Using Picture Series to Enhance Students' Vocabulary at SMP Kristen Daruba Pulau Morotai

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ABSTRACT

The purpose of this study was to determine whether there was an increase in students' vocabulary mastery after implementing the use of picture series in English language students. The population of this study was the eighth grade and the total sample of 38 students at SMP Kristen Daruba Pulau Morotai. The method is quantitative method (pre-experimental). The instrument used was a vocabulary test, consisting of a pre-test and a post-test. Based on the findings and discussion, it can be concluded that using picture series effectively improved students' vocabulary at SMP Kristen Daruba Pulau Morotai. The improvement on students' vocabulary can be proven by the results of the pret-test, with scores showing that the 40.74 and the average on the post-test were 82.95. This means that using picture series can improve students' vocabulary mastery.

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan penguasaan kosakata siswa setelah menerapkan penggunaan gambar seri pada siswa bahasa inggris. Populasi penelitian ini adalah kelas delapan dan total sampel 38 siswa di SMP Kristen Daruba Pulau Morotai. Metode yang digunakan adalah metode kuantitatif (pre-experimental). Instrumen yang digunakan adalah tes kosakata, yang terdiri dari tes awal dan tes akhir. Berdasarkan temuan dan pembahasan dapat di simpulkan bahwa penggunaan gambar seri efektif meningkatkan kosakata siswa di SMP Kristen Daruba Pulau Morotai. Peningkatan penguasaan kosakata siswa dapat dibuktikan dari hasil pret-test dengan skor 40.74 dan rata-rata post-test 82.95. Hal ini berarti penggunaan gambar seri dapat meningkatkan penguasaan kosakata siswa.

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INTRODUCTION

Vocabulary is a collection of words that can be used to from standard sentence structures and have meaningful sentences contained in each word. According to Nurlaili Fauziah (2019:1) Vocabulary is part of learning English at school and will always be studied throughout a person's lifetime. Even though language consists of a restricted set of rules of grammar, but people will never be at the end of words to be learned. Vocabulary has a vita role in teaching and learning language because without knowing many words, students cannot understand others or express their ideas.

The teaching method that is suitable for increasing students'vocabulary skills is the picture series media because this method can train students to interact, think in solving problems. Serial picture media has a series of images that can stimulate studentds' minds to speak and produce continuous stories. Serial picture media is a series of pictures that follow a conversation in terms of introducing or presenting the meaning contained in the picture.

According to Arsyad (2011:91) Media picture is a hinf 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 objects. 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).

Based on the information obtained at SMP Kristen Daruba Morotai Island it was found that the students' vocabulary mastery ability was still very low. The researcher this information from students who attended the school. With these problems, the researcher was interested in being able to improve students' vocabulary mastery skills by using picture series media.

LITERATURE REVIEW

1. The Concept of Vocabulary Mastery

a. Definition of Vocabulary

According to Susanto (2017:166) ''vocabulary has an important role in language skill''. Vocabulary is one component that ties the four skills of speaking, listening, reading, and writing together. The pupils must possess English language proficiency in order to effectively communicate in English. Additionally, students need to have a sufficient vocabulary and the ability to utilize it correctly.

b. Kinds of Vocabulary

Classes According to Chesy. n.d (2018:6). Vocabulary is the whole word that is owned by language, and one's vocabulary. This means that the entire word in someone's memory will immediately cause a reaction when heard or read.

c. Types of Vocabulary

According to Bahri (2018:10) There is an expert said that words and phrases are small elements but can make up language and function to express ideas, Vocabulary can be divided into two types, passive and actives vocabulary. The first is active namely master in theory and able to use in everyday life, for exaple someone who

controls a lot of vocabulary and she can use in term of speaking or write. The second is passive for example there someone who controls a lot of vocabulary but she couldn't use to communicate or write.

2. Importance of Vocabulary

According to David Wildskin in Thornbury (2019:10) stated that without grammar very liitle can be conveyed, without vocabulary nothing can be conveyed. it shows that learning vocabulary is very important. With vocabulary everyone can say anything they want, but grammar people just say little thing because they speak with words not grammar. Vocabulary learning is very important for people who learn English both as foreign language and as second language. Point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency.

3. Teaching Vocabulary

According to Mofareh (2020:37) teaching means giving the instruction to a person about knowledge skill. Teaching English for students need a special attention, there for the teacher must be given the English lesson should be easy, interesting and be fun motivating. The material should be functional which indicates meaning full and relates to their needs personal interest. Children are different from adult in many ways. Children obtained bored easily and they want to do. from here, the existence of instructional media is an appropriate way to reduce this tendency and one of them by using mapping word.

4. Definition Picture Series

According to Arsyad (2011:166) Picture series is one of the mediums that can be utilized to help students improve their vocabulary mastery, pictures series bring not only images of reality, but also have a function as a fun element in the class, ''picture media can attract and direct students' attention to concentrate on the content of the lesson''. Picture series is able to stimulate students' minds to find new ideas, so students can be more optimal in learning, the process of mastering vocabulary will be more fun than the old method that does not use picture series.

