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THE INFLUENCE OF PICTURE BOOKS MEDIA TOWARDS STUDENTS' VOCABULARY MASTERY

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Abstract: In this part, the writer would like to explain about the Effectiveness of using picture books media towards students' vocabulary mastery and to know and describe the average score of the students' vocabulary mastery who learn through picture book media. The method of this research was conducted by using experimental method. The population of this research was the students at the first semester of the eighth grade at MTs Negeri 1 Bandar Lampung 357 students in 10 classes. In this research, the writer got VIII A as the experimental class there are 33 students and VIII B as the control class there are 33 students. Intaking the sample, the writer used random sampling technique. In collecting the data, the writer used multiple choice test to measure the students' reading comprehension. Multiple choice or objective response is a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list. In analyzing the data, the writer used t_{test} . After analyzing the data used t_{test} formula. Based on the result, the writer found that average score of student's reading comprehension in experimental class higher than control class ($\bar{x}_1 = 72.59 > \bar{x}_2 = 64.72$). It means that, Picture book media were successful to increase the students' vocabulary mastery. Then, the writer also concluded there is significant influence of picture books media towards students' vocabulary mastery at eighth class of MTs Negeri 1 Bandar Lampung. It was proved by the result of calculation by using t_{test} formula that t_{test} was higher than t_{tabel} ($3.75 > 2.00 > 2.66$). Therefore, picture book media is an effective strategy which can be used by the teacher to improve students' vocabulary mastery.

Keywords: Picture Book, Vocabulary Mastery.

INTRODUCTION

Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly as the words we teach in the foreign language. Vocabulary is important to be mastered in the language learning process in order to get other competencies like reading, writing, listening, and speaking. Without vocabulary, people cannot compose a sentence or phrase in speaking, even writing and reading because they are poor vocabulary.

In teaching and learning process it is important for students to improve their vocabulary. There are many ways that can assist students to broaden their vocabulary mastery. Many students feel bored in learning process the students usually difficulties in memorize the meaning of word, so the teacher must be creative an using variant media in giving the material. The teacher should be giving students can do it by reading English books, watching English movies or listening to the English audio. Students also can use their stock of vocabulary in daily communication; it was assisting the students in memorizing and understanding of the meaning of

English words by using it regularly in a communication. Besides that, students can improve their phonemes and spellings when students learn to enrich their vocabulary. In these situation students not only develop their vocabulary in writing and reading activity but also in speaking activity.

Looking at the explanation above, students need a lot of practice to increase their vocabulary. In fact, students still find difficulties to express their idea because of their limited vocabulary. Therefore, teacher must have perspective insight for the students' need and encourage students' vocabulary mastery because it is one of important aspect to language mastery. The accordance with the important of learning vocabulary, teachers need appropriate media to lead students' understanding and memorizing the words. Understanding and memorizing words are important for students to important for students to interpreted or convey their ideas when they communicate with others both in writing and in speaking. Therefor it is important for teacher to teach vocabulary and its meaning. In addition, English teacher should have

several media to encourage participation of students in the classroom in order to increase students' vocabulary.

Based on the preliminary research, the writer found that the students are difficult to increase their vocabulary. Some of them are, the first the students have limited vocabulary to understand the meaning of English word. The second the Students' are still found the difficulties in remembering the words. The third students are difficulties to pronounce English word well. And the last students still have difficulties in using the vocabulary context. To solve this problem the writer used alternative media in teaching vocabulary by implementing Using Picture Book media is hopefully would be able to make the students master their vocabulary. This media is a kind of tool or equipment or anything that can assist the student to learn.

Based on the identification of the problem above, the writer was interested to apply Using Picture Books in teaching vocabulary. In this research, the writer tries to find out the influence of teaching vocabulary through Using Picture Books.

