

INCREASING LEARNING OF ENGLISH VOCABULARY THROUGH PICTURE FOR FIFTH GRADE SD SATHYA SAI DENPASAR

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Abstract

This study aims to determine the mastery of English vocabulary before and after implementing picture application for the fifth grade of SD Sathya Sai Denpasar, and to determine the supporting and hindering factors in implementing picture to increase the student mastery of English vocabulary. The method used in this study is a pre-experimental one-group pretest and post-test with a quantitative and qualitative approach (mixed method). The result of the discussion in this study indicated, that after implementing picture application in learning vocabulary, there was an increase. This was shown by the increase of student's average score. Before implementing picture in English vocabulary learning, the student's average score was 60. After the implementation was done the student's average score became 69, which meant the increase was 9 points. There was an increase in students' vocabulary, especially grouping particular nouns, understanding numbers and measurements, understanding adjectives, active verbs and to be, and using verbs and to be in writing questions and positive sentences in simple present continuous tense. In implementing the picture application to increase the students' English vocabulary, there were supporting and hindering factors. The supporting factors are, the availability of picture from many sources, motivating students to learn, and getting students actively involved. The hindering factors are explaining the vocabulary spent much time, and the number of students in a class determines the focus of attention, especially for students who need more attention, because of their lack of vocabulary knowledge.

Keywords: picture; English vocabulary; increasing

1. Introduction

Vocabulary is the core of the ability of language. Quantity and quality of vocabulary are the foundation for the four skills which are listening, speaking, reading, and writing (Hunt and Beglar, 2002). For the students to be able to use their knowledge in four skills, they should at least have an extensive vocabulary. With understanding vocabulary, students will be able to understand texts and extend their reading ability. Through extensive vocabulary, they can produce sentences even complex sentences. They can convey their message by speaking with diverse vocabulary. Therefore, vocabulary is important so that students can improve their language skills, in particular learning a second language which is English. Teaching vocabulary was neglected in 1940-1970 because it was too focused on years before. It happened by the reason of a belief that learning vocabulary meant language was mastered. But this is wrong, not only understanding the meaning of vocabulary but also knowing how it is structured in a sentence, is a must. This is the reason why grammar has

been emphasized in learning for the last decade (Allen, 1983). Harmer (2007) stated learning a second language is a long and complicated process. In each English lesson hour class, teaching vocabulary needs more time but it cannot be done in a longer hour because students also need to learn another part, which is grammar. In learning a language, age is the main factor in determining what and how should be taught. In formal education, teaching older children a language is possible with an abstract approach. This could be done because of their cognitive improvement. And for younger children, aged ten to eleven, using their interests is the way to motivate them to learn. Younger children of this age use more speaking and listening skills. The success of the learning process often depends on using as many senses during the process. Students are more focused on a word when they can touch it, besides seeing and hearing it. A picture can be used as one of visual devices to get students' attention. With a picture, students can visualize a thing directly in their memory. This research is to emphasize the increase of English vocabulary mastery in the fifth grade of SD Sathya Sai by implementing picture.

SD Sathya Sai Denpasar is a character-based school with English as one of the local subjects. English presentation is focused on the upper class, from fourth until sixth grade. In the fifth grade of SD Sathya Sai Denpasar, the student starts doing presentations with opening, content, closing, and giving questions and answers. To do this, having an extensive vocabulary gives students confidence in speaking.

2. Theoretical Frameworks

According to Hunt and Beglar (2002), teaching and learning vocabulary strategies combine three approaches which are incidental learning, explicit instruction, and independent strategy development. Incidental learning gives students of vocabulary knowledge by reading and listening extensively. Introducing new words, collaborating and developing known words are within explicit instruction. Independent strategy development involves practicing students' ability to guess the meaning of words by context and training to use a dictionary. Seely (2007:25) mentions vocabulary divided into two classes which are open classes and closed classes. Open classes consist of nouns, adjectives, verbs, and adverbs. Meanwhile, closed classes are pronouns, prepositions, determiners, and conjunctions. There are eight main word classes in English: verbs, nouns, adjectives, adverbs, prepositions, determiners, pronouns, and conjunctions. Verbs, nouns, adjectives, and adverbs are vocabulary words. Prepositions, determiners, pronouns, and conjunctions are also called grammatical words. Learning vocabulary means learning verbs, nouns, adjectives, and adverbs (Eastwood, 2002). Dulay et al (1982:50), mentions that language learner may omit necessary parts (omission) or add unnecessary parts (additions); they can be wrong in word form (misformation) or can be wrong in ordering words (misordering). Harmer (2001) states using picture in learning vocabulary can be done in several ways: drills, games, understanding, ornaments, prediction, and discussions. Picture can be taken from books, magazines, newspapers, or photos; picture can be in flashcards, cue cards, or illustrations.

