

THE EFFECT OF USING PICTURES ON STUDENTS' ACHIEVEMENT IN ENGLISH LANGUAGE VOCABULARY AT MUHAMMADIYAH UNIVERSITY OF BONE

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ABSTRACT

English is now a subject studied at primary school until university level. That is because English is essential to students. The main purpose of this study was to determine how pictures affected the students' ability in English vocabulary. The study's subjects were the English students at Muhammadiyah University of Bone. Only fifteen students were used in the study. The research focused on pre-experimental design. The experiment was conducted to evaluate the effect of the implementation of the picture on vocabulary learning. The researcher used a vocabulary test as the instrument. The outcome demonstrated that utilizing pictures to teach vocabulary can help students' vocabulary. Through the use of pictures, the students mastered vocabulary. The students' vocabulary t-test gives a result of 14,716, which is higher than the t-test value of 2.144. The significant difference in the student's test results between pre- and post-treatment periods (using the image). The analysis of the data revealed that the average score of the post-test (79) was higher than the mean score of the pretest (32).

For the level of significance (α) = 0.05 and degree of freedom (df) = 14, then the value of t-table was 14,716, while the t-test value was greater than t-table ($14,716 > 2.144$). It can be concluded that there was not enough evidence to reject the alternative hypothesis (H_a) in this research. Therefore, the pictures' implied meaning can encourage students to comprehend the text.

Keywords : English, Picture, Vocabulary, Students' Achievement

INTRODUCTION

The majority of countries utilize English as their native tongue or first language. English is a universal language that serves as the primary language in every country. English is also one of the crucial foreign languages that must be acquired or mastered. Some nations require the study of English as a second language in addition to their original tongue, particularly former British colonies.

Even though English is a second language in Indonesia, it plays a significant role in society's day-to-day activities. English is one of the disciplines that students from elementary school through college study.

Vocabulary has an important role in the English language teaching program. According to Baçoğlu & Akdemir, (2010), Vocabulary learning is the first stage in learning a foreign language. This can be seen in the vocabulary displayed in every language skill lesson (listening, reading, writing, and speaking) and aspects of language form (phonology and grammar). As it is known, vocabulary is learned because it has good benefits, namely; helping students' speaking skills by using appropriate and accurate vocabulary, Sometimes students have limited vocabulary, so learning vocabulary will enable them to have a large vocabulary, and Students understood and revealed that vocabulary is very important in language learning. Alqahtani, (2015) stated that one of the knowledge domains in language, vocabulary is important for language learners in picking up a language.

Understanding spoken texts or concepts presented by the interlocutor or in audiovisual content is made simple by vocabulary. Written language is simple to understand thanks to its vocabulary. It is simple to communicate ideas or engage in verbal interaction with vocabulary, whether you are alone or in a group. The use of vocabulary makes it simpler to communicate ideas in writing, including correspondence as well as genres like narratives, descriptions, and expositions. Asyiah (2017) argued that vocabulary plays an essential part in learning a foreign language. Students who have a strong vocabulary will be able to master all four of English's main skills: speaking, reading, and writing.

Several factors cause students' vocabulary to be weak and low, including internal and external factors. Internal factors come from the students themselves, such as interests, intelligence, and motivation. As for external factors, where economic problems influence students, teacher teaching systems are not creative, and learning materials are not interesting.

As we know, media use is very important in teaching English. According to Hashemifardnia et al., (2018), Employing a variety of media will raise the possibility that the students will remember more of what they are taught when doing the skill

they are meant to acquire. The image is one of many teaching tools that can be used to convey the lesson.

A picture is one teaching medium that can be used for practice and presentation. Based on Rakiyah et al., (2018), The teacher is able to establish a suitable educational environment because of the variety of educational media.

The picture can be used as an alternative to standard classroom methods for teaching and learning English. It should be simple for the learners to learn by using the graphics.

The pictures can improve and develop their ideas and minds in learning English. It uses pictures and sounds to explain the vocabulary's meanings. This will make learning the words more engaging and memorable and make it easier for students to remember the words (Tsai, 2018).

The use of pictures is an amazing technique to help students learn many kinds of subjects. The picture is a good resource for teaching vocabulary because students can understand and comprehend the meaning of vocabulary. When added to definitions, pictures may enhance with word learning and retrieving by providing visual picture for word meanings.(Gruhn et al., 2019).

In Andarab, 2019 study, the findings showed that utilizing humorous pictures to relate vocabulary words is more successful in learning vocabulary than using context that is not humorous. Octaberlina & Anggarini, (2020) also investigated the teaching vocabulary through picture card. Result indicated Picture cards help to increase and improve a student's knowledge and vocabulary. The picture cards' implied meaning can encourage students to comprehend the text. They can comprehend a variety of texts in vocabulary tests.

