

## EXPANDING SMP STUDENTS' VOCABULARY MASTERY BY UTILIZING COMPOSITE PICTURES

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### Abstract

*The purpose of this research was to know the students' level of mastery on vocabulary by using composite picture and problems faced by the students using composite picture. The method used in this was Pre-Experimental design type one-group pre-test and post-test. The population of this research was the Senior High School of SMAN Noemuti divided into three classes. The researchers was focused on tenth-grade students. The total number of the population was 75 students of tenth grade become the sample were 25 students. This study was conducted at SMAN Noemuti. The instrument that the researchers used was vocabulary test. The research result shows that using composite picture in teaching vocabulary could improve their vocabulary achievement. The research findings the frequency and rate percentage of the students' vocabulary in pre-test from 25 students there was no or 0% classified into excellent, 20% classified into good, 80% classified into fair, and then 0% classified into very poor category. While in post- test there were 40% classified into excellent, 56% classified into good, 4% classified into fair, and there were no or 0% classified very poor. Meanwhile, the mean score data of pre-test showed that the mean score of students was 55,2. Then the mean score data of post-test also showed that the mean score of students was 83,6. It means that the students' vocabulary achievement at the tenth grade of SMAN Noemuti after the treatment was improved.*

**Keywords:** Vocabulary Mastery, Composite Picture

### A. INTRODUCTION

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Supraba (2019) Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. As Nunan (2012) states that "vocabulary is the collection of words that an individual knows". That is a reason why without a sufficient vocabulary, students will have difficulties in learning.

Vocabulary is a group of words that contains meaning while according to Muhbubah (2011) said that vocabulary as the concept and function word of language which are so thoroughly that become a part of a child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard or see even though not proceed by the individual himself to communicate with other.

Henry and Pongrantz (2012), points out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing”. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school.

According to Geiger (2017) that vocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing. Second, vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others. Richard (2016) said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. According to Webster (2019) that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally grouchy.

Tarihoran (2012) vocabulary is the important thing for someone who wants to learn any language. Without good vocabulary mastery, it will be impossible to acquire and fluent in that language. Vocabulary is set words known to a person or other entity, or that are part of a specific language. Vocabulary learning objective to study the subject of learning vocabulary is to help learners easier in because there is a word, words that in science, a list of words like a dictionary is an explanation a short through pictures. Far (2013) said that vocabulary is a sizeable component in the learning process. Learners across proficiency levels will encounter situations where they can understand only part of written text or a sentence due to the fact that they don't know all the words. Vocabulary is a place where we want learn something, because vocabulary is necessary for all skills.

Based on Wright (2017) there are three kinds of picture namely individual picture, picture in series, and composite picture. In this research, the researchers use composite picture as the media in teaching and learning process. Wright (2017) states that composite picture is a picture that has a lot of information. Composite picture is a single picture which show a scene (hospital, beach, street, canteen, station, market) in which a number of people can be seen doing things.

In this research, the researchers adapted they ways to use composite picture in teaching vocabulary from Wright (2017), they are: Firstly, sound and tells the meaning. In this step, the teacher shows the composite picture in the class and pronounces the word at the same time. The students will see the picture and get the meaning immediately. Example, when the teacher sounds the word “Car”, the teacher explains the meaning and show students the picture of car.

Secondly, repetition. In this step, the teacher asks the students to repeat the word that they get from the lesson. This step will help students to pronounce and remember the meaning of the words. Thirdly, recombination. The teacher asks simple questions about the next object/activities in the picture (what is the girl going to do?) Fourthly, written form. The teacher guides the students to write or list events/objects in the picture. This

step will help the students to know and understand how to write the words correctly. And fifthly, after that the teacher ask the students to identify the scene, object, and activities in the picture and write or make list individually. Therefore, this study has tried to answer two questions: What is the students' level of mastery on vocabulary by using composite picture? and What are the problems faced by the students using composite picture?

