**Theeffect Of Using Picture Series On Young Learners’ Vocabulary Mastery**

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**Abstract**

*The aim of the research is to know the effect of using picture series on young learners’ vocabulary mastery at the third grade of MIS Luqman Al Hakim TanjungMorawa2016/2017. The design of this research was experimental method that consists of pre-test (X1), treatment (T) and post-test (X2). Population of this research was the whole third grade students in MIS Luqman Al Hakim TanjungMorawa. The sample of this research was the Class III-Utsman Bin Affan consist 20 students. In collecting the data, the researcher used pre-test and post-test. Pre-test is given to know young learners’ vocabulary mastery before getting treatment by using picture series. Post-test is given to know young learners’ vocabulary mastery after getting treatment by using picture series. The treatment has been given as many three times to the sample. After the data collected, it was analyzed by using t-test. The result showed the value of‘t’ observed = 3.085 and ‘t’ table = 2.024. Therefore, the value of ‘t’ table exceeds ‘t’ observed value. It means that Ho has no influence on young learners’ vocabulary mastery and Ha has influence on young learners’ vocabulary mastery. In other words, the picture series was effective in teaching vocabulary on students of class III-Utsman bin AffanMIS Luqman Al Hakim TanjungMorawa.*

**Keywords:***Picture Series, Young Learners, Vocabulary Mastery*

**Introduction**

English has been taught as a foreign language started from elementary to university level. In teaching English, especially for elementary school's student, the teacher should give them the basic of English as soon as possible in order to make them master the English language. There are four skills in studying English, such as listening, speaking, reading and writing. All of them are supported by vocabulary. Vocabulary is a list of words that speakers of a language use (Hatch & Brown (1995). In order to communicate well in English, the students should acquire an adequate the numbers of words and should know how to use them accurately.

According to Mc. Carthy (1990:6), “vocabulary has an important role in language skill”. Vocabulary links four skills of speaking, listening, reading and writing. It means that vocabulary is the fundamental in mastering all of the skills, because they are smallest element of the sentences. This is also supported by Cameron (2001:72) who proposed that vocabulary is central to the learning of a foreign language at primary level. From the explanations above, we can conclude that learning vocabulary is important as the basic need to encounter a new language. Vocabulary is also important to learn because the students may not have good ability to do the communication when they do not have good enough mastery on vocabulary. Spellery (2002:2) stated that vocabulary a mastery goes through a passive stage before becoming active knowledge so that teaching vocabulary must be the first priority in the English language.

Vocabulary can be taught in many different ways. However, conventional method in teaching vocabulary should be avoided. A non-stop drilling and memorization practice in the classroom was just a translation technique where the students just translate English word into Indonesia word. It can lead the students into boredom, less motivated to learn vocabulary, makes the students are difficult to understand meaning of English that caused lack of vocabularies and fluency.

Teachers have an important role to build the students’ vocabularies. The teachers were hoped to be able to make a good situation in the class. Ellis (1998:162) stated that the teacher should create an atmosphere in which students are able to construct knowledge, reflect on what they are learning. Teaching English for young learners is considered to be a complicated and challenging activity for English teacher because the young learners have a special characteristics and needs. The teacher should be aware on their need and their want. In the early age, the young learners should be given stimulation and interested things to improve their vocabulary learning process that supported by the appropriate teaching media.

Teaching strategy also needs media to support the teacher in applying the strategy. The teacher was needed to use some interesting media of teaching in order to maintain the students’ focus on learning by giving them some fun activities. According to Uberman (1998:20), “the learner remembers better the material that has been presented by means visual aid”. That’s why picture can be used as a media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing the things in the pictures without teacher’s explanation. Pictures also help the students to communicate or explain the events in the pictures Thornbury (2005). In addition, pictures can help students to describe an object or a person easily because they can enjoy the learning process. Lewis and Hill (1990) suggest that the students be unlikely able to learn anything unless they enjoy the process.

Using picture in teaching vocabulary, the students are able to find the new vocabulary from what they are seeing from the picture. The use of picture as the media also is a kind of indirect learning because when the students see the picture, they do not realize that they are learning to get the new vocabulary too. The use of picture in teaching learning process is a fun activity because pictures keep the students from getting bored. The use of pictures make the vocabulary materials more meaningful, to help the students memorize the word easily and to represent the real object or the thing. Using the picture also a fantastic educational tool and makes learning more fun.

The purpose of this research is to know whether teaching vocabulary using picture improves the vocabulary achievement of the third grade students MIS Luqman Al Hakim in academic year 2016/2017.

