THE EFFECTIVENESS OF USING PICTURE IN VOCABULARY LEARNING IN SEVENTH-GRADE JUNIOR HIGH SCHOOL STUDENTS

A THESIS

Submitted to the Faculty of Cultural Sciences, Hasanuddin University

In Partial Fulfilment of requirement to Obtain

A Degree In English Department

BY

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ENGLISH DEPARTMENT

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2022

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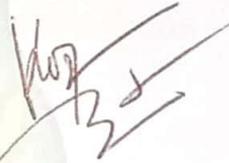
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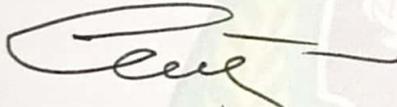
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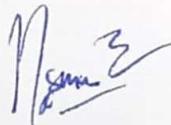
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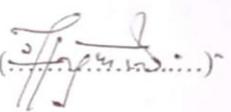
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DECLARATION

The thesis by Oktavianita (F041181034) entitled *THE EFFECTIVENESS OF USING PICTURE IN VOCABULARY LEARNING IN SEVENTH-GRADE JUNIOR HIGH SCHOOL STUDENTS* has been revised as advised during the examination on 22, April 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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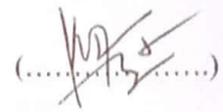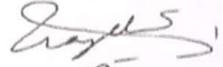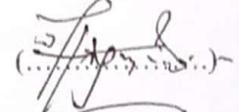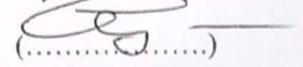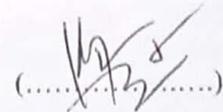# FACULTY OF CULTURAL SCIENCES

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Today, 26 April 2022 , the Board of Thesis Examination has kindly approved a thesis by OKTAVIANITA (F041181034) entitled:

THE EFFECTIVENESS OF USING PICTURE IN VOCABULARY LEARNING IN SEVENTH-GRADE JUNIOR HIGH SCHOOL STUDENTS

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 26 April 2022

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THE EFFECTIVENESS OF USING PICTURE IN VOCABULARY LEARNING IN SEVENTH-GRADE JUNIOR HIGH SCHOOL STUDENTS

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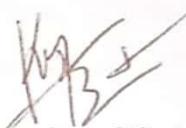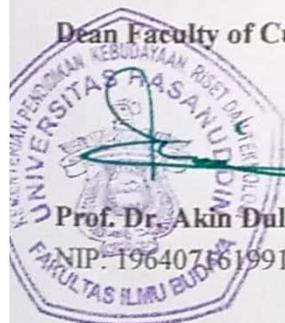
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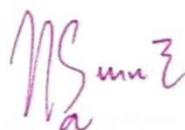NIP: 196012311986011071

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Gratitude and praise the writer prays to Allah SWT for the blessings and kindness to complete the research "**The Effectiveness Of Using Pictures In Vocabulary Learning In Seventh-Grade Junior High School Students**." This thesis is written to fulfill one of the requirements for a degree at Hasanuddin University Department of English Literature, Faculty of Cultural Sciences.

As a result, the writer wants to express his gratitude on this occasion for all of your assistance and support. The writer would like to express their heartfelt gratitude to the following:

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6. Finally, the writer wishes to express her gratitude to herself. Thank you for struggling so patiently thus far, for working so hard to finish this thesis, and for being so excited until this.

The writer realizes that this thesis is far from perfect in terms of both writing and approach. As a result, criticism and ideas from a variety of sources are expected. I hope that this thesis will be of use to writer and others.

Makassar, January 6 2022

The Writer

ABSTRACT

OKTAVIANITA, 2022. *The Effectiveness Of Using Picture In Vocabulary Learning In Seventh-Grade Junior High School Students*. (Supervised by Abidin Pammu and Karmila Mokoginta).

Students' lack of interest in learning English result in a weakness in their English knowledge. As a reason, teachers must develop a variety of learning methods. Using pictures as a medium for students to learn vocabulary is one way that may be used.

The objective of this research is to see how effective using pictures in vocabulary learning can be for seventh-grade junior high school students. In addition, the objective of this research is to find out how students feel about the usage of pictures.

Quantitative and qualitative methods were applied. The sample was carried out using a random sampling approach. The findings of this study show that students' skills were improved.

The difference in the mean score between the pre-test and post-test data was 17.5 percent. Although the result is insignificant, it may be concluded that using pictures to teach English vocabulary can help students.

