

## Improving English Vocabulary By Using Picture Media For Class VII Students of MTs NW Karang Juli

St. Hartini<sup>1)\*</sup>, Wahyudin<sup>2)</sup>, Moh. Zalhari<sup>3)</sup>

<sup>123</sup>STKIP Al Amin Dompus

Email corresponden author\*: [sitihartini@gmail.com](mailto:sitihartini@gmail.com)

### Abstract

*This study aims to determine the use of images in improving students' vocabulary mastery and to investigate students' perceptions of the use of images. This study was conducted at MTs NW Karang Juli Kadindi. The subjects of this study were 29 students of MTs NW Karang Juli. This study was conducted using Classroom Action Research by Kemmis and Mc Taggart which consisted of 2 cycles. The data of this study are qualitative data. Qualitative data were obtained from students' main scores in the test; pre-test, post-test I and post-test II. While qualitative data were obtained from observation sheets, interviews and documentation that had been compiled by researchers during the teaching and learning process. The results of the data analysis showed that there was an increase in students' vocabulary mastery from each cycle. This is indicated by the average pre-test score of 54.31. Where, there were 7 students who obtained a successful criterion score or only 24.13% and 24 students were unsuccessful or 75.86%. After conducting cycle I using images, there was an increase in students' average results of 67.27%. Where, 19 students obtained a successful criterion score or only 65.51% and 10 students obtained a failed criterion score or 34.48%. Then making improvements for the second cycle after reflection on the first cycle, there was an average increase in students of 76.03%. Where, 24 students obtained a successful criterion score or 86.20% and 4 students obtained a failed criterion score or 13.79%.*

**Keywords:** Vocabulary, Media, Picture, Flashcard

### INTRODUCTION

English is very important in our lives, because English is an international language used as a means of communication in everyday life and in academic activities. In Indonesia, English as a foreign language is taught formally in schools from junior high school to university. English has become a subject and as one of the subjects tested in the National Examination. So, students must learn English so as not to fail the exam. Language has several elements, such as grammar and vocabulary. One of the most important elements of language that must be taught to children is vocabulary. Knowing enough vocabulary will enable students to communicate and understand English at least in a simple way because vocabulary is the core of English (Sulfikar, (2019).

There are many ways to learn English. One of them is memorizing vocabulary. Vocabulary is the smallest element in English that must be mastered by students because without vocabulary, we cannot speak, listen, write and read (Napitupulu et al, 2023). Without vocabulary, we cannot express our ideas, feelings and opinions. So, memorizing vocabulary is very important to get the four skills in English. On the other hand, teaching vocabulary is very difficult, because teachers must choose the right way to make the learning process effective. There are many factors that make it difficult for students to

master vocabulary. Priyono stated that the main problem for Indonesian EFL students is their limited vocabulary (Nining, 2019).

Based on initial observations conducted at MTs NW Karang Juli class VII A, researchers found 5 problems; 1) Students do not understand the meaning and do not know how to read words, because students have difficulty memorizing the meaning of words. 2) Students are lazy to open a dictionary to look for the meaning of words. 3) Students are less motivated in learning English. 4) Teachers still use traditional methods in teaching English, such as only giving students a list of vocabulary and asking them to memorize the vocabulary, which makes students less interested and unable to pronounce the words properly. 5) Students do not like English subjects.

With these conditions, researchers assume that English teaching must be really improved with some practical and easy ways. Researchers choose the right media in teaching vocabulary because it is not easy to teach English, especially vocabulary, without using appropriate media. Learning English using media is very important for young learners, especially to develop their English. So, in this context, learning media is an intermediary for conveying messages and learning information. One of the media that can be used is images.

So, according to researchers, the use of images is one way to teach vocabulary. Through images, students can more easily understand what is presented in the study. Tri Amaliah Sentika stated that images are very effective in improving students' vocabulary. Images are visual, so they are very effective in stimulating students' interest in learning the language (Sentika, 2021). The use of images in teaching and learning will help students pay attention to things they have not seen that are related to their subjects.