Materials and Methods

The experimental research method is research to determine the consequences of treatment given to a thing being studied. According to Sugiyono, (2015), by

definition, an experimental research method is used to find the effect of certain treatments on others under controlled conditions.

In this research, the researcher focused on pre-experimental design. Based on Indrawan (2016), pre-experimental design applies treatment to research subjects without a control group (untreated comparison). In addition, the pre-experimental research process focuses on the impact of changes in the treatment of the observed research subjects.

The research design used the pre-experimental method with one group pretest and posttest. The students of the research consisted of 15 students. The experiment was conducted to evaluate how the implementation of the picture on vocabulary learning influences students' vocabulary learning achievement. In this research, the researcher used a vocabulary test as the instrument. The test measures the students' vocabulary mastery before and after being taught to use the picture. The tests were given in pre-test and post-test formats. Each test consists of 15 multiple-choice and ten matching words.

Finding and Discussion

The research deals with the scoring classification of the students' pre-test and post-test, hypotheses testing pair samples containing mean score, and t-test of significance. In this study, the researchers provided two forms of test questions, i.e., multiple choice and word matching. For the assessment, the correct answer is calculated by one point, and the total number of questions in every test is twenty-five. In vocabulary, the students were given criteria for the assessment, as explained below:

The students who get a score of (91–10) can be categorized as very good. Students then got (75–90) "good ."The students who got (61–74) "fair ."The students who got (51–60) were "poor ."The students under 50 were categorized as "very poor."

Table 1. The Score Classification of Students' vocabulary achievement in Pre-test.

Score	Classification	Pre-test	
		F	P (%)
90-100	Very good	0	0
70-89	Good	1	6,66%
50-69	Fair	0	0
30-49	Poor	8	53,33%
10-29	Very poor	6	40%
Total		15	100%

Table above showed that from 15 students, the data in the table also shows the distribution of frequency percentage score classification of students' vocabulary in the pre-test. Based on the data from the pre-test, there were no students got very good. But one student (6, 66%) were classified as "good," none students (53, 33%) were classified as fair", there were eight students get "poor (53, 33%) score and six students (40%) got score very poor. Based On Data Analysis Results, it could be concluded that students' English vocabulary in the pre-test was very poor.

Table 2. The Score Classification of Students' vocabulary achievement in Post-test.

Score	Classification	Post-test	
		F	P (%)
90-100	Very good	3	20%
70-89	Good	10	66,66%
50-69	Fair	2	13,33%
30-49	Poor	0	0
10-29	Very poor	0	0
Total		15	100%

The data in the table also shows the distribution of frequency percentage score classification of students' vocabulary in the pre-test. Based on the data from the pre-test, 3 (20%) students got very good scores; ten students (66, 66%) were classified as "good." Two students (13.13) were classified as "fair." There were no students who got "poor" scores or "very poor" scores. Based on the data analysis results, it could be concluded that students' English vocabulary in the pre-test was "good".