Keywords: Effectiveness, Picture, Knowledge, Vocabulary

ABSTRAK

OKTAVIANITA, 2022. Efektivitas Penggunaan Gambar Dalam Pembelajaran Kosakata Pada Siswa Kelas VII SMP. (Dibimbing oleh Abidin Pammu dan Karmila Mokoginta).

Kurangnya minat siswa untuk belajar bahasa Inggris mengakibatkan lemahnya pengetahuan bahasa Inggris mereka. Oleh karena itu, guru harus mengembangkan berbagai metode pembelajaran. Menggunakan gambar sebagai media bagi siswa untuk belajar kosakata adalah salah satu cara yang dapat digunakan.

Tujuan dari penelitian ini adalah untuk melihat seberapa efektif penggunaan gambar dalam pembelajaran kosakata bagi siswa kelas tujuh sekolah menengah pertama. Selain itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana perasaan siswa tentang penggunaan gambar.

Metode kuantitatif dan kualitatif diterapkan. Pengambilan sampel dilakukan dengan menggunakan pendekatan random sampling. Temuan penelitian ini menunjukkan bahwa keterampilan siswa meningkat.

Selisih rerata skor antara data pre-test dan post-test adalah 17,5 persen. Meskipun hasilnya tidak signifikan, dapat disimpulkan bahwa penggunaan gambar untuk mengajarkan kosakata bahasa Inggris dapat membantu siswa.

Kata Kunci: Efektivitas, Gambar, Pengetahuan, Kosakata

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CHAPTER I
INTRODUCTION

This chapter covers the thesis's introduction. The introduction includes the study's background, problem statement, scope of the research, research questions, the study's objective, and the study's significance.

1.1 Background of the Study

In an English lesson, sometimes junior high school students experience problems in understanding a text or answering questions either from their teachers or from people who follow a passage as understanding questions. It can be because the language is a foreign language not used by students and their teacher for a daily conversation at school. When learning English, students must learn four skills and some elements. There are some English elements, which include pronunciation, vocabulary, grammar, spelling, and content.

The most important thing to learn from these elements is vocabulary. This is very important because, without vocabulary, students cannot talk, write and understand the meaning of a sentence, or they cannot understand what people are saying. Wilkins (Thornbury, 2002: 13), also illustrates the importance of learning vocable, he stated that " without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed"

Vocabulary influences the communication process, as it influences the readiness and ability to correctly express ideas. The qualities of an individual's language abilities depend on the quality of the vocabulary mastered, according to Tarigan, (1984: 2). Vocabulary equips students with language skills to listen, talk, read and write.

Vocabulary Mastery helps students to understand the words of speakers. In reading, the students understand the messages in texts and understand them. Written mastery contributes to word choices. Vocabulary mastery determines the

words used by students in oral expression. The richer the vocabulary can be mastered, the better skills can be achieved with the use of language. That's why mastering vocabulary is important.

McCarten (2007) says that learning vocabulary is about remembering most of the time and students usually need to see, say and write newly learned words many times before they can tell that they have learned them. Therefore, teachers have to look at teaching vocabulary approaches that can help students keep their introduced vocabulary in their long-term memory. By using such techniques for learning vocabulary the vocabulary of students is expected to add to them.

Teaching vocabulary must also be linked to the right teaching method for young students such as junior-high-school students, which is done with interesting media. "Media is a physical tool or objective used by teachers for motivating students by introducing the real life in the classroom and introducing language into a more complete complex of communication" according to Murcia (2001: 461). Media have a significant role to play in teaching and learning.

There are various methods and media to be used in teaching vocabulary to students. Phillips (1993: 74) writes, "Vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object." It means that pictures can be used to teach students vocabulary so that teachers can't use single-tone methods at any time. The teacher can easily and efficiently teach students vocabulary through the use of image media.

1.2 Statement of Problem

Lack of student interest in learning makes it difficult for teachers to think about increasing the student's interest in learning, especially English. There are several ways in which teachers can increase the student's interest in learning, including using techniques and methods that allow students to focus on learning English, especially vocabulary. Teachers can apply visualization

methods such as pictures in learning English vocabulary. By using pictures students can more easily remember some of the words they have learned.

From the above statement, it can be concluded that in the teaching and learning process of English, especially the vocabulary of the teacher, must use an effective method and can attract students' attention.

Based on the explanation above, in this study, the writer will try to find how the effectiveness of using picture props in the teaching and learning process of students in the classroom. Therefore, the writer chose "The effectiveness of using pictures in teaching vocabulary to junior high school students" as the title of this thesis.

1.3 Scope of the Study

In this study, the writer focus only on the efficiency of using pictures to teach students vocabulary. This study offers an overview of vocabulary learning for students, particularly junior high school students in Soppeng, through pictures.

