THE EFFECT OF USING PICTURES IN TEACHING VOCABULARY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF ISLAMIC HIGH SCHOOL (MA) MUHAMMADIYAH PEKANBARU

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Abstract: *This pre-experimental research is aimed at finding out whether or not there is any effect of using pictures in teaching vocabulary on the ability of the second year students of Islamic high school (MA) Muhammadiyah Pekanbaru. This research used one group pre-test and post-test design. In conducting this research, a single group from two classes combined from the second grade was selected to be a sample by using Total Sampling. There are 32 students as the sample. The results of this study shows that the mean score of post-test was higher than pre-test (**74.45 > 63.28**). After analyzing the data, the writer found that t-test score was **-2.924** while t-table score in significance level 5% df = 31 was 2.040. Since the value of the t-test was higher than the t-table, it can be concluded that alternative hypothesis was accepted. It means that "there is a significant effect of using pictures in teaching vocabulary on the ability of the second year students of Islamic high school (MA) Muhammadiyah Pekanbaru. Based on the research findings, writer suggested to use pictures because it can help the students improve their vocabulary ability.*

Key Words: Effect, Using Pictures, Vocabulary Ability

PENGARUH PENGGUNAAN GAMBAR DALAM MENGAJARKAN KOSAKATA TERHADAP KEMAMPUAN SISWA KELAS DUA MA MUHAMMADIYAH PEKANBARU

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Abstrak: Penelitian pre-eksperimen ini dilakukan untuk mengetahui ada tidak nya pengaruh penggunaan gambar dalam mengajarkan kosakata terhadap kemampuan siswa kelas dua Ma Muhammadiyah Pekanbaru. Penelitian ini menggunakan pola one group pretest and posttest. Dalam melakukan penelitian ini, dipilih satu kelompok dari dua kelas yang digabungkan menjadi satu kelompok untuk dijadikan sampel penelitian dengan menggunakan teknik pemilihan sampel secara menyeluruh. Ada 32 siswa yang terpilih sebagai sampel. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata post-test lebih tinggi dari pada pre-test (**74.45 > 63.28**). Setelah menganalisa data-data tersebut, penulis menemukan bahwa nilai t-test nya adalah **-2.924** sedangkan nilai t-table nya pada tingkat signifikan 5% dengan derajat kebebasan nya 31 adalah 2.040. Karena nilai t-test lebih besar dari pada nilai t-table nya, dapat disimpulkan bahwa hipotesis alternatif nya diterima. Hal itu berarti bahwa ada pengaruh teknik mengajar Using Pictures dalam mengajarkan vocabulary terhadap kemampuan siswa kelas dua Ma Muhammadiyah Pekanbaru. Berdasarkan pada hasil dari penelitian ini, guru disarankan menggunakan gambar karena dapat membantu para siswa untuk meningkatkan kemampuan vocabulary mereka.

Kata Kunci: Pengaruh, Teknik Mengajar Using Pictures, Kemampuan Vocabulary

INTRODUCTION

According to Thornburg (2002) as quoted by Wilkins who stated the importance of vocabulary learning out, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From this statement, it could be concluded that vocabulary is one of the items that has to be mastered by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will have problem in her reading, listening, speaking, and writing.

Based on the Core Competency and the Basic Competency of the 2013 curriculum, the second year students of senior high school are expected to be able to grasp the meaning of spoken and written texts in short and simple paragraph by paying attention to social function, text structure, and language feature, which are credible and appropriate with the context. One of the language feature aspects is vocabulary. According to the curriculum, the second year students in the second year semester, students learn about narrative, hortatory, and spoof text. So, this research is focused on students' vocabulary learning.

According to the writer's experience in MA Muhammadiyah Pekanbaru during teaching practice in the school, half of the students assumed that English is a difficult subject. Many students made mistakes in the four language components they are structure, vocabulary, spelling, and pronunciation especially in vocabulary. For example, when I asked them about the meaning of things in the classroom, they could not answer correctly. They also often made mistakes in spelling. Based on the writer's short interview with the English teacher of the school, most of the students really lack of vocabulary. Furthermore, they are unmotivated to learn English because the class situation is sometimes boring. They might feel bored sometimes because the teacher is quite strict. In short, the student's vocabulary mastery really needs to be increased.

