
TEACHING ENGLISH USING PICTURE SERIES TO INCREASE THE STUDENTS' VOCABULARY AT ELEMENTARY SCHOOL YPK LACHAIROI HOM-HOM THIRD GRADE

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ABSTRACT

This research is an experiment research between two classes namely experiment class and control class by using different teaching method of both groups. In this research there are two variables analyzed, they are picture series and Vocabulary. The purpose of this research is saying how significant of students' vocabulary in English between experiment class and control class, experiment after the researcher gave treatment to both classes using two different teaching method, this research was conduct at elementary school YPK Lachairoi Hom-Hom two weeks. In this research the researcher used two instruments are Pre-test and Post-test. Based on the result distribution table found both data were not normal distribution, so the research concludes to analyze the data by used critical analysis with Mann Whitney U Test. The researcher got the result of Mann Whitney $U_1 = -143$ and $U_2 = 117$ and Z value is $-6,135$. Based from the result Z value there is a significant different between experiment class increase than students' vocabulary in control class, it is not a very big different.

Keywords: Vocabulary, Picture Series

INTRODUCTION

Vocabulary is an important element in learning foreign language. It is a basic element that links four skills of speaking, listening, reading and writing. Students should have good number of words and should know how to use them well. MC Whorter in Anggarini (2008) said that vocabulary is the element to recognize individual word and to associate with the particular combination of letter in form of word. Learning vocabulary in ideal condition needs a suitable media such as pictures, puppet or games that can make the students interested in the lesson or make the teaching learning process more fun and enjoyable and also technique to make success learning. But, in reality when the teacher did pre-observation in SD YPKLachairoi Hom-Hom the teacher didn't use it. So, how to learn vocabulary is a serious problem in mastering vocabulary. Both in Elementary, junior or senior high schools, vocabulary is the problem that makes English difficult to be learnt by the students. When the researcher did pre-observation in SD YPKLachairoi Hom-Hom, researcher also found two problems that were faced in vocabulary acquisition. First, students' vocabulary competence is low, only a few students got a good mark in vocabulary test,

because there is no variation in learning vocabulary, the teacher didn't, use media or technique.

Here, students just learn vocabulary from teacher's explanation or writing down the vocabulary on the paper from dictionary as a task from the teacher. Second, it is difficult for students to say certain words in English. Those are the two Problems that make the students have a little bank of vocabulary. Actually learning vocabulary without a good media and technique is something boring to do. Students usually feel bored in learning vocabulary, because they cannot change their passive learning, such as; just write words on paper, learning passively through the teacher's explanation or looking at the words from dictionary. Here, why the researcher used picture-series- as a media and technique, because learning vocabulary by using picture-series- the students not only got new words but also got four skills that can make them memorize the words easily. First, from the picture series the students could get new words; second, before they memorize the vocabulary based on the picture series, they read a words that the teacher gave; the second, they arranged the words that they got from the picture series into sentences and wrote the sentence in using vocabulary; fourth, the students told the new

vocabulary in front of the class. The last, when some students told their vocabs in front of the class, the other students listened to the vocabs. So, the students got four skills of reading, writing, speaking and listening. So, in this research, the researcher used picture-series- to improve students' vocabulary. Thus the writer did a research entitled "Teaching English Using Pictures Series to Increase the Students' Vocabulary". Reason in Choosing the Topic. The researcher used picture-series- to improve students' vocabulary mastery, because the words based on the media of the picture series. Second, students write the vocabulary in the form of media based on the picture series. Why the researcher says that writing can be the one of the advantages? Moreover, by writing students can memorize the new vocabulary or words easier, more words can be memorized, more words that they have it means that students' vocabulary improves.

Vocabulary is important for speaking, ability because vocabulary is one of the basic for speaking, without vocabulary people cannot speak, that why people have to memorize the vocabulary. Vocabulary Glorier (1978: 111) said that vocabulary is the stock of words used by a people or by particular class or person.

Definition of teaching media is this paper examines the interactivity of teaching media in distance education. The interactive features of media are viewed from the perspective of teaching interactivity. The activities of educating or instructing; activities that impart knowledge or skill. In general, "media" refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. The use of media to improve teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media involve students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts, Media like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their

students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own.

