

THE EFFECT OF PICTURE CARD ON ISLAMIC JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY LEARNING

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Abstract

It is said that one of language sources is sources. The point of this research is to see the understudies' capacity in dominating English vocabulary utilizing picture cards. This examination utilized quasi-experimental. The understudies who are sitting in the experimental class was encouraged utilizing picture cards while the individuals who was sitting in the control class was educated traditionally. The example was 40 understudies who were placed in those two classes (20 understudies were in experimental class and the other 20 understudies were in the controlled class). This examination followed three stages: pre-test, treatment, and post-test. The information were gathered through the test and the gathered information were broke down utilizing t-test equation with the assistance of SPSS. The discoveries of the examination indicated that the mean scores of the experimental group and the controlled group were unique. In light of the information examination, the critical section estimation of t-test was $0.003 < 0.05$, it showed that the consequence of t-test investigation was huge or significant. In addition, the findings simply lead to making students more excited and involved in the learning process. This also provided evidence for this study using the Picture Card technique, so that the teacher could select the right technique to achieve the goal of teaching vocabulary, in particular, in the teaching of vocabulary. The result of this study showed that picture cards could give good effects on the students' vocabulary learning. Then, the researcher concluded that the picture cards could be used as an alternative teaching medium to push the students' vocabulary learning in the seventh grade of junior high school.

Key Words : Picture Card, Vocabulary

INTRODUCTION

The fundamental step in learning a foreign language is learning vocabulary (Basoglu and Akdemir, 2010). In response to the importance of vocabulary (Moeller and Ketsman, 2009) says that vocabulary teaching and learning is central to theory and practice of ELT. Without having adequate vocabulary, the students will get difficulty to learn English. Vocabulary should therefore be

the first priority in teaching English (ELT) through learning vocabulary, learners can easily generate so many phrases in spoken or written form. They may also interact fluently with other individuals and conveniently share their thoughts or ideas.

Teaching vocabulary for young learners is not easy, because young learners have a characteristic that is short attention. Teachers should deliver the meaning of English vocabulary by translating it into Indonesian language accurately. It becomes difficult challenge to teachers because English is a second language for native Indonesian. They are more interested in pictures, real object and so on. Suyanto (2008;47), "In general children study words or vocabulary faster if they are supported by media, for instance pictures or real object". Students are easier to understand or memorize the English word if picture is real or can be seen. They do not need to imagine it, using media as representative of the object is very helpful. Based on this statement, teachers should find and use teaching media to attract the students' interest in the teaching and learning vocabularies.

Several researchers have conducted the research about learning vocabulary and card as a media. "The Effectiveness of Picture: An Epirical Evidence in Vocabulary Mastery" (Maritha and Dakhi, 2017) The researcher discovered positive results of using pictures to teach English vocabulary, which are: the picture media could enhance the motivation of students, the picture media could attract attention from students and their using CAR method in Elementary School. Then "The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students' Vocabulary Mastery" (Asyiah, 2017) the research findings vocabulary instruction and vocabulary learning have been shown to be most effective in developing students' cognitive abilities, she using Experimental method in Junior High School. From the research findings above the researcher get a gap the right technique, such as the media, is one of the teaching methods that can inspire learners to learn English especially in vocabulary learning, so the researcher decided to conduct the research using picture card as a media in vocabulary learning at Islamic Junior High School in fact the students of Islamic school familiar with Arabic language and local language for daily communication.

From the teachers' information in the school, we can say that the students have difficulties to memorize the vocabulary and grasp their meanings. By then, the teacher can stimulate the students in teaching English vocabulary using picture cards. So here the researcher used a kind of

card (picture cards) that can be played by the students and the teacher can more easily deliver the content, especially in vocabulary teaching.

Departing from the description above and as an attempt to fill the gap, the present analysis is done to solve the following research question: "Do the students who are taught by picture card achieve better score on their vocabulary learning than the students who are not?"

METHOD

In this research, the researcher attempts to identify whether the use of picture card teaching technique to student vocabulary mastery at Islamic Junior High School. Following this idea the researcher decided to use experimental design. In this case, the researcher has limited group and cannot do assignment to the subject randomly to be researched, so the researcher decided to use quasi-experiments

The researcher used the experimental study with the specific quasi-experiments. She decided to use the picture card teaching technique for students' vocabulary learning in the seventh grade of junior high school. Quasi-experiments are used when a researcher has a limited group and cannot do assignment to the subject randomly. In order to know the effect of giving another media as the treatment the writer has a comparative class. Experiment refers to the efforts to obtain the data found from both experimental and control groups.

