



IMPROVING STUDENTS' VOCABULARY THROUGH PICTURES TO LEARN ENGLISH

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Abstract

This study aims to explain how to improve students' vocabulary through pictures in learning English in teaching English. And the research method is qualitative, this study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time. The result of the research is, that the English teachers used pictures to improve students' vocabulary, and the English teachers used some pictures that were relevant to the English materials. Not only that, after the researcher discusses with English teachers to change their method of teaching, using some learning models and strategies, it shows that the vocabulary of students is improving while the students want to explore their ideas and opinion, even though individually or grouping.

Keywords: students', vocabulary, picture

Abstrak

Penelitian ini bertujuan untuk menjelaskan bagaimana meningkatkan kosakata siswa melalui gambar dalam pembelajaran bahasa Inggris dalam pengajaran bahasa Inggris. Dan metode penelitiannya adalah kualitatif, penelitian ini menggunakan desain penelitian etnografi. Etnografi adalah studi tentang pola budaya dan perspektif peserta dalam pengaturan alami mereka. Desain etnografi adalah prosedur penelitian kualitatif untuk menggambarkan, menganalisis, dan menafsirkan pola perilaku, keyakinan, dan bahasa kelompok berbagi budaya yang berkembang dari waktu ke waktu. Hasil dari penelitian ini adalah, bahwa guru bahasa Inggris menggunakan gambar untuk meningkatkan kosakata siswa, dan guru bahasa Inggris menggunakan beberapa gambar yang relevan dengan materi bahasa Inggris. Tidak hanya itu, setelah peneliti berdiskusi dengan guru bahasa Inggris untuk mengubah metode pengajarannya, dengan menggunakan beberapa model dan strategi pembelajaran, ternyata kosakata siswa semakin meningkat sedangkan siswa ingin menggali ide dan pendapatnya, baik secara individu maupun kelompok.

Kata Kunci: siswa, kosa kata, gambar

INTRODUCTION

English is an international language, therefore all the nations are used to communicating. Furthermore, when the people especially Indonesian people or students who will go abroad, he or she had to communicate in English itself.

In Indonesia, English is the first foreign language which is considered an

important means of absorbing and developing science, technology, art, and culture as well as establishing relationships with other countries. Therefore, it is quite reasonable that English has been a compulsory subject for students of Madrasah Aliyah and of higher levels. To help the people, the Ministry of National Education has designed Curriculum 2013 named core

Competence and basic competence. The purpose is to fulfill the needs of the teaching and learning process by considering students' background, school condition and the environment, core competence, and lesson plan as parts of the curriculum should be enhanced.

In the English teaching and learning process, the task of the teachers is not just to impart knowledge, but also to give the students the necessary aids, experience, and information that will enable them to develop themselves. Such tasks can be carried out by the teachers by understanding the students' characteristics based on the intellectual growth of each student. Therefore, teachers can make use of media and implement various interesting activities to make the students interested in learning English which later on develop themselves.

The scope of the English instruction at Madrasah Aliyah emphasizes the four important language features which include vocabulary, structure, spelling, and pronunciation. These four features are developed to provide the students with language skills: listening, reading, speaking, and writing. However, the process of English teaching should emphasize vocabulary because the mastery of structure, spelling, and pronunciation will not be effective without the mastery of vocabulary.

According to (Krashen, 2008) write that vocabulary is important for the acquisition process and as a base for communication. People acquire morphology and syntax because they understand the meaning of utterances. Acquisition depends on whether the input is comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance. Therefore, the acquisition will not take place without comprehension of vocabulary.

According to Nation (1990), there are parts of the course deliberately set aside for vocabulary development, namely: 1) Focus on the most useful vocabulary. First, some

words can be used in a wide variety of circumstances. Others have much more limited use. For example, the words "help" "can be used to ask for help, to describe how people work with others, and to describe how knowledge, tools, and materials can make people work more easily. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary is needed by language learners whether they use the language in formal or informal situations. 2) appropriately focus on the vocabulary. The first principle looks at what words to teach and learn. This principle looks at how they should be taught and learned. 3) Give attention to the high-frequency words across the four strands of a course. High-frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High-frequency vocabulary should be fluently accessible for receptive and productive use. 4) Encourage learners to reflect and take responsibility for learning.