**Literature Review**

Delivering materials in the teaching learning process accompanied by media will be clearer, more meaningful, and more interesting for the students.. Ansley (2007) states that media can be used to support one or more of the following instructional activities. First is to gain attention. Second is to recall prerequisites. Media can be used to help students recall what they learned in the last class so that new material can be attached to it and built upon. Third is to present objectives to the learners. Fourth is to present new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). Fifth is to support learning through examples and visual elaboration. Sixth is to elicit student response. The use of media can help the teacher in presenting the information to the students, pose the questions, and getting them involved in answering the questions. Seventh is to provide feedback. Media can be used to provide feedback related to a test or class exercises. Next is to enhance retention and transfer. The last advantage is to assess performance. Media is an excellent way to pose assessment questions for the class to answer, or students can submit presentations media as the classroom projects.

Educational media can be classified into many types. According to Locates and Atkinson (1984) there are seven types of educational media: print media, graphic media which include overhead transparencies, charts/graphs, models/dioramas, maps, globes, and drawings, photographic media, audio media, television/video, computers, simulation and games.

Delivering materials in the teaching learning process accompanied by media will be clearer, more meaningful, and more interesting for the students than the one using nothing. Pictures as one kind of media also give impression of this.

Sadiman (1990:29-30) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help in understanding on objects which are difficult to be observed. Pictures are media which can make abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn.

The importance of using pictures as learning media can be seen from the enthusiasm of people for pictures. They stimulate students’ imagination. Harmer (2004) adds that pictures are often used to present situations to help students work with grammar and vocabulary. But their potential to bring students to different worlds also means that they can be used to encourage students to fly in their creative imagination.

Wright (1989) says pictures as media are able to motivate students, to make the subjects that they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. It is generally accepted in language teaching that students must learn to deal with chunks of language above the level of the word or the sentence. The non-verbal information helps students to predict what the text might be about, and this ability helps them to recognize the meaning more quickly. Pictures can represent these non-verbal sources of information. In line with Wright, Suleman (1988:29-30) states that pictures have several advantages. First, pictures are easy to obtain, pictures can be found in newspapers, magazines, books, etc. Second, pictures have been familiar in the teaching learning process. Moreover Hamalik (1982:81) lists some of advantages of using pictures. They are: 1) Concrete, through pictures students can see real things clearly. The problems can be seen more easily through pictures than through lectures. 2) Room and time, in term of room, pictures representation of real thing which are sometimes of impossible to see for some reasons. 3) Lack of human sense, small thing which cannot be seen with eyes, it can be represented by means of pictures. 4) Explanation, pictures can be used to explain problems in the environment. It will be clear and efficient. 5) Economy, for a school that has limited budget pictures gave some advantages. Pictures can be cut-outs of old or unused materials or the teacher and the students can draw pictures by themselves. Thus, the school does not need to spend much money. 6) Practical, one picture can be seen by all students in the classroom or even in the community of the school. Most pictures are easy to store and maintain after used.

Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn. So, pictures are very appropriate as media in the teaching learning process

In mastering a language to students, vocabulary cannot be separated from the four language skills. Wright (1989) divides the roles of pictures on language learning based on the four English skills: listening, speaking, reading, and writing. Wright suggests that a single picture may be used to teach the meaning of a new word or phrase to the students. However, they must avoid the ambiguity of students’ interpretation. The most useful contribution of a picture is to contribute in the students’ understanding of a more general context which is made up of pictures. (Wright, 1989: 120)

From previous explanation, pictures as a kind of media are commonly used by the teachers due to the fact that there were some advantages of using pictures in supporting an effective and efficient teaching and learning process. It is obvious that those advantages can make the students understand better. In conclusion, most stimulants come through eyes; therefore, visual aids, especially pictures, play an important role for everyone who is learning a language.

**Methodology**

This study was conducted by using experimental design. There are two groups of students in the research, namely control and experimental group. The experimental group was taught by using picture series and the control group was taught without using picture series.

The pre-test had been administered to both groups before treatment. The post-test was given after the treatment. The design is as follow:

**Table 1. Research Design**

|  |  |  |  |
| --- | --- | --- | --- |
| Sample | Pre-Test | Treatment | Post-Test |
| **Experimental Group** |  | Using picture series |  |
| **Control Group** |  | Without using picture series |  |

Population of this research was Grade III MIS Luqman Al Hakim TanjungMorawa 2016/2017 academic year. There are 2 parallel classes. Each class consists 20 students. The total numbers of the students is 40 students.