According to Arsyad, (2011,p.91). Media picture is a hint of illustration like drawing, painting, or photo of the people or things that the teacher uses to explain the method to the students to understand the subject well,form of visual can be a picture to represent as picture, art or photo that show how to object is.A media picture can represent the picture to describe or illustrate the vocabulary. In order to understand the vocabulary, a teacher must use the picture to understand the vocabulary. When teacher teaches using pictures the students can understand, and give for example according the things we teach, so students never forget the lesson with picture (theory and practice).

There are many kinds of media picture probably when the teacher teach in the class, they use a media picture, media electronic, and media news, if the teacher or every school has many kinds of media picture and complete facilities, the students will be able to understand what they learn from school.When teacher teaches in the class while showing the media picture from a noun things it is very easy to students to be able to understand, they use many kind of teaching in media picture.

Disadvantage of media picture is when a teacher teaches. To students without a theory or practice students can not to understand, and also when the teacher does not use real things or teaching aids it can be the students will not understand. Some of the students can undertand but some of the students will not understand. Without reals things the students confuse in that subject, such as each school did not use the teachings aids it's can be the students not understand and low knowledge.

Strategy in using pictures are when teacher teaches with real things the students can understand, and they can see the pictures according to what they have learned from every topic, so when the teacher teach use any kind of picture,the students a visual capture of an object. Pictures are created using another hardware device such as in digital camera or a scanner or computer. Teacher teaches while

touching the real things in the class or around the school.

In this section discusses about the nature of vocabulary, the meaning of vocabulary, the function of vocabulary, and the aspect of vocabulary ability, and macro and micro skill of vocabulary ability. Brown (in Islamiyah, 2007, p. 14) states that vocabulary is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that vocabulary is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

When a person memorizes vocabulary, he or she has purposes for vocabulary. The writer may have motivations of which he or she is unaware. The writer may also have mixed, and even contradictory, motivations for vocabulary.

For instance, a student vocabulary an essay for a class may wish to please the teacher and to amuse his or her classmates, what might amuse classmates the teacher could find unacceptable. In general, people memorize either because they are required to or because they choose to vocabulary for their own reasons. Required vocabulary happens on the job and in school. Self-chosen vocabulary happens in many circumstances. Both required and self-chosen vocabulary can be of many kinds. In either case, reflection on different purposes for vocabulary can help one produce the most effective piece of vocabulary.

According to Abidin (2012:5, 7) there were three main purposes in vocabulary. They are:

1) Making students are able to enjoy in vocabulary

He intends on this point was, when students memorize the vocabulary a text or the other text, they were asked to enjoy it, unless the students would not memorize the vocabulary anymore. They would not understand the aim which has written on. On the other hand, when students enjoy in vocabulary, they definitely would love to memorize the vocabulary more continually.

METHOD

This research focuses on the application of media picture to increase students' vocabulary ability. The experimental method uses by the research for obtaining the data, the experimental method can be appropriate

2) The students are able to have silent memorize the vocabulary as faster as flexible.

The second purpose of vocabulary was the students were able to memorize the vocabulary in their heart (silent memorizing) as faster as flexible to get comprehension fully. Through flexibilities, the readers (students) were asked memorize the vocabulary in deferent faster. They may know when they memorize as fast as, low and vocabulary skip. Additionally, the students must have oral vocabulary as well to catch information on a text.

3) To gain enough comprehension on vocabulary

In vocabulary English text, the students must be understood the main significance on that vocabulary. The students should memorize the vocabulary in English with clear purpose in order to get comprehension or to improve their prophecy with oral fluency. They were able to understand the information which has memorize the vocabulary on.