Moreover, (Harmer, 2001) says "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Vocabulary affects the communication process. It affects the will and the ability to express ideas correctly. In line with Harmer, (Tarigan H. G., 2008) says that the quality of someone's language skill depends on the quality of the vocabulary being mastered. Vocabulary provides the students to be skillful in using the language in listening, speaking, reading, and writing skills. In listening, vocabulary mastery helps the listeners understand the speakers' utterances. Reading, it helps the readers comprehend and understand the messages in texts. In writing, vocabulary mastery gives contribution to word choices. In speaking, vocabulary mastery determines the words used by the speakers in expressing

their ideas orally. It can be concluded that the richer the vocabulary can be mastered, the better skill can be attained in using language. That is why vocabulary is important to be mastered.

Based on the explanation above, the problem statement of this research is, how to improve student's vocabulary through pictures in learning English? The objective of this research is, to explain the improve students' vocabulary through pictures in learning English.

LITERATURE REVIEW

A language is a tool for communication with other people. Language is a tool to convey our idea to get our goals. The language will function in us if we can improve our vocabulary. Therefore, the student must attempt to increase their vocabulary, (Tarigan, 2009). Based on the assumption the researcher agrees with this statement. That vocabulary is important to learn by the student and to construct or organize our idea in the sentences and sentences that we produce are built by vocabulary.

The English language is not our mother tongue, automatically vocabulary in Indonesia is different from English, and this makes it sometimes difficult to be mastered. In learning English, there is some point that should be taken into account, for example, mastering vocabulary and arranging them into a good sentence. After that, communicate with other people. In addition, vocabulary is important because by vocabulary one can be assisted to speak learn new words. Once a student has mastered the fundamental grammatical pattern of a language, his next task is to master its vocabulary or at least that part of this vocabulary that he needs. Nobody learns all the words in any language, we know and use the words in any language, we know and use the words that suit our particular purposes, and we continue to learn new words as long as we live.

Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word "vocabulary" generally represents a summary of words or their combinations in a particular language, (Joklova, 2009).

Vocabulary is the basic component of English. It means students should learn vocabulary to be able in achieving the four language skills. In listening, listeners hear words; in speaking they produce words, in reading they have to understand the word and in writing they use words to express their thought, (Hanafi Pelu, 2008).

Teaching vocabulary is very important. It is very important because without vocabulary students' cannot speak, write, and understand the meaning of a sentence or cannot understand what people say. Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words.

Hornby in (Choiriyah, 2018), states, "Vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language". Vocabulary mastery is one of the components to master English. The students have the ability in understanding and use the meaning of the words. The students not only need to learn a lot of words but to remember them. By mastering some vocabularies the students understood what hear and read, and they were able to say what they want to speak and write.

Scrivener (1994) states, "Pictures can be drawn on the board or posters". They have been used as a starting point for mastering vocabulary. Wright (1989:2) states, "Pictures are media that can be applied in teaching and learning English. The pictures will motivate the students to get ideas, information and make the students more interested in studying English". The picture also supports the student's ability to

remember the words, meaning, and form of the object. Nowadays, learning and teaching through pictures are very popular, most textbooks in English especially primary school up to senior high school are written with pictures. Considering this, it shows us that the pictures play an important role to aid the students in learning English vocabulary. Moreover, the picture can improve students' motivation. Indeed, it made the aim of teaching and learning can be reach.

For instance, when the teacher showed pictures, they can remember a similar scene, they have never seen and immediately recognize the components of the pictures. Their memory of the situation enables them to describe what it is even though there are no words given. It means that the picture has opened up the storage of words in their memory.

Ransom in Donal (2012) also gives some advantages of pictures as follows: a) Picture provides settings for understanding and using new words, as they are naturally spoken. b) Picture represents an important step in concept and vocabulary development c) Picture help broaden observation, opportunities and knowledge, resulting in enlarged and enriched vocabulary. All the advantages of picture media above made the writer easier in improving students' vocabulary mastery. I was encouraged to use media to conduct this study using pictures.