The researcher designed the treatment. First, the researcher choose the topic about things in the classroom, clothes, food and drink. They were taken from the guidance book used by the students. Second, the researcher determined the number of question from 1 to 25 in multiple choice forms. Third, the researcher delivered the test from 1 to 25 for two groups, they were experimental group and control group; it was given before treatment as pre-test and after treatment as post-test. Furthermore, the researcher checked two pre-tests and two post-tests which consist of 25 questions. The researcher calculated the right answer of 25 questions and times by 4 to get the total score.Finally, after gaining the total score of two pre-test and two post-tests, the researcher calculated them and analyzed statistically by using t-Test formula of two groups design to find out the impact of using pictures on the young learners’ vocabulary mastery.

**Technique of Analyzing the Data**

To find out the effect ofPicure Series on students’ achievement in vocabulary mastery, mean of the control group and experimental group was compared by using t – test, as follows:

In which:

Ma : the mean of experimental group

Mb : the mean of control group

da : the standard deviation of experimental group

db : the standard deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group

**Findings**

The data were collected by asking the students to answer the vocabulary questions. The data of this study were obtained from the result of the pre-test and post-test were from experiential and control group.

**Table 2. The Score of Experimental Group**

|  |  |  |
| --- | --- | --- |
| **Students** | **Pre-test** | **Post-test** |
| **1.** | **68** | **85** |
| **2.** | **43** | **70** |
| **3.** | **58** | **90** |
| **4.** | **47** | **72** |
| **5.** | **63** | **85** |
| **6.** | **60** | **90** |
| **7.** | **47** | **75** |
| **8.** | **47** | **75** |
| **9.** | **45** | **75** |
| **10.** | **45** | **83** |
| **11.** | **52** | **75** |
| **12.** | **40** | **75** |
| **13.** | **50** | **89** |
| **14.** | **43** | **70** |
| **15.** | **42** | **75** |
| **16.** | **60** | **95** |
| **17.** | **48** | **78** |
| **18.** | **45** | **78** |
| **19.** | **50** | **80** |
| **20.** | **47** | **85** |
| **Total** | **1000** | **1600** |
| **Mean** | **50** | **80** |

**Table 3. The Score of Control Group**

|  |  |  |
| --- | --- | --- |
| **Students** | **Pre-test** | **Post-test** |
| **1.** | **45** | **65** |
| **2.** | **40** | **69** |
| **3.** | **47** | **71** |
| **4.** | **45** | **70** |
| **5.** | **40** | **73** |
| **6.** | **42** | **70** |
| **7.** | **50** | **75** |
| **8.** | **50** | **70** |
| **9.** | **43** | **68** |
| **10.** | **52** | **70** |
| **11.** | **45** | **70** |
| **12.** | **47** | **65** |
| **13.** | **40** | **55** |
| **14.** | **43** | **60** |
| **15.** | **41** | **60** |
| **16.** | **50** | **74** |
| **17.** | **45** | **74** |
| **18.** | **42** | **65** |
| **19.** | **43** | **68** |
| **20.** | **50** | **68** |
| **Total** | **900** | **1360** |
| **Mean** | **45** | **68** |

T-test was used to find out whether Picture Series had significant effect on students’ achievement on young learners’ vocabulary mastery.

**Table 4.The Calculation of t-test for Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students** | **Pre-test** | **Post-test** | **D**  **(T2-T1)** | **Da**  **(D-Ma)** | **Da2** |
| **1.** | **68** | **85** | **17** | **13** | **169** |
| **2.** | **43** | **70** | **27** | **13** | **169** |
| **3.** | **58** | **90** | **32** | **-2** | **4** |
| **4.** | **47** | **72** | **25** | **5** | **25** |
| **5.** | **63** | **85** | **22** | **8** | **64** |
| **6.** | **60** | **90** | **30** | **0** | **0** |
| **7.** | **47** | **75** | **28** | **2** | **4** |
| **8.** | **47** | **75** | **28** | **2** | **4** |
| **9.** | **45** | **75** | **30** | **0** | **0** |
| **10.** | **45** | **83** | **38** | **-8** | **64** |
| **11.** | **52** | **75** | **23** | **7** | **49** |
| **12.** | **40** | **75** | **35** | **-5** | **25** |
| **13.** | **50** | **89** | **39** | **-9** | **81** |
| **14.** | **43** | **70** | **27** | **3** | **9** |
| **15.** | **42** | **75** | **33** | **-3** | **9** |
| **16.** | **60** | **95** | **35** | **-5** | **25** |
| **17.** | **48** | **78** | **30** | **0** | **0** |
| **18.** | **45** | **78** | **33** | **-3** | **9** |
| **19.** | **50** | **80** | **30** | **0** | **0** |
| **20.** | **47** | **85** | **38** | **-8** | **64** |
| **Total** |  |  | **600** | **96** | **774** |
| **Mean** |  |  | **30** |  |  |

