

## IMPROVING STUDENTS' VOCABULARY THROUGH PICTURE CARDS

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Keywords	Abstract
<p><i>Keywords: vocabulary, picture card, English</i></p>	<p>This action research aims to find out if picture is the best work to improve students' vocabulary at eighth grade (VIII-2) students of MTs Negeri 1 Muna. In this study, the researcher used an action research method which consists of four steps planning action, implementation, observation and reflection. The sample of 29 students were chosen by purposive sampling. The data were collected from observation, questionnaire and vocabulary test. In analyzing the data, the writer used qualitative and quantitative approach. The finding stressed that picture can help students in gaining vocabulary. This was proved by comparing the result of students' score in preliminary research to the next cycle. After using picture card for first cycle, the students got 32.57. There was an improvement on students' vocabulary in the second cycle. They got 55 on average. Another improvement occurred on the third cycle; they gained 81 on average as evidence that they reached the minimum target.</p>

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### INTRODUCTION

English is one of the required subjects taught in schools in Indonesia. This subject aims to enable students in oral or written communication. Decree of the Head of Standards, Curriculum and Education Assessment Agency of the Ministry of Education, Culture, Research and Technology number 008/h/kr/2022 supports the statement. In that decree, learning English at D phase namely Junior High School focuses to strengthen oral or written

communication. The students with more vocabulary enable them to do communication in oral or in writing. They need vocabulary for getting and sending information.

Graves (2016) states that students' vocabulary plays essential role in learning. Students' lack of vocabulary is found in MTsN 1 Muna at eight grade students in academic year 2021/2022. Basic competence 4.11 at eighth grade students in second semester related to recount text. In learning recount text, the students need to master the form of infinitive and past form.

Problem found at eighth grade students (VIII-2) MTsN 1 Muna who enrolled in 2021/2022 based on observation when the teacher taught in that class. The students have no meaningful input in learning process. The supporting data was the teacher tested their vocabulary namely irregular verbs. The preliminary test agrees with the observation. The students obtained 14.48 on average.

The teacher tried to solve the problem by applying picture card. This solution is supported by several reasons. Wright (1989) highlights teacher should have lots of resources in classroom and the resources must involve picture. A study by Manuputty (2020) investigated vocabulary of children and adolescents in the Maranatha congregation, Sayosa Village, Sorong Regency. After implementing pictures the students can understand better in learning process. Another study was conducted by Khafidhoh (2019) who tested seventh grade students of SMP N 1 Imogiri and found that picture affects student learning outcomes in terms of vocabulary.

Another study conducted by Liando (2022) showed that picture greatly influences students' vocabulary. Where a significant improvement in students' vocabulary occurred after applying pictures card in learning process. Similar study related to picture card implementation also done by Wongngam (2021) and found picture cards play a significant role as a kind of effective teaching and learning materials that can be widely utilized to increase students' vocabularies.

The teacher is interested in applying picture card in improving students' vocabulary also supported by another reason. Mathias (2020) emphasizes that learning vocabulary with picture card can enrich vocabulary. Mathias continued that using picture to learn new vocabulary is one of good strategy for learning foreign vocabulary. Mathias also stresses that picture helps kids to better remember the meaning of foreign language words than only by listening.

In this study, the teacher focuses on irregular verbs which related to material at eight grade in second semester. The teacher creates picture card with a table consist of 1 irregular verb with its changing (infinitive, past form, and past participle) in a table. The card was designed using attractive online application; canva.com.

This investigation aims to increase students' vocabulary at eighth grade students (VIII-2) of MTsN 1 Muna in academic year 2021/2022 by using picture card.

## **LITERATURE REVIEW**

### **The Importance of Vocabulary**

Vocabulary is our stock of words used in communication with others. Marzuki (2015) states vocabulary is package of words expressed by human in speaking and writing. Without enough vocabulary we will face problem in communication. It is similar with Thornburry (2004) who states that someone can say little with grammar but anyone cannot say almost everything without vocabulary. Dakhi (2019) agrees with Thornburry and remarks that zero can be carried out without the vocabulary.

