

Teaching Vocabulary Through Picture Story at The Eight Grade Students of Pesantren Modern Datok Sulaiman Palopo

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Abstract

This research aims at finding out whether or not the use of picture story significantly increases the students' vocabulary at the eighth grade of Pesantren Modern Datok Sulaiman Palopo. The researcher applied pre-experimental design with the pretest, treatment, and the posttest. The population of this research is the eighth grade students of Pesantren Modern Datok Sulaiman Palopo. The total number of population is 120 students who are separated in 4 classes. There are 30 students in every class. The researcher uses purposive sampling technique in determining class VIII A as the sample because based on the interview results with the English teacher, it is found that this class is low in mastering vocabulary. The total number of sample in this research is 30 students. Based on the results of data analysis, the researcher concludes that the use of picture story significantly increases the students' vocabulary at the eighth grade of Pesantren Modern Datok Sulaiman Palopo. It is supported by the mean score of the posttest (76.17) which is higher than the mean score of the pretest (45.96). Besides, the t-test is 13.76 and the result of significant is 0.00. From the criteria of hypothesis acceptability which said that if $t\text{-test} > \alpha$ or $13.76 > 0.05$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is significant difference between the results of the pre-test and the post-test.

Keywords: *Teaching, Vocabulary, Picture Story*

INTRODUCTION

Vocabulary instruction forms a very important aspect of any foreign language teaching and learning because the knowledge of vocabulary determines and decides the level of a foreign language learner. The knowledge of vocabulary also plays a very crucial role in the major language skills: listening, speaking, reading and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, the teaching and learning of vocabulary needs special attention from both teachers and learners.

Studying language can be started by learning vocabulary first. It is the most important element of language. Vocabulary is central to language and it is important to the language students. Without

mastering vocabulary, students cannot communicate effectively and cannot express their ideas in both oral and written forms. So, the focus of English learning process is vocabulary (Pratiwi, 2010:1).

Vocabulary is one of the most difficult parts for students in learning foreign language. There are many reasons which make it difficult for students to learn vocabulary. The difficulties come from the teacher who teach their students or from the students who lose their interesting in learning vocabulary. But in fact, vocabulary is the most important thing to learn in foreign language (Pratiwi, 2010:1).

Basically, every teacher wants to run the teaching learning process effectively. The use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in classroom to encourage the students' motivation and students' interest to the lesson. There are many methods and ways to upgrade the vocabulary of students which are applied by teachers of English in the classroom such as memorizing vocabulary list and teaching them how to use the vocabulary in the sentence. But the researcher wants to apply another way to increase the students' vocabulary mastery namely picture story. This is a good way to improve students' vocabulary because the students like interesting method that is not usual.

According to Royer and Cable (2006:19), picture story is pictures which are commonly placed in textbooks to explain the text and to provide information beyond the print. Pictures enable the readers to organize an assimilative context for more efficient understanding of written language. Pictures are very helpful media especially to avoid misunderstanding of the story since the students can relate the story to the pictures given. Pictures have an important role in the understanding of meaning. They give illustration of something and make it clear. Pictures are used to help students to understand and comprehend the story clearly and easily.

Based on the results of observation at Pesantren Modern Datok Sulaiman Palopo particularly in Junior High School that students study much about texts, grammar, etcetera. Ideally, they should master vocabulary to help them writing texts, speaking fluently, etcetera. But in fact, they still find many difficulties in mastering vocabulary. Students have difficulties in enriching their vocabulary. They get difficulties in memorizing the new words, so they have limited vocabulary. The students just know how to use the vocabulary properly. But they do not know how to use it with different shades of meanings in real life communication.

Concerning with previous explanations above, the researcher is interested in conducting a research entitled "Teaching Vocabulary through Picture Story at the Eighth Grade of Pesantren Modern Datok Sulaiman Palopo.

METHOD

The researchers applied pre-experimental design with the pre test, treatment and post test, where the treatment was conducted to upgrade the students' vocabulary mastery. The method is:

O1 X O2

Where:

O1 : pre test

O2 : post test

X : treatment

RESULT

The results of pretest are supported by Chintiami's statement (2015:6) that vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learner, as a matter of fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students do not know the meaning of words they learnt. Vocabulary is very influential for the four skills of language; listening, writing, reading, and speaking. Mostly, students will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. It is because vocabulary should be the basic knowledge to learn languages. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

In the treatment, the students were enthusiastic and happy to study vocabulary by using picture story. It was supported by the students' statements who asked the researcher to teach them again by using picture story. However, sometimes there were many students who made noise and did not hear the researcher's instruction but the students still joined the process of the treatment and did the test of every treatment.