## METHOD

The researcher used qualitative methods in this study to determine the progress of students in improving vocabulary mastery through pictures. According to Watson, various techniques are included in qualitative research related to the use of statistical or numerical data to examine social issues systematically. As a result, qualitative research relies on measurement and assumes that the phenomena being studied can be quantified. This study aims to analyze data to find patterns and connections and validate measurements. As stated by Sugiyono (2013), qualitative research is a research method based on the philosophy of positivism, which is used to study a certain population or sample and collect data using research instruments. Based on the statement above, classroom action research is a method for conducting teacher reflection in teaching in the classroom to improve the quality of teachers and students. The classroom action research procedure used in this study is based on the Kemmis and McTaggart scheme (Kemmis and Taggar, 2014). In this classroom action research, the researcher collected data by conducting two cycles. Each cycle consists of four steps: planning, action, observation, and reflection.

Kemmis and McTaggart have developed a simple model of the cyclical nature of process actions as shown in the figure.

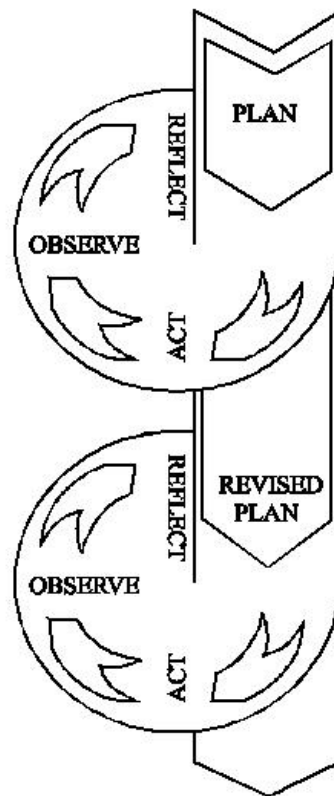


Figure 1 Action research model by Kemmis and McTaggart

The procedure for this action research is as follows:

1. Planning

Planning is an arrangement to do something such as preparing a lesson plan, conducting an initial test as an instrument to find out students' vocabulary, preparing learning materials, media, vocabulary tests and instruments to collect data such as interview sheets and observation sheets.

2. Action

Action is the process of doing something. Action is the implementation of planning. Researchers must be flexible and open to changing situations in schools. So, actions must be dynamic, need to make decisions immediately about what has been done and simple and comprehensive evaluations.

3. Observation

Observation aims to find out information about actions, such as student attitudes and even obstacles that occur. So, data is collected as a basis for reflection. Observations must be carried out carefully.

4. Reflection

Reflection is a feedback process from actions that have been taken previously. Reflection is used to help teachers in making decisions. Reflection has an evaluative aspect to evaluate the impact of problems that occur and suggest ways to overcome them.

The research was conducted at MTs NW Karang Juli, Dusun Pusaka, Kadindi Village, Pekat District, Dompu Regency, West Nusa Tenggara Province. This research will

be conducted in May to June of the even semester of the 2023/2024 academic year. The population in this study were 55 students of MTs NW Karang Juli Middle School. This study used a technique called purposive sampling. Purposive sampling is a data collection approach that considers certain factors. Thus, the person appointed is the person who knows best what we expect or that he is the ruler, making it easier for researchers to research the objects or social situations being studied. So the sample in this study was 29 students of class VIIB MTs NW Karang Juli.

The instruments used in this study are as follows:

1. Test

A test is a tool or procedure used to find out or measure something in an atmosphere, with predetermined methods and rules (Arikunto et al, 2016). A learning outcome test is a test used to measure a person's achievement after doing something. This study used a multiple-choice test with 15 questions.