1.4 Research Questions

Based on the explanation above, the writer will answer the following questions:

1. How do pictures improve vocabulary for junior high school students?
2. How are the students' perceptions of the use of pictures in teaching vocabulary?

1.5 The Objective of Study

The objective of this study was to determine how effectively junior high school children use pictures in vocabulary education. It is hopeful that this information will help students to learn vocabulary more efficiently and easily.

1.6 The Significance of the Study

The research would be significant in two ways: theoretically and practically. The first was that this research was expected to be useful and valuable information for teachers in general, and especially for seventh-grade junior high school students in terms of teaching vocabulary. It was also used as a resource for other researchers who wanted to do vocabulary research. The second was that the findings of this study were predicted to help students improve their English skills, particularly in terms of vocabulary mastery, by using pictures.

CHAPTER II
LITERATURE REVIEW

This chapter provides a literature review that analyzes previous studies, theoretical reviews, and research hypotheses that are relevant to the topic at hand.

2.1 Related Previous Studies

Several previous studies are associated with the research to be conducted. The first of these is Ema Maritha and Saniago Dakhi's (2017) "The Effectiveness of Picture: An Empirical Evidence in Vocabulary Mastery" The results of their research have shown that students' mastery of the vocabulary has increased through the use of pictures holders during their studies. This increase can be seen based on the average test scores of 56.19 (Pre-test I), 81.90 (Posttest II), and 94.29 (Posttest II). Additionally, the results of the vocabulary learning questionnaire, the application of images also showed positive changes. The above data shows that pictures can be an effective way to learn English vocabulary.

In another study, Lisa Aldhionita (2015) with a study entitled "A Study on Teaching Vocabulary Using Pictures to the Seventh Grade Students SM P MUHAMMADIYAH KEDIRI Academic Year 2014/2015" from this research she found two things: (1) Be an interesting medium not only to help students understand its meaning but also to help them pronounce it and spell it. (2) The use of images can be a way to attract students to the spoken vocabulary. In addition, students need to be more confident in using vocabulary to practice their English so they can remember them all the time.

Nur Fajar Handayani found the results of research which showed that pictures as a learning medium could improve student vocabulary in the form of an increase in the average score of pre-testing and post-testing 1 and 2:61,32, 70,48 and 81,08 in their research titled "Improving English Vocabulary for Second Grades Using Picture in Sd Pangudi Luhur Jakarta." The positive attitude of the

respondents towards the useful media collected via a questionnaire also reinforces this finding.

In addition to the research above, "The Effectiveness of Using Picture in Teaching Vocabulary to The Sixth Grades Students of Sdn Singkalanyar Prambon Nganjuk Viewed From Their Motivation" as in Hesty Puspita Sari's study, The results of this study indicate that the utilization of picture is an effective method used for teaching elementary school students with high motivation and translation to low-motivated learners.

2.2 Theoretical Review

2.2.1 Effectiveness

a. The Meaning of Effectiveness

In general, the definition of effectiveness is the extent to which an activity fulfills its intended purpose or function, while based on Wikipedia Effectiveness is the ability to produce the desired results or the ability to produce the desired output. When something is considered effective, it means having the desired or expected result or producing a deep and clear impression. Other than that, some professionals have differing views. They include the following:

1. Fraser (1994, p. 104) defined it thus: Effectiveness is a measure of how well-stated aims are met. It is always possible to accomplish 'simple', low-standard objectives. To put it another way, quality in higher education cannot be defined solely in terms of accomplishments (outputs), but must also include judgments about the aims (part of the 'inputs').

2. Effectiveness, according to Erlendsson (2002), is defined as the degree to which goals are realized ('doing the right things).

3. In the context of medical education, Wojtczak (2002) defines as Effectiveness is a measure of how well a specific intervention, technique, regimen, or service accomplishes its goals for a given population when

used in the field under normal conditions. It is a measure of output from health services that contribute to reducing the size of a problem or improving an unsatisfactory situation in the health area.

2.2.2 Vocabulary

a. The Meaning of Vocabulary

Several experts put forward many definitions of vocabulary. Some of them are as follows:

1. Lehr (2004: 1) states that vocabulary is the word meaning and word knowledge, which is used in the language of listening, speaking, reading, and writing, in both oral and printed languages, is in productive and receptive form.

2. Hornby (1974:959) uses three different definitions: total words (with combined rules), a range of words known to an individual, and a list of words that have definitions, translations, and translated words.

