

ARTICLE

**THE EFFECTIVENESS OF SLIDE PICTURES TO SEVENTH
GRADE STUDENTS' VOCABULARY MASTERY OF SMPN 1
SEMEN IN ACADEMIC YEAR 2015/2016**



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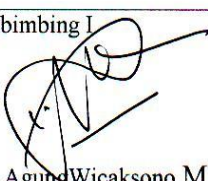

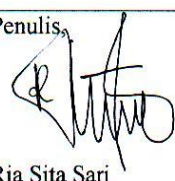
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THE EFFECTIVENESS OF SLIDE PICTURES TO SEVENTH GRADE STUDENTS' VOCABULARY MASTERY OF SMPN 1 SEMEN IN ACADEMIC YEAR 2015/2016

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ABSTRAK

Vocabulary is one of the language components that the students have to master. Because, without sufficient vocabulary, the students cannot communicate effectively or express his or her ideas in both oral and written form. The problems of research were to describe the effectiveness of slide pictures to seventh grade students vocabulary mastery of SMPN 1 Semen and to describe the student's response when the slide pictures apply to the seventh grade students vocabulary mastery of SMPN 1 Semen. This research used experimental quantitative research. The sample of the research was the seventh grade students especially class 7C of SMPN 1 Semen. To collect the data, it was carried out using pre-test, treatment, and post-test. The technique of analyzing data was used t-test formula and used reducing the data, displaying the data and make the conclusion to know students' response. The research result is the mean score of post-test (88,66) is higher than mean score of pre-test (75,66). Then t-score was 7,90 at the degree of freedom of 29, t-table was 2.756 at the level of significance of 1% and 2.045 at the level of significance of 5%. T-score (7,90) \geq t-table and the level of significance is 1% (2.756). It means that it is very significant. T-score (6.47) \geq t-table and the level of significance is 5% (2.045). It means that it is significant. So H_0 is rejected and H_a is accepted. And the writer suggested 1) Based on the result of the research, it can be concluded that slide pictures effective to seventh grade students vocabulary mastery of SMPN Semen. Because when the slide pictures applied many of students increase to study and make the students attention of the material and also can make the students memorize vocabulary or the meaning of word.

KATA KUNCI : Slide pictures, vocabulary mastery.

I. Background of the Problem

There are some language components in learning English such as structure, vocabulary, pronunciation. Vocabulary is one of the language components that the students have to master. Because, without sufficient vocabulary, the students cannot

communicate effectively or express his or her ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a foreign language.

The role of vocabulary in language very importance for a second/foreign language learner cannot use grammar

effectively without being taught vocabulary appropriately. According to Rivers (1983) in Nunan (1991: 117), “Vocabulary is essential for successful second language use because without an extensive vocabulary, one will not be able to use the structure and function”. From the statement above the students may have learned for comprehensive communication. Vocabulary is central to language and the ability to write a foreign language presupposes knowledge of lexical units of the language. This is good choice of words leads to good use of grammar. In this case, the teacher should have a good teaching strategy, so the students will be easier to learn and increase their vocabulary. According to (Ur, 2000:60-62; Harmer, 1993:156-157), “Teaching vocabulary is more of a complex matter”. From the statement above agree in listing the fundamental features, which need to be included within vocabulary teaching. Besides knowing the form of the word, learners also need to be familiar with its grammar. Learners need to know e.g. irregular forms of verbs or plural nouns, the position of adjectives.

Another aspect in teaching vocabulary is have some meaning and they depends on the context. It is difficult for the students to understand what the

meaning of the word because the students are unfamiliar with the words. They get difficulties in memorizing the meaning. The students can learn new word quickly but the students will forget quickly too. This situation makes the students uninterested in learning English, another problem is when teaching learning process practice at SMPN 1 SEMEN and analyze a lot of students do not know the meaning of words that is very simple, because they are unfamiliar with the words. They get difficulties in memorizing the meaning, the students feel bored in teaching learning process. The teacher should have a good teaching strategy, the students will be easier to learn and increase their vocabulary.

Based on *Standar Kompetensi, Kompetensi Dasar (SK, KD) Kurikulum tingkat satuan pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs)* “Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari”. From the statement above it means when the students study English. The students must be applied in oral and written, and vocabulary mastery can help the students

in oral and written. According to Nurhajati (1999:34), "all media may be used by the teachers and learners to attain certain education". From the statement above, the teachers must be used media in education to help the students to learning. Media are instrument for teaching learning process, the teacher preparation media before the lesson. Teacher should prepare all the components in teaching learning process well. The components are the media, the materials, and the teaching method. In fact, teacher can't prepare them well.

It means that teacher usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they can't use the media or teaching method in process study. In this case, it can make the teaching learning process in effectively and the students will get the consequence such as they did not know what the teacher explains. So the writer choosed the pictures for the teaching vocabulary in research. There are many reasons for using pictures in language teaching. As Wright (1990: 2) states,

"They are motivating and draw learners' attention. So the students does not bored for teaching vocabulary and also need to be familiar with its

grammar so the students can be long term memory about vocabulary".

The description above supported by research written by Mipris Kusuma Dewi, had published at 2012. The title is "*The effect of teaching English using media pictures to the students vocabulary achievement at SDN Tamanan Kediri Academic Year 2011/2012*". This research written by Dwi Fita Endriana, has published at 2012. The title is "*A study on teaching vocabulary using pictures to the fifth grade students of SDN Sidomulyo II Ngadirejo in academic Year 2011/2012*".

Pictures one of them media in teaching learning process especially teaching vocabulary. According Hill (1990: 1)

"Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere".