Respondents

The school chosen is one of well-known private schools in Malang. The subjects of this research were the students of the seventh grade of private junior high school. There are 8 classes consisting less than 30 students in each class. This means that the number of the population is about 215 students. The researcher looked for the effect of picture card as a media in learning English. The researcher only used two classes for sampling in eight classes of seventh grade from the English teacher recommendation. Those classes are nearly similiar in number and character, they are very poor in vocabualry and not curious to study well. Both classes are very obdient in working the tasks and discipline of doing the intructions from the teacher. The examples utilized in this exploration were 40 understudies (20 understudies in experimental class and the other 20 understudies in controll class).

Instruments

Two sorts of written tests: Pre-test and post-test were utilized to gather the information for this exploration. The pre-test was specified earlier the treatment while the post-test was given afterward

the treatment. These two kinds of tests were very important to know how well the students learn vocabularies through picture cards. The test form uses an objective or multiple-choice test consisting of 25 questions. On the other hand, IBM SPSS Statistics 20 was used to assess the validity and reliability of the test.

1. Validity

As per Charles et al (1995), legitimacy is "the degree to which a test measure what it is planned to quantify, it identifies with the utilizations made of the grade and the manners by which grades are deciphered and is thusly consistently relative with test reason". It means that the test is said to be accurate if it measures exactly what is supposed to be calculated.

In order to assess the validity of the test consisting of 25 multiple-choices, the SPSS 20 software was used. Therefore, 15 items of multiple choice has been valid in pre-test and 10 items of multiple choice has been valid in post-test.

2. Reliability

Wren (2005) stated that reliability is the degree to which as assessing tool produces stable and consistent result. Then we can conclude that the test reliability is very important in conducting research. As stated above the researcher used the SPSS 20 software to know the reliability of the test. From 15 items has been valid in pre-test, the researcher got significance 0.707 , and 10 items has been valid in post-test the researcher got significance 0.850. It means the instrument is reliable because $r\text{-test} > r\text{-table}$ (0.312).

Procedure

In gaining the data, the research design of this study, the process of data collection generally done in this study were categorized into 3 steps or phases. Those were documentation, pre-testing and post-testing. Documentation refers to archival data that allows the researcher to obtain the required data. The researcher uses a document relevant to the research object, such as a list of student names. It will assist the analyst with doing the exploration. Pre Test, the pre-test is a progression of inquiries and activities used to survey the accomplishment or expertise of the understudy or group. This methodology is utilized to gather pre-test score information in the two classes, the experimental class and the control one. There were 25 components utilized in the pre-test which were written in multiple choices. The understudies had an hour (60 minutes) to step through the test. Post-Test, present test was specified on both the experimental and control group after treatment. The scientists has utilized the goal as different options, wherein every thing gave

four decisions. At that point, the quantity of the test things is just 30. Furthermore, the post test was additionally developed in a target test which must be done in an hour.

Data Analysis

To find out whether or not using picture card media is effective in vocabulary learning. The researcher uses IBM SPSS_v20 statistic application for analyzing score test. By using this application, the researcher knows the mean, standard deviation, standard error deviation, after comparing the data score test the researcher will know about the pair of correlation sample from test. About to happen next are the means utilized by the analyst in examining the information:

1. The researcher gathered information from both the pre-test and the post-test scores.
2. The researcher listed the scores from the experimental and controll groups pre-test and post-test
3. The researcher deciphered the discoveries by estimating the pre-test and post-test scores of the two classes.

To put it plainly, SPSS program was utilized to decide if the information investigation was precise or not. Then again, the t-test was utilized to ascertain the understudies' score proportion from their pre-test and post-test. To know significant impact between understudies who are educated as a vocabulary media through an picture card and without an picture card.

RESULTS AND DISCUSSION

The test result of was used for testing the hypothesis. These data were presented as follow:

The Result of Documentation

The documentation was used to get data about the number and names of the respondents. The data were gained on 22 June 2020. The absolute sample was 40 understudies of the 7th grade of private middle school in Malang.

