



THE STUDENTS' ACHIEVEMENT IN ENGLISH VOCABULARY MASTERY OF THE TENTH GRADE STUDENTS OF SMA NEGERI 13 BONE THROUGH PICTURE

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ABSTRACT

The goal of the study is to determine how well students acquire vocabulary through pictures. Two cycles of classroom action research were used in this study. There were four meetings in a cycle. This indicates that there were two cycles of eight meetings. This action research project was conducted in the classroom at SMA Negeri 13 Bone's eighth grade. The subject of this research was class ten in the 2023–2024 academic year, with a student number of about 39. They consisted of 22 boys and 17 girls. The instruments of this research were an observation sheet and a vocabulary test. The findings of the research showed students' scores in vocabulary mastery through pictures in cycle I were 6.12 for nouns and 6.08 for verbs, while in cycle II they were 7.38 for nouns and 7.33 for verbs. Thus, the students' activation in learning vocabulary through pictures in the first meeting of cycle I was 49%, then it became 80% in the fourth meeting of cycle II. Based on the findings and discussion of the research, the researcher concluded that using pictures improves the students' vocabulary in the tenth grade of SMA Negeri 13 Bone.

Keywords: *Acquire Vocabulary, Classroom Action Research, Pictures, Students' Activation*

1. INTRODUCTION

The goal of teaching English is mainly to enable the students to use English for communication and to read books and references written in English. It is a foreign language that is taught from junior high school up to university level. Vocabulary is crucial for language expression and application, impacting learners' listening, speaking, reading, writing, and translation levels through its breadth and depth (Birinci & Sariçoban, 2021). Thus, vocabulary teaching is crucial, but English teachers face challenges such as using grammar translation methods in schools, which hinders their ability to effectively teach vocabulary.

To master English, there are many aspects to learn, e.g., structure, vocabulary, and pronunciation. To master English, the elements of the language skill, such as grammar, structure, vocabulary, and sound system, must be taught to the students, as their prerequisite knowledge of the English language is characterized by these elements.

Based on Fatkurohmah et al., (2023), the key to learning abilities and sentence patterns in foreign languages is expanding one's vocabulary. Gaining proficiency in



vocabulary will make it easier for you to learn other abilities like writing, speaking, listening, and reading in English. Lack of vocabulary can hinder students' ability to learn a foreign language, hindering effective communication and expression of ideas (Dakhi & Maritha, 2018).

The most important element which is involved in the language skill is vocabulary; it is badly needed to convey what one wishes to say. Vocabulary is a crucial skill in teaching English, as it enables effective communication and expression of ideas, as stated by Zhihong (2000). As METE et al., (2023) said that the classroom environment should be active, providing a natural learning environment, and student motivation should be increased through various activities to expand vocabulary.

The ability to convey our social needs could not be established without having enough vocabulary. Actually vocabulary would be initial less important than grammar, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Wallace (2002) asserts that while one may possess grammar rules, communication in a language is limited, but with a sufficient vocabulary command, some form of communication can occur.

According to Pan & Xu, (2011), Vocabulary, one of the three fundamental components of a foreign language, plays a crucial role in effective language learning. Vocabulary teaching goes beyond merely introducing new words; it involves students being aware of their vocabulary needs and able to use the words they want, while also understanding the meaning and teaching methods. Since vocabulary serves as the basis for other language skills including pronunciation, spelling, meaning, and grammar, it is crucial for students learning a foreign language (Lase, 2023). Thus, mastering vocabulary involves mastering key elements such as pronunciation, spelling, meaning, and grammatical pattern of a word.

Learning vocabulary is a crucial part of learning a language. We are unable to communicate without vocabulary. It forms the foundation of the English course. Without mastering English vocabulary, we cannot be considered proficient in the language. The ability to successfully interact with others and comprehend what they read and hear depends on students' command of vocabulary. It is the vocabulary that makes up a language and the variety of terms that one can know or use in their trade, profession, and



other endeavors. Hiebert and Kamil (2005) assert that vocabulary refers to the understanding of the meanings of words.