**Table 5.The Calculation of t-test for Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students** | **Pre-test** | **Post-test** | **D**  **(T2-T1)** | **Db**  **(D-My)** | **Db2** |
| **1.** | **45** | **65** | **20** | **3** | **9** |
| **2.** | **40** | **69** | **29** | **-6** | **36** |
| **3.** | **47** | **71** | **24** | **-1** | **1** |
| **4.** | **45** | **70** | **25** | **-2** | **4** |
| **5.** | **40** | **73** | **33** | **-10** | **100** |
| **6.** | **42** | **70** | **28** | **-5** | **25** |
| **7.** | **50** | **75** | **25** | **-2** | **4** |
| **8.** | **50** | **70** | **20** | **3** | **9** |
| **9.** | **43** | **68** | **25** | **-2** | **4** |
| **10.** | **52** | **70** | **18** | **5** | **25** |
| **11.** | **45** | **70** | **25** | **-2** | **4** |
| **12.** | **47** | **65** | **18** | **5** | **25** |
| **13.** | **40** | **55** | **15** | **8** | **64** |
| **14.** | **43** | **60** | **17** | **6** | **36** |
| **15.** | **41** | **60** | **19** | **4** | **16** |
| **16.** | **50** | **74** | **24** | **-1** | **1** |
| **17.** | **45** | **74** | **29** | **-6** | **36** |
| **18.** | **42** | **65** | **23** | **0** | **0** |
| **19.** | **43** | **68** | **25** | **-2** | **4** |
| **20.** | **50** | **68** | **18** | **5** | **25** |
| **Total** |  |  | **460** | **78** | **428** |
| **Mean** |  |  | **23** |  |  |

The calculation showed that:

Ma = 30 Mb = 23

|  |  |  |  |
| --- | --- | --- | --- |
| Df | 0.10 | 0.05 | 0.02 |
| 36 | 1.688 | 2.028 | 1.306 |
| 38 | 1.686 | **2.024** | 1.304 |
| 40 | 1.684 | 2.021 | 1.303 |

da =38,7 db = 21,4

Na = 20 nb = 20

t =

t =

t =

t =

t = 3,085

***t-observed = 3,085***

**The Calculation of the t-table**

*Df = (Na + Nb) – 2*

*Df = (20 + 20) - 2*

*Df = 40-2*

*Df = 38 …………………. With (α =0.05)*

From the percentage points of the T-Distribution with “two tail Probabilities, we can conclude that***“ T-Table = 2.024“***

The result of calculating the t-test shows that tobserved is higher than ttable or can be seen as follows:

tobserved> ttable (p = 0.05) with df 38

3.085> 2.024 (p = 0.05) with df38

It shows that the alternative hypothesis (Ha) is accepted. So, it means that there is a significant effect of Picture Series on young learners’ vocabulary mastery. Therefore, the writer argues that teaching vocabulary through picture needs to be applied in teaching learning process.

**Discussion**

Mastering vocabulary helps students in developing their ideas and imaginations so that their English ability will be better. In effort to find the answers, the students will learn actively. They will try to find the words by looking at the pictures and get the clues (the letters that shown in the hypen) by examining the supported sentences and they will ask the teacher if they have a problem in finding the words. Furthermore, the result that was shown by the increasing of students’ score from pre-test to post-test indicates the significance of achievement in students’ vocabulary ability.

During the treatment, when the writer showed the pictures and asked the students about the pictures, they enthusiastically answered the questions. In the teaching learning process that was conducted for this research, teacher also discovered the students’ ability in memorizing the words increased since they saw the pictures. It indicated that the pictures were appropriate and also helped the students in obtaining the new words faster.

**Conclusion**

After giving different treatment, the two score of both experimental and control groups were different. The mean score of the experimental group was higher than control group (30 > 23). The result of the t-test calculation also showed that t-observed value (3.0857) was higher than t-table value (2.024 with α = 0.05 and df = 38, so Hypothesis Alternative is accepted. It was indicated the Picture Series significantly affects the young learners’ vocabulary mastery.

Based on the conclusion above, the writer points out some suggestions as following: English teachershouldapply Picture Series in the teaching process to structure and find suitable strategies and instructional media to accommodate the students and another researchers who intend to usePicture Series in teaching learning process are hoped to do the research by using another media so it will enrich the media research and give a contribution in improving students’vocabulary mastery.

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***Sekilas tentang penulis*** : Dr. Siti Aisyah Ginting, M.Pd. adalah dosen pada Jurusan Bahasa dan Sastra Inggris FBS Unimed.