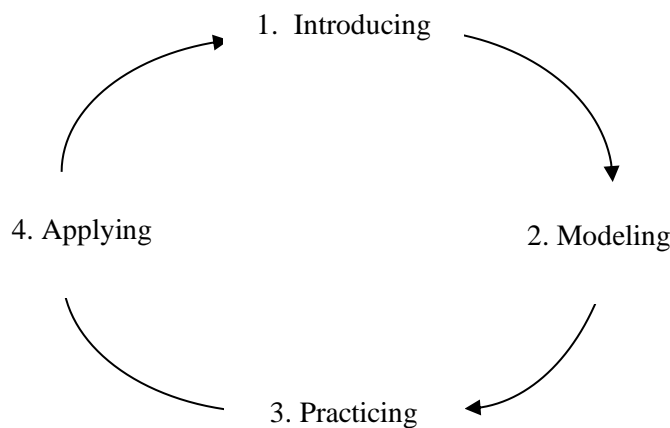
Vocabularies

According to Richards (2012:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2010:11) say that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (2011: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards, and Schmidt (2012: 580) state that vocabulary is a set of lexemes, including single words, compound words, and idioms.

Learning English Vocabulary

In simple terms, learning vocabulary can be done in four stages, namely:



Vocabulary Learning

1. Introducing: The teacher introduces new words with clear and correct speech, using real pictures or objects.
2. Modeling: The teacher gives an example by acting as a model.
3. Practicing: The teacher trains students to imitate and practice.
4. Applying: Students apply in appropriate situations with the help of the teacher

Learning vocabulary for lower classes (lower classes) is mostly provided using the listen and repeat technique or listen and point to.... Meanwhile, upper classes (grades 5 and 6) can be more varied, for example by:

- a. Provide a simple definition.
- b. Provide a word equivalent or opposite.
- c. Give a few examples.
- d. Draw or illustrate.
- e. Give meaning in the first language or translate

Example Vocabulary

No.	Kosakata	Artinya
1	Camel	Unta
2	Canary	Burungkenari
3	Cat	Kucing

4	Cattle	Sapiperah
5	Chicken	Ayam
6	Cow	Sapi
7	Dog	Anjing
8	Donkey	Keledai
9	Dove	Burungmerpati
10	Duck	Bebek

Using Picture

Among learning media, pictures are the most used media. It is a common language, which can be understood and enjoyed everywhere. Therefore, the Chinese saying that a picture speaks more than a thousand words.

The meaning of a Picture is a scratch / notch / symbol to just provide an explanation. Picture media is a vehicle for delivering messages that uses Pictures as a tool. This Picture is an effective visual tool because it can be visualized something that will be explained concretely and realistically. The information conveyed can be understood easily because the results shown are closer to the reality shown to the children. And the results received by the children will be the same. This Picture can transcend time and space. Something that happened at another place can be seen by other people from the scene after it happened or has passed (Jhonson, 2010)

Use of Picture Media in Learning English Vocabulary

In the teaching and learning process, the presence of the media has quite an important meaning. Because in this activity the unclear material presented can be helped by presenting the media as an intermediary. Media can represent what the teacher is unable to say through certain words or sentences. The abstractness of materials can also be made concrete by the presence of the media. Thus, students digest material more easily than without the help of media.

The use of media in the learning process as a tool to achieve educational goals can raise problems. if an educator does not consider the following: (1) The selected media must be in line with predetermined learning, (2) The use of media in this learning requires time, effort, and cost in its use (Sadiman, 2012)

Three things that need to be considered in making using Pictures are:

- a) The size must be adequate and large enough and clearly visible to students throughout the class.
- b) Pictures must be able to convey the message clearly, not be confused, or portray something confusing.
- c) How to use it must be right.

The use of flash cards in English class activities can help teachers to:

- a) Introducing and strengthening the singular and plural concepts.
- b) Introducing and strengthening numbers.
- c) Introduce and strengthen the concepts of a few and a lot of.

- d) Attract students' attention with attractive pictures (enhancement of vocabulary and colors).
- e) Provide variety in the teaching and learning process.

Research Design

This research will conduction to use quantitative research. base on Muijs (2004), quantitative research explains phenomena by collecting numerical data analyze using mathematically base methods (especially statistics. In conduction experimental research, samples will divide into two groups, namely the experimental group and the control group. While the one group control group taught by the lecture method can be seen in the table below:

Research design

Group	Pre-test	Treatment	Post-test
Experiment	E0	Using picture	E1
Control	K0	Lecturing Method	K1

Where:

VA = Control Group

VB = Experiment Group

Population and sample

The population of this research will the five-Grade students in 2021/2022 academic years. They were two parallel classes, VA, and VB. By using total sampling 50 students, all classes will as the sample. Classes VA which consists of 25 students chose the control group and 25 students in VB as the experimental.

Instruments of Collecting Data

A test will use as instruments in collecting data. The data of this study will collect by giving tests, pre-tests, and post-tests. Pre-test and post-test were given to the experiment and control group the test will take from book. Students were asking to answer the question.

Pre-test

The pre-test will conduct to find out the students' vocabulary mastery before having a treatment. The experimental will give pre-test. The pre-test would be useful to know the mean score of experimental.

Treatment

Treatments will give to the students after the pre-test administration. The experimental group is taught by applying using picture.