The Result of Pre-test

The Pre-test Score of Experiment Group and Controlled Group

Statistics

		pretest_control	pretest_eksperimen
N	Valid	20	20
	Missing	0	0
Mean		76,40	75,20
Median		80,00	76,00

Std. Deviation	12,305	10,670
Minimum	40	52
Maximum	96	92
Sum	1528	1504

Table above shows that the maximum pre-test score in the experimental group is 92 and the minimum is 52. Then again, the maximum pre-test score in the control group is 96 and the minimum is 40. At that point, the mean of experimental group is 75.20 and the median is 76. The mean controlled group is 76.40 and the median is 80.00

The result of Post-test

The Post-test Score of Experiment Group and Controlled Group

Statistics			
		post_test_control	post_test_eksperimen
N	Valid	20	20
	Missing	0	0
Mean		78,20	86,60
Median		80,00	88,00
Std. Deviation		8,655	8,133
Minimum		60	72
Maximum		96	100
Sum		1564	1732

The table above shows that the maximum post-test score in th experimental group is 100 and the minimum is 72. Then again, the maximum post-test score in the control group is 96 and the minimum is 60. Also , the mean of experimental grup is 86.60 and the mdian is 88. Then, the mean controlled group score is 78.20 and the median is 80.00.

From the table above, it very well may be inferred that the understudies' capacity of experimental group to learn vocabulary has been improved by the utilization of the picture card as a type of media. To know the significance or centrality of the improvement, the t-test is applied and revealed in the data analysis.

The Data Analysis

The researcher had to analyze the data normality before analyzing the hypothesis. This analysis is used to determine whether or not the data collected in the research was usually been distributed. If it is normally distributed, the distribution is also normal and can be representative of the population. Then, the data were analyzed using IBM SPSS Statistics 20.

Normality Pre-test and Post-test

Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre-test Eksperiment (Picture Card)	,132	20	,200*	,966	20	,661
	Post-test Eksperiment (Picture Card)	,141	20	,200*	,959	20	,528
	Pre-test Control (Konvensional)	,165	20	,157	,906	20	,054
	Post-test Control (Konvensional)	,132	20	,200*	,976	20	,872

*. This is a lower bound of the genuine significance.

a. Lilliefors Significance Correction

From the statistical calculation output, it can be concluded that the result for all data The significant value of the Kolmogorov-Smirnov or Shapiro-Wilk test is greater than 0.05. This indicates that the study data was a normal distribution.

Homogeneity Pre-test and Post-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,001	1	38	,979
	Based on Median	,000	1	38	1,000

Based on Median and with adjusted df	,000	1	36,751	1,000
Based on trimmed mean	,001	1	38	,977

From the results of the statistical measurement, it can be seen that the mean sig.value was 0.979, which is greater than 0.05. It can therefore be inferred that the pre-and post-testing variance of the experimental group and control group was homogeneous.

Paired Samples Test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
pre- Pair 1	test_eksperimen - post-test_eskperimen	-11,400	10,323	2,308	-16,231	-6,569	-4,939	19	,000
Pair 2	pre-test_control - post-test_control	-1,800	10,739	2,401	-6,826	3,226	-,750	19	,463

From the yield of Pair 1 of the statistical calculation, it tends to be demonstrated that the result of the Significant Value (2tailed) was 0.00, which is under 0.05. This shows that there is a critical distinction or significance difference between the mean of the pre-test and post-test scores of the experimental group.

It very well may be seen from the yield of Pair 2 of the statistical calculation that the result of the Significant Value (2tailed) was 0.463 which is higher than 0.05. This implies that there is no critical distinction or significance difference between the pre-test and post-test mean of the control group scores.

In light of the conversation above, it tends to be inferred that there is an effect on understudy learning results in vocabulary learning by utilizing the picture card as a kind of media.

Statistical Hypothesis Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- taile d)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,001	,979	3,163	38	,003	8,400	2,656	3,024	13,776
	Equal variances not assumed			3,163	37,854	,003	8,400	2,656	3,023	13,777

From the table above, it tends to be seen that the estimation of t_0 or t-test is 3.163 and the level of opportunity is 38. The estimation of 5% or t-table of the estimation of df 38 with an estimation of 0.05 is 2.02.