The teacher makes or uses simple and easy picture media that is suitable to students' ability and the teacher should select the words that answer pictures media. The procedure of using pictures media in vocabulary mastery teaching areas the following: 1) the teacher showed to the students picture media related to their topic, 2) the students identify what they see in the pictures, 3) the teacher asked them about the pictures media showed, 4) the students tried to explain what they had seen in the pictures, 5) the teacher explained about their topic by using pictures media and pronounce the words loudly, the students would repeat

what the teacher has pronounced, 6) the teacher and students discussed about the difficult words, 7) the teacher gave exercise and asked the students to do it, 7) the teacher and the students discussed the answer exercise.

The picture is a visual aid that can be used to the students of English as a foreign language to practice the language in a real context or situation. In which they can use it to communicate. Many language teachers are as concerned to help their students to develop as humans and in their ability to relate to others, as they are to help them to develop their ability to use the resource possible in the classroom so that the students can help include pictures, (Martin, 2008).

The picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. Hill illustrated this idea on the example: "In the same way that the idea of holding up a pen and asking 'What's this?', expecting the answer 'It's a pen' is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask 'What's this?' expecting the same answer, (Joklova, "Using Picture in Teaching Vocabulary, 2009).

Based on the researcher's observation and experience in teaching in that class, he found that students have difficulties in learning English, especially, particularly in vocabulary. Here are their problems in learning English terms. First, many students cannot identify the meaning of the words. Besides that, many students cannot memorize the words given for a longer time. Next, many students consider that learning vocabulary is boring when the teachers traditionally teach them. The traditional way means teachers come to class and ask the students to read the reading text and ask them to translate or find the difficult words.

The last, the researcher found that his students have low motivation in learning English. It can be seen with their passiveness in learning English. They are still afraid to make mistakes.

This fact should become teachers' consideration in planning the teaching and learning process for Madrasah Aliyah students in the class. According to the research by (Haerunisa, 2002), in the English learning process, vocabulary became the main constraint for the students. The students could not answer questions in the test mostly because they did not know the meaning of the words. This constraint, then, would make the students uninterested in doing their activities in the class, and this will influence their ability in acquiring English. The conventional technique which is applied in the class seems to force the students to memorize new vocabulary without the help or aid of media, and with this condition, the students tend to show low attention in acquiring new vocabulary.

Considering that knowing the vocabulary is important, the students have to know the English vocabulary, at least the high-frequency words, as their foothold in learning English. The success of learning English, especially learning vocabulary is influenced by many factors. As stated by (Mariyah, 2004), the success of learning language, the success of learning a language depends upon two main factors namely internal and external factors. Internal factors are psychological, i.e. those which come directly from the students. These factors include the students' expectations, the student's willingness to learn or their motivation, the students aptitude, intelligence, memory, and independent hearing and sight. External factors are facilities that support the process of learning. Some of the external factors concerning the development of students' vocabulary mastery are, among others, teaching approaches, teaching methods, teaching

techniques, appropriate materials, and instructional media.

However, the problems above must be solved. If it continues, it will affect students' achievement in learning English. In other words, the purpose of learning English cannot be reached.

RESEARCH METHOD

This study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time. According to (Dourish, 2013), ethnography means the picture of a human being. Ethnography is the written information of a special culture, customs, beliefs, and attitudes lied on issues.

Research participants Madrasah Aliyah Negeri Kota Palopo was chosen, because the Islamic school and one of the most favorite State of Islamic Senior High School (Madrasah Aliyah Negeri Kota Palopo, it is also known, based on researchers' pre-observation, that all the students from that Madrasah were successfully passed the final examination on English subject and the Islamic lessons. The instruments are an observation sheet, interview, field note, and document transcript.

RESULTS AND DISCUSSION

Based on observation and interviews had done by the researcher, English teachers when teaching the students still conventional and teacher-centered make students bored in learning, because the students just participate and watch the explanation of the teachers, then when the researcher discusses or makes small talk with students' (hidden interviews), the students' told that they were boring because the teachers just explain the

materials without involving the students, the teachers explore the materials always teachers centered and never used pictures or videos to stimulant the students’.

