Implementing Picture Series to Enhance The Vocabulary of The Eight Grade Students of SMP Negeri 3 Parepare

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ABSTRACT

Picture is kind of interesting visual aid which is able to give motivation and good impression for the students, so that the students can memorize the words related to the picture. Because of that, it is important to find out the solution to enhance students' vocabulary. The objective of the research are to find out whether the use of picture series is able to enhance the vocabulary of the eighth grade students of SMP Negeri 3 Parepare. This research used quasi-experimental design with two groups namely pre-test and post-test. The population of this research were the eighth grade students of SMP Negeri 3 Parepare Gasal semester in Academic 2018/2019 with sample taking technique which was clustering random sampling consisted of 54 students from two classes taken from the eighth grade population, where class VIII.7 was an experimental class and VIII.9 as a control class. The results showed that the learning process using picture series could improve students' vocabulary skills, based on the results of research in chapter IV it was known that the average score of learning outcomes before applied picture series of a pre-test (66.70) of the standard score of DEPDIKNAS 2015 with Learning outcomes category is in the low category. After applying picture series, the researcher obtained the results of the average score of students in the post-test, namely (86.62). Based on data analysis through the test formula shows the final t-test (3,632) is higher than the value of t-table (2,000). This showed that H0 is rejected and H1 is accepted, students who are taught to use picture series are more effective than conventional way.

Keywords: Picture, Enhance, Vocabulary.

ABSTRAK

Gambar adalah jenis visual yang menarik untuk membantu memberikan motivasi dan kesan yang baik untuk siswa, dalam hal ini siswa dapat mengingat katakata terkai gambar. Oleh karena itu, ini sangat penting untuk mengetahui peningkatan kosa kata siswa. Tujuan penelitian ini untuk mengetahui apakah dengan menggunakan gambar berseri bias meningkatkan kosa kata siswa SMP Negeri 3 Parepare.

Penelitian ini menggunakan desain kuasi-eksperimental dengan dua kelompok yaitu pre-test dan post-test. Populasi penelitian ini adalah peserta didik kelas VIII SMP Negeri 3 Parepare semester ganjil tahun ajaran 2018/2019 dengan teknik pengambilan sample yaitu clustering random sampling yang terdiri dari 54 siswa dari dua kelas yang diambil dari populasi kelas delapan, dimana kelas VIII.7 sebagai kelas eksperimental dan VIII.9 sebagai kelas control.

Hasil penelitian menunjukkan bahwa proses pembelajaran menggunakan media gambar berseri terbimbing dapat meningkatkan kemampuan kosakata siswa, berdasarkan hasil penelitian bab IV diketahui bahwa nilai rata-rata hasil belajar sebelum diterapkan gambar berseri atau pemberian pre-test yaitu (66.70) dari nilai standar DEPDIKNAS 2015 dengan kategori hasil belajar berada pada kategori rendah. Setelah diterapkan gambar berseri, maka peneliti memperoleh hasil nilai rata-rata siswa di post-test yaitu (86.62). berdasarkan analisis data melalui rumus uji menunjukkan t-test akhir (3.632) lebih tinggi daripada nilai t-table (2.000). Hal ini menunjukkan bahwa H0 ditolak dan H1 diterima, siswa yang diajarkan menggunakan media picture terbimbing lebih efektif daripada cara convensional.

Kata Kunci: *Gambar, Meningkatkan, Kosa Kata.*

INTRODUCTION

English is used by various nations to communicate with nations around the world. So, English is one language at a time of global international language. Learning and understanding of English has become a necessity that can't be avoided. By learning English, someone will open horizons and knowledge internationally As a global language, English holding functions very large role. One implication that looks are more

and more people are trying to learn / master English well. In education, for example. To face global competition, the English language was introduced to the students early. Many elementary school students (SD) even kindergarten (TK) began to learn English. The use of English is also widely used in the field of non-economic and business education for example. So various kinds of trade documents also in English. This shows that English is not only useful in the field of education, but also in other areas.

