THE EFFECT OF PICTURE SERIES MEDIA ON STUDENTS' VOCABULARY MASTERY

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ARTICLE INFO	ABSTRACT
	This research aimed to find out whether the use of picture series media effective in increasing students' vocabulary mastery. The research applied a pre-experimental method with one group pretest posttest design and the data were collected by giving pre-test, treatment and post-test. The sample of the research was VIII 8 at MTs Ma'arif Puro'ro which consisted of 15 students in the academic year 2021/2022, the population of this study was 30 students consist of two classes in the first grade at MTs Ma'arif Puro'ro. The research sample was chosen using a purposive sampling technique. The vocabulary test words were employed to gather information.The researcher findings show that the mean score of the students' in vocabulary is proved by post-test was 70.66% is higher than the mean score of the students' in pre-test 40.00% and the value of the t-test is greater that t-table (t-test>t-table). Vocabulary was greater than t-table (13.440>1.753), It means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. In other words, using picture series was effective in improving students' vocabulary mastery in terms of verb and noun. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

English is first foreign language which is taught in Indonesia, In learning a foreign language, vocabulary plays an important aspect. According to Susanto (2017) "vocabulary has an important role in language skill". Vocabulary is one component that ties the four skills of speaking, listening, reading, and writing together. The pupils must possess English language proficiency in order to effectively communicate in English. Additionally, students need to have a sufficient vocabulary and the ability to utilize it correctly.

The learner must master vocabulary in order to improve their language proficiency in speaking, writing, listening, and reading. Sometimes it is impossible to fully achieve language mastery. Each language skill, in reading for instance, requires a mastery of vocabulary. If the pupils don't know the words in the text, they will have trouble understanding it, and the same is true for the other skill.

When learning a language, vocabulary development comes first. The words we teach in a foreign language are considered vocabulary. To acquire additional skills like reading, writing, listening, and speaking, it is crucial to develop vocabulary during the language learning process. If one wishes to comprehend English reading, conversation, or writing, they must possess a solid command of vocabulary. It is impossible to accomplish it without the right vocabulary. Due to their limited vocabulary, pupils frequently struggle to form complete sentences when speaking, as well as in writing and reading.

It is difficult to teach vocabulary to young students since they have distinct characteristics and require particular care. The success of vocabulary mastery is significantly influenced by teachers. By offering a supportive environment, practical resources, and well planned input and practice opportunities, teachers can help students improve their fundamental ability. Young students have unique learning requirements. They learn best when they are actively involved, given opportunities to try for themselves, and feel valued for their work.

Teacher should choose the most effective method for teaching English vocabulary., because the problem now days is that most of the students are difficult in learning English due to ancient and ineffective teaching methods. The teaching method that only relies on explanations from the teacher without paying attention to students' interest, this teaching method will cause students to feel bored, thereby reducing their interest in learning, and than the situation will be made worse by the task of memorizing vocabulary given by the teacher, therefore we need an interesting and effective learning media in order to improve students' vocabulary mastery, and one of the best media to teach vocabulary is picture series.

Picture series is one of the mediums that can be utilized to help students improve their vocabulary mastery, pictures series bring not only images of reality, but also have a function as a fun element in the class, According to Arsyad (2011), "picture media can attract and direct students' attention to concentrate on the content of the lesson". Picture series is able to stimulate students' minds to find new ideas, so students can be more optimal in learning, the process of mastering vocabulary will be more fun than the old method that does not use picture series.

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RESEARCH METHOD

In this study, the researcher used a pre-experimental design with one-class pre-test and post-test design. After the pre-test and before the post-test, the treatment was given. The design is shown in the table below.

$$O_1 \longrightarrow X \longrightarrow O_2$$

Where:

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test

(Gay et al, 2012)

1. Classification score

Table 1 Score of Test

Interval	Classification
81-100	Excellent
61-80	Good
41-60	Fairly Good
21-40	Fair
0-20	Poor

(Depdiknas, 2006)

3. To calculate mean score of the students' vocabulary score used the SPSS formula.

4. To find the students' improvement the formula as follow:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Notation:

%   : The percentage of improvement

X_2 : The total score of post-test

X_1 : The total score of pre-test

(Gay, 2012)

5. The researcher utilized the SPSS formula to calculate the value of test to show the

relevance between post-test and pre-test.