5. Types of Pictures

According to Isticomah (2017:10) an up-to-date picture file reflecting authentic aspects of culture is also essential.

6. Procedure of Picture Series

According to Apsari (2017:11) he stated that chosen learning media that can be used effectively and efficiently must be taken with systematic step. There are three main steps taken in the use of picture series media, that are:

a. Preparation:

The teacher should prepare the material before starting the lesson. The teacher prepared a Lesson Plan (RPP) in every meeting, it includes the picture media that will be used. The teacher should prepare the equipment and picture media series in the classroom.

b. Implementation/presentation:

1. The teacher are be able to make sure all media and equipment are equipped and ready to use.
2. The teacher are able to explain the objectives to be achieved.

3. The teacher share the topic related to the descriptive text. The topic is about things around us.
4. The teacher is able to explain further what should be done by students during the learning process.
5. The teacher is able to avoiding events that can distract or concentrate and calm students.

c. **Follow-up:**
1. The teacher is able to make strengthen participants' understanding of the material discussed using the picture series media.
2. The teacher gives question and answer sections.
3. The research gives in the final learning and teaching.

7. Teaching Vocabulary Using Picture

According to Triani Rika (2021:23) Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot understand the meaning of sentences or cannot understand what the people say. From the explanation above, we as a teacher should be able to make the students get the spirit in learning foreign language vocabulary, so they want to study hard. In addition to providing motivation, we as teachers must also have a special way to deal with the students not interest in learning process. The teacher must be able to get innovation, to find the methods or techniques that are suitable to teach and able to improve students' knowledge. For example, teaching vocabulary using picture. Teacher taught the vocabulary through picture includes noun, verb, adjective and adverb. Teaching process was used the picture and taught about pronunciation and meaning of the words.

For example, the researcher taught about pets, she explained and showed the picture one of animals and also about its activity. Picture is a thing that can make us understand about something. We can use it as media in learning English. We can find pictures from books or the internet. Picture is something that we can see, in other word picture is visual. Picture gives stimulation which enables the learner memorizes new vocabulary. Learning foreign language means learning new vocabulary which sometimes totally different than our native. Indonesian student who learns English as foreign language, must know and memorize thousands of English vocabularies. As we know the key for a successful of language learning is by memorizing list of words as many as we could.

METHOD
A. Research Design

The researcher was used quantitative. According to (Sinambela:2020) Quantitative research is a type of research that uses numbers in processing data to produce structured information. Quantitative is a systematic research method fot calculating the amount of data in the form of numbers for analysis. In this research, the researcher was used a pre-Experimental one-group pre-test and post-test design for student SMP Kristen Daruba Morotai Island. This study will use pre-experimental design. According to Rafli, Syatriana, Ardiana (2024:167) pre-experimental design is with one-class pre-test and post-test design. After the pre-test and before the post-test, the treatment was given.

B. Research variable

In this research, there are two variables they are an independent variable and dependent variable

1. Independent variable of this research is use of the picture series
2. Dependent variable is the students' vocabulary mastery.

C. Population And Sample

From the understanding above, the researcher can conclude that the population of this study is all the eight grade students of SMP Kristen Daruba Morotai Island which will be studied a total of 38 students. The sample is part of number and characteristics of the population and this research use technique total sampling. There are 38 students as the sample.

D. Research Instrument

The researcher used was a vocabulary test to obtain data. The consist of 50 questions there are multiple choice, matching test and vocabulary translation. In this study, the pre-test and post-test has the same items.

E. Procedure of Data Collection

The researcher would to prepare the following steps or procedures for collecting data. There are:

1. Pre-Test

Pre- test is a test give before teaching begins which aims to find out the extent of students' have mastered vocabulary through a pre-test, namely a vocabulary test. In the research, the researcher was use pre-test questions in the form of multiple choice, matching-test and vocabulary translation totaling 50 questions and a time of 90 minutes.

2. Treatment

After knowing the results in the pret-test questions, the researcher was giving the students a series of pictures so that could influence learning outcomes. To find out which treatment influenced the variables, the researcher was giving the material six times in the learning process following the RPP that had been determined.

3. Post-Test

The post-test was give to students with the same number of pre-test to determine in the students' vocabulary achievement after doing the treatment. The researcher give post-test questions in the form of multiple choice, matching-test and vocabulary translation with a total of 50 questions and a time of 90 minutes, to find out the extent of students' mastery of vocabulary skills through series of pictures in improving students' vocabulary.