Vocabulary is one of the important elements of language to study. Without having enough vocabulary the ability to communicate and convey your need could not be established. The main factor faced by the students in comprehending a text is the lack of vocabulary. Many students cannot read and understand English text because they do not have good vocabulary mastery, they doubt to express their ideas in English because they have poor vocabulary. vocabulary as the words that are taught in foreign language. A new item of vocabulary may be more than a single word which are made up of two or three words but express a single idea.

Based on the research of Magang 3 in SMP Negeri 3 Parepare to take 30 samples from population eight class, the researcher found that the vocabulary of the eight students are still low. Their score is 65. This score is categorized as fair achievement base on DEPDIKNAS classification achievement 2016.

This problem from the low achievement of students' because the media were used by teacher not effective. Data that is collected base on questionnaire which around 78% students answer. One of the media that can be used in the teaching English, especially teaching vocabulary is picture series. Hamalik (2005) defined picture is everything that is visually transformed into two dimensional shapes as the flow or a variety of thoughts such as painting, portraits, slides, film, strip, opaque projector. Based on definition above, it can be concluded that picture is a manifestation symbol of imitation of objects, landscape, flow of thoughts, or ideas are visualized into two dimensional shapes.

Problem Statement

Based on the background of the research above, the researcher formulated a research follows :

"Is the use of picture series able to increase the vocabulary of the eighth grade students of SMP Negeri 3 Parepare?

Objective of the research

Based on the problem statement above, the objective of the research to find out whether the use of picture series is able to enhance the vocabulary of the eighth grade students of SMP Negeri 3 Parepare.

Significance of the research

The significance of the research were divided into two benefits, theoretically and practically

1. Theoretical significance

The result of this research is expected to be useful improve knowledge and information teaching and learning English especially in teaching vocabulary.

2. Practical significance

The findings of this study were expected to give some advantages for the students, the teacher, the researcher and other researchers.

a. For the students, by learning vocabulary, they can take some vocabularies

    for speaking ability and understand the meaning of the sentences. The writer hopes that the using of picture series can help the students improve their vocabulary easily.

b. For the teachers, a contribution to English teachers concerning how to

    improve their quality of teaching and learning process vocabulary achievement, so that the objectives of the English teaching program especially vocabulary goals can be achieved.

c. For the researcher, by doing this research, the writer hopes that she may

    study and get more information for the problems in mastering vocabulary. Thus, the writer may get new experiences and knowledge for future of her life.

Scope of the research

The scope of the research is focused on Implementing the picture series to enhance the vocabulary of the eight grade students of SMP Negeri 3 Parepare. It is restricted by discipline, content and activity.

1. By discipline, this research is limited to the field of applied linguistic study, in term of Vocabulary by using picture series.

2. By content, this research explained about teaching vocabulary of noun, adjective and verb. While the problem solution is limited on the use picture series.

3. By activity, this research is employed teaching vocabulary by using picture series in the classroom of the eight grade students of SMP Negeri 3 Parepare.

REVIEW AND RELATED LITERATURE

Puspita (2014) in her research on The use picture series to improve the writing skills of teen grade of SMA Negeri 1 Srandakan. The T value of the pre test and post test which was analyzed by using SPSS 16.0 program was -10.261 at the significance level of 0.000. As conclusion, the research on using picture series to improve the students' writing skills on writing narrative texts could be considered successful.

Sa'diyah (2015) in her research on the Improving students' ability in writing descriptive text through a picture series-Aided learning strategy. The pictures also enhanced the students' participation and interaction during the learning activities. This study also proves the efficacy of using a picture series aided learning strategy to improve the students' ability in writing a descriptive text. Their average score increased from 56.86 to 77.87.

Murni (2016) in her research on using picture series enhances students' ability in writing narrative. It was revealed that the learning process using picture series could enhance students' ability in writing narrative at the second year social class 4 (XI IS 4) of SMAN 3 Padang Panjang.

Triani (2011) had already pointed out that picture improved students' vocabulary at the second grade of SMA Muhammadiyah. It is because by picture students learnt English easier since it was interesting and challenging so that it encouraged the students motivation from both slow and fast learners.

