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THE EFFECT OF PICTURE TEACHING MEDIA TO THE ABILITY OF GRADE 7TH STUDENTS IN ENGLISH VOCABULARY MASTERY OF SMP YAYASAN PERGURUAN KELUARGA (YPK) PEMATANGSIANTAR

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Abstract
English is an international language that use by many people in this world. Human used English to make communication in daily life. It can help human to make connection with other people, nation country in this world to get information. As we know in learning English there are four skills, they are: speaking, listening, writing, and reading. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. Nowadays, the students must improve their vocabulary because in their school, they are not only learning vocabulary in English lesson, but also in other books, there are also some English vocabularies that must be known by students. In improving student vocabulary, the students need some method or technique. The used picture of media will be needed to help the students in teaching-learning vocabulary. Picture is one of visual material in teaching that well established. This researcher experience at learning practice program in SMP YPK Pematangsiantar, many of students were lack of vocabularies.The students had many problems in mastering English words and this situation made them to be lazy to study English. One of the strategies can be used to solve the problems in teaching English is using media. As what have been mentioned previously, the purpose of this research was to find out the effect by uding Picture media on students' ability in english vocabulary at grade seventh SMP YPK. Researcher chose two classes as the sample that divided into two groups are VII-6 as Experimental Group and VII-4 as Control Group. From all the analyzed data, it is found that there was a significant using Picture media on students' ability in English Vocabulary at grade seventh SMP YPK Pematangsiantar. It shows that the result of t-test was higher than t-table (5.02>1.67), therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) was accepted.Based on the result of the research, it was concluded that by using Picture media on students' ability in English Vocabulary is most effective.

Keywords— Vocabulary Mastery, Teaching Media, Picture

Introduction

English is international language that use by many people in this world. Human used English to make communication in daily life. It can help human to make connection with other people, nation country in this world to get information. The students study in English so that they can to interact with the different language because English is the international language (Richards & Willy A. Renandya, 2002), International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. As we know in learning English there are four skills, they are: speaking, listening, writing, and reading. The four skills are very important, because they are basic of English learning. And in order to be able to communicate an socialize

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with the community. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. It is important language elements the students should master. Vocabulary includes collection of words. The words are know not only as a group of sounds or a combination of letter without meaning, but also as a group standing for something and triggering some meaning. Vocabulary plays important role in language learning. he more people master vocabulary the more they can speak, write, read and listen as they want. (Scott Thornbury, 2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by (Stringer, Christensen, & Baldwin, 2013) that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.

(Stringer et al., 2013) Talking about vocabulary, there is a general perception that vocabulary is always related to words and dictionary. Vocabulary is central of language and of critical importance to typical language learner. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. Vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence.

Nowadays, the students must improve their vocabulary because in their school, they are not only learning vocabulary in English lesson, but also in other books, there are also some English vocabularies that must be known by students. Sometimes the students are difficult to know, to understanding and memorize the vocabularies. In improving student vocabulary, the students need some method or technique.

Based on the explanation above the used picture of media will be needed to help the students in teaching-learning vocabulary. Picture is one of visual material in teaching that well established. Pictures provide a great deal of information at a glance (Stringer et al., 2013).

According to (Trice, 2000) defines "pictures can motivate the students and make him or her want to pay attention and want to take a part, the pictures contribute to the context in which the language is being used, the pictures can be described in an objective way, pictures can cue responses to question or cue substitution to be referred to in conversation, discussion and storytelling."

Based on the researcher experience at learning practice program in SMP YPK Pematangsiantar, many of students were lack of vocabularies. The students had many problems in mastering English words and this situation made them to be lazy to study English. They had a limited vocabulary to comprehend the meaning of a text; they did not know the context of words that use in the text, they could not recognize the meaning of the words, they were unable to catch the English words speakers, they could not compose their vocabulary task succesfully and they got difficulties to state some sentences in English. So, it can be concluded that lack of vocabulary is seen as the problem of the students in learning English.

One of the strategies can be used to solve the problems in teaching English is using media. Media is one of the object that used by the English teacher in teaching and learning process. Media as the teaching aids are needed to help the students understanding in learning vocabulary. And it is also used to stimulate the student's interest in lesson. As we know there are three kinds of media, they are visual media, audio media, and audio visual media. To conduct this research, write choose one media to teach vocabulary. It is by using picture. According to (Fry, Ketteridge, & Marshall, 2021), "picture is one of visual material in teaching that well established." Pictures provide a great deal of information at a glance. It can motivate the students and make them want to pay attention and want to take a part, and also help the students get many words and enjoy while they are studying the vocabulary and will motivate to encourage the students in learning. Mastering vocabulary is an important topic in teaching English for students. In teaching vocabulary for students, picture can be used as a good strategy.