Based on the result above, the students are more enthusiastic and comfortable in the teaching and learning process after teachers used pictures as media to explore the material because the researcher told the English teachers to prepare before teaching the students. These pictures are used to help and improve many learners to sustain their interest. These pictures sometimes work in groups and point to them as the leader of their groups. The students have spirit in the learning process. Several data took from the field notes. The researcher concluded the students enjoy and were interested in the pictures.

Then, by revising the teaching technique and some aspects which occurred to improve the students’ vocabulary mastery. In the vocabulary teaching-learning process, the English teacher asked the students to bring their dictionary which could help them to find the meaning of the difficult words found in the text. Next, in the activity of vocabulary exercise, the teacher asked the students to work in a group to share the knowledge with their groups in answering the questions.

Words are essential to communication. Little children learn to speak in isolated words and then in chains of nouns and verbs. We expect students of a second language, however, to control grammatical features of that language as well as its vocabulary. Regardless of the specific target language and the conditions of instructions, vocabulary is an important factor in all language teaching. The Students must continually be learning words as they learn the structure and as they practice the sound system. Learning the vocabulary of course must be according to the level of age and ability of the students.

Teaching English as a foreign language is not the same as teaching

English as a second language. Teaching English as a foreign language means teaching the students in the target language to be able to use English for communication. However, the environment did not help the students in learning the English language. The learners did not use English outside of the classroom. They just use English when they have an English class. Consequently, the learners did not have many opportunities to practice English in their daily activities. Learning and teaching English as a foreign language need the real situation to support the learners to use English naturally. The teacher should bring the real situation in the classroom by giving activities that support students to practice English. The teacher created media for teaching English based on the real situation that the students can apply and practice the language freely and naturally.

The English teachers while exploring the English materials for the students’, the English teachers used some strategies that allowed the students to practice either individually or in the group in formulating their ideas and provided an opportunity to the students to share their knowledge with others, the students are more spirit and relax because they have known about pictures media. When the pictures media applied happy, enjoy, active and more relax. They have the spirit to go in front of the class. Many students become active to speak up and they have brave to ask about their topic. I concluded that teaching and learning by using pictures media can improve the students’ vocabulary mastery by using pictures.

The picture is very important to be used in teaching to make clear and so make students understand. So, by using the picture, the students can pay attention to things that the students have never seen in the lesson.

Vocabulary is important for the students because by having many vocabularies, so easy to construct more

sentences. Sentences that products are built by vocabulary. Most students from Madrasah find a serious problem in improving their vocabulary.

Based on that, the English teachers used pictures to improve student's vocabulary, the English teachers used some pictures that were relevant to the English materials. Not only that, after the researcher discuss with English teachers to chance their method in teaching, using some learning models and strategies, its show that the vocabulary of students are improve while the students' want explores their ideas and opinion, even though by individually or grouping.

CONCLUSION

Researchers can conclude that to improve the students' vocabulary through the picture, teaching vocabulary mastery using pictures is more effective. Based on the results of the vocabulary test after the actions are given, it could be concluded that the teaching of vocabulary by using pictures could improve the students' vocabulary mastery as well as their active participation in the classroom. It can be seen from the students' understand the difficult words easily by guessing the meaning, the use of pictures made the vocabulary learning becomes enjoyable and interesting because they had discovered the meaning of difficult words by looking at the pictures media of them in pictures without asking another person or looking them up in the dictionary. Furthermore, pictures media also makes the students more creative, and learning becomes enjoyable and interesting because they can make their students understand the vocabulary. The English teachers explore the English materials, not based on the textbook, but also based on the students' experiences. The English teachers must choose the pictures or anything else that are relevant to the materials. The English teachers must give many chances for students to explore their ideas and opinion based on what they

had learned and what they found. Not only that, but also, as English teachers must use some methods, and learning models to entertain the students' and facilitate the students' to learn more enjoyable.

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