This research answered the question "is there any effect of using pictures in teaching vocabulary on the ability of the second year students of Islamic high school (MA) Muhammadiyah Pekanbaru?" After analyzing the data gathered before and after the treatment, the writer found out that there is an effect of using pictures in teaching vocabulary on the ability of the second year students of Islamic high school (MA) Muhammadiyah Pekanbaru.

METHODOLOGY

This is pre-experimental research. According to Sugiyono (2012), the type of pre-experimental design compares the result before and after giving treatment. This research was conducted by using pre-test-treatment- post-test design. In this research, one group pre-test – post-test was used. One group pre-test – post-test design involved a single group that was pre-test, exposed six treatments and post-test and two classes combined were involved in this research. The writer compared scores in pre-test and post-test to see whether the treatment was effective or not on the students' vocabulary ability.

This research was conducted at Islamic High School (MA) Muhammadiyah Pekanbaru which is located on Jl.Lobak Kec. Tampan Pekanbaru. It started from October to November 2018. The writer took the sample as the whole population of the research in that the number of the students was very small. The sample was assigned by using the Total Sampling. Total sampling total population sampling is a type of purposive sampling technique to examine the entire population that have a particular set of characteristics. The total population sampling was used by the researcher because the number of the population that has the particular set of characteristics was typically very small.

This research focused on finding out the difference between the students' vocabulary ability before and after the treatments. The data that were used in this research were the data of the students' vocabulary ability that could be seen from their score on the given vocabulary tests. That was why the research instruments that were used were vocabulary tests. The students were asked to answer the questions in the form of multiple choice.

In this research, the writer applied the procedure of Using Pictures Technique which is stated by Sudjana and Rivai (1997) quoted in Melia (2017) in teaching vocabulary. The writer chose the procedure which is adapted from Sudjana and Rivai (1997) quoted in Melia (2017) in that the procedure is very suitable for teaching vocabulary. Sudjana and Rivai (1997) quoted in Melia (2017) states one of the ways to use English words effectively by using pictures. The procedures that the writer applied in teaching vocabulary with some additions in this research are, as follows; (1) Teacher prepares the pictures relate to the purposes of the teaching and learning target; (2) Teacher hangs the pictures at the whiteboard; (3)Teacher shows picture which are related to learning material; (4) Teacher asks the students to analyze the picture; (5) Teacher asks the students to write the result of analyzing in the return form; (6) Teacher discusses with the students about the result; (7) Teacher concludes the material.

To gather the data, the writer administered vocabulary tests to the students. They were given before and after the treatments or in the pre-test and post-test in which the students were assigned to answer the questions in the form of multiple choice within 60 minutes based on the syllabus. The results then were analyzed to know whether the use of Using Pictures Technique in teaching vocabulary was effective or not.

In conducting this research, the data were calculated by using Microsoft Excel 2010 and analyzed by using SPSS 16.0 (Statistical Product and Service Solution). The writer calculated the students' scores before analyzing it. To know whether the hypothesis is accepted or rejected, the data were analyzed statistically by using t-test formula. The researcher found out complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Sxhervish (1996) are if the p-output (sig.2-tailed) is lower than 0,05 and t-value is higher than t-table (2,021) on significant level 5 %, the null hypothesis (ho) is rejected and alternative hypothesis (ha) is accepted and if mean score of pre-test is higher than post-test, the null hypothesis (ho) is accepted and alternative hypothesis (ha) is rejected.

RESULTS AND DISCUSSION

Before the test was given to get the data from the participants, it was necessary to do try-out in order to measure the validity and reliability of the test. The try-out consists of 40 items of vocabulary test. The try-out was carried out in another school due to the small population in the school where the writer conducted the research. The result showed that nine items were rejected because one of them was too easy and eight of them were too difficult (appendix III). There are nine rejected items in this research they are number 2 (about fruit), number 9 (about gardening tools), number 16, 18, and 19 (about expression of sadness), number 23 (about narrative text), number 31, 33, and 39 (about spoof text). After the writer found that nine items were rejected, the writer removed the rejected items. So, there are some changes in the instruments of the test.