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students in the English language learning process. If we know much about vocabulary we could easily to understand, communicate, and speak fluently with others. Mastering target vocabulary items is crucial for effective communication and sentence formation in a foreign language (Birinci & Sariçoban, 2021)

Meanwhile, the researcher finds that many students find it difficult to improve their vocabulary. They just pay attention to the teacher's explanation or rewrite the vocabulary that's written by the teacher on the white board, which influences the student's motivation to learn English, especially vocabulary. Therefore, English teachers should be able to apply certain ways or strategies to enrich their students' vocabularies.

Media is a powerful tool that aids students in understanding and comprehending the meaning of objects and information. Hornby (2007: 953) asserts that the media serves as the primary means for a vast number of people to obtain amusement and knowledge. Sadiman et. al. (2010:29) highlight that a significant advantage of pictures is their concrete nature. Picture media aids teachers in connecting teaching materials with real-life situations, encouraging students to connect their knowledge with its practical application in their lives (Hidayatur Rohmah, 2019).

Based on pre-observation, the researcher discovered that the majority of the students at SMA Negeri 13 Bone expressed boredom with their English studies. Thus, the researcher selected SMA Negeri 13 Bone as the research location because he hopes to find out how the new technique will affect the students' vocabulary growth there.

1.2. Research questions

Based on the explanation above, the researcher formulates the question as follows:
How is the use of pictures able to improve the students' vocabulary mastery in terms of nouns and verbs of the tenth grade student of SMA Negeri 13 Bone?



2. METHOD

2.1. *Research Design*

The research design was class action research (CAR) by holding preliminary observations made by researchers with the help of an English teacher at SMA Negeri 13 Bone through pictures. Preliminary observations were conducted to determine the state of the object.

2.2. *Samples/Participants*

This study involved 39 students, 19 of whom were men and 20 of whom were women, and the research topic was class ten at SMA Negeri 13 Bone.

2.3. *Instruments*

Tests were employed in the study to evaluate the students' vocabulary and observation skills. In order to determine how to help students expand their vocabulary and how useful it is to use terms in context, the teacher then assessed the class at the end of each cycle.

2.4. *Data analysis*

The data got from the cycle I and cycle II were analyzed through the following steps:

1. Scoring the students answer :

$$\text{Score: } \frac{\text{The correct answer}}{\text{Total number of item}} \times 10$$

The mean score of the students' found out by means following the formula:

$$X = \frac{\sum X}{N}$$

Where:

X = The mean of score

$\sum X$ = The sum of all scores

N = The number of subjects



(Gay, 2006)

2. To know the percentage of the students' increased by applying the following formula:

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

(Gay, 2006)

Where P = Percentage
Fq = Number of frequency
N = Number of sample

Table 1. Tabulating score of English vocabulary

No	Classification	Score
1	Excellent	9.6 – 10
2	Very good	8.6 – 9.5
3	Good	7.6 – 8.5
4	Fairly good	6.6 – 7.5
5	Fairly	5.6 – 6.5
6	Poor	3.5 – 5.5
7	Very poor	0 – 3.5

3. FINDINGS AND DISCUSSION

3.1. Findings

1. The Improvement of Students Vocabulary of Nouns and Verbs.

The Class X SMA Negeri 13 Bone students used pictures to improve their vocabulary in terms of nouns and verbs. Following the first cycle of testing and observation, nearly all of the students could not employ nouns and verbs. This was due to their habit of speaking Indonesian, which prevented them from studying nouns and verbs in depth.

As a result, in the second cycle of research, efforts are made to find a solution. There is a statistically significant improvement in the second cycle following testing and observation of the results. Vocabulary proficiency among the students improved. The following is the analysis of the students' assessment results for the mean vocabulary score at SMA Negeri 13 Bone's tenth grade:



Table 1. The result of Students' vocabulary in Using Nouns and Verbs

No	Variable	Cycle I	Cycle II
1	Nouns	6.12	7.38
2	Verb	6.08	7.33

The table above shows that the students' improvement in vocabulary using picture in cycle 1 still low with mean scores in term of noun was 6.12 and verbs was 6.08. But in cycle 2 was 7.38 in term of noun and 7.33 for verb. It means that the students, improvement shows the progress from cycle 1 to cycle 2 after the researcher did some efforts. The research concludes that it is effective to use picture as a way to improve the students' vocabulary. To process that could be explained from cycle 1 to cycle II is as follow:

a). At the beginning of implementation of the first cycle has not been suitable with the planning yet, because with planning yet this matter was caused. Some of students were still passive in learning process because they did not know how to extend their mind with new words.