3. Nunan (2003:130-132), the vocabulary is defined threefold: multiple words, families of words, and core senses.

4. Young (2009) defines words in four different forms: words meaning, word usage, words root, prefixes, suffixes, and analogies.

5. Pribilova (2006: 13) says that vocabulary is the words that are taught in a foreign language.

It can be concluded from the above definition that the vocabulary in all English skills even in productive and responsive terms is useful words. This shows that vocabulary is the fundamental unit in a language and key to achieving all skills. Furthermore, it may be said, as the number of words is a language, vocabulary needs to be increased. So no language can be constructed without vocabulary.

b. The Importance of Vocabulary

Vocabulary is one of the most important qualifications required for foreign language teaching or learning. It is the basis for the development of other abilities such as reading, listening, speaking, writing, spelling, and pronunciation. "The vocabulary is a key component of language skills and provides a great deal of basis for how well students speak, hear, read and writing" explains Richards and Renandya (2002, p. 255).

Vocabulary is the key tool for students to efficiently use English. Vocabulary learning is one of the elements of language that needs and must be learned. Without knowing or understanding vocabulary, it may be hard to know a language. Vocabulary is the first step to be learned before teaching other language aspects.

The importance of vocabulary can be demonstrated in real life by its application. Students with great vocabulary, for example, can enjoy playing a song by understanding the meaning of a song without looking for a dictionary. Therefore, students have to learn a lot of vocabulary.

Moreover, there are several vocabulary considerations according to Green (2009: 1), in particular:

1. Vocabulary is a strong insight into improving performance. Increasing student vocabulary will directly increase their performance.
2. Words are well-known for supporting learning organizations. This means that learning requires words, for all languages are words.
3. Labeling (words) is a learning improvement tool. Students can improve their education with vocabulary.
4. Vocabulary education, in particular for students affected by poverty, should be a focus of study.
5. Vocabulary education is an excellent advanced level provider but must also be taught in context.

It is concluded that any language in this world has a different vocabulary. In various contexts, a word has many meanings. It is important to understand the meaning of a new language in learning English. Some people talk to convey the meaning of their ideas and translate them into what others have written. There is no real point in the language without significance.

c. The Types of Vocabulary.

There are two types of vocabulary (Active and Vocabulary of Connotation) according to Madya (1980: 13-14). The active vocabulary consists of words that are used in speech and writing, whereas the vocabulary of recognition consists of words that you understand when listening to or reading and do not usually use in your everyday activity or speech and writing.

In addition, Wakely (2003) presents vocabulary in four units, namely: reading vocabulary, listening to vocabulary, speaking vocabulary, and writing vocabulary. The reading vocabulary consists of the words that people find as they read. Listening vocabulary is the words that people hear and understand when talking to others or listening to radio and television. Speaking vocabulary includes words that people use in their daily life and their conversations. Last is writing vocabulary, it consists of words that people use in writing essays, reports, or letters.

There are two vocabulary types, according to Nation (2001, p. 37), which are:

1. Vocabulary reception.

Receptive carries the idea that by listening or reading we receive language information from others and attempt to understand it.

2. Vocabulary Productivity.

Productive is the thought that by speaking and writing, we produce language forms to transmit messages to others.

d. The Techniques and Strategies of Vocabulary Teaching

Junior high school students are considered difficult to teach. Brown (1998) states that teaching beginners who are considered to have little or no prior knowledge of the target language at the language training level are the most challenging for teachers at this level. The junior high school students still have a few words to practice for communicative activity. Brown (2001: 98) says that students have very little language behind them at the beginning level. Here, the teaching of vocabulary is needed to be taught to the junior high school students because the students still have a few words for communicative activity.

In addition, the content-based curriculum shows that one of the language components of vocabulary is taught in the four language skills: hearing, speaking, reading, and writing. These skills are introduced to develop their communication skills in English at certain literature levels.

Performance, functionality, information, and epistemic include the level for literature. The students can read, write, listen, talk with the symbols that they use at the performance level. In functional terms, the students can use the language to meet their daily requirements, such as journal reading, manual, or guidance. The students can gain access to knowledge through language skills at the informational level while at the epistemic level; the students can use the target language to express their knowledge. To achieve this aim grammar and vocabulary, four language skills are required in English. Considered its function as a supporting language element, vocabulary teaching is carried out using various strategies and techniques in an integrated manner with four language skills in English.