A pre-test was performed to obtain the base score as the comparison for the data in post-test after Using Pictures Technique applied. After the scores were collected and calculated, the writer found out that the average score of the students' vocabulary ability in the pre-test was **63.28** which is in good level. There are 18 students **(56.25%)** who reached good level. There are 12 students **(37.5 %)** who reached mediocre level. Then, there are only 2 students **(6.2 %)** who reached poor level.

The post-test was conducted after doing the treatment for six meetings. After the scores from the three raters were collected and calculated, the writer found out that the average score of the students' vocabulary ability in the post-test is **74.45** which is still in good level. There are 5 students **(15.62%)** who reached excellent level. There are 19 students **(21.87%)** who reached good level. There are 7 students **(21.87 %)** who reached mediocre level. Then, there is only 1 student **(3.12 %)** who reached poor level. Based on the data collected after conducting the post test, there are improvements in the post-test.

The improvement could be seen in their mean score as shown in post-test result. In addition, from the increased score of pre-test and post-test, the result of t-test formula was required to know whether the hypothesis could be accepted or not. The values of t-table on the df (Degree of freedom) **31** is **2.040** with the level of significance (α) = **5%**.

Table 3.4 Result of T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	63.2812	32	10.38449	1.83574
	POSTTEST	69.2969	32	11.83275	2.09175

Table 4.3 shows that the mean score of the students' vocabulary ability in the pre-test is **63.2812**, and in the post-test is **69.2969**.The difference of the mean score between the pre-test and post-test is **-6.01562**. The gap of mean score shows an effect of students' vocabulary ability. Standard deviation is a value spread in the sample while standard error mean is an estimate of standard deviation, derived from a particular sample used to compute to estimate. The spread of values in the sample pre-test is **10.38449**, while standard error is **1.83574**, and the standard deviation and standard error

mean of post-test are **11.83275** and **2.09175**. The writer found out the complete result in SPSS including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can be seen on the **table 4.4.**

Table 4.4 Result of T-Test
Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRETEST - POSTTEST	-6.01562	11.63732	2.05721	-10.21133	-1.81992	-2.924	31	.006

The **Table 4.4** shows that the mean difference between the pretest and the posttest is significant. The value of t-test is **-2.924.** Meanwhile, the values of t-table on the df (Degree of freedom) **31** is **2.040** with the level of significance (α) = **5%.** Then, according to the result, the t-test is larger than the t-table on significant level of **5%.** The level of significance is **-2.924 > 2.040**. Furthermore, it can be concluded that the alternative hypothesis of this research "There is significant effect of Using Pictures in Teaching Vocabulary on the second year students' ability of MA Muhammadiyah Pekanbaru" is accepted.

Accordingly, the Ha (alternative hypothesis) is accepted and the Ho (null hypothesis) is rejected. In other words, there is a significant effect of Using Pictures in teaching vocabulary on the ability of the second year students Islamic high school (MA) Muhammadiyah Pekanbaru.

CONCLUSION

Based on the data analysis that has been explained, it can be concluded that Using Pictures is effective to improve the students' vocabulary ability especially in vocabulary test. It can be seen from the students' mean score on post-test (**69.29**) that is higher than on pre-test (**63.28**). This happens because using pictures can help the students to learn vocabulary more easily.

RECOMMENDATIONS

It was recommended that in teaching vocabulary, the teachers could use Using Pictures Technique as an alternative technique to make the students easily learn vocabulary. Using Pictures Technique can help the students to understand what the

teachers present. Using Pictures is very useful in teaching learning process because it makes the classroom more active and lively, so the students can be really motivated and have a lot of fun during the lesson. Then, the teacher must always control the class while doing the discussion and ensure that all of the students are in the same path. Finally, the teacher should choose the appropriate topics related to students' vocabulary ability.

In addition, the students are suggested to learn more by applying Using Pictures Technique, so they will have more vocabulary knowledge. They need to keep practicing and improving their vocabulary ability in order to accustom themselves.

Furthermore, the writer expects that other researchers can use this research as the contribution to increase students' motivation in teaching and learning process, especially in vocabulary. The other researchers can do a research with same problem in different subjects and level. They also may use other kinds of research design.

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