RESULT AND DISCUSSION
 RESULT

The findings is the presentation of the data. The findings presents the result of the analysis of the data. The finding present the result of the data through the test. The discussions relates to the descriptions of the findings of the research

A.   FINDINGS

This resarch concern the classification of students pre test and pos, the rate frequency and percentage of students'pre-test and post-tes, the mean score, standard deviation, the inferental analysis between pre-test and post-test and Hypothesis Testing. The findings are described as follows:

1.   Score Classification for students' vocabulary Mastery

Table 2 classification for students vocabulary mastery

No	Classifications	Range	Pre-test	Post-test
1	Excellent	81-100	-	1
2	Good	61-80	-	10
3	Fairly good	41-60	5	4
4	Fair	21-40	8	-
5	Poor	0-20	2	-
Total			15	15

2.   The students' vocabulary imptovement

Table 3.The students mean score.

| Indicator | Mean score | | Improvement |
	Pre-Test score	Post-Test score	
Students' vocabulary in the			

term of verb and Noun	40.00	70.66	76.65%

According to the table above, students' vocabulary scores increased (75.6%) from a mean score of 40.00 on the pre-test to 70.66 on the post-test. In doing so The results of the test used to collect the data on the utilization of picture series as a teaching and learning tool revealed that the students' vocabulary mastery had improved. Based on these findings, it can be said that using picture series in the teaching and learning process improved the students' vocabulary proficiency.

3. Test significance Testing and Hypothesis

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance(a) = 0.05 and (df) = N-1, where N is the number of students (29). to discern the difference, it can be seen clearly based on the following table.

Table 4 The significance testing of t-test and t-table

Variable	T-test	T-table	Comparison	Classification
Vocabulary	13.440	1.753	t-test > t-table	Significantly improve

The t-test has a higher value (t-test > t-table) than the t-table. There was a significant difference between the students' vocabulary mastery before and after using the picture series, as evidenced by the fact that vocabulary was more than the t-table (14.440>1.753). Furthermore, it means that the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected.

B. DISCUSSION

In this section discuss about the result of data collection and analysis to describe the students' vocabulary skill by using picture series media.

Based on the finding above, there is significant improvement of students' vocabulary skill by using picture series media. These results were obtained because the media used was effective and fun, so that students were enthusiastic in the learning process, the picture series media used by researcher in their research presented interesting pictures and contained a lot of vocabulary. so that students can easily remember the vocabulary taught by researcher, besides that as we all know that students, especially high school students are teenagers who are in development period so they have a great interest in new things, picture media is a medium Preferred by students in learning vocabulary. they can discover new things and develop their imagination by looking at the series of images presented.

picture series is an effective medium in helping students remember the vocabulary they have learned, especially verbs and nouns. verbs and nouns themselves are types of vocabulary that are often used in

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everyday life, it is also quite easy to insert verbs and nouns into pictures, besides that this picture series is also easy to make and cheap, researcher can give each student an example of a picture series and ask them to lern it at home so that students can increase their vocabulary mastery, because vocabulary is very important aspect in mastery language especially English. According to Coady and Huckin in Sholihah (2009) state vocabulary is central to language and of critical importance to the typical language learner.

To make easier the students to comprehend and enrich the students' vocabulary, the researcher applies picture series media. Picture it self is a part of picture media Latuheru in Hidayah (2004) said among of education media, picture is the most common media used. It is general language can be understood and enjoyed everywhere, Therefore, picture series media is effectively used as a media to teach vocabulary because it help the student to learn more enjoyable and not boring. With picture in this media make easier students to comprehend vocabulary. According to Alex in Muna (2016) "Picture Series is one of the media that is support the process of brainstorming during the process of writing as visual aids that stimulate to provide inspiration to express something". Picture series contains the series of pictures forming a story. While, Harmer (2004:33) adds that pictures are often used to present situations to help students work with grammar and vocabulary.

By using picture series media, the students' vocabulary skill at the VIII B grade of MTs Ma'arif Puro'ro are significantly improve. It correlates with Aldhoinita (2015) A Study On Teaching Vocabulary Using Pictures To The Seventh Grade Students At SMP Muhammadiyah Kediri show that using pictures can be an interesting media not only to help the students in understanding the meaning but also help them to pronounce the words and to spell it, and the use of pictures can be a media to attract the students to the vocabulary presented.

CONCLUSION

According to the research findings and discussion from the previous chapter, the researcher can draw the following conclusions:: The picture series media improved students' vocabulary mastery in terms of verb and noun. It was proved by the improvement from pre-test and post-test. The mean score pre-test of vocabulary was 40.00% and the post-test 70.66%.

Based on hypothesis testing, the null hypothesis (H_0) was rejected whereas the alternative hypothesis (H_1) was accepted. It was proven by the value of the t-test (13.440) and which was greater than value of the t-table (1.753). Therefore, the use of picture series was affective to improve the students' vocabulary mastery.

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