3. Methods

This research is a pre-experimental one-group pretest-post-test design with a concurrent model. The concurrent model combines quantitative and qualitative data at the same time. The data was collected through questionnaires, participant observation, tests, and in-depth interviews. The questionnaire was to get information about students' English vocabulary before implementing picture. The pretest was given before implementing picture and post-test was given after implementing picture. Interviewing was to get students' opinions based on pretest and post-test. Quantitative analysis presented an average score from pretest and post-test and compared the increase in the mastery of English vocabulary before and after implementing

picture in fifth grade students of SD Sathya Sai Denpasar. Descriptive qualitative analysis described students' sentences in pretest and post-test, increased English vocabulary, and in-depth interviews.

4. Result and discussion

4.1. Pretest Quantitative Analysis

The pretest was in multiple choice and essay. The multiple choice question consists of ten questions while the essay questions consist of five clue words based on the picture provided, which should be answered in writing questions and positive sentences in simple present continuous tense. From the pretest score, it is known the average score was 60, the highest was 90, and the lowest was 29. The score range of 0-44 was obtained by 4 students, the score range of 45-55 was obtained by 4 students, the score range of 55-69 was obtained by 3 students, the score range of 78-84 was obtained by 5 students, 3 students obtained the score range of 85-100. The result of individual scores is presented in the table as follows.

Table 1. Individual student pretest score

No.	Student Number	Pretest score
1.	1	70
2.	2	-
3.	3	80
4.	4	45
5.	5	-
6.	6	75
7.	7	48
8.	8	36
9.	9	70
10.	10	48
11.	11	-
12.	12	85
13.	13	30
14.	14	55
15.	15	75
16.	16	85
17.	17	65
18.	18	29
19.	19	43
20.	20	-
21.	21	90
22.	22	53
23.	23	60

Based on individual student pretest score, it is known the average score, the highest, and the lowest score as follows.

Table 2. Pretest score

Highest Score	90
Lowest Score	29
Average Score	60

Based on the result of individual scores on multiple choice questions, it can be obtained which questions most students answered correctly and questions that most were answered incorrectly, based on the following table.

Table 3. Percentage of multiple-choice answers (pretest)

Number	Question	Answer		Average Percentage of Correct Answer	Average Percentage of Incorrect Answer
		Right	Wrong		
1	1	13	6	68%	32%
2	2	13	6	68%	32%
3	3	15	4	79%	21%
4	4	14	5	74%	26%
5	5	16	3	84%	16%
6	6	19	0	100%	0%
7	7	15	4	79%	21%
8	8	11	8	58%	42%
9	9	16	3	84%	16%
10	10	6	13	32%	68%

From the multiple-choice answers in pretest, question number 6 was correctly answered over 90%. Meanwhile, the least correct answered by only 32% was question number 10.

4.2. Pretest Qualitative Analysis

Question sample of multiple-choice number 6:



Jessica is hungry. She.....

- Wants a glass of water
 - Wants a cup of tea
 - Wants a loaf of bread
 - Wants a cup of coffee
- Correct answer: C. Wants a loaf of bread

Question number 6 is a positive sentence with hungry as a predicative adjective which explains the subject. The first sentence is S (Jessica) + to be (is) + predicative adjective (hungry) and the second sentence is S (she) + verb (wants) + object (noun). Students are expected to understand the meaning of hungry or at least they guess the context of the first sentence to fill in the second sentence which is helped by the picture.

Table 4. Sample of the essay

Question	Student's answer		Errors		Correct answer
	Question sentence	Positive sentence	Question sentence	Positive sentence	
(The girls).....	The girls plying?	The girls ply betminto	- Omission: 'what', to be 'are', and 'doing'	- Omission: to be 'are' - Misformation 'ply' should be 'plying' - Incorrect spelling 'ply' - Inappropriate word 'betminto' should be 'tennis'	- Question sentence: What are the girls doing? - Positive sentence: The girls are playing tennis

From the picture provided two girls are playing tennis. The verb do can be used for unknown action or unmentioned action. the pattern, for question and positive sentences, is in simple present continuous tense.