F. Data Analyze Technigue

The research aims to determine the effectiveness of using picture series to improve vocabulary mastery among students SMP Kristen Daruba Morotai Island and the researcher will use SPSS Windows 22 in analyze the data

RESULT AND DISCUSSION
1. Descriptive Test

This research was conducted at the eighth grade of SMP Kristen Daruba Pulau Morotai. In this chapter, the researcher presented the results of descriptive test.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	38	28	54	40.74	7.675
Post Test	38	72	90	82.95	4.280
Valid N (listwise)	38				

The data above presents descriptive statistics for two test groups: the Pre-Test and the Post Test, each consisting of 38 students. The Pre-Test has a minimum score of 28, a maximum score of 54, a mean of 40.74, and a standard deviation of 7.675, indicating a greater variation among the scores. Meanwhile, the Post Test shows improvement, with a minimum score of 72, a maximum score of 90, a mean of 82.95, and a standard deviation of 4.280, suggesting a higher level of consistency in the score after the intervention.

2. Normality Test

The table below is a test of normality which aims to analyse pre-test experimental and post-test experimental data because each data in quantitative pre-experimental must be tested of normality.

Table 2. Test of Normality

	Class	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Results	Pre Test	.144	38	.047	.939	38	.038
	Post Test	.140	38	.057	.952	38	.107

a. Lilliefors Significance Correction

Based on the table above, This study using Shapiro Wilk because the sample size is less than 100 and the data shows the significance value in the pre- test is greater than 0.05, that is, 0.038, which means that it can be said that the data in the pre-test is normal then in the post test it is also higher than 0.05, that is 0.107, which means that the data in the post test is also normal, therefore the data in the pre-test and posttest are normally distributed.

3. Paired Sample T-Test
Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-42.211	5.277	.856	-43.945	-40.476	-49.309	37	.000

The table above is a paired sample test table that displays the results of statistical analysis to determine whether there is a significant difference in students' vocabulary before and after using picture series. The Sig (2-tailed) value of 0.000, which is less than 0.005, can be interpreted that using picture series can improve students' vocabulary. This paired sample test result shows that the use of picture series has a significant effect in improving students' vocabulary. Because of that, the researchers believed that using picture series is effective to improving students' vocabulary mastery at the eighth grade of SMP Kristen Daruba Pulau Morotai.

Discussion

In this study the researcher discussed the findings during the pret-test, treatment, and post-test, to determine whether the use of Picture Series can improvement the vocabulary skills of grade VIII students at SMP Kristen Daruba Morotai Island. Based on the data analysis that has been tested in the findings section, it can be concluded that by using the picture series, the students' English vocabulary has increased. Before being given the picture series, they were unable to master English vocabulary. After being given the picture series, they were able to improve their vocabulary skills, they could spell the words well, then they could memorize vocabulary, they could find out the meanings of English vocabulary to Indonesia and vice versa.

Based on explain of data results, picture series in teaching English subject had a positive impact on student vocabulary mastery, it is also supported by previous researcher findings by Wahyuddin (2022) in seventh grade students of SMP Makassar

Raya, The result of this research showed that the application of pictures can improve students' vocabulary mastery. It was proved by the value of the t-test 31.09 which was greater than the value of t-table 1.70 the level of significance (p) = 0.05 and degree of freedom (n-1) = 27. In another previous research.

Isticomah (2017:16) Based on the result and the discussion of this research, it can be said that critical value "X2 observed" is 10.934 and "X2 table" = 5% (5.9914) and 1% (9.2103). The data confirmed that "X2 observed" is higher than "X2 table". Moreover, the data confirmed that t= observed 6.21 is higher than t = table 1.729 in 5% and 2.860 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. This shows that there is any positive and significant influence of using picture media roward students' writing descriptive text.

From the analysis above, the researcher concluded that there was a significant difference between the pre-test and post-test results in student's vocabulary learning through the picture series. In other words, using the picture series technique in can be used to improve students' vocabulary. Actually, some factors influence success in increasing vocabulary mastery, but all depends on how the researcher or teacher handles it so that students don't get bored in language learning, the picture series used in class is a very effective and proficiency. It can be seen that the picture series application is very useful and can be used to develop student language learning and provide opportunities for students for students to practice communication. Therefore, it is suggested that teachers try some method including this picture for their students to improve students' reach their goals, and at least try new things in teacing, so it can be concluded that the picture series can be an effective way to learn or develop students' vocabulary.

CONCLUSION

English vocabulary mastery among eighth-grade students at SMP Kristen Daruba Pulau Morotai in the 2024/2025 academic year. This study also aims to provide treatment with different topics at each meeting so that researchers can see that using picture series can help them improve their vocabulary. After conducting the descriptive test, the researcher found that the pret-test score was 40.74, while the post-test score improved to 82.95. To analyze the data further, the researcher performed a normality test to check if the data followed a normal distribution. The results indicated that the pre-test value was 0.038 and the post-test value was 0.107, both of which are greater than 0.05. This suggests that the data is not normally distributed. Next, the researcher proceeded to the paired sample t-test. The goal of this test was to determine whether the Picture Series was effective in helping to improve students' English vocabulary. The results revealed a significance value (sig. 2-tailed) of 0.000, indicating that the use of the Picture Series has been proven effective in enhancing students' vocabulary. As a result, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This shows that there is a positive effect of using Picture Series on students' vocabulary mastery, particularly at SMP Kristen Daruba Pulau Morotai.

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