Susilowati (2013), the lesson will be much easier and retain longer for the students if the teacher uses the picture optimally to help the students understand the material taught. The teacher can motivate the students to study and avoid their laziness and boredom. In the other words, picture files could help the teachers to deliver their information to the students and they also understand and get the information easily because the teachers show the picture files while teaching the materials to the students. It was because picture files provide the students concrete and direct experience with the language, especially in learning vocabulary.

METHOD

These researches used a quasi-experimental method, the applied two groups structure design.

FINDING

After calculating the result of of the students pre-test and post test. Score into percentage, they were then classified into levels, as follows:

Mean score and standard deviation of pre-test and post-test between experimental class and control class

The mean score and standard deviation of the students in pre test and post test in experimental class and control class

Table 4.3 : The Mean score and standard deviation of pre-test in the experimental class and control class

Class	Mean score	Standard Deviation
Experimental	66.70	14,73
Control	65.96	15.77

Table 4.3. shows that the mean scores obtained by the students before giving treatment in experimental class was not too different than the mean score in control class. Its mean that the vocabulary of the students in both classes was average similar. Besides, the standard deviation of pre test in experimental class and control class was greater. It means that the vocabulary of the students in both class was have more various score.

HYPOTHESIS TESTING

In hypothesis testing, the researcher applied a t- test formula at the level of significant is set at $\alpha = 0,05$ with the degree of freedom = 52

Table 4.6. the t-test result

Test	t-test value	t-table value
Pre-test	0.017	2.000
Post-test	3.632	2.000

Table 4.6 reveals that t-test value (3.632) in post test was higher than t-table value (2.000) of the students' achievement. It can be concluded that there was a significant difference between the students' who were taught by applying picture series and the students' who were taught by using text.

The analysis showed that the null hypothesis (H$_0$) was rejected and alternative hypothesis (H$_1$) was accepted. It proved that by increasing vocabulary of the eighth grade students of SMP Negeri 3 Parepare using picture series has a significant impact.

DISCUSSION

In this part, the researcher discussed about the result of findings according to the scope of the research. By the data obtained from the result of vocabulary test on the time of pre-test and post-test researcher can compare the data generated from the pre-test and post-test, the researcher found some pacts as follow:

In this research, the researcher found the vocabulary of the students was trouble at the eight grade student SMP Negeri 3 Parepare. It was relevant with the students result pre-test, only four student in experimental class and three in control class got very good classification and other got under very good classification. The researcher had applied the treatment to solve the students trouble in vocabulary. The researcher used quasi-experimental which look two classes, one class as experimental class and one class as control class, and both classes got a different treatment.

Base on the problem above, picture is good media to be implemented in the classroom in teaching vocabulary. In addition Sa'diyah (2015) in her research on the Improving students' ability in writing descriptive text through a picture series-Aided learning strategy. The pictures also enhanced the students' participation and interaction during the learning activities. This study also proves the efficacy of using a picture series aided learning strategy to improve the students' ability in writing a descriptive text. Their average score increased from 56.86 to 77.87.

CONCLUSION

Based on the findings and the discussion presented in the previous chapter, the researcher concludes that the use picture series is improve of the eight grade students of SMP 3 Parepare . it is means that if the eight grade students are taught picture series can increase their vocabulary. It is supported by the data, in which the mean score of the

students in the pre-test of experimental group (66,70) and control class (65,96). After the students were given treatments has been improved in the post-test, in which the mean score experimental group was (86,62) and control group was (84,25). In applying the t-test formula of the students post-test for both groups, it is found that the t-test value is greater than the value of the t-test.

SUGGESTIONS

Based on the conclusions above, the researcher gives suggestion as follows:

1. English teacher

   which were use picture series as media in teaching process since the result of this research has shown that the students' vocabulary achievement was higher after being taught by using picture series.

2. In teaching vocabulary through picture series, the teachers should introduce and explain the meaning of the words using picture series. The teachers should choose an interesting picture which is appropriate with the learning material which will be taught. She/ he should explained about the content of words, they are; noun, verb, adjective, and adverb.

3. Other researcher

   This study is just one effort in improving the students' vocabulary, the writer hopes that this final project will be useful to conduct the other research on the similar problems.

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