The researcher hopes that by using picture in teaching vocabulary can be used as a good strategy and easy way to get information and able to improve the students and the next researcher.

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Literature Review

A. VOCABULARY

According to (Linse, 2005), "vocabulary is a collection of words that known by individual." Vocabulary is related to words and dictionary or the component of language that maintains all of information about meaning and using word in language. Studying vocabulary is to enable the students' product a wide range of vocabulary items. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. Vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Then, (Nunan, 1991) defines "vocabulary is dealt with as it occurs in skill- focused or content focused lessons."

Vocabulary is very important to convey message to others. According to (Fry et al., 2021) that three types of vocabulary, they are:

1) Vocabulary to operate the patterns and illustrate the sound of the second language should be kept as simple as possible in order to allow the teacher to concentrate on the grammatical pattern and the sound system. For this reason, some authorities advocacy using at this stage content vocabulary from the immediate environment of the classroom, the home, the family.
2) Vocabulary for communication, this stage the students acquire the vocabulary items need to converse on contextual areas of wide currency.
3) Esthetic and technical uses vocabulary. It is presupposes that the other two stages have been mastered. Artistic expression deals in part which selective use of the basic communicative use in not known. In technical and scientific vocabulary, words are defined for particular purpose and attends is made to achieve precision by limiting of this definition.

Vocabulary is useful for everyone. In this case, that vocabulary is one important area that should not be neglected in language teaching and learning. It is very useful for communication with other people in spoken and written. Vocabulary is divided into two kinds they are Receptive vocabulary and Productive vocabulary (Carneiro, 2014) as follows:

1) Receptive Vocabulary

Receptive vocabulary contains all the words that we read or listen, but we do not in our own writing and speaking. Reading and listening the vocabulary use prompts you to recall its meaning. And added able to understand a word is known as receptive knowledge and is normally connected with listening and reading. Receptive vocabulary is also called as passive vocabulary.

2) Productive Vocabulary

Productive vocabulary is utilized in everyday speech or the words that we use in our speech and writing. Productive vocabulary means language items which the students understand and they can pronounce correctly and use appropriately in speaking and writing. Then, that is considered productive knowledge. Productive vocabulary is also called as active vocabulary. This vocabulary consists of the content word. The content word consists of noun, verb, adjective, and adverb.

B. MEDIA

Media is one of the object that used by the English teacher in teaching and learning process. Media as the teaching aids are needed to help the students understanding in learning vocabulary. It is also used to stimulate the students' motivation and students' interest in lesson. As we know there are three kinds of media, they are visual media, audio media, and audio visual media.

Media could be defined as the carrier of the message from the teacher to the students. There are three kinds of media, they are:

1) Visual media, it is can be seen and touched by students. For example: picture, photo, real object, map, etc.
2) Audio media, it is can contain recorder text to listen. For example: radio, and cassette recorder.
3) Audio visual media, it is can be seen, touched and listened, for example: TV, film and etc.

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The adventages Media

There are some advantages to use media in teaching, such as:

1) Media can make the students give their full attention to the material that given by the teacher.
2) Media can reduce verbalism.
3) Media can overcome the limitation of time and place. for example something that will use in teaching is too big to bring to the class, so it can be used picture of the thing.
4) Media can help the students in developing their thinking about something that they feel, so they can work by themselves.
5) Media can make cooperative between teacher and students.

The Importance Media

Media can give some function, they are:

1) Help the students be more simple.
2) To decrease the use of mother tongue.
3) To increase students' interest in learning vocabulary
4) To make the students easier to understand
5) To make learning process more interesting and enjoyable.

C. PICTURE

Pictures are media that can be applied in teaching and learning English. According to (Trice, 2000), "pictures as media that one visual material in teaching that well established." It is clear that visual media can easily lend itself to the practice of teaching vocabulary. Pictures provide a great deal of information at a glance. In teaching process, teachers need such thing to support fluency of the teaching learning process itself. Teaching is not only how to transfer knowledge but also how to make the students more understand. Therefore, any media such as picture are very helpful to support the teaching learning process in a classroom.

The teacher has always used pictures to facilitate learning. The choice and use of picture is very much a matter of personal taste. The most important thing for pictures in the end is that they should be visible. They have to be big enough so that all the students taking into account where they will be sitting and can see the necessary detail. It will motivate the students to get the ideas, information and make the presentation or introduction more efficient.

According to (Frazier & Brown, 2001), "pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large pictures (big enough for everyone to see detail), cue cards (small card which students use in pair of group work), photographs, or illustration (typically in a textbook)." All of forms of the pictures are the visual material that can help students in learning process, as in important aids to interpreting primer and firs reader stories, but they also contribute to development of language ability and serve to widen experiences background. With using pictures, it will give the information for the students. Pictures can be used to give clues to class records. They are learning and help them to ensure that language work is based on as wide a range of situations known to the students are possible. Now, the point is that can be very helpful in a teaching learning process because its supports the material that teacher give. It also enables to teacher to teach the material the students.