Roche and Harrington (2013) support the importance of vocabulary by stating that vocabulary is prerequisite in mastering another skill of language. Jackson (2004) reviews vocabulary as a collection of sub sets of words that are used in certain condition.

The urgency of vocabulary also stresses by Joklová (2009), vocabulary functions as a foundation without which any language could not express. The researcher concludes from Joklová (2009) that any productive skill language will be meaningless without vocabulary.

Similar with above statement, Permana (2020) concluded that vocabulary is essential points in language learning skill. Qahtani (2015) agrees and summarizes that vocabulary is numbers of word used to communicate and express idea. Qahtani (2015) also emphasizes about the crucial importance of vocabulary; the more vocabulary students have the better they learn.

Vocabulary is the base of communication. It is supported by the Octaberina (2020) who wrote vocabulary is a base skill that affects the student's language skills. By knowing more vocabulary, it will be easier for the student to understand the learning material.

To sum this up, the researcher reviews, it is a fact that vocabulary's importance is an uncontested fact. That is a reason why students need vocabulary in learning English as foreign language.

### **The Benefit of Picture**

In this part, the researcher offers the benefit of picture in teaching and learning process. The positive side of picture stresses by Wright (1989) that picture are not just an aspect of method but they are crucial part of the the whole experiences we must assist students to cope with.

Hill (1990) also lists the advantages of picture of being inexpensive (free); of being available in most of situations (such as available in magazine); of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, and consequents enthusiastic use; and of bringing images of actual fact into the unnatural word of the language learning.

Wright (1989) mentions the the bright side of pictures that it can be used by teachers and students no matter the emphasis of the syllabus they are keeping to. In the similar source, Wright affirms that picture contribute to interest and motivation of students, sense of the situation of the language and s specific reference aspect or stimulus.

In addition to these, the researcher concludes that pictures attract students' attention and it results in the learning improvement include in vocabulary. Therefore, pictures should be available in learning process.

### **Picture Card**

The researcher applies the picture card by referring to the criteria in providing picture based on Wright (1989). Those criteria as follows:

1. Easy to prepare

If creating takes long time but several class can used them, then it worth it.

2. Easy to organize

If it is uneasy to organize the classroom by using certain picture, the teacher should avoid applying it.

3. Interesting

The picture should attract students' interest.

4. Meaningful and authentic

Students will receive more if the language they use is crucial to the condition.

5. Sufficient amount of language

Picture can be applied by teachers and students whatever the priority of the syllabus they are keep to.

In this study, the picture card is a card designed by the teacher consists of a table with a verb and its changing from infinitive, past form, and past participle. The teacher makes the cards with the suitable picture related to the meaning of the verb in online application namely canva.com.

This media was used because the teacher would like to get information if picture cards can increase and enrich their vocabulary or not. Octaberina (2020) supported that by concluding that picture card is a media that can be applied for students to ensure the participation of the student and enable them to gain vocabulary.

The teacher created medium card for students suggested by Hill (1990) who categorized pictures based on the size into three classifications:

1. Large (20x30 cm) recommended for whole class work or when a lot of detail is needed in group work
2. Medium (10x15 cm): recommended for group
3. Small (5x5 cm) recommended for games and other group activities”



Figure 1. Vocabulary card created by the teacher using canva.com

### Picture Card in Improving Vocabulary

The picture card implementation is supported by Arsyad in Himayati (2021) stresses that picture function is to visualize concept in order that the learner follows the learning process easily.

Thornbury (2004) elaborates about some choices to present meaning of vocabulary. Thornbury writes one of the choices is pictures. Another positive aspect of applying picture state by Himayati (2022) applying picture in learning process facilitates teacher and students to reach the objective of learning easily. Qahtani (2015) also emphasizes that picture media must be applied more because of its advantages.

In addition to this, Eilam (2012) writes the advantages of picture: 1) It can communicate information even to children; and 2) It helps to imagine something.



