

## THE EFFECTIVENESS OF PICTURE CARDS TO ENHANCE THE STUDENTS' VOCABULARY MASTERY

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### ABSTRACT

The purpose of this research was to know the effectiveness of picture cards to enhance the students' vocabulary mastery and to analyse the students' difficulties in learning vocabulary using picture cards. The research used a pre-experimental study with one-group pre-test and post-test design. The research population included 273 tenth grade students and the selected samples were 15 language class students. This research was conducted at SMAS K Warta Bakti Kefamenanu. The research instrument was vocabulary test. The research result showed that using picture cards as media in teaching vocabulary could improve the students' vocabulary mastery. The research findings showed that based on frequency and rate percentage of students' vocabulary mastery in pre-test, no students was classified into excellent, good, and fair category, so that 15 or 100% students were classified into very poor category. Meanwhile, the frequency and rate percentage of students' vocabulary mastery in post-test, 4 or 26.6% students were classified into excellent category, 10 or 66.6% students were classified into good category, 1 or 6.6% students were classified into fair category, and no students was classified into very poor category. The researcher concluded that the scores and rate percentages of students' vocabulary mastery in post-test were greater than those in pre-test. It means that the students' vocabulary mastery improved after obtaining treatments using picture cards.

Keywords: *Picture Cards, Learning Vocabulary, Vocabulary Achievement*

### INTRODUCTION

Language is the principal method of human communication, consisting of words used to have interaction with others. People use the language to express their idea, feeling, and emotion. Ismail (2017) stated that language has given human being the ability to communicate with each other, forming a complex system of communication, and within each language vocabulary stands as the basis for the language. English as International language is spoken almost all over the world and become the language used by many people over the world to connect and share with another. In Indonesia, English is taught as a local content in primary school, as a compulsory

subject is in secondary school, and as a complementary subject is a university.

Susanto (2017) mentioned that vocabulary is the most important thing for someone who wants to learn any language. Without good vocabulary mastery, it will be impossible to acquire and fluent in that language. Vocabulary learning objective to study the subject of learning vocabulary is to help learners easier in because there is a word contained in the language; the word property is presented by a speaker or a word, words that in science, a list of words like a dictionary is an explanation a short through pictures, games. Fard (2013) also said that vocabulary is a sizeable component in the learning process. Learners across proficiency levels will encounter situations where they can understand only part of written text or a sentence due to the fact that they don't know all the words. Vocabulary is a place where we want to learn something, because vocabulary is necessary for all skills.

In the teaching learning process the students are influenced by the ways teachers present their instructional material. Geiger (2017) asserted that students need something fun and enjoyable. By using a suitable method or media, the lesson materials will be more interesting. Using picture is one of the techniques in teaching vocabulary. Through pictures students could be easier to understand what the teacher presents. Applying picture has an important role in learning process. They can interest the student's motivation to learning English. The teacher must always motivate the student to study hard and has to create a good classroom atmosphere. According to Luruk (2018), using picture in classrooms makes the explanation easy. If there's an item or object that you want to show your students to help them remember the word for it, try showing them a picture. Furthermore, students can memorize the meaning of vocabulary by looking at the picture, encouraging students to be involved in their foreign language.

Most students of SMAS K Warta Bakti Kefamenanu assumed that English is a difficult material. Furthermore, they are unmotivated to learn English because the class situation is very boring. It is because many teachers still teach, especially teaching vocabulary to the students by using translation it into students' first language (Bahasa Indonesia). This happened when the students didn't know or forget the meaning of many vocabularies. Based on the statement above, the researcher is interested in investigating the teaching of vocabulary at SMAS K Warta Bakti Kefamenanu under the title *The Effectiveness of Using Picture Cards in Improving the Students Vocabulary Achievement*.

to state "You are the apple of my eye." They consistently strive to produce new metaphor- designated terms.

## **METHOD**

This research applied a pre-experimental study with one-group pretest-posttest design. According to (Sugiyono, 2014:109), pre-experimental study is a study covering only one group or class given pre and post-test. The researcher wanted to measure the effectiveness of using picture cards in improving the students' vocabulary achievement. The population of this research was 273 students of SAMS K Warta Bakti Kefamenanu and the samples were 15 tenth grade students from language class.