2. Observation

Observation is a systematic observation and recording of symptoms that appear in the object of research. Observation as an evaluation tool is widely used to assess individual behavior or the process of an activity that can be observed, both in real situations and in assisted situations. This observation can be carried out with guidelines for depiction, notes, field, daily journals, observation of classroom activities, depiction of interactions in the classroom, electronic recording devices, or classroom mapping. In this study, observations were made of student and researcher activities when learning took place, some information obtained from the results of observations included: space (place), behavior, activities, objects, actions, events or incidents, time and feelings.

During the implementation of the observation, the researcher collaborated with the class VII teacher of MTs NW Karang Juli by observing the learning process by recording and documenting the findings in the field, such as what made class VII students of Mts NW Karang Juli less interested in taking lessons, learning difficulties and obstacles for class VII students of Mts NW Karang Juli in achieving learning objectives or mastering the competencies set.

The analysis method used is an analysis that is able to support the achievement of the objectives of the research activities, based on the objectives to be achieved, namely improving student learning outcomes in the subject. To analyze the data that has been collected, an analysis of the results achieved by students in the evaluation test is carried out. The research observation data is given a value assessment in the form of numbers categorized as less, enough, good, and very good. At the level of each cycle, each meeting is then given an activity that includes planning, action, observation, and reflection. According to Arikunto (2016) to calculate the average (mean) of a set of values obtained by the students, the following formula can be used:

$$M = \frac{\sum fx}{N}$$

Description:

M = Mean

fx = Total learning outcome scores

N = Number of students

The value obtained by students from the test is included in the criteria for achieving student learning outcomes with the following criteria.

Table 1. Criteria for Achieving Student Learning Outcomes

No	Interval Class	Category
1	86-100	Very good
2	71-85	Good
3	56-70	Enough
4	41-55	Poor
5	≤ 40	Fail

Source: Arikunto, (2016)

Percentage of student learning completion classically:

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percentage Number

F : Frequency being searched for percentage

N : Total frequency of many individuals

The indicator of success in this study is if the completeness of all students achieves the concept of mastery learning, which is 85%. Namely, if in the implementation of Classroom Action Research using two cycles, grade IV students of SDN 21 Manggelewa are able to follow the lesson well through the use of the Make a Match Cooperative Learning Model with results reaching the KKM, namely 70, then it can be said that the learning process is complete or successful. The indicator of learning success reaches ≥85% of the Minimum Completeness Criteria (KKM) 70.

## RESULTS AND DISCUSSION

### Results

The data collected in this study includes the implementation of learning, learning outcomes and obstacles faced during learning activities. This research was conducted in 2 cycles. The results of this study will be described based on the research stages of the cycle which include the planning, treatment and observation stages, and reflection.

Table 2. Initial Findings Data on Student Learning Outcomes

No	Code Student	KKM	Mark	Information
1	AG	65	55	Not yet finished
2	US	65	70	Completed
3	A.F.	65	55	Not yet finished
4	AN	65	50	Not yet finished
5	ADP	65	20	Not yet finished
6	AY	65	75	Completed
7	FH	65	65	Completed

8	FA	65	30	Not yet finished
9	FS	65	70	Completed
10	HF	65	75	Completed
11	IN	65	50	Not yet finished
12	KN	65	55	Not yet finished
13	KP	65	40	Not yet finished
14	IL	65	60	Not yet finished
15	LA	65	50	Not yet finished
16	MD	65	60	Not yet finished
17	MT	65	75	Completed
18	MAN	65	55	Not yet finished
19	PP	65	50	Not yet finished
20	PK	65	60	Not yet finished
21	RP	65	50	Not yet finished
22	RDP	65	50	Not yet finished
23	RJS	65	55	Not yet finished
24	SAS	65	30	Not yet finished
25	SM	65	70	Completed
26	SPR	65	50	Not yet finished
27	MR	65	50	Not yet finished
28	TM	65	50	Not yet finished
29	TM	65	50	Not yet finished
Total N = 29				
$\Sigma X = 1575$				

Based on the data above, it shows that the classical learning outcomes of students in class VII MTs Karang Juli are still relatively low, so they have not achieved completeness in learning. The Minimum Criteria Score (KKM) at MTs Karang Juli is 70. Of the total 29 students, 7 or 24.13% of students have completed or achieved the KKM score, and 22 or 75.86% of students have not completed it. Learning outcome data shows that the lowest student score is 30 and the highest student score is 70. Based on this, the researcher tried to take action using image media in learning to improve the English vocabulary of class VII students at MTs Karang Juli.