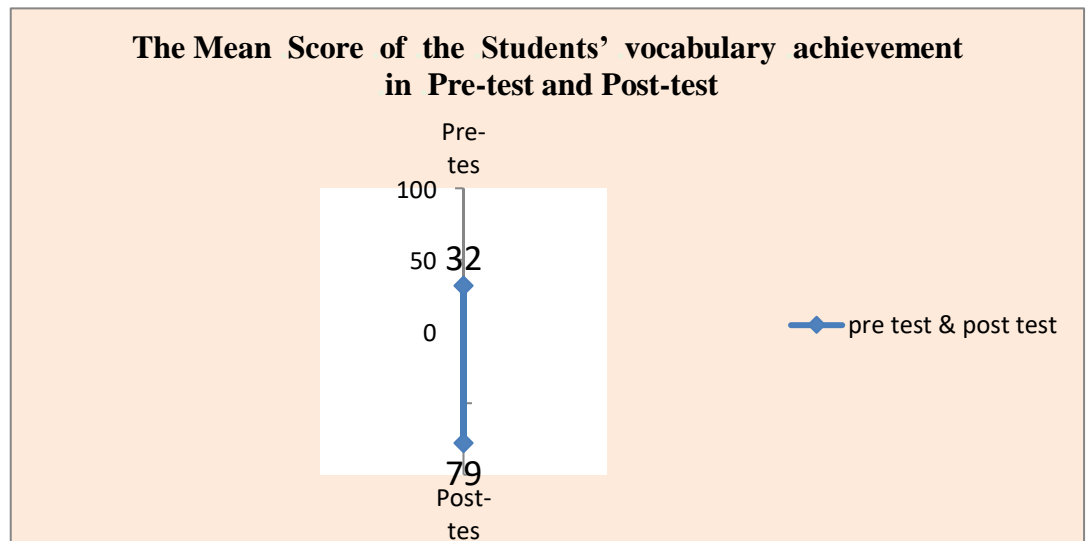


Figure 1. The Mean Score of the Students' Pre-test and Post-test

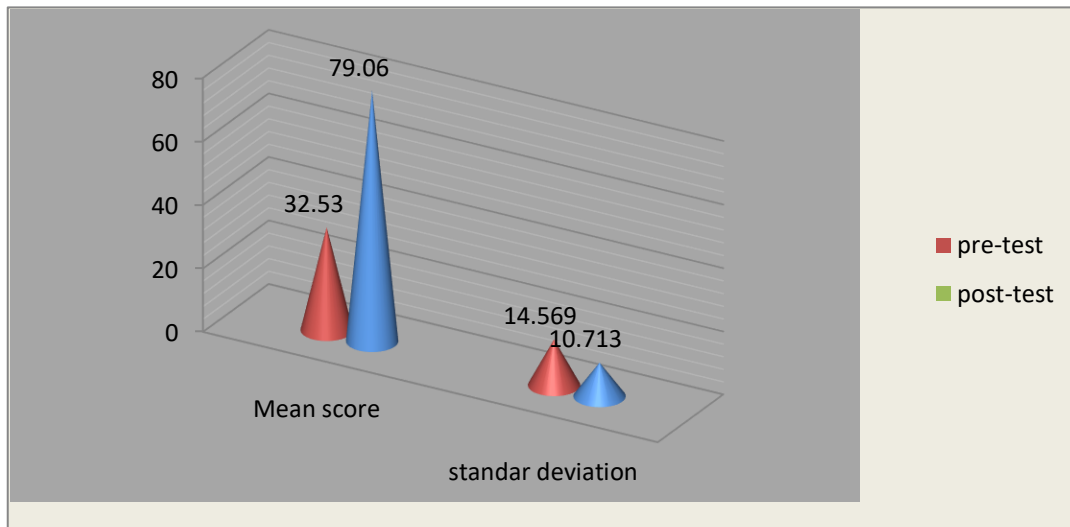


Figure 2. Mean .Score .and .Standard .Deviation

Table above shows the statistical summary of the students' mean score and standard deviation, both pre-test, and post-test. It showed that the mean score of the students' pre-test was 32,533, categorized as *very poor*, and the post-test was 79,063, categorized as *good*. The students' post-test scores were greater than the pre-test's mean scores. In comparison, the standard deviation of the pre-test was 14,569. The standard deviation of the post-test was 10,982. It can be concluded that the standard deviation of the post-test is also less than the standard deviation of the pre-test.

The test of significance

To know whether or not the mean score is different from the two variables (pre-test and post-test), the t-test statistical analysis for Paired Samples Test was applied. The following table shows the result of the t-test calculation:

$$\bar{D} = \frac{\sum D}{N} = \frac{698}{15} = 46,533$$

$$t = \frac{46,533}{\sqrt{\frac{34.580 - \frac{(698)^2}{15}}{15(15-1)}}} = \frac{46,533}{\sqrt{\frac{34.580 - \frac{487.204}{15}}{15(14)}}$$

$$t = \frac{46,533}{\sqrt{\frac{34.580 - \frac{487.204}{15}}{15(14)}}} = \frac{46,533}{\sqrt{\frac{34.580 - 32.480,266}{210}}}$$

$$t = \frac{46,533}{\sqrt{\frac{34.580 - 32.480,266}{210}}} = \frac{46,533}{\sqrt{\frac{2.099,734}{210}}}$$

$$t = \frac{46,533}{\sqrt{9,998}} = \frac{46,533}{3,162}$$

$$t = \frac{46,533}{3,162} = 14,716$$

For the level of significance (α) = 0.05 and degree of freedom (df) = 14, then the value of t-table was 14,716, While the t-test value was greater than t-table (14,716 > 2.144). It can be concluded that there was not enough evidence to reject the alternative hypothesis (H_a) in this research. In other words, the alternative hypothesis (H_a) was accepted.

CONCLUSION

The researcher came to the conclusion that utilizing pictures to teach vocabulary can help students' vocabulary based on the data and discussion. The students' vocabulary t-test gives a result of 14,716, which is higher than the t-test value of 2.144. The considerable difference in the student's test results between the pre- and post-treatment periods (implementing the picture). The analysis of the data revealed that the average score of the post-test (79) was higher than the mean score of the pretest (32).

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