**Figure 2. Picture Card Implementation in Classroom**

## **METHOD**

The design of this research is Classroom Action Research. Wallace (2000) summarizes that action research is a research which facilitates reflecting on teaching process and provide best method for better action in the next cycle. Isaac (1983) supported it by stating that action research aims to develop new approaches to solve the problem found in the classroom or other place. The cycle consists of planning, implementation, observation, and reflection. This study was conducted in MTsN 1 Muna at eight grade VIII-2 students who enrolled in 2021/2022. The subject of this study is 29 students. The subject was determined purposively. Related to purposive sampling, Zuchri (2021) states that the sample is chosen subjectively based on particular objective.

### **Technique of Collecting the Data**

In this study, the researcher collected the data by using:

a. Observation

Observation is used to get the data related to what happen during the learning process. The students are the focus of this observation. Wallace (2000) states that observation can be focused on students respond, behaviors, interact, and so on.

b. Questionnaire

Closed question is chosen as the questionnaire in this study. The students chose the available answers by ticking the suitable box according to the respondent (Wallace, 2000).

## c. Vocabulary test

The researcher created vocabulary test consists of 100 questions related to irregular verbs. The students fill the blank for its meaning. After that they choose the right choice for the verb for its past form.

**Technique of Analyzing the Data**

The data collected were analyzed by using quantitative and qualitative approach. Qualitative data related to the application of using picture card in learning process. The data was taken from questionnaire.

The researcher uses Likert scale for measuring students' response related to favorable and unfavorable opinion or perception toward learning process using picture card as suggested by Mawardi (2019). After counting students' perception using Likert scale, then the researcher analyzes the percentage of students' questionnaires. Saefudin (2012) recommends to use the following formula in examining students' questionnaire percentage;

$$P = \frac{\sum S}{T \cdot Q \times R}$$

P = percentage

T = highest score

Q = total point

R = total respondents

$\sum S$  = score summary data collection

**Table 1. Qualification of questionnaire percentage (Saefudin, 2012)**

No	Score	Rating
1	75% < score ≤ 100 %	High
2	50% < score ≤ 75 %	Moderate
3	25% < score ≤ 50 %	Low
4	0% < score ≤ 25 %	Very Low

Quantitative data is about students' vocabulary improvement that will be taken from the vocabulary test. The result of students' test was accounted with the following formula (each number has one (1) point for its correct answer and zero (0) for its incorrect answer):

Student's score = all of the correct answer x 1

After that, the writer accounted the mean of students' score

$$\text{Mean} = \frac{\sum X}{N}$$

Where:

X = students score

N = the number of sample

The result of students' average was compared with the standard achievement namely 75 %.

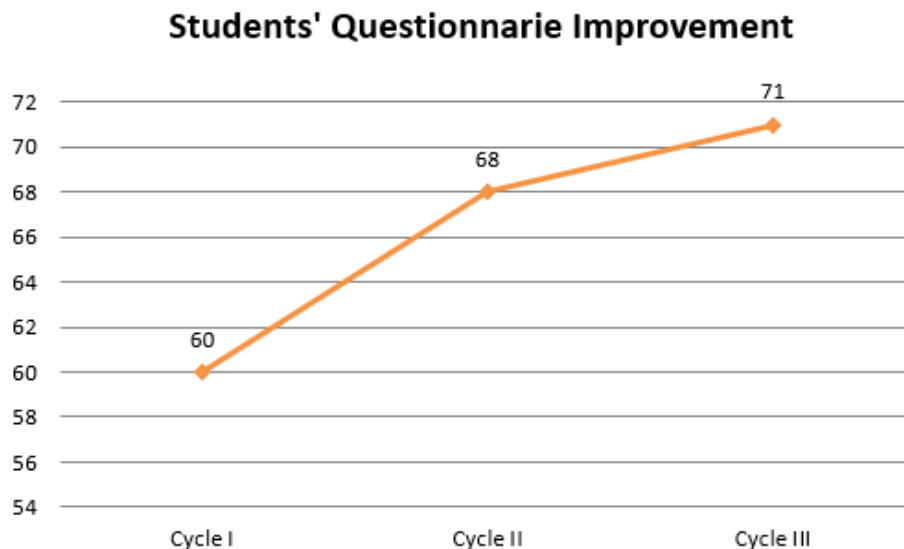
## FINDING AND DISCUSSION

### Finding

In learning process, before the research was done, teacher observed and got that the students have less vocabulary related to irregular verbs. Students' vocabularis in preliminary research agreed with teacher's observation. The average of their test is 14.48 which was below the standard achievement. There are no students reached the minimum target.