### Cycle I

**Table 3. Student Learning Outcome Data in Cycle I Learning**

No	Code Student	KKM	Mark	Information
1	AG	65	70	Completed
2	US	65	80	Completed
3	A.F.	65	70	Completed
4	AN	65	70	Completed
5	ADP	65	50	Not yet finished
6	AY	65	80	Completed
7	FH	65	70	Completed

8	FA	65	50	Not yet finished
9	FS	65	80	Completed
10	HF	65	80	Completed
11	IN	65	70	Completed
12	KN	65	65	Completed
13	KP	65	60	Not yet finished
14	IL	65	70	Completed
15	LA	65	60	Completed
16	MD	65	70	Completed
17	MT	65	80	Completed
18	MAN	65	60	Not yet finished
19	PP	65	65	Completed
20	PK	65	70	Completed
21	RP	65	60	Not yet finished
22	RDP	65	70	Completed
23	RJS	65	60	Not yet finished
24	SAS	65	60	Not yet finished
25	SM	65	75	Completed
26	SPR	65	75	Completed
27	MR	65	60	Not yet finished
28	TM	65	60	Not yet finished
29	TM	65	60	Not yet finished
Total N = 29				
$\sum X = 1950$				

Based on the table above, then to achieve the average value, calculate the learning completion. This aims to find out whether the learning process in cycle I has experienced learning completion. For more details, see the following:

- a) Average Value,  $M_x = \frac{\sum X}{N}$   

$$\frac{1950}{29} = 67,24$$
- b) Percentage of Learning Completion =  $P = \frac{F}{N} \times 100\%$   

$$P = \frac{19}{29} \times 100\% = 65.51 \%$$

The results of the evaluation test in cycle I experienced a significant increase compared to the pre-cycle value. Students who have achieved the KKM value are 19 students or 65.51 % with an average of 67.24.

Based on notes field implementation learning cycle I, observer write a number of notes, that is : (1) Teacher need consider allocation of time used during the implementation of image learning media in order not to there is a lack of time. (2) There are several steps learning that is passed by the teacher. (3) The teacher is lacking can to condition class so that on moment implementing image learning media so that the classroom atmosphere becomes rowdy.

Cycle II

Table 4. Student Learning Outcome Data in Cycle II Learning

No	Code Student	KKM	Mark	Information
1	AG	65	80	Completed
2	US	65	90	Completed
3	A.F.	65	85	Completed
4	AN	65	75	Completed
5	ADP	65	60	Not yet finished
6	AY	65	90	Completed
7	FH	65	80	Completed
8	FA	65	60	Not yet finished
9	FS	65	90	Completed
10	HF	65	85	Completed
11	IN	65	75	Completed
12	KN	65	75	Completed
13	KP	65	70	Completed
14	IL	65	80	Completed
15	LA	65	60	Not yet finished
16	MD	65	80	Completed
17	MT	65	90	Completed
18	MAN	65	70	Completed
19	PP	65	70	Completed
20	PK	65	75	Completed
21	RP	65	75	Completed
22	RDP	65	75	Completed
23	RJS	65	70	Completed
24	SAS	65	75	Completed
25	SM	65	80	Completed
26	SPR	65	80	Completed
27	MR	65	60	Not yet finished
28	TM	65	75	Completed
29	TM	65	75	Completed
		Total N = 29		
		$\sum X = 2205$		

Based on the table above, then to achieve the average value, calculate the learning completion. This aims to find out whether the learning process in cycle I has experienced learning completion. For more details, see the following:

a) Average Value,  $M_x = \frac{\sum X}{N}$

$$\frac{2205}{29} = 76.03$$

b) Percentage of Learning Completion =  $P = \frac{F}{N} \times 100\%$

$$P = \frac{25}{29} \times 100\% = 86.20\%$$

Based on the table above, it shows that the level of student success in cycle II has increased significantly. Students who have achieved the KKM score are 25 students or 86.20 % with an average score of 76.03.