4.3. Post-test Quantitative Analysis

The mastery of English vocabulary after implementing of picture application was shown from post-test score in the following table.

Table 5. Individual student post-test score

Number	Student Number	Post-test Score
1.	1	86
2.	2	71
3.	3	88
4.	4	58
5.	5	70
6.	6	85
7.	7	60
8.	8	45
9.	9	56
10.	10	50
11.	11	75
12.	12	95
13.	13	23
14.	14	73
15.	15	89
16.	16	89
17.	17	76
18.	18	45
19.	19	65
20.	20	88
21.	21	91
22.	22	60
23.	23	55

Based on individual student post-test score, it is known the average score, the highest, and the lowest score as follows.

Table 6. Individual student post-test score

Highest Score	95
Lowest Score	23
Average Score	69

Post-test showed that there was an increase from the average score. The average score increased by 9 points of 69, and the highest score increased by 5 points of 95. The score range also increased, the score range from 0-44 to only 1 student from previously 4 students, the score range of 45-54 decreased by 1 to 3 students compared to the previous 4 students, the student score range of 55-69 increased to 6 students from only 3 students, the score range of 70-84 remained for 5 students, and the increase in the score range from 85-100 was quite significant to 5 students from previously only 3 students.

Based on the results of the post-test given after implementing the use of images in learning, the results of students' scores on multiple-choice were obtained. The following is the average percentage of questions answered correctly and incorrectly by students.

Table 7. Percentage of multiple-choice answers (post-test)

Number	Question	Answer		Average Percentage of Correct Answer	Average Percentage of Incorrect Answer
		Right	Wrong		
1	1	13	10	57%	43%
2	2	18	5	78%	22%
3	3	19	4	83%	17%
4	4	21	2	91%	9%
5	5	22	1	96%	4%
6	6	22	1	96%	4%
7	7	21	2	91%	9%
8	8	16	7	70%	30%
9	9	17	6	74%	26%
10	10	4	19	17%	83%

There was an increase in the number of questions answered by students, questions 4, 5, 6 and 7 were answered correctly by more than 90%. The question with the lowest percentage of correct answers was number 10.

4.4 Post-test Qualitative Analysis

Question sample of multiple-choice number 5:



The weather is hot,.....

- I want a loaf of bread
- I want a bowl of noodles
- I want a bottle of water
- I want a piece of cheese

Correct answer: C. I want a bottle of water

According to the post-test score, it is known that students have understood the question above and understood the meaning of the multiple choices given. The number of students who answered correctly was 22 students or 96% and 1 person who answered incorrectly or 4%.

Question sample of the essay: in the picture, a dog is sleeping

Table 8. Sample of the essay

Question	Student's answer		Error
	Question sentence	Positive sentence	
(the dog)	What is the dog doing?	The dog is sleeping	No error

From the answer above, both question and positive sentences were written correctly in simple present continuous tense. Most students could understand the context from the picture provided.

4.5. Opinions of Students with Low and High Scores

Referring to the results of interviews with students with low and high scores, vocabulary mastery is an influence that can help students understand the questions on the test. For example, students can guess the context of a sentence even though they only understand one or two vocabulary words in the question. Practicing and repeating vocabulary outside of school maximizes students' vocabulary mastery.

4.6. Supporting and Hindering Factors in Increasing Mastery of English Vocabulary in The Use of Picture

Picture combined with practices, simulations, and games, can help to motivate students in learning. To make students remember the vocabulary taught, repetition and practice help the students to store the vocabulary in their memories. On the other hand, explaining vocabulary needs more time, and the number of students in one class affects vocabulary learning because some students may not receive enough attention.

5. Conclusion

Based on the formulation of the first problem, the results of the pretest analysis before implementing picture in learning to increase English vocabulary, there were still students who did not understand and got low scores. The student average score was 60, the lowest score was 26, and the highest score was 90. After implementing the application of picture in learning English vocabulary, an average score of 69 was obtained, the improvement was 9 points. Some students who got low scores improved and increased in score range. This improvement is related to the second problem formulation after implementing the use of picture in learning English vocabulary. From the first and second formulations, the third problem formulations can be concluded, supporting and hindering factors for the use of picture in learning English vocabulary. Supporting factors are that image material can be obtained from various sources, combined with practices, simulations, and games, which can help to motivate students in learning, and repetition and practice help the students to store the vocabulary in their memories. The hindering factors are that it requires more time to explain vocabulary in contexts, and the number of students in one class affects the focus of attention on each student.

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