While, according to Aziz and Erta (2010), who were explaining about the teaching English using vocabulary methods have divided two parts namely specific purpose and general purpose. For public purpose of vocabulary method was for all schools for teaching, giving knowledge, and for capability to vocabulary on foreign language. Meanwhile, specific purpose of vocabulary method was limited. It just focuses to train students in order to be skilled in vocabulary comprehension, (2010:66-67). Besides that, according to Coleman cited by Aziz and Erta said the purpose of vocabulary method was the learners (students) of foreign language to have ability to memorize in vocabulary foreign language (English language) with highly speed and they can enjoy what they memorize so that they are able to make sentences on vocabulary correctly and when they pronounce in speaking clearly.

method to see the students' vocabulary and what the media picture can effectively increase students' mastery of vocabulary. The place of the research was in elementary school YPK Lachairoi Hom-Hom third grade. The researcher was interested to conduct the

research at an elementary school of YPK Lachairoi Hom-Hom because the researcher wants to see how effective the picture series could increase students' English vocabulary comparing the curriculum which being teaching now, so that the teachers might use the appropriate way of teaching especially for elementary school in increasing students' English basic vocabulary which is will be very helpful for the students to continue to the next level of studying. The study research took place from 5th May 2015 until May 29th.

On this study, the population was all students at grade one to grade six in Elementary School YPK Lachairoi Hom-Hom Wamena. The total numbers of students were 549 students. In this point would be explained about population, and sample of collecting sample on this study. The large group to which one hopes to apply the result is called the population. All the students from grade one to six at Elementary School YPK Lachairoi Hom-Hom, who are mastering in English vocabulary. Related with this study, the sample was haft of students in one class grade three namely 36 students who were studying at elementary school YPK Lachairoi Hom-Hom third grade A and B.

On this study, the data would analyse base on resources data. Researcher used Chi Square (χ^2) formula and t test if the data distribution normal.

RESULT AND DISCUSSION

Data In analysis the researcher will use the data from Pre-test and experiment class and control class, to find out if the ability of students in both classes were the same at the start of the research. From the result of Pre-test it is clear that the competence of students is not very different between the experiment class and control class.

The researcher gives the post test. Previously the researcher will make a problems is multiple choice as much as twenty numbers. Post-test is given to 74 students in grade three B (experiment class) as much 37 students, and grade three A is control class as much 37 students in elementary school YPK Lachairoi Hom-Hom. Then researcher gave Post-test to students in experiment class and control class.

For the measure and discovery in teaching English using pictures series to increase the

students vocabulary between two classes are experiment class and control class, after learning process the researcher used pictures series method, and researcher want to find out there is differentiation between experiment class and control class. The researcher wants to test the normality of data with Chi Square, to see the data distribution is normal or not normal and the researcher want to make sure what kind of formula the researcher has to take.

Value $F_h = 2, 7\% \times 37 = 0, 5$; $13, 34\% \times 37 = 2, 7$; $33, 96\% \times 37 = 6, 8$; $33, 96\% \times 37 = 6, 792$; $13, 34\% \times 37 = 2, 7$; $2, 7\% \times 37 = 0, 5$

Based on the counting, it was found that the value of Chi Square count = 38, 6717144. The value was next compared with value Chi Square of table (see appendix G), with dk (degree of freedom) $6-1= 5$. If dk 5 and significant level 5%, so value of Chi Square table = 11,070 because value of Chi Square count more than the Chi Square table (38, 67 >11, 070), so data experiment class is distribution not normal.

Value $F_h = 2, 7\% \times 37 = 0, 5$; $13, 34\% \times 37 = 2, 7$; $33, 96\% \times 37 = 6, 8$; $33, 96\% \times 37 = 6, 792$; $13, 34\% \times 37 = 2, 7$; $2, 7\% \times 37 = 0, 5$

Based on the calculation above, discovered value of Ch Square calculation is = 61, 5454748. Then the value compare with the value of Chi Square table, with dk (the degree of freedom) is $6-1=5$ if dk 5 and degree ability is 5% so value of Chi Square table is = 11,070. Because the value of Chi Square calculation is bigger of the value Chi Square table is (61, 54 >11,070), so the data experiment class (X_2) is not normal.

The researcher used the Mann-Whitney U test to see if there is a significant difference between experiment class and control class. Because based on the result of table A, experiment class and table B, control class above, it is discovered that the data is not normal distribution. So the researcher decided to analyze the data using formula of Mann Whitney U test. Based on the calculation on the table above, explain about the performance score of students both classes are experiment class and control class between pictures series and vocabulary.