There are several previous studies related to the issue. First research was conducted by Desi Sri Astuti (2014), Teaching vocabulary by using pictures to the second-year students of SMP NEGERI 1 Embaloh Hilir Kapuas Hulu. The findings of this research include: First, the use of pictures in teaching vocabulary to the second-year students of SMP N 1 Embaloh Hilir Kapuas Hulu is effective, that it can improve their scores of test. Second, the improvement is 2.18 or the effectiveness is 8.07, that means the use of pictures can significantly improve the second-year students' achievement. Third, the treatment with pictures can also improve the second-year students' motivation that make them active and involved in the learning process.

The second research was conducted by Surya Adi Tama (2014), The impact using pictures on the students' vocabulary mastery. Based on the calculation it means that the result showed that statistically significant. Therefore, there was impact of using pictures the students' vocabulary mastery. The writer stated that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. So the application of using picture as visual aids gave an impact towards the students' vocabulary mastery. From the conclusion above, there were some recommendations that can be given. To the teacher, teacher should encourage the students to be active in teaching and learning process in order to use picture in vocabulary mastery, teacher should create fun and memorable learning, the teacher should be creative in providing and choosing pictures to the students.

Based on the previous studies above, there were some recommendations that can be given. To the teacher, teacher should encourage the students to be active in teaching and learning process in order to use picture in vocabulary mastery, teacher should create fun and memorable learning, the teacher should be creative in providing and choosing pictures to the students. Moreover, it is clear, various and attractive to the students' attention.

## **B. METHOD**

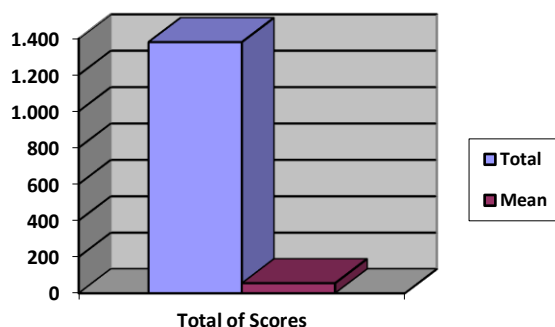
The researchers was a pre-experimental design type one-group pretest-posttest design. (Sugiyono, 2014), Pre-experimental design is a design that covers only one group or class that was given pre and post-test. The researchers wants to know the students' level of mastery on vocabulary composite picture. The researchers used pre-experiment method by pre-test and post-test design. The procedures of the pre-experimental research with one-group pretest-posttest design in this research were described as follows: (1) Administering a pretest ( $O_1$ ) which proposed to know students' mastery in vocabulary before given a treatment. (2) Applying an experimental that was using picture ( $X$ ) to teach vocabulary. (3) Administering a posttest ( $O_2$ ) which proposed

to measure students' mastery in vocabulary. The population of this research was the Senior High School of SMAN Noemuti divided into three classes. The researchers was focused on tenth-grade students. The total number of the population was 75 students. Meanwhile, the researchers choose the students of language class of tenth grade become sample. They were 25 students. Additionally, the researchers used a vocabulary test to get data on the students' vocabulary in English before and after treatment. It consists of 30 questions which was given divided into three categories: 15 multiple choices, and 10 fill in the blanks and 5 matchings. The data analyzed by using descriptive statistics analysis.

### C. RESULT AND DISCUSSION

#### 1. Result

The findings of the research were based on the results of the data analysis deal with the scoring classifications of the students' score in pre-test and post-test, the rate percentage, the mean score. The findings will be presented in the following figures.