Pictures are visual representation or imaged painted, drawn, photograph, or otherwise rendered on flat surface. A picture can also be defined as a visual representation of something such as person, scene, produced on a surface, as in photograph and painting (Patel & Praveen M. Jain, 2017), state that there are some types of pictures, they are:

1) Pictures of single object
   It is the picture that shows only one picture of the object and the object can be anything such as pictures of human, an animal, a thing or the other.
2) Pictures of one person
   Picture of people invite us to speculate who they ate (age, family, and work)
3) Pictures of famous person
   General thing to talk about identify of a reason for frame, achievement, evaluation of what they have done/are doing/will do.

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4) Pictures of several people
   It related to general things of person which speed and though bubbles cut out of sticky paper can be stuck on the picture.
5) Pictures of people in action
   It is related to everybody activities, describing on what happening of such event.
6) Pictures of place
   It is related to such home, landscape and views.
7) Pictures from history
   It is illustrated scenes, customs and objects from such events.
8) Pictures from news
   News picture invite identification of the incident, of what happened, when, and to whom.
9) Pictures or maps and symbols
   Pictures of symbol can be found in road traffic booklet, holiday and brochures.
10) Explanatory pictures
   Pictures taken from specialist publications or old school book often explain a process.

According to Lado (1979:194) state that "the use of pictures within teaching vocabulary may motivate and interesting." In teaching vocabulary, the uses of pictures are very useful and help the students to brainstorm the students' ideas. For example of picture, then the teacher uses a media to teach in classroom.

Research Method

Educational research is typically classified into two categories: Quantitative and Qualitative. Quantitative method is dealing with numbers, purpose, approach, data sources, using sample and population, the result of research occur for population. And data which can be measured (Arikunto & Suharsimi, 2012). While, Qualitative methods is dealing with description, data can be observed but not measured, using object and subject, to collect the data is done by itself researcher and it can know clearly after finish research (Arikunto, 2006).

In this chapter, the researcher follows the methodology in quantitative method to conclude the data. The researcher wants to find the effect of using Picture media teaching vocabulary grade VII Junior High School. In research design there are two groups, namely; experimental group and control group. Teacher gives treatment to experimental group by using Picture. Then, teacher does not give treatment to control group.

Research design table

Group	Pre Test	Treatment	Post Test
Experimental	✓	**X**	✓
Control	✓	**Y**	✓

Note:
X : Teaching using picture media in teaching vocabulary
Y : Teaching without picture media in teaching vocabulary
√ : Teaching vocabulary by using picture media
X : Teaching vocabulary without using picture media.

The Population and Sample

(Arikunto & Suharsimi, 2012) defines that "population is the whole subjects or people under observation in a research." So, in doing this research there must be population that will be investigated. The population of this research is second year students of SMP YPK Pematangsiantar. There are ten classes in grade seven and each class has 30 students, so total of the whole population of grade seven is 300 students.

A sample is limited number of elements from a population to be representative of that population (Arikunto & Suharsimi, 2012). The sample was selected by using clustering sample

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technique. Based on this technique, two classes were chosen sample. There was 60 students become the sample to present the whole population. They were divided into two groups. One class is as experimental group (VII-7) and the second class is as control group (VII-8).

The Total Number of Sample table

Class	Male	Female	Total
VII-4	11	19	30
VII-6	19	11	30

C.Instrument

Techniques of Collecting Data

a. Pre- Test

Pre-test is conducted to find out the ability of student and its available to arrange the groups and supposed. The function of pre-test is to know score of the students.

In the pre-test, the following steps will be used:

1.The question and answer sheet are distributed to the students.

2.They are asked to write down their names.

3.The students' seat are arranged in such a way to prevent them for cheating

4.The writer reads instruction once and explains how to do the tests.

5.The writer makes sure whether the students have really understood the procedure or not.

b. Treatment

Each group of X and Y.X as experimental group and Y as control group. The experimental group and control group are taught by using same material with different technique. In experimental group, the teacher teaches vocabulary to the students by using of picture as a media of teaching vocabulary. In a control group, the teacher teaches vocabulary to the students without using of picture as media.

c. Post- Test

After explaining the material, both of the groups are given the multiple-choice test by same questions to know the result of the treatment. It is used to determine the source of difference between groups at that time. The post test is the same as the pre-test trials, after teaching students the use of using picture and without the use of using picture. It is used to know whether the result of the affective strategy or not.

d. Scoring the Data

Both post-test will be corrected by the writer. She will give 5 points for each number of questions so if all the answers are correct the students will get 100. (Arikunto, 2006).

$$S = R/N \times 100\%$$

Note:

S = Score of the test

R = Number of correct answer

N = Number of question

Results and Discussion

The data were taken from the students of SMP YPK Pematangsiantar. The researcher is use two class and divided into two class namely, experimental group and control group. The class was grade VII-4 and VII-6. Each class consists of 30 students and the all of students consist 60 students.