Based on the problem found, the teacher tried to solve it by doing this study. In this study the teacher acts as a teacher and another teacher acts as collaborator. The study applied 3 cycles.

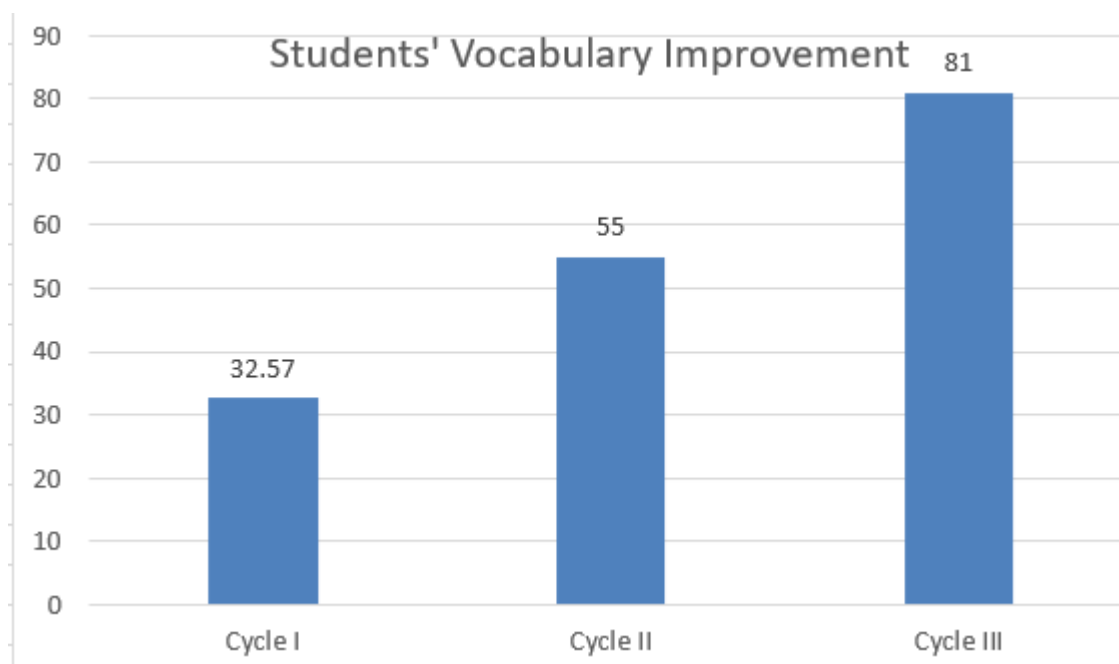
The finding of this study is presented in the next chart. The first chart shows the improvement of students' observation.



**Figure 1. Students' Questionnaires Improvement**

The vocabulary test also got improvement throughout the cycles. The chart below shows the improvement from previous cycle to the next cycle.





**Figure 2 Students' Vocabulary Improvement**

Cycle I conducted in three meetings. In the first meeting, the students and the teacher discussed about recount text. The implementation of treatment in first cycle at the eighth grade students (VIII-2) at MTsN 1 Muna conducted on 30<sup>th</sup> March 2022, 31<sup>st</sup> March 2022, and 06<sup>th</sup> April 2022. The result of questionnaire showed that students have positive attitude toward the using of picture card in learning process with 60% in percentage which is qualified moderate. The result of vocabulary test indicates that there are improvements in their score. They got 32.57 on average. Since the students' average did not reach the target, cycle II must be implemented. Some weaknesses appeared in this cycle presents on the chart below.