1) The researcher still difficult to create learning situation that enjoyable for students because some students were difficult to understand the method.

b) At the end of the second cycle it could be conclude that :

1) Students were already understood the vocabulary through picture

2) Students were enjoyed and relax with this method in learning process.

To change the process from cycle 1 to cycle 2 the researcher did some effort as follows:

1) The researcher intensively gave understanding or explanation about picture.

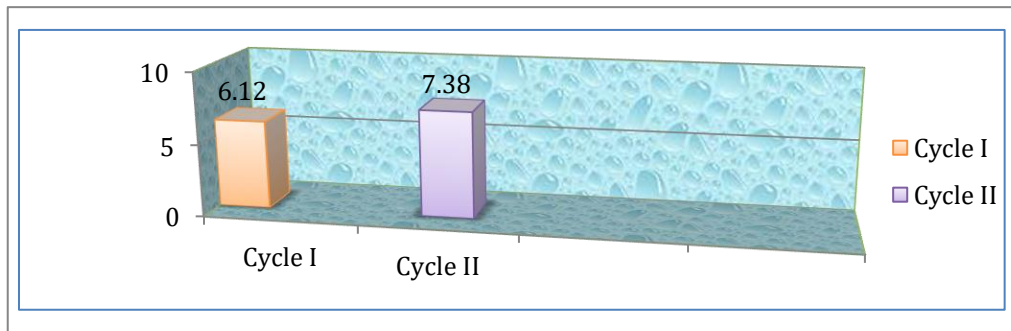
2) The researcher gives motivation in learning process

3) And the researcher also gives guidance intensively to the students who have problem in learning process and gives reward to the good students.

4) The research prepares interesting material so that the students enjoy shared their own opinion.

From the observation in cycle II the researcher found that the result of the students after applying picture in nouns and verbs was improve very well. Teaching and learning

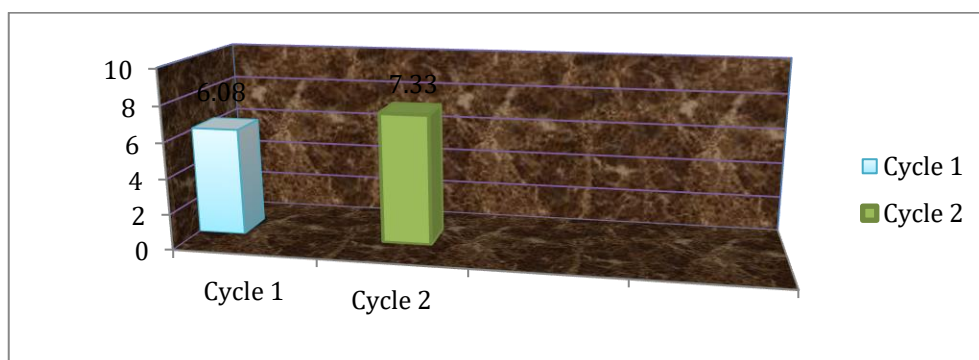
situation more interesting, the students very active in learning process, and the students also easy to share their own opinion because they understood the method. Besides, the students' could finish the assignment that researcher has given to them. Most of the students' are motivated for asking question and giving answer. The situation teaching and learning are effective and comfortable for the students. To see clearly the improvement of the students' vocabulary achievement in using nouns. The following chart is presented:



Graphic I. *The mean score in Cycle 1 and Cycle 2 of Noun*

The graphic above shows that the students' improvement in using noun through picture of the students' at Class X of SMA Negeri 13 Bone. The graphic present the students' score in the Cycle I and Cycle II with focused vocabulary achievement, from the graphic it's known that there is an improvement of means score of noun in cycle I from 6.12 to cycle II 7.38.