On cycle II, observer take notes a number of matter as following : All constraint Which there is on cycleI can be resolved well in cycle II, implementation learning on cycle II Already implemented with very Good without There is obstacles Which means.

On cycle II obtained conclusion that in a way The outline of the learning activities went very well Good. Implementation learning is at in category Good and achieve indicator success Which setwhich is  $\geq 80\%$ . Meanwhile, for student learning outcomes, completeness in a way classical very Good And fulfil criteria indicator success that is as big as  $\geq 80\%$ . With success Which obtained on cycle II, researcher decide For stop study because of indicator success has fulfilled.

## Discussion

Based on the calculation and data analysis, the following research findings were obtained: Based on quantitative data, the results of the study showed an increase in students' vocabulary achievement through the picture method. This is evidenced by the data; student scores on the pre-test, the lowest score was 20 and the highest was 75; student scores on post-test I, the lowest score was 60 and the highest was 80; student scores on post-test II, the lowest score was 60 and the highest was 90. In the pre-test, there were 24% (7 out of 29 students) who scored  $\geq 65$ . In post-test I, there were 65% (19 out of 29 students) who scored  $\geq 65$ . In post-test II, there were 86% (25 out of 29 students) who scored  $\geq 65$ . Based on data from interviews, observations, and documentation, it also shows that students' vocabulary achievement increased by using pictures. All of these data show that students give good attitudes and responses during the teaching and learning process. Students are also interested in learning vocabulary through pictures. Therefore, based on the results of qualitative data, it can be concluded that students' vocabulary achievement increased through image media in class VII MTs NW Karang Juli.

## CONCLUSION

Based on the data analysis in chapter IV, the following conclusions are drawn: 1) Pictures can improve students' vocabulary as indicated by the scores they obtain. Furthermore, from students' responses to teaching and learning activities during PTK, it can be concluded that students like pictures. This is evidenced by their participation in class. 2) Students are more active and participate in the vocabulary teaching and learning process. Therefore, pictures can be an alternative strategy for teachers in teaching vocabulary that can improve and maintain their vocabulary. In the first test (pre-test) students who passed the KKM 65 were 7 students out of 29 students (24%). In the second test (post-test 1) students who scored above 65 or passed the KKM were 19 students out of 29 students (65%). In the third test (post-test 2) students who passed the KKM 65 were 25 students out of 29 students (86%).

## BIBLIOGRAPHY

Arikunto, S. (2006). Classroom action research procedures. Bumi Aksara, 136(2).

- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research.
- Napitupulu, A. T., Simanjuntak, G. W., Silaban, L. P., Tampubolon, S. E., Sinaga, S. M., Simanjuntak, T. L. B., ... & Naibaho, W. (2023). Penggunaan Gambar Sebagai Media Untuk Meningkatkan Kosakata Bahasa Inggris Pada Peserta Didik Kelas V SD N 091288 Sibaganding. *Beru'-beru': Jurnal Pengabdian kepada Masyarakat*, 2(1), 1-8.
- Puspitasari, N. (2019). Enhancing Student's Vocabulary Mastery by Using Quizlet Media at the Seventh Grade of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo. *IAIN PONOROGO*.
- Sentika, T. A. (2021). *Improving The Student's Vocabulary Through Picture Method At Eleventh Grade Students' Of MAS Al-Washliyah 67 Pematang Siantar* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan).
- Sugiyono, P. D. (2013). Quantitative and qualitative research methods and R&D [Quantitative and qualitative and R & D research methods]. *Bandung, Indonesia: Alfabeta*.