In this research, the researcher used vocabulary test. The test was used to get data on the students' vocabulary in English before and after treatment. This test was applied in pre-test and post-test. The pre-test will be given before the treatment to find out the students' prior knowledge about vocabulary achievement and the post-test will be given after treatment to find out the students' vocabulary in English based on the 30 questions which will be given divided into three categories: 15 multiple choices (the score is 1 for each item), 10 fill in the blanks (the score is 2 for each item), 5 matchings' (the score is 3 for each item). After giving the pre-test the students were taught by using picture cards. This research was conducted at SMAS K Warta Bakti Kefamenanu. The treatment was carried out in 2 meetings.

The technique of analyzing the data were scoring the students' correct answer in the students pre-test and post-test using the formula (Depdiknas, 2006). After that, the classification of student scores into four criteria is excellent, good, fair, and very poor. Furthermore, the mean score, standard deviation, frequency and percentage tables of pre-test and post-test students used the formula (Gay, 2012).

## **FINDING AND DISCUSSION**

The findings of the students' score in the pre-test and post-test were calculated as follow in the pre-test from 15 students didn't got high score. The test consists of 30 questions divided into 25 nouns and 5 adjectives. The total of right answer of noun was 81

and wrong answers were 294, and the students got the total wrong answers from 15 students of adjective was 69 and 6 for right answers. It means that the percentage of the analysis of students' answer in the pre-test from 15 students was 26% of vocabulary about noun and 8.69% of vocabulary of adjective. The percentage of the analysis of students' answer in the post-test from 15 students was 84.1% of vocabulary about noun and 70.4% of vocabulary of adjective. It means that the students got the total wrong answers from 15 students of noun was 62 and 313 for right answers. And for adjective, the students got the total wrong answers from 15 students was 31 and 44 for right answers. The researcher concluded that the total of right and wrong answers from 15 students was improved after doing the treatment.

The frequency and rate percentage of the students' vocabulary in pre-test from 15 students, there were no students got excellent, good, fair category, 15 or 100% students classified into very poor category. The frequency and rate percentage of the students' vocabulary in post-test from 15 students, there were 4 or 26.6% students classified into excellent, 10 or 66.6% students classified into good, 1 or 6.6% students classified into fair, there were no students very poor category. It means that the students' vocabulary was improved after treatment by using picture card. The score and rate percentage in post-test was greater than the rate percentage in pre-test. The mean score of the students' in pre-test and post-test. The students' pre-test mean score was 19.30 and it was categorized as very poor, while the students' post-test means score was 79 and it was categorized as good. It means that, the mean score of post-test was higher than pre-test. The standard deviation of pre-test was 20.17 it was lower than the standard deviation of the post-test 84.21. Then the researcher concluded that the picture card was effective could improve the students' vocabulary achievement that given to them during the treatment process. And it indicated that the students' ability of vocabulary can be categorized into good level of mastery.

The discussion of the research findings derived from result of the students' vocabulary in pre-test and post-test. The description of the data collected through test as explained in the previous section shows that the students' vocabulary improved. It is supported by the mean score of the students' pre-test and post-test. The students'

vocabulary could be developed by many ways one of them was the use of media to teaching vocabulary like using Picture Card. It was considered as a good media because it was easy to find and effective. Based on the result of the students' answers before and after treatment, the research noticed that there was significant difference between students' vocabulary test in pre-test and post-test. Before applying Picture Card as an English teaching media, the students could not answer the test vocabulary with true and did not know the meaning of the words. But after applying Picture Card the students could answer the test vocabulary with true and know the meaning of the words as well. The students' vocabulary achievement was very lacking before implementation of Picture Card in language learning process in the class because the students got difficulty memorizing vocabularies and used Picture Card as media could help the students in memorize the vocabulary.

From the result of analyzing, the researcher found that before the treatment, the pre-test result showed that there was no or 0% classified into excellent, 0% classified into good, 0% classified into fair, and then 100% classified into very poor category. While in post- test there were 26.6% classified into excellent, 66.6% classified into good, 6.6% classified into fair, and there were no or 0% classified very poor. Meanwhile, the mean score data of pre-test showed that the mean score of students was 19.30. Then the mean score data of post-test also showed that the mean score of students was 79. It means that the students' vocabulary achievement at the tenth grade of SMAS K Warta Bakti Kefamenanu after the treatment was improved. Most of the students still had difficulties in learning the vocabulary, the researcher found it from wrong answer. The students forgot the vocabulary before the researcher applying the picture cards in the treatment the students got the low score. The total of wrong answers about noun was 294 and adjective was 69 in the pre-test, and the total of wrong answers from 15 students of noun was 62 and for adjective, the students got the total wrong answers was 31 in the post-test.