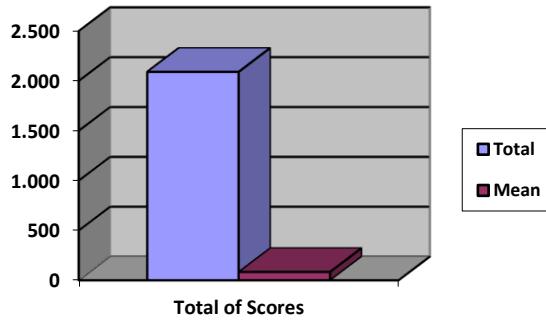


STUDENTS' PRE-TEST SCORE

From Figure 1 above, it can be seen the number of respondent (N) were 25 students and total score of pre-test (before given treatment) is 1,380 The highest score 66 while lowest score was 50. To calculate the mean of pre-test on students' vocabulary mastery the research she applied the following formula:

$$X = \frac{\sum x}{N} = \frac{1.380}{25} = 55,2$$

The results of the calculation will be shown in the following figure.

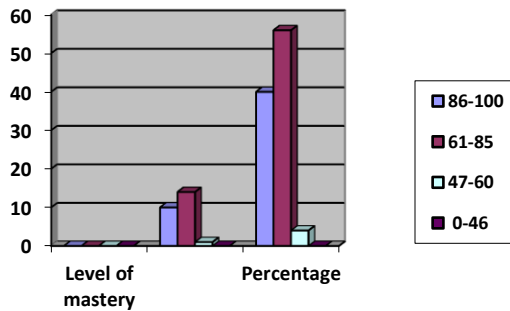


**STUDENTS' POST-TEST**

From data presented in Figure 2 above, it can be seen that the number of respondent (N) is 25 students and total score of post-test (after given treatment) is 2,090. The high score 93. While the low score is 70. To calculate the mean of post-test on students' vocabulary mastery the researchers uses the following formula:

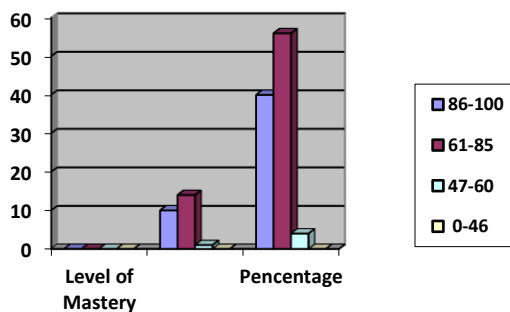
$$X = \frac{\sum x}{N} = \frac{2090}{25} = 83,6$$

The rate percentage of students' vocabulary in pre-test and post-test will be shown in the following figures.



**STUDENTS' POST-TEST**

Figure 3 above showed that the frequency and tare percentage of the students' vocabulary in pre-test from 25 students' there were no students excellent, 5 or 20% students classified into good, 20 or 80% of students classified into fair.



**STUDENTS' POST-TEST**

Figure 4 above shows that the frequency and rate percentage of the students' vocabulary in post-test from 25 students, there were 10 or 40% students classified into excellent, 14 or 56% students classified into good, 1 or 4% students classified into fair, there were no students very poor category. It means that the students' vocabulary was improved after treatment by using pictures. The score and rate percentage in post-test was greater than the rate percentage in pre-test.

**The mean score**

After calculating the result of the students' pre-test and post-test, the means score showed in the table below:

$$X = \frac{\sum x}{N}$$

Where: X = Means Score

$\sum x$  = The sum of the all score

N = Total Number of Sample

a. Pre-test

$$x = \frac{1380}{25}$$

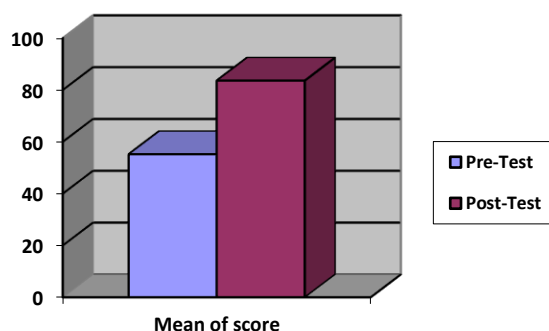
$$x = 55,2$$

b. Post-test

$$x = \frac{2.090}{25}$$

$$x = 83,6$$

This result of the means score of the students' pre-test and post-test was different from the formula above, in the pre-test the sum of the whole score was 1,380 divided by total number of samples was 25 and result was 55.2. While in the post-test the sum of the whole score was 2.090 divided by total number of samples was 25 and the result was 83.6. It can showed in the figure below:



STUDENTS' POST-TEST

Figure 5 above shows the mean score of the students in pre-test and post-test. The students' pre-test mean score was 55.2 and it was categorized as very poor, while the students' post-test means score was 83.6 and it was categorized as good. It means score of post-tests was higher than pre-test.

## 2. Discussion

The discussion of the research findings derived from result of the students' vocabulary in pre-test and post-test. The description of the data collected through test as explained in the previous section shows that the students' vocabulary improved. It is supported by the mean score of the students' pre-test and post-test. The students' vocabulary could be developed by many ways one of them was the use of media to teaching vocabulary like using Picture. It was considered as a good media because it was easy to find and effective. Based on the result of the students' answers before and after treatment, the research noticed that there was significant difference between students' vocabulary test in pre-test and post-test. Based on the result of the students' answers before and after treatment, the research noticed that there was significant difference between students' vocabulary test in pre-test and post-test. But after applying Picture the students could answer the test vocabulary with true and know the meaning of the words as well. The students' vocabulary achievement was very lacking before implementation of Picture in language learning process in the class because the students got difficulty memorizing vocabularies and used composite picture as media could help the students in memorize the vocabulary.

From the result of analyzing, the researchers found that before the treatment, the pretest result showed that there was no or 0% classified into excellent, 20% classified into good, 80% classified into fair, and then 0% classified into very poor category. While in post- test there were 40% classified into excellent, 56% classified into good, 4% classified into fair, and there were no or 0% classified very poor. Meanwhile, the mean score data of pre-test showed that the mean score of students was 55,2. Then the mean score data of post-test also showed that the mean score of students was 83,6. It means that the students' vocabulary achievement at the tenth grade of SMAN Noemuti after the treatment was improved.

## E. CONCLUSION

Based on the analysis of finding and discussion, the researchers concluded that the composite picture effective in improved the students' vocabulary achievement at the tenth grade of SMAN Noemuti can be described as follow: To answer the research question, the research conducted this research and analyzing students' data on the pre-test and post-test increased afterwards maintenance. This can be seen from the pre-test score of 1.380 lower is categorized as very poor mastery compared to the post-test score 2.090 can be categorized as good mastery. Then the researchers concluded that effective pictures could improve students' vocabulary achievements given to them during the treatment process. Using images as entry media vocabulary teaching and learning helps students memorize vocabulary. Researchers also found students' difficulties in learning skills using picture. Students gets a low score. The researchers know from the pre-test scores of 25 students the lowest score was 55. In the post-test the lowest score of 25 students was 70. In conclusion the researchers concluded that composite picture was effective in improving the students' vocabulary. In addition, the students were more active and participated in the teaching-learning process of vocabulary. Therefore, composite picture can be alternative strategy for teacher in teaching vocabulary which can improve and keep the students' vocabulary.

In teaching and learning vocabulary the researchers proposed some suggestion as following: The teacher should know the students' difficulties faced in vocabulary achievement; The teacher is suggested to use picture card as an English teaching media in order to help the students in improved vocabulary; The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition and using new topics to improve the student interest in learning vocabulary, so that the students are not bored; The students should more memorize and improved their vocabulary achievement because English is one of the most important languages in the world and vocabulary is a basic element for learning English; The students should practice more in vocabulary mastery and the students should consult to the teacher about the difficulties that they faced in vocabulary achievement; and The future researchers used this thesis as the reference to conduct your research if have the same topic.

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