From the statement above media slide pictures can make the students fun in teaching learning process. The students become interested in process study and the students can memorized vocabulary, memorized meaning of word.

II. Method

The research conducted here is quantitative. This research is in the area of experiment where the writer uses one class. Because this research used quantitative, so it has two variables, dependent variable and the independent variable. The dependent variable is mastery vocabulary and the independent variable is the use of slide pictures in teaching vocabulary.

Based on the objectives of this research, the writer wants to know the extent effect of slide pictures on vocabulary mastery and the writer chooses subject of vocabulary with considering the abilities of students still average. The writer focuses on teaching vocabulary using slide pictures to seventh grade students of SMPN 1 Semen. The writer chooses one class consisting of 36 students especially class 7C. The writer chooses t-test for small sample design is used in this research design. The writer gives pre-test before the treatment and post-test after the treatment. Pre-test applied to know quality the students.

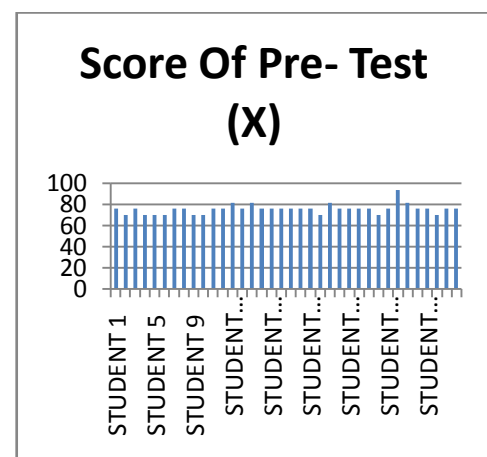
III. Finding

After the research was done, the writer analyzed the data they have gotten. There are two scores of the students. They are pre-test scores and post-test scores. The

pre-test was done on 19 April 2016. The pre-test was taken by seventh grade students especially 7C class at SMPN 1 Semen. It consists of 36 students. The test itself was conducted in the form of written test. It consists of fifty multiple choice questions. The following table shows the score of pre-test.

Table 4.2

The result of pre-test

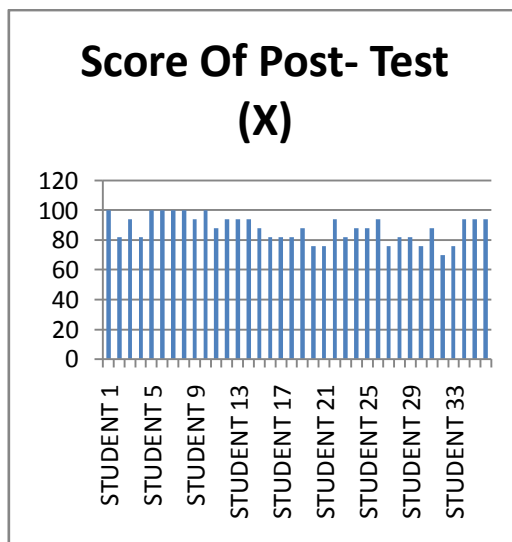


Procedures and Data Analysis From diagram above we can conclude, that the total score of pre-test in seventh grade students especially 7C class was 2.724. No students got score 51-60. Students with score 61-70 as much as 9 students, score 71-80 as much as 22 students, score 81-90 as much as 4 students and the last score 90-100 as much as 1 student. English standard score in seventh grade students especially 7C class is 75.5. If the students score more than 75, so they pass from the test. If the student's score are less than 75,

so they did not pass from test. From the data above, we can concluded the students who did not pass from test consists of 24 students and students who pass from the test consists of 9 students. It can be concluded that students who did not pass test more than students who have passed test.

Table 4.3

The result of post-test



From the diagram above we can concluded that the total score of pos-test in seventh grade students especially 7C calss was 3080. No students got score 51-60, students with score 61-70 as much as 1 student, score 71-80 as much as 5 studnets, score 81-90 as much as 14 students, and score 91-100as much as 16 students. English standard score in seventh grade studnets especially 7C class is 75. If the student's score are less than 75, so they did not pass from test. If the

students score more than 75, so they passed from the test. From the data above, students who did not pass from test consists of 36 and students who pass from the test consists of 1 students. It can be concluded that students who have passed test more than students who did not pass test.

Table 4.1.

Deviation Score of Pre-Test and Post-Test

N	Pre-test	Post-Test	D	d ²
Σ	2724	3080	356	248004

Based on the calculation above, if the t-score \geq t-table and the level of significant is 1%, it means that it is very significant, so H_0 is rejected. If the t-score \geq t-table and the level of significant is 5%, it means that it is significant, so H_0 is rejected. It can be seen that t-score 7,90 and the degree of freedom (d.b.) is $(N-1) = 30 - 1 = 29$. Finally, the t-table is 2,756 at the level of significance is 1% and 2,045 at the level of significance is 5%. It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very effective of slide pictures to seventh grade students vocabulary mastery of SMPN 1 Semen.

Response of questionnaire is , a half of 18 students agrees when the study English always interest, a half of 29 students agrees when study English the teacher used media slide pictures, a half of 15 and 16 students that agrees when slide pictures applied the students can more understand, a half of 19 students agrees when the teacher no used slide pictures the students difficult understand meaning, some of 20 students agrees when slide pictures applied can help students in study about vocabulary, a half of 24 students agrees the students have many vocabulary when the teacher used media slide pictures, some of 28 students agrees media slide pictures make interest in learning process, a half of 16 students agrees when media slