

The Effect of Teaching Vocabulary Using Pictures on the Second Grade Students' Vocabulary Mastery.

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ABSTRACT

The objectives of this research are to know the significant at students 'on teaching Vocabulary using traditional way and using picture way in mastery vocabulary. The research employed experimental and control group, which consisted of 48 students Mts Al-Husainy. The students were put into two groups; twenty four students were put into the experimental groups and another twenty four students were put into control groups. The instrument was test items, administered to the both groups. The data was analyzed with mean score and t-test formula. The result of this research showed that the better of the students taught of vocabulary by using picture (experimental groups) was better in the post –test showed that out of 24 students and the achievement of the students of control group was at fair standard 24 students classified. This revealed both of two groups. There are progress, see on the table = 46 students, the score of better is 337.31 by means the score t_o is high than t_t . The score of test (t_o) shows that t-test (t_0) > content (tt) (337, 31 > 2.021). It means that the students who taught by media on students' vocabulary in experimental group is better that students taught without using media.

Key Words: Teaching Vocabulary, picture for mastery vocabulary

Vocabulary is the first element to the English learners should study in order to master English well, moreover the other English components and skills. The aim of the vocabulary mastery is to make the students have a good language capacity in the language skills.

Media or teaching aids are needed to help the students in learning process of the materials. (Alvermann, (2007) Said that media or picture are something that carry out the information .Picture it is also used to excite curiosity of the language learners about the target language right from the beginning. Learning and teaching English as a foreign language is a complicated work. Language is a part of culture that is used for communication in society, so that we should have maybe or sufficient vocabularies to cover the important function of the language.

Aprilia, K. (2006) said that teaching vocabulary using picture makes the students' enthusiast, easy to understand, high spirit and enthusiast during the learning process, means that the students easy to catch the words based on the picture.

The problem of the statement is there any significant on students' vocabulary mastery taught with traditional way and conventional way on second grade at MTS AL-Husainy Bima 2017/2018 academic year. The purpose is to know the significant on students' vocabulary mastery taught using traditional way and using pictures on second grade at MTS AL-HusainyBima 2017/2018 academic year.

Method

In this study, the research applied quasi - experiment research design. It was chosen in order to analyze and investigated the influence of teaching vocabulary using picture on students to mastery the vocabulary from the picture. Besides, the researcher used these kinds of pictures because all classes in Mts Al Husainy have their own fixed schedules, and the researcher was not allowed to make some new classes.

Therefore, the population of this study was all the second grade students of Mts Al Husainy . In this case, the researcher took two classes as the sample. They were second grade of A class that consisted of 23 students and B class that consisted of 23 students. Then they were divided into two groups, conventional group and traditional group. Class B as the dependent group taught using pictures technique, and class A as the independent group taught without using pictures. In order to collect the data of conventional group and traditional group, the researcher conducted 4 meetings. Each meeting took 2 x 45 minutes. It was conducted in both groups.

The first procedure the researcher gives the pre-test both of two class namely 20 question of multiple choice. , the researcher gave the treatments to both groups in the same material in the dependent group and independent group.

In the second meeting, the researcher gave the technique to both groups. In this case, they were given the same material but dependent class give treatment and the independent group without treatment with different time.

The last, the researcher gives post-test 20 questions of multiple choices to know whether

there is different result after giving treatment. In Mts AL-Husainy Bima is chosen as an area to conduct the research.

The researcher analyzes data both of two groups to find of differences score by using statistic with t-test:

$$T_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Explanation:

M_1 : Mean of the differences of conventional

M_2 : Mean of the differences of traditional

SE_{M_1} : Standard error of conventional class

SE_{M_2} : Standard error of traditional class

X : Independent class

Y : Dependent class

Result

The problem of this research was there is a significant difference between students taught using picture and students taught without picture in mastery the vocabulary. The researcher decides two hypotheses. The alternative hypothesis is there is a difference score between students taught using picture technique and without picture technique. The null hypothesis is there is no significant difference score between students taught using picture technique and without picture technique.