There are several methods in which you can learn the meaning of the vocabulary and have students understand the meaning of the word. Cross states (1992: 5) that the meaning of words or concepts can be taught by using real truths or objects, such as fruit or bread, toys, eggs, and other items that are easy to bring to school. The picture is very helpful. It is better since the focus is clearer and the significance less ambiguous. However, if a teacher wants to show facial expression or feel happy, smelling, hot, thirsty, angry, or fatigued, she can use the body to make sense rather than pictures. Therefore the teacher plays such an important function in the language education program that she should choose an effective language learning strategy and technique.

(Hammers in Haiti, 2000: 176) suggests some techniques for teaching vocabulary, such as presentation, explanation, and discovery techniques while (Seal in Haiti, 2000: 176) purposes two techniques for teaching vocabulary. It is unplanned and planned. Unplanned language instruction is a problem of vocabulary that appears in the middle of the class, while planned vocabulary is vocabulary material for teaching in the classroom.

Nation (2005: 1) also states that there are quick ways of paying attention to the words. The following are: (1) the teacher gives his or her translations or meanings, (2) gives or defines synonyms, (3) shows his actual object or picture, and (4) shows the meaning of the text or drawing on the board.

The suggestion above could well work if the teacher gives an adequate example to his/her explanation or gives modeling in advance of his/her class. Otherwise, because the students do have not enough references they will find it difficult to participate in the activity. If so, the class is running effectively and the students can use the words smoothly communicatively, not only at the approximate verbal levels.

2.2.3 Pictures

a. The meaning of pictures

Andrew Wright (1989, p. 2) states that "pictures are one of the media that teachers can use to help students understand new words more easily". The picture is one technique used to indicate the significance of lexical elements. In every aspect of their lives, they enable students who learn, understand, and use vocabulary. In Harmer's (2001, p. 134), "teachers always use photographs or graphics, both drawings. Take books, newspapers, and magazines, or pictures to support learning."

Hornby (1994:629) says that picture, especially as a work of art, has the same meaning that painting, drawing and a drawing. While Sudjana and Rivai (1997: 3) say that the picture is a graphic medium used as a means of teaching. Seth in Sudjana (1997: 12) said that the use of pictures for the teaching of beginners is an effective technique. He concludes that the picture is a series of lessons that can effectively interact with students who learn motivation. He added that pictures can help students to understand the meaning and contents of the text especially in reading the book.

The conclusion of Rudisill in Sudjana and Rivai (1997: 13) is that the image is loved by children. Children like pictures because of the color and can create a real impression. He agreed that the picture is an excellent means of improving language skills for students.

b. The Types of Picture

There are certain types of pictures as their shapes, according to Betty Morgan Bowen:

1. Charts of the Wall

Wallcharts show aspects of a subject. Photographs, drawings by the artist, symbols, graphs, and text may be used in a single chart.

2. Picture of the wall

A Wall image is just a huge illustration of a set of scenes or events. A Wall image is It is normally used for the entire class. Instead of the clouds, the sea, the mountains, the sun, and the sky, wall images, which are large enough for all classes to see, can be used.

3. Cards Flash

Word flashcards or flashcards with printed words can help quickly: the cards can be used to show precisely what the teacher wants flashcards for representing a single concept such as an object or a picture action.

4. Cards for Work

Visual as well as text magazine images, drawing maps, and diagrams may be a significant part of the working cards for a variety of uses at all levels. As mentioned above, there are many types of images that can be taken out of anywhere as media or cloud, like magazines, newspapers, and so on.

Each type of pictures have their own uses that could be applied to the students, so it is important for the teacher that uses a picture is to understand well, which picture can be used for their students.

c. The Advantages of Using Picture for Teaching Vocabulary.

The teachers of English should provide a pleasant atmosphere to encourage students to become motivated and interested. It is done to make it easy for students to learn the language, not only have a chance of learning but should become satisfactory. The following are the advantages of pictures for learning vocabulary:

1. The picture encouraged students to learn vocabulary. It provides stimulation by seeing the pictures, enabling the student to record new vocabulary.

2. Pictures are easy to comprehend throughout the ages. These pictures are easy and user-friendly. Pictures can create a relaxing environment for students to enjoy the lesson.

3. Pictures interested the students and helped them to answer the questions.

4. Presenting the pictures to the vocabulary at the start of the course enables students to relate pictures to meanings rather than to meaningless remembrance.

5. Using the picture as a class help for vocabulary teaching can create long-term memorization. Instead, vocabulary is only memorized with words that can create a short-term memory.

2.3 Research Hypothesis

This research was conducted to determine whether the use of picture media in vocabulary teaching is effective for master vocabulary and English learning students. The writer propose the following research hypothesis to find answers to those problems:

Vocabulary teaching with pictures is effective for junior high school seventh-degree students.