**Table 2. Students' Weaknesses in Cycle I**

<b>Problem</b>	<b>Planning</b>
All students did not reach the target	Continued to implement picture card
There were group of students confuse how to write down the vocabulary list.	The teacher will type and print the list of vocabulary and shared it with students to be placed on the students' book

Cycle II conducted in two meetings. In the first meeting, the students were divided into 5 group. The students discussed about recount text in groups. The teacher gave vocabulary card and vocabulary list to the students. After conducting the test, in the second

meeting, it is shown that their score improved to 55. After using picture card, the students' vocabulary test increased progressively. It is as a result of implementing cycle II by using picture card.

Even though their score is improved, but their average still could not reach the target. That is why cycle III should be implemented with a hope that they could reach the minimum standard.

**Table 3. Students' Weaknesses in Cycle II**

<b>Weaknesses</b>	<b>Planning</b>
Some students (18) still did not reach the target	Keep using the vocabulary card in the next cycle
There were group lost the card.	The teacher will clip the card so it will not be lost

Cycle III held on 14<sup>th</sup> April 2022 and 20<sup>th</sup> April 2022. The result of questionnaire improved to 68%. The vocabulary test also significantly improved to 81 on average.

## **Discussion**

Based on the above finding it is shown that significant improvement occurred from preliminary research to the next cycle. In the preliminary research, the average of students' vocabulary test was 14.48. The minimum target for English subject is 75. Students' average before treatment was below the target.

Applying picture card on cycle I, showed an improvement related to students' vocabulary; 32.57 on average. The improvement of students' vocabulary is as a result of picture card usage in learning process. It is supported by Rizki et al (2013) who investigated students in State Elementary School 01 Rancawuluh and found vocabulary improvement from pre cycle to cycle III after using picture card in learning process.

The weaknesses on this cycle discussed with the collaborator to find a better planning for next cycle. The planning is by repairing printing the vocabulary list and sharing it to the students.

On cycle II, there were still weaknesses so the teacher and collaborator revise the plan, still apply picture card and clip all the card for the meeting so the students would manage the card better without losing it. After testing the students, they obtained 55 on average. It needs another cycle to be implemented with a hope that they get better score and reach the standard.

Cycle III was carried out in two meetings. The results of the questionnaire analysis showed that there was an increase in student responses to the use of picture cards. That is, they got a score of 71 as a result of the questionnaire. This result of questionnaire is supported by Permana (2020). Permana emphasizes that using interactive media such as pictures had been proved to be beneficial in creating positive atmosphere and enjoy ways of learning.

Another improvement was also seen on the vocabulary test, they got 81 as the average result. The increase in cycle III indicated that the research stopped because the value they obtained had exceeded the achievement standard. None of the students scored below standard.

The increase in student vocabulary is evidence that the use of picture cards can increase students' vocabulary. The similar finding was reported by Maritah (2017) who examined 21 students in third graders of SDN Karawang Kulon II. The outcomes of the research reported the similar results with this research, that students' vocabulary got improved after using picture cards.

Another study that supports the results of this study was carried out by Donal (2012) and was conducted on second semester students of the Agribusiness Study Program at Pasir University, Rokan Hulu Regency. Classroom Action Research (CAR) was carried out in order to increase students' vocabulary using pictures in teaching English courses. The results of this study indicate that there was an increase in the number of vocabularies as seen from the average student score which increased from 53 to 63.

It is also proved by Octaberina (2020) that investigated students in Nida Suksa School, Thailand and found by using picture cards, the student can understand the text more, and enjoy English learning.

The teacher points up that the improvement of students' vocabulary is the results of picture card implementation throughout the cycles. Picture card as has been said is enjoyable way to obtain vocabulary for foreign learner.

## **CONCLUSIONS**

The result of the study reported that students can learn new vocabulary through picture card. The findings reported that vocabulary learning did occur for the students. It is proven by the comparison of the results of preliminary research; before applying the technique of each cycle and the last score after applying action and solving the problems found on each cycle.

It was found that there was an improvement compare to the first cycle till the third cycle. Before applying the action, the mean score was 14.48 and increased to 32.57 in cycle I, improved to 55 and the last cycle, the students' average is 81 which means they reach the standard achievement namely 75.

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