The results of posttest show that the students' vocabulary improved after using picture story in learning vocabulary. It can be seen through the mean score of post-test (76.17) which is higher than the mean score of pretest (45.96). In other words, the students' vocabulary before giving the treatment by using picture story was still poor, but after giving the treatment by using picture story, the students' vocabulary was good. In the posttest, there was 1 student (sample number 15) who got the highest score that was 91.5 classified as very good. The student answered 32 numbers correctly in the adjective test, 30 in the noun test, and 34 in the verb test. In the posttest, the researcher did not face difficulty because the students were very enthusiastic to answer the test. Even the researcher did not ask the students yet to answer the test, but the students were soon to do the test particularly filling in the blank test. This indicates that picture story was effective to motivate the students to do the vocabulary test.

Based on the discussions above, the researcher can conclude that the use of picture story in teaching vocabulary can increase the students' vocabulary. By reading the picture story, the students are not bored in joining learning process because the use of picture can entertain and improve the students' vocabulary while they are reading. This condition is in line with Nagy's theory (2008:7) saying that the role and importance of wide reading in the development of vocabulary and in learning English as a foreign language has always been acknowledged. Through wide independent reading, EFL learners come in contact with vocabulary that rarely occurs in spoken language and is easy to grasp because of the context. Learning words from context is an important avenue of vocabulary growth and it deserves attention and practice in the classroom.

EFL teachers can implement contextual vocabulary instruction by training students to use clues in the sentence. Nash and Snowling (2006:337) have described this process as: "Strategies for teaching students how to derive meaning from context focusing on using pieces of information (clues) in the context to infer the meanings of target words". By showing students how to recognize these clues, students can then use this strategy during independent reading. The contextual methods do not require any specific materials or specialized training for the teacher and can be easily incorporated in EFL classrooms.

DISCUSSIONS

Based on the procedures of the data analysis in the previous section, it can be seen that there was significant improvement of the students' vocabulary mastery particularly in vocabulary of adjective, noun, and verb. In other words, the students' score after treatment was better than before treatment.

In this section the researcher presents the discussion of the data of some students. The description of the data collected through the test shows that the students' vocabulary was improved. Students' score after treatment was better than before treatment. The students were given vocabulary test to know whether or not applying picture story was effective in upgrading the students' vocabulary mastery at the eighth grade of Pesantren Modern Datok Sulaiman Palopo. There were some students with low comprehension in vocabulary in the first until the third meetings because they were still shy to ask the researcher when they faced difficulty in answering the vocabulary test. Sometimes the students did not know how they should answer the test. But, in the fourth until sixth meetings, the results of students' test were good. Most of students were enthusiastic and happy when reading picture to improve their vocabulary. Besides, most of students' scores classified as very good, good, and average classifications when they were in the fourth until the sixth meetings.

Vocabulary is one of language elements that need to be acquired by English learners. Vocabulary is very important to be learned because people cannot communicate without having enough vocabulary.

Increasing of the students' vocabulary at school is determined by the quantity of their vocabulary. In other words, increasing the students' vocabulary also means increasing the quantity of their vocabulary in every field of study which they obtain in curriculum. If people understand this problem, people can understand how important the teaching of vocabulary at school (Harmer, 2010:235).

Vocabulary is one of the most difficult parts for students in learning foreign language. There are many reasons which make vocabulary difficult for students to learn. The difficulties come from the teacher who teaches their students or from the students who lose their interesting in learning vocabulary. But in fact, vocabulary is the most important thing to learn foreign language (Pratiwi, 2010:1).

In the pretest, there were many students could not answer the test because they lack vocabulary and it was supported by the mean score of the pretest that was 45.96 that can be classified as poor. The students asked to the researcher what the meaning of words in the test, but the researcher explained to the students in order that the students answered the test based on their own answer without opening dictionary. In the pretest there was 1 student (sample number 15) got the lowest score that was 21.9 that can be classified as very poor. The student answered 6 numbers appropriately in the adjective test, 7 in the noun test, and 10 in the verb test.

The results of pretest are supported by Chintiami's statement (2015:6) that vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learner, as a matter of fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students do not know the meaning of words they learnt. Vocabulary is very influential for the four skills of language; listening, writing, reading, and speaking. Mostly, students will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. It is because vocabulary should be the basic knowledge to learn languages. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

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CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concludes that the use of picture story significantly increases the students' vocabulary at the eighth grade of Pesantren Modern Datok Sulaiman Palopo. It is supported by the data of t-test is 13.76 and the result of significant is 0.00. From criteria of hypothesis acceptability said that if $t\text{-test} > \alpha$ or $13.76 > 0.05$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means there is significant difference between the results of pre-test and post-test.

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