Meeting	Control Group	Experimental Group
1 (First)	Teacher greets the students to start the learning process in the class. Teacher gives the pre-test to the students. Teacher collects the students answer sheet. Teacher calculates the score of the test.	Teacher greets the students to start the learning process in the class. Teacher gives the pre-test to the students. Teacher collects the students answer sheet. Teacher calculates the score of the test

<p>2 (second)</p>	<p>Opening</p> <ol style="list-style-type: none"> 1. The teacher gives greetings (greeting) 2. The teacher checks the attendance of students 3. The teacher prepares students psychologically and physically to follow the learning process 4. The teacher gives students learning motivation contextually according to the benefits and application of teaching material in daily life, by providing examples, local, national, and international comparisons 5. The teacher proposes about the relationship between prior knowledge and the material to be study 6. The teacher explains the learning objectives or basic competencies to be achieved 7. The teacher conveys the material scope and description of activities according to the syllabus. <p>Main Activities</p> <p>Observe</p> <ol style="list-style-type: none"> 1. Students observe signs and warnings and discuss their meaning (Activity 1). 2. Students observe teacher explanations regarding signs and warning. 	<p>Opening</p> <ol style="list-style-type: none"> 1. The teacher asks the students about the topic. 2. The teacher invites the students to memorize vocabulary before. <p>Main activities</p> <ol style="list-style-type: none"> 1. The teacher divides students into groups with each student in the group having members 3 -5. 2. The teacher gives the pictures to each group as a means for students find references to solve problems. <p>Closing</p> <ol style="list-style-type: none"> 1. Students and teachers reflect on learning activities and their benefits. 2. Students and teachers provide feedback on the learning process and results. 3. Students pay attention to information about planned learning activities for the next meeting. 4. Students and teachers say goodbye.
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	<ol style="list-style-type: none"> 3. Students in pairs discuss question related to signs and warnings (activity 2). 4. Students in pairs go around the school looking for texts about signs and warnings. <p>Closing</p> <ol style="list-style-type: none"> 1. Students and teachers reflect on learning activities and their benefits. 2. Students and teachers provide feedback on the learning process and results. 3. Students pay attention to information about planned learning activities for the next meeting. 4. Students and teachers say goodbye. 	
3 (Third)	<ol style="list-style-type: none"> 1. The teacher gives direction related to the post-test. 2. The teacher gives the post-test. 3. The teacher collects the students answer sheets. 4. The teacher calculates the scores. 	<ol style="list-style-type: none"> 1. The teacher gives direction related to the post-test. 2. The teacher gives the post-test. 3. The teacher collects the students answer sheets. 4. The teacher calculates the scores.

Post-test

Post-test would be given to the students after having a treatment. The researcher gave the same test in the pre-test and post-test. The post-test was the final test in this research, especially in measuring the treatment whether it was significant or not, it meant to know whether the treatment gave the effect or not on the students' achievement in vocabulary.

The Technique of Analyzing the Data

In analyzing the data, the to analyze the date will apply to analyze the data. The quantitative data will find by computing the score of the students' score, the step is:

Identifying the students' answer.

$$SCORE = \frac{\text{Total of true answer}}{\text{total of the question}} \times 100\%$$

Scoring the students answer for the value of the test.

Listing the score into tables, first for the experimental group scores and second for the control group scores. Calculating the total score pre-test and post-test in the experimental group and control group.

Finding the mean of the score of pre-test and post-test in the experimental group (X) and control group (Y) by using the formula:

Mean of variable X by using the formulat:

$$M_{x=\frac{\sum fx}{N}}$$

Mean of variable Y:

$$M_{y=\frac{\sum fy}{N}}$$

Finding the standard deviation of variable X and Y.

The standard deviation of variable X

$$SD_x = \sqrt{\frac{\sum X_2}{N}}$$

The standard deviation of variable Y

$$SD_y = \sqrt{\frac{\sum Y_2}{N}}$$

Standard error mean variable 1

$$SD\ m1\ or\ SD\ m1 = \frac{sd1}{\sqrt{N2 - 1}}$$

Standar error mean variable 2

$$SD\ m1\ or\ SD\ m1 = \frac{sd1}{\sqrt{N2 - 1}}$$

Testing hypothesis by applying test.

$$t_0 = \frac{M1 - M2}{SE_{M1-M2}}$$

Notes:

M_x = Mean for variable 1 or X

M_y = Mean for variable 2 or Y

$\sum f_x$ = Total multiplication of frequency and students score

$\sum f_y$ = Total multiplication of frequency and students score

n = Number of cases

SD_x = standard deviation for variable X

SD_y = Standard deviation for variable Y

$\sum f_{x2}$ = the square of total multiplication of frequency and students score.

Giving the interpretation to “ t_0 ” using the formula:

$$Df = (N1 + N2) - 2$$

Df = Degree of freedom

N = Number of cases use to know whether the experimental group gets the result significantly after applying the technique.

Keterangan:

A = Jika siswamemperolehnilai 90-100

B = Jika siswamemperolehnilai 80-89

C = Jika siswamemperolehnilai 65-79

D = Jika siswamemperolehnilai < 64

Research findings

Based on the calculation, it was t_0 found that the result was higher than t_{table} ($16.6 > 2.01$). it shows that the alternative hypothesis was accepted and it means that using of the effect of using picture on student vocabularies of noun especially in animal. it was proved from the data shows the score of experimental groups was higher than control group. The result of students' scores who were taught by applying using picture was higher than those who ware thought without using picture more effective, interactive, and easier to the students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis above, the researcher found that there was a significant effect of using picture, found that the $t_{obsrved} > t_{table}$ Or **16,6 > 2.01**. the result of students scores who were taught by applying picture vocabularies was higher than those who were taught without using picture become more effective, interactive, and easier to the students.

Suggestion

Related to the conclusion above, some suggestion was put forward as following:

1. The English teacher can use this strategy to applying in learning vocabulary process for the students at the same level when learning English in the class
2. The teachers must know how to stimulate students' curiosity and must be able to present the lesson so that it was more interesting and relevant for the students. One of the strategies that can use in numbered head together.
3. It is a suggestion to other researcher uses this finding source of the research.

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