## CONCLUSION

Based on the analysis results, the researcher concluded that the Picture Cards were effective to enhance the students' vocabulary mastery as follows: (1) To answer the research questions, the researcher conducted this research and analyzing the data from the students' in the pre-test and post-test was improved after the treatment. It can showed from the standard deviation of pre-test was 20.17 it was lower categorize into very poor mastery than the standard deviation of the post-test 84.21 it can categorize into good mastery. Then the researcher concluded that the picture card was effective could improve the students' vocabulary achievement that given to them during the treatment process. Using the picture card as media in teaching and learning vocabulary helped the students memorizing vocabulary. (2) The researcher also found the students difficulties in learning vocabulary using the picture card. The students can't answer the test then the students got the low score. The researcher know it from the analyzing the data of the students wrong answer in the pre-test the total wrong answers from 15 students of noun with the score 294 (26%) and for adjective, the students got the total wrong answers with the score 69 (8.69%). In the post-test, the total wrong answers from 15 students of noun with the score 62 (84.1%) and for adjective, the students got the total wrong answers with the score 31 (70.4). In conclusion, this researcher concluded that picture card was effective in improving the students' vocabulary. In addition, the students were more active and participated in the teaching-learning process of vocabulary. Therefore, picture card can be alternative strategy for teacher in teaching vocabulary which can improve and keep the students' vocabulary.

In teaching and learning vocabulary the researcher proposed some suggestion as following: (1) the teacher should know the students' difficulties faced in vocabulary achievement. (2) The teacher is suggested to use picture card as an English teaching media in order to help the students in improved vocabulary. (3) The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition and using new topics to improve the student interest in learning vocabulary, so that the students are not bored. (4) The students should more memorize and improved their vocabulary achievement because English is one of the most important

languages in the world and vocabulary is a basic element for learning English. (5) The students should practice more in vocabulary mastery and the students should consult to the teacher about the difficulties that they faced in vocabulary achievement. (6) The future researchers used this thesis as the reference to conduct your research if have the same topic.

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**APPENDIX**

**Table 1. The analysis of the students' answer per item in pre-test.**

No	Noun																				T		Adjective					T					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	R	W	1	2	3	4	5	R	W				
1.	1	0	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	7	18	0	0	0	0	0	0	5			
2.	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	6	19	0	0	0	0	0	0	5			
3.	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	5	20	0	1	0	0	0	1	4	
4.	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	5	20	0	1	0	0	0	1	4			
5.	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	23	1	0	0	0	0	1	4				
6.	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	7	18	0	0	0	0	0	0	5				
7.	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	7	18	0	1	0	0	0	1	4		
8.	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	5	20	0	0	0	0	0	0	5	
9.	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	4	21	0	1	0	0	0	1	4			
10.	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	6	19	0	1	0	0	0	1	4	
11.	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	21	0	0	0	0	0	0	5			
12.	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	22	0	0	0	0	0	0	5			
13.	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3	22	0	0	0	0	0	0	5			
14.	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	9	16	0	0	0	0	0	0	5		
15.	0	1	0	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	8	17	0	0	0	0	0	0	5			
<b>T</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>29</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>
				<b>2</b>	<b>0</b>		<b>0</b>	<b>0</b>													<b>0</b>	<b>1</b>	<b>4</b>								<b>9</b>		

**Table 2. The analysis of the students' answer per item in post-test.**

No	Noun																				T		Adjective					T						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	R	W	1	2	3	4	5	R	W					
1.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2.	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1

6.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	20	5	1	1	0	0	1	3	2
7.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	23	2	1	1	1	1	0	4	1
8.	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	18	7	1	1	1	0	0	3	2
9.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	21	4	1	1	1	0	1	4	1
10.	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	21	4	1	1	0	1	0	3	2
11.	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	21	4	1	1	0	0	0	2	3
12.	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	19	16	0	1	0	0	0	1	4
13.	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	20	5	0	1	1	1	0	3	2
14.	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	21	4	1	1	1	0	1	4	1
15.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	1	1	1	1	0	0	3	2
<b>T</b>	1	1	1	1	1	1	1	1	1	1	1	9	8	1	1	1	4	8	1	1	1	1	1	1	31	62	1	1	8	5	4	4	3	
	5	3	5	1	5	5	5	4	3	5	5	4		5	3			0	5	5	5	5	5	3		2	5				4	1		