The testing of Hypothesis

The research has been conducted to know whether the use of a picture card as a media has any effects on improving Vocabulary Learning at the Seventh Grade of Junior High School. In order to answer the above question, Research Hypothesis is proposed as follows: Students who are taught with a picture card receive a better score on their vocabulary learning than students who are not. To demonstrate the theory, the information got from the experimental group and the controlled group are resolved utilizing the accompanying presumption of the test recipe:

In the event that if $t\text{-test } (t_0) > t\text{-table } (tt)$ is in a significance level of 0.05, the examination theory is acknowledged. This implies that the mean of the xperimental group is higher than the

controlled group. So the picture card as a media is powerful in learning the vocabulary of understudies.

As indicated by the table over, the estimation of t_0 is 3.163, and the degree of freedom is 38, with a 5% level of significance. In light of the significance, it very well may be seen that on $df = 38$, 5% of the estimation of $t_{Table} 2.02$ by looking at the aftereffects of t_{Table} and t_0 , $5\% t_0 < t_{Table} = 3.163 > 2.02$ According to these discoveries, it tends to be presumed that the exploration theory is acknowledged.

In this investigation the writer found that in teaching utilizing a 7th grade picture card, it was discovered that the mean test experimental group score was 86.60, while the mean control group score was 78.20 then again, it was discovered that the aftereffect of t -score 3.163 was more noteworthy than the consequence of t -table 2.02 at a degree of significant 5%. This demonstrates that the aftereffects of the t -test statistical calculation of the exploration indicated that there was a huge contrast in the understudies' accomplishment of English vocabulary between the xperimental group and the control one. For this situation, the understudies who were encouraged utilizing the picture card improved accomplishment on vocabulary than the individuals who were educated by regular strategy, it tends to be surmised too that utilizing picture card is more compelling in going about as a scaffold for the understudies learning English vocabulary than the ordinary technique. It demonstrated that the elective speculation of this exploration is acknowledged.

The research findings showed that using picture card as a media is effective to teaching English vocabulary. This means, this research has a line with Maritha and Dakhi, 2017 and Asyiah, 2017 who did same variable to find the effectiveness of teaching English vocabulary by media. Using picture card as a media in teaching in learning process can give positive effects to the students' performance and achievement particularly in teach vocabulary. Picture card as a media can motivate and improve the students' ability in vocabulary learning.

It could be inferred from the above explanation of the mean post-test score in the experimental group which given treatment using picture card had higher score than the controlled group was using conventional method while vocabulary learning. So there was a significant effect in improving vocabulary learning with using picture card as a media at the seventh grade junior high school.

CONCLUSION AND SUGGESTION

The picture card is one of the alternate media that teachers can use to teach their students vocabulary by learning the text of the procedure. The picture card enables students to visualize studying their material in order to share their understanding of vocabulary with each other in order to have an understanding of the text.

According to the statistical calculation of the research findings, the use of a picture card was effective for students to learn vocabulary with the text procedure, in light of the distinctions in the normal post-test score between the experimental with an picture card as a type of media and the control class without a picture card as a type of media.

In view of the information found in this examination, it very well may be demonstrated that post-test understudies scores in the experimental class, with a mean score of 86.60, which learns vocabulary through an picture card, is higher than the understudies' scores in the control class, with a mean score of 78.20 utilizing an picture card. It is demonstrated that understudies who have learned vocabulary with an picture card have a preferred score over that of the understudies who have learned vocabulary without utilizing an picture card as a media. The significant column value of t-test was 0.003 that is mean less than 0,05. In conclusion Hypothesis accepted, so there is any effectiveness of students vocabulary learning with using picture card as a media.

Based on these findings, this study presents several recommendations. First, the teacher must have function as motivator and facilitator, should prepare much time to correct the students error and the English teacher should increase quality of teaching, let the students participate actively and creatively in learning, let then improve the mistake by themselves.

Second, the students must participate actively and creatively in learning process, the students must have enough vocabulary and prepare much time to practice and the students should not be afraid to make mistakes either in pronunciation, choice of word, expresses whatever in mind, the most important thing to practicing, and remember the mistakes in beginning of success

Another suggestion For the next researcher fortunately, there will be an improvement for the next research. The researcher hopes that other researchers will use it as a guide to conduct their research in the same media. There is a real possibility that there is another more effective way to teach vocabulary mastery.

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