To see clearly the improvement of the students' vocabulary achievement in using verbs. The following chart is presented:



Graphic II. *The mean score in cycle 1 and cycle 2 of Verbs*

The graphic above shows that the students' improvement in using verbs through SMA Negeri 1 Tellulimpoe of the students' at Class X of SMA Negeri 13 Bone. The graphic present the students' score in the cycle I and cycle II with focused vocabulary achievement, from the graphic it is known that there is an improvement of the means



score of noun in the cycle I from 6.08 to cycle II 7.33.

2. Tabulated and classify the students score into the following;

1) Cycle I

a. Nouns

Table 2. Frequency and Rate Percentage of the Students' in Cycle I in term of Nouns

No	Range	Classification	Frequency (f)	Percentage (%)
1.	9.6 – 10	Excellent	-	-
2.	8.6 – 9.5	Very Good	-	-
3.	7.6 – 8.5	Good	4	10.26 %
4.	6.6 – 7.5	Fairly Good	9	23.08 %
5.	5.6 – 6.5	Fair	16	41.02 %
6.	3.6 – 5.5	Poor	10	25.64 %
7.	0.0 – 3.5	Very Poor	-	-
Total			39	100%

The table above shows that most of the students', 16 of 39 students or equivalent to 41.02 % were scored into fair classification. The rest of the scorers remained at every level of classifications, namely: 4 (10.26 %) of them was scored into good classification, 9 (23.08 %) of them were scored into fairly good classification, 16 (41.02 %) of them were scored into fair classification, 10 (25.64 %) of them were scored into poor classification and none of them was scored into excellent, very good, and very poor.

b. Verbs

Table 3 Frequency and Rate Percentage of the Students' in Cycle I in term of Verbs

No	Range	Classification	Frequency (f)	Percentage (%)
1.	9.6 – 10	Excellent	-	-
2.	8.6 – 9.5	Very Good	-	-
3.	7.6 – 8.5	Good	3	7.69 %
4.	6.6 – 7.5	Fairly Good	7	17.95 %
5.	5.6 – 6.5	Fair	22	56.41%
6.	3.6 – 5.5	Poor	7	17.95%
7.	0.0 – 3.5	Very Poor	-	-
Total			39	100%

The table above shows that most of the students', 22 of 39 students or equivalent to 56.41 % were scored into fair classification. The rest of the scorers remained at every level of classifications, namely: 3 (7.69 %) of them was scored into good classification,

7 (17.95 %) of them were scored into fairly good classification, 22 (56.41 %) of them were scored into fair classification, 7 (17.95 %) of them were scored into poor classification and none of them was scored into excellent, very good, and very poor.

2. Cycle 2

a. Nouns

Table 4 Frequency and rate frequency of the students' in Cycle II in term of Nouns

No	Range	Classification	Frequency (f)	Percentage (%)
1.	9.6 – 10	Excellent	-	-
2.	8.6 – 9.5	Very Good	-	-
3.	7.6 – 8.5	Good	11	28.21 %
4.	6.6 – 7.5	Fairly Good	25	64.10 %
5.	5.6 – 6.5	Fair	3	7.69 %
6.	3.6 – 5.5	Poor	-	-
7.	0.0 – 3.5	Very Poor	-	-
Total			39	100%

The table above shows that the most of students', 25 of 39 students' or equivalent to 64.10 % were scored fairly good classification. The rest scores of remanded at every level of classifications, namely 11 (28.21 %) of them were scored into good classification, 25 (64.10 %) of them were scored into fairly good classification, 3 (7.69 %) of them were scored into fair classification and none of them was scored into excellent, poor and very poor.

b. Verbs

Table 5 Frequency and Rate Percentage of the Students' in Cycle II in term of Verbs

No	Range	Classification	Frequency (f)	Percentage (%)
1.	9.6 – 10	Excellent	-	-
2.	8.6 – 9.5	Very Good	-	-
3.	7.6 – 8.5	Good	7	17.95%
4.	6.6 – 7.5	Fairly Good	27	69.23%
5.	5.6 – 6.5	Fair	5	12.82%
6.	3.6 – 5.5	Poor	-	-
7.	0.0 – 3.5	Very Poor	-	-
Total			39	100%



The table above shows that the most of students', 27 of 39 students' or equivalent to 69.23 % were scored fairly good classification. The rest scores of remanded at every level of classifications, namely 7 (17.95 %) of them were scored into good classification, 27 (69.23 %) of them were scored into fairly good classification, and none of them was scored into excellent, very good, fair, poor and very poor. The table also shows the mean score of the students' was 7.33.