**Table 3. The analysis of the students' answers in the Pre-test.**

No.	Noun Score		(%)	Adjective Score		(%)	Total	
	R	W		R	W		R	W
	1.	7		18	38.8		0	5
2.	6	19	31.5	0	5	0	6	24
3.	5	20	25	1	4	25	6	24
4.	5	20	25	1	4	25	6	24
5.	2	23	8.69	1	4	25	3	27
6.	7	18	70	0	5	0	7	23
7.	7	18	70	1	4	25	8	22
8.	5	20	25	0	5	0	5	25
9.	4	21	19.0	1	4	25	5	25
10.	6	19	31.5	1	4	25	7	23
11.	4	21	19.0	0	5	0	4	26
12.	3	22	13.6	0	5	0	3	27

13.	3	22	13.6	0	5	0	3	27
14.	9	16	56.2	0	5	0	9	21
15.	8	17	47.0	0	5	0	8	22
<b>Total</b>	<b>81</b>	<b>294</b>	<b>26</b>	<b>6</b>	<b>69</b>	<b>8.69</b>	<b>87</b>	<b>363</b>

**Table 4. The analysis of the students' answers in Post-test.**

No.	Noun Score		( <b>%</b> )	Adjective Score		( <b>%</b> )	Total	
	R	W		R	W		R	W
1.	23	2	8.69	4	1	25	27	3
2.	17	8	47.0	1	4	25	18	12
3.	23	2	8.69	4	1	25	27	3
4.	22	3	13.6	3	2	66.6	25	5
5.	20	5	25	2	3	66.6	22	8
6.	20	5	25	3	2	66.6	23	7
7.	23	2	8.69	4	1	25	27	3
8.	18	7	38.8	3	2	66.6	21	9
9.	21	4	19.0	4	1	25	25	5
10.	21	4	19.0	3	2	66.6	24	6
11.	21	4	19.0	2	3	66.6	23	7
12.	19	6	31.5	1	4	25	20	10
13.	20	5	25	3	2	66.6	23	7
14.	21	4	19.0	4	1	25	25	5
15.	24	1	4.16	3	2	66.6	27	3
<b>Total</b>	<b>313</b>	<b>62</b>	<b>84.1</b>	<b>44</b>	<b>31</b>	<b>70.4</b>	<b>357</b>	<b>93</b>

**Table 5. The analysis data of the students' score in the pre-test and post-test.**

No.		Noun			Adjective		
		R	W	(%)	R	W	(%)
1.	Pre-test	81	294	26	6	69	8.69
2.	Post-test	313	62	84.1	44	31	70.4

**Table 6. The analysis data of the students' score in the pre-test and post-test.**

No	Pre-test score	Post-test score	Level of Mastery
1	23.3	90	Excellent
2	20	60	Fair
3	20	90	Excellent
4	20	83	Good
5	10	73	Good
6	23.3	76	Good
7	26.6	90	Excellent
8	16.6	70	Good
9	16.6	83	Good
10	23.3	80	Good
11	13.3	76	Good
12	10	66	Good
13	10	76	Good
14	30	83	Good
15	26.6	90	Excellent
<b>Total</b>	<b><math>\Sigma X = 289.6</math></b>	<b><math>\Sigma X = 1.186</math></b>	

**Table 7. Frequency and rate percentage of the students' vocabulary in pre-test.**

No	Score	Level of Mastery	Frequency	Percentage (%)
1	86-100	Excellent	0	0
2	61-85	Good	0	0
3	47-60	Fair	0	0
4	0-46	Very Poor	15	100
	<b>Total</b>		<b>15</b>	<b>100</b>

**Table 8. Frequency and rate percentage of the students' vocabulary in post-test.**

No	Score	Level of Mastery	Frequency	Percentage (%)
1	86-100	Excellent	4	26.6
2	61-85	Good	10	66.6
3	47-60	Fair	1	6.6
4	0-46	Very Poor	0	0
	<b>Total</b>		<b>15</b>	<b>100</b>

**Table 9. The means score of the students' pre-test and post-test.**

Type of test	Means Score
Pre-test	19.30
Post-test	79

**Table 10. The standard deviation of pre-test and post-test.**

Type of test	Standard deviation
Pre-test	20.17
Post-test	84.21