Based on the identification of the problem above, the writer only focuses on students' difficulty in memorizing of the word and in using the word in appropriate context. Besides that, the writer uses picture books media in teaching vocabulary. The limitation was done due to the writer's limited time and fund that the writer has. Therefor the writer conducted the research on the "The Effectiveness of Using Picture Books Towards Students' Vocabulary Mastery at the Eighth Grade of MTs Negeri Bandar Lampung.

METHOD OF THE RESEARCH

This research is quantitative research, according to Mackey (2005:368) quantitative research is research which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analysis. To conduct the research, the writer uses quasi experimental research

In this research, the writer took two classes from population as the sample of the research. The first class as a experimental class and the second class as the control class. In the

experimental class, the writer taught reading by using Directed Reading Thinking Activity strategy, and in control class the writer taught conventional technique.

In taking the sample of the research, the research, the writer used cluster random sampling. Cluster random sampling is more feasible to select groups of individuals rather than individuals from a defined population. To decide the class was used for the research sample, the writer was used lottery and chosen then randomly. After two classes. After two classes are chosen, the writer was used coin in determining the experimental and control class.

According to Heaton (1989) There are eight kinds of research measuring instrument to measure students' vocabulary mastery namely: multiple choice test, matching item test, sets test (associated word). To get the data of students' vocabulary mastery the writer used multiple choice tests.

To get the data of students' vocabulary test, the writer will use the objective that is multiple choice test. It consists of 40 items, each item consist

of four options. The score of each item is 2,5 for true and 0 for wrong. The highest score is 100 and the lowest score is 0.

RESULT AND DISCUSSION

Normality Test for Experimental Class

Based on the calculation on appendix 2, the writer got χ^2_{ratio} was 6.45 with $n=33$. Then, the writer also found that χ^2_{table} at significance level of 5% ($\alpha = 0.05$) obtained 7.81 and χ^2_{table} with significance level of 1% ($\alpha = 0.01$) obtained 11.3. so it can be concluded that $\chi^2_{ratio} < \chi^2_{table}$. So the hypothesis is accepted, it means the data have normal distribution.

Normality Test for Control Class

Based on the calculation on appendix 3, the writer got χ^2_{ratio} was 3.34 with $n=33$. Then, the writer also found that χ^2_{table} at significance level of 5% ($\alpha = 0.05$) obtained 7.81 and χ^2_{table} with significance level of 1% ($\alpha = 0.01$) obtained 11.3. so it can be concluded that $\chi^2_{ratio} < \chi^2_{table}$. So the

hypothesis is accepted, it means the data have normal distribution.

The Homogeneity Test of Variance

Based on the calculation on the appendix 4, the writer found that $f_{ratio} = 1.67$. The writer also found that f_{table} for $\alpha = 0.05$ obtained 1.83 and f_{table} for $\alpha = 0.01$ obtained 2.30. So it can be concluded that at level 0.05 and 0.01 were obtained $f_{ratio} < f_{table}$. So that H_0 is accepted and it means that data have homogeneous variance.

The Hypothesis Test

The writer presented the calculation of t_{test} as follows : (the calculation can be seen on appendix 5).

Based on the data analysis, it has got $t_{ratio} = 3.75$ and $t_{table (0.05)} = 2.00$ or $t_{table (0.01)} = 2.66$. So, based on the analysis above t_{ratio} is higher than t_{table} ($3.75 > 2.00 < 2.66$). it means that H_0 is rejected and H_a is accepted. It means that reciprocal teaching strategy has an influence in teaching reading in the eighth grade at MTs Negeri 1 Bandar Lampung.

Discussion

Vocabulary has an important role because when the students express their idea they should have many vocabularies. Vocabulary is the basic element of language, because of it with many vocabularies, we can know the meaning of the sentences and we can communicate with other people well. The students must read a lot, to master their reading unfortunately, many students are still lazy to read.

Picrture book media is media is an important role as an alternative teaching aid in teaching english. The teacher gives a picture and then she asks the students made the subject clearer to understand, the illustrated the general idea.