From the distribution of frequency and rate percentage in table 3 and 4 above, it can be seen from the following graphic, the overall data and how the result are different from cycle I to cycle II and also the students' vocabulary in teaching and learning process.

3.2. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' vocabulary. Implementation of picture in the class the researcher found that In the cycle I, the students' just got 6.12 and cycle II, the students got 7.33. Mean while the target score was 7.0, it means that the target score could be achieved in the cycle II. The Improvement of the Students' Vocabulary Noun and Verb in Cycle I and II that will shoed in explanation as follows:

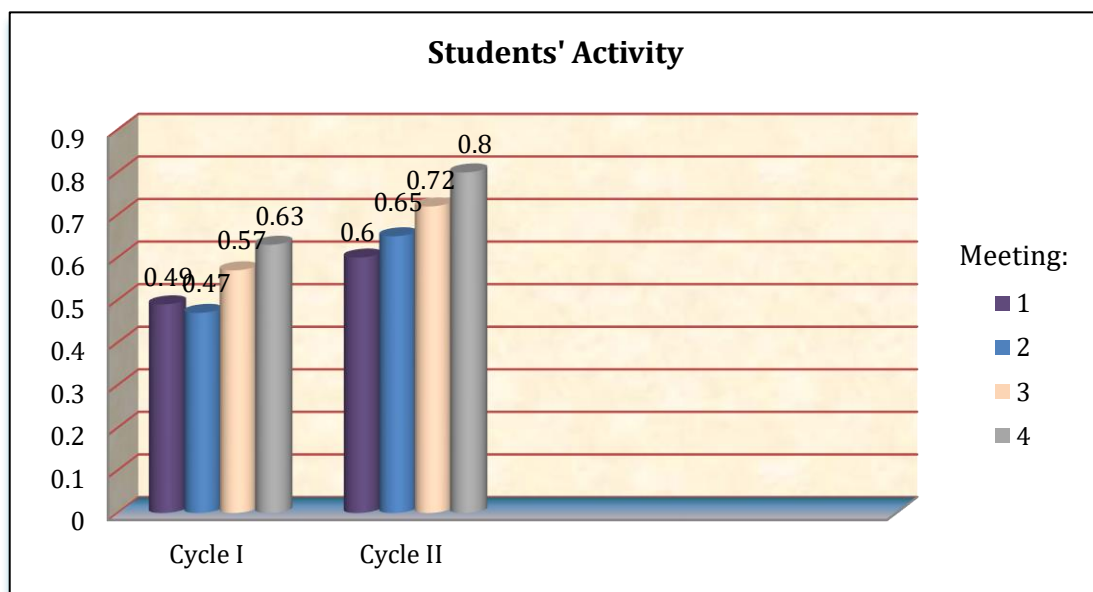
The improvement of the students' vocabulary Noun and Verb in Cycle I and II, shows that the result of the students' in vocabulary. After applying picture in Cycle II, the result of students' vocabulary is greater than cycle 1 where the students' achievement Verb in cycle II is 20.59% categorized as good, 79.41% categorized as fairly good and the students' achievement Noun in Cycle II were 23.54% categorized as good classification, 67.64% categorized as fairly good classification, 8.82% categorized as fair classification and cycle I is lower than cycle II where the students' achievement Verb in cycle I were 4.94% categorized as good classification, 15.18% categorized as fairly good classification, 64.70% categorized as fair classification, 15.18% categorized as poor classification and the students' achievement Noun in Cycle I were 5.88% categorized as good classification, 23.54% categorized as fairly good classification, 44.11% categorized as fair classification, 26.47% categorized as poor classification. It can be seen clearly through the following table :

Table 6 The Percentage of Students' Activity

Students' Activity	Each Meeting				Rate Students' Activity	Improvement Perentation
	1 st	2 nd	3 nd	4 nd		
Cycle I	49%	47%	57%	63%	54%	61.62 %
Cycle II	60%	65%	72%	80%	69.25%	

The table above shows that the observation in learning vocabulary using picture in cycle I still low with percentages of first meeting until fourth meeting are 49%, 47%, 57%, and 63%. Percentages of the first meeting until fourth meeting in cycle II are 60%, 65%, 72%, and 80%. Rate students' activity in cycle I is 54% and cycle II is 69.25%. The improvement of students' presentation is 61.62%.