In experimental class we can see that all students make a progress in their vocabulary mastery. To be more specific, there is only one who has great progress. He gained 40 score. It means that, there is an only 8 % student who is successfully reaching the high score. Besides, there are 21 students out of 24 students who make wonderful progress that is 35 point of three students. It means that there are 21 % students get wonderfully progress from three students. In addition there are three students or 3% students who make a little progress. It can be conclude that is better in Teaching Vocabulary using picture.

In control class we can see that all students make a progress in their vocabulary mastery. To be more specific, there is only one who has a great progress. He gained 25 score. It means that, there is an only 5 % student who is successfully reaching the high score. Besides, there are 21 students out of 24 students who make wonderful progress that is 20 point of three students. It means that there are 12 % students get wonderfully progress from three students. In

addition there are three students or 3% students who make a little progress. It means that teaching vocabulary using picture better than teaching vocabulary without using picture.

Based on the score in table below the experimental is better using picture to mastery vocabulary. The data show on table 4.1 and 4.2 bellow:

Table 4.1 Experimental Class

categories	X	Y
Mean	19.16	10.70
Standard of deviation	0.15	0.09
Standard error	0.03	0.02

Table 4.2 Control Class

categories	score
Standard error of different mean of X and Y	0.03
to	337.31
Degree freedom	46

The score df 46 at the degrees of significance 5% is 2.021 or t table is 337.31

DISCUSSION

There are some factor teaching vocabularies using picture in the conventional method to mastery vocabulary. First, it helped the students easy to memorize, understanding and solve the learning styles to students' the vocabulary from the picture. Through picture too, the students are putting in their mind what are they notice. Picture is something that brings information and knowledge in interaction between teacher and students.

The second give the students spirit and enthusiast during the learning process, means that the students easy to catch the words based on the picture.

The last, using picture technique makes the students have the interest to learn the vocabulary. It is related to the fact that they are not forcing the same activity as the independent method. In this case, they not only know the picture, but also the vocabulary based on the picture. It makes students curious to know more from the picture.

Teaching using picture to mastery the vocabularies the students get much vocabulary, knowledge and do activities better during in learning process .So, they get better result in learning English by using treatment than without using treatment.

The score count indicates that the value of $t_0 = 337.31$ score .The 46 significance value 5% 2.021. Score shows in $(t_0) > t\text{-table} (tt)$ ($337.31 > 2.021$). So the score is high in the value 337.31 that $t\text{-table}$, t_0 score in the table is higher than t table score obtain from the result. So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

On the other hand, the researcher also found the result teaching vocabulary using picture in convention class in mastery the vocabulary is better than teaching vocabulary with traditional in vocabulary mastery on the pre-test and post-test.

Conclusion and suggestion

Based on the data analysis shows that the uses of picture teaching vocabulary makes students' better interest to learn vocabulary using picture because they are easy to understand and interest in learning process and easy to catch the vocabulary through picture.

According to the data of $t_0 = 337.31$ score df with 46 students' means 5% is 2.021. Ration t_0 compare of means significance, researcher means t_0 is better t table. Score show $(t_0) > t\text{-table}$ (tt) $(337, 31 > 2.021)$. Based on the result H_a is accepted because t_0 is higher than t-table and H_0 is rejected

Teaching vocabulary using picture to mastery vocabulary make students better in learning than traditional method.

Suggestion

> .For the teacher gives much knowledge and more creative in teaching English vocabulary by using picture. Related to the success of this technique used in this study, the researcher suggests the English teacher using this technique to help the students to mastery the vocabulary in learning the vocab. In this case, the teacher could apply it in another subject and level. The next, the researchers want to conduct the same study and the researcher suggests apply this method in another grade and level of education. In addition, it could also be apply in different kinds of variables.

>.For the researcher hopes this research could support the further research and might be used as consideration for teaching and learning process in the future. The researcher hopefully this research could be giving positive contribution to do further research.

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