Based on the identification of the problem above, the writer only focuses on students' difficulty in memorizing of the word and in using the word in appropriate context. Besides that, the writer uses picture books media in teaching vocabulary. The limitation was done due to the writer's limited time and fund that the writer has. So the writer is interested to solve the problem, the writer would like to improve the student vocabulary

mastery by using picture book media in teaching vocabulary mastery.

By using picture book media students can be interested in learning vocabulary in the classroom and it make their more active in learning about vocabulary. Picture books are short enough to be read in one sitting. Picture books contain arguing illustration and are pleasurable to view.

The picture book texts, with their trademark brevity, contain carefully chosen words. The last benefit is that the picture books are reader friendly.

This research was conducted at the eighth grade of MTs Negeri 1 Bandar Lampung in 2021/2022. In this research, the writer applied Picture books are short enough to be read in one sitting. Picture books contain arguing illustration and are pleasurable to view. The picture book texts, with their trademark brevity, contain carefully chosen words.

In this research, the writer introduced students picture book media to solve problems the possible appear in teaching and learning process especially in vocabulary. The

objective of this research was to know and describe the influence of Using Picture books towards students' reading ability at the eighth grade of MTs Negeri 1 Bandar Lampung in 2021/2022. In conducting the research, the writer use experimental method. It consisted of two classes, they were experimental class and control class. The populations consisted of 357 students from ten classes. The sample of the research was VIII D class as Experimental class that consisted 33 students and VIII E class as control class that there were 33 students. For sampling technique the writer used random sampling technique. To collect the data by using t_{test} formula. It was found $t_{ratio}=3.75$ was higher than $t_{tab}(0.05)=2.00$ and $t_{tab}(0.01)=2.66$.

Based on the data analysis of the data and testing hypothesis test is shows that $t_{ratio} = 3.75$ was higher than $t_{tab}(0.05) = 2.00$ and $t_{tab}(0.01) = 2.66$. The null hypothesis (H_0) is accepted. It means that there is a significant influence of students' vocabulary mastery between students taught by using Picture Books media

than students taught by using Direct Instruction. Moreover, the students taught by using Picture Books media was higher than the students taught by using Direct Instruction. It showed by the average score of experimental class is (72.59) and the average score of control class is (64.72). It means the main scores of the experimental class was higher than the mean of scores of the control class. So the students taught by using Picture Books Media (the experimental class) was higher than the students taught by using Direct Instruction (the control class).

Based on the result above the writer concluded that using Picture Books media can help students' vocabulary mastery. Because this strategy is one of good strategy for teaching vocabulary. The research finding is relevant with the theory started by Chodidjah in Sari (2008) pictures book as a teaching media can be used effectively to show the meaning of new vocabulary to the students. According to Anderson in Sari (2008) picture book can be used as a media because it can give illustration of the story so that it can

help the students in learning or obtaining new vocabularies.

It means that with the media picture book in learning vocabulary effectively is very supportive to show the meaning of new vocabulary and help learning activities in meaningful contexts and illustrations strongly support the process of understanding students.

By using this media the students more active in learning vocabulary it improves students' knowledge in vocab. In this case the writer assumes that using Picture Books Media is good media for teaching vocab. Therefore, the writer concluded that using picture book media was able to increase students' vocabulary mastery at the eighth grade of MTs Negeri 1 Bandar Lampung.

Picture books media encourages students to be active vocab. The students understand more than they think they do and benefit from some encouraged independence. The students were active and have an important in case of score when the researcher used this media.

CONCLUSSION

Possible Sentences Strategy was successful to be applied in teaching vocabulary. It was proved by the average score of students' vocabulary mastery in experimental class was higher than the average score of students' vocabulary mastery in control class ($72.69 > 57.88$).

There is a significant influence of Possible Sentences Strategy towards students' vocabulary mastery at the first semester of the seventh class at SMPN 32 Bandar Lampung in 2018/2019. It was proved by the result of t_{test} was higher than t_{table} with significance level 5% and 1% ($5.49 > 2.00 > 2.66$).

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