The data was also shown in the chart below:



Graphic 4. The percentage of students' activity in learning process

The graphic above illustrates how the students of SMA Negeri 13 Bone's Class X observed words being learned through pictures. The graphic above illustrated the students' circumstances during the vocabulary teaching process from cycle I to cycle II. It is clear from the chart that the students' circumstances changed as they progressed from cycle I to cycle II.



The research finding indicated that the students' achievement in vocabulary using picture showed the improvement of the students' achievement in vocabulary. From this improvement showed the process from the cycle I to cycle II. From the process covered about their understanding, achievement from low to high means score of the students' cycle I was 6.1 (fair) and the mean score of the students' cycle II was 7.3 (fairly good), it means that the target that had been said in the chapter I could be achieved. In other word, teaching vocabulary ability through picture able to improve the achievement of the first grade students' of SMA Negeri 13 Bone.

The researcher has change the activity more interesting in cycle II so that the students could show improvement, in the first cycle the researcher gave less explanation about picture to students' seemed like confused. But in cycle II, the students really enjoyed the technique because the researcher gave them explanation intensively and motivation when teaching and learning process. At the first, the research found that the students difficult to find new words and memorizing. So the technique could so the improvement by doing some interesting efforts from cycles I to cycle II. The researcher prepared well before did the second cycle. The researcher knows what the weakness and the strengths, because the researcher did reflection.

Researcher checked students' students name and explained what picture was before giving the students' three vocabulary. After that, the teacher shown each vocabulary items and convey meaning through gestures, props, pictures or mini scenario. Then the teacher taught the associated gesture. The teacher shown the new structure and observe the students as they do the gesture without the teacher. The teacher observed and assessed to ensure that students know the meaning of the structure and the corresponding gesture. After that, the teacher introduced the next two vocabulary items with the same process to teach the meaning of each structure and corresponding gesture. The teacher usually tried and selected actors who wouldn't be intimidated in order to keep the atmosphere as relaxed and fun as possible.

When the teacher made a statement that advances the dialogue, the actors acted out that statement and then wait while the teacher continued with the circling questions. The teacher asked the students to practice dialog in front of the class with their friends. The whole result based on the finding above shown that after calculating the students' correct answer, it shows the students' mean score for noun and verbs. The students' improve their



vocabulary by picture. It is proved the students' means score in cycle I test both vocabulary.

4. CONCLUSIONS

4.1. Conclusion

In accordance with the findings and discussions in chapter, the researcher formulates conclusion that teaching vocabulary by using picture one of a good way to improve the students' vocabulary. The data in findings indicated that this method had succeeded to improve the students' achievement in learning vocabulary in SMA Negeri 13 Bone. Between cycle I and cycle II had significance different, where in the cycle II more significance progress than cycle I. That's why the researcher done special treatments to the students by using Classroom Action Research (CAR) and to improve their vocabulary ability through picture. In fact, both CAR method and using picture was effective and efficiency. The mean score noun from 6.12 to 7.38 and the mean score verb from 6.08 to 7.33. The use of Picture could increase learning achievement, the students' involvement, motivation, interaction should be enhanced quite well as well as the learning atmosphere. The percentage of students' activation in the first meeting of cycle I was 54% and it was improved became 69.25% in the last meeting of cycle II.

4.2. Suggestions

In line with the conclusion above, some suggestion can be made for the English the teacher should apply picture as a way in order that the students can be motivated and encourage joining in the class activities. It is suggested the English teacher to use picture in teaching as one of the alternative ways in learning and teaching vocabulary. Thus, the teacher should be creative to apply various techniques, methods, and ways in order the students will never bored, but they will be more interested in learning English. Thus, the teacher should give enough opportunity to the students to practice their vocabulary.

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