The data were has been collected by giving the test as instrument. The data comes from the students' score of vocabulary test in this research. Both of control group and experimental group are given the same test. The score are obtained simply by counting the total score of the correct answer. In collecting the data, the writer gives the test in multiple choice forms about vocabulary to the students. The vocabulary test consist of 20 items and each item will be given 5

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score the answer correct, while the wrong answer in given 0 score.

The Effect of Picture Media on Students' Ability in English Vocabulary Mastery

In this part the researcher would like to show the scores of the students from pre-test and post-test in experimental group.

No	Name of students	Pre test (X)	Post test (Y)
1	JRS	85	95
2	IP	75	75
3	KAA	75	80
4	SRS	70	80
5	HA	70	80
6	TQ	70	70
7	AW.H	65	70
8	PA.P	65	80
9	AP.P.P	65	75
10	GP	65	75
11	RH	65	75
12	HN.L	65	65
13	AFS.D	65	85
14	RSA.T	60	80
15	VPP	60	65
16	AAH	60	60
17	MFS	60	60
18	TN	60	95
19	TP	60	70
20	IAMS	60	70
21	AR.A.B	60	70
22	CJ	60	75
23	AA	60	80
24	AAH	60	70
25	RDS	55	75
26	RN	55	60

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No	Name of students	Pre test (X)	Post test (Y)
27	VW	50	60
28	YUF.P	50	70
29	DM	50	75
30	F	45	65
	N = 30	∑X =1820	∑Y =2205

Research on the data analysis, there were several discoveries that were found, these were the folowings:

1. The effect by using picture media on students' ability in english Vocabulary at Grade VII SMP YPK Pematangsiantar. It was proved from mean of the score in pre-test 60.6 and post-test 73.5. The standard devition (SD) analyzing the data, the score of t-test is higher than t-table (5.02>1.67). it means that t-test> t- table, where t-table is 1.67 and t-test is 5.02, so t-test is higher than t-table
2. It ws found that there is no significant effect if not uing picture media on students' ability in English Vocabulary at Grade VII SMP YPK Pematangsiantar. It was proved from the mean of score in pre-test 57.3 and post test 66 in control group. It means that control group got lower mean score than experimental group where in experimental group in pre-test got 60.6 and post test 73.5.
3. It was found that the effect by using picture mrdia on students' ability in English Vocabulary. The statement could be showed by describing the analysis of the score from the pre-test and post-test in experimental and control group. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 5.02 and t-table was 1.67. so, Ha was accepted and Ho was rejected.

Discussion

As what have been mentioned previously, the purpose of this research was to find out the effect by uding Picture media on students' ability in english vocabulary at grade VII SMP YPK Pematangsiantar. Researcher chose two classes as the sample that divided into two groups are VII-6 as Experimental Group and VII-4 as Control Group. From all the analyzed data, it is found that there was a significant using Picture media on students' ability in English Vocabulary at grade VII SMP YPK Pematangsiantar. It shows that the result of t-test was higher than t-table (5.02>1.67), therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) was accepted.Based on the result of the research, it was concluded that by using Picture media on students' ability in English Vocabulary at grade SMP SMP YPK Pematangsiantar is most effective.

Based on the researcher's experince when took the data, the students were not interested English moreover in studying vocabulary. It showed from the score of the pre-test test they were got low score. It was caused of the method of teaching was monotonous or not interested. They need variance of learning method so can imrove their interest feel, so they can follow the class well.

They had poor Vocabulary, they felt difficult to remember the vocabulary that they have learnt before because they had less motivation when there Vocabulary group. The teacher also had some problem to face the students whetеher the hyoer active who always make noise in the class or the passive students who almost never gave partipated in the class wgen learning.

To handing all problems above, the researchher used game activities to be a media of learning process. The researcher used Picture media. The researcher can showed that this media effective to improve the students' ability in English Vocabulary from the score of post-test of

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the experimental group, before using picture media the score of score were poor but after learning vocabulary using picture media, there were improvement in the post-test. When using pucture media, the students were enthusiastic to follow the class. And they look so happy and enjoyed to learning vocabulary and can apply their knowledge and can be easier to remember and add their vocabulary.

Conclusion

Based on the discussion the researcher finds out that pictures teaching media can effect the students' vocabulary in English, and also pictures teaching media can make the students more active in studying English. By using pictures media students are easier to show their imagination, and making the students easy to answer questions. The students who use pictures media show better improvement than those who do not use pictures media.

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