There is two U that can counted with formula

$$U_1 = (N_1 N_2 + \frac{N_1(N_1 + 1)}{2}) - \sum R_1$$

$$U_2 = (N_1 N_2 + \frac{N_2(N_2 + 1)}{2}) - \sum R_2$$

a. Calculation with U1

$$U_1 = N_1 N_2 + \frac{N_1(N_1 + 1)}{2} - \sum R_1$$

$$U_1 = 37 \times 37 + \frac{37(37+1)}{2} - 2215$$

$$U_1 = 1369 + \frac{37+38}{2} - 2215$$

$$U_1 = 1369 + \frac{1406}{2} - 2215$$

$$U_1 = 1369 + 703 - 2215 = -143$$

b. Calculation with U2

$$U_2 = (N_1 N_2 + \frac{N_2(N_2 + 1)}{2}) - \sum R_2$$

$$U_2 = 1369 + 703 - 1955 = 117$$

c. Calculation with Z =

$$Z = \frac{U - \frac{N_1 N_2}{2}}{\frac{\sqrt{(N_1)(N_2)(N_1 + N_2 + 1)}}{12}}$$

$$Z = \frac{117 - \frac{1369}{2}}{\frac{\sqrt{37 \times 37(37 + 37 + 1)}}{12}}$$

$$Z = \frac{117 - 684,5}{\frac{\sqrt{1369(75)}}{12}}$$

$$Z = \frac{-567,5}{\sqrt{855,25}}$$

$$Z = \frac{-567,5}{92,5}$$

Z = -6,135

Based on the formula above, the researcher concludes that, teaching English using picture series to increase the student's vocabulary at Elementary School YPK Lachairoi Hom-Hom third grade A and B. Because Z value is -6,135 lower than the critical value is Z is -1,96 so there is significant different students' between students performance score using picture series and students' performance score on vocabulary, it's not very big difference.

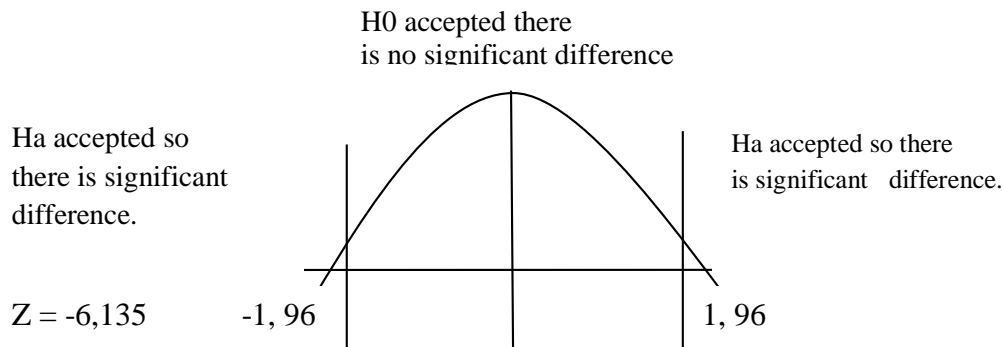


Figure 1. The Figure of Calculation With Z

CONCLUSION

Based on the research result on the discussion a researcher concludes through by a researcher question.

1. Of students in elementary school YPK Lachairoi Hom-Hom. Before they learned in English vocabulary in elementary school YPK Lachairoi Hom-Hom especially in third grade A and B are a little bit bad in both

- classes before the researcher give an action. The average mark of pre test in experiment class is 46,2 and average of marks of control class is 59,86. So the researcher concludes that teaching with picture series can increase student's ability in vocabulary.
2. The students' vocabularies in experiment class are higher than the students' vocabulary in control class. After the

researcher give the treatment through two different teaching methods to both classes, the average mark of students' in experiment class is 52,8 and control class is 59,8. There is a significant difference between experiment class and control class based on the result of Mann Whitney $U_1 = 143$ $U_2 = 117$ and the Z value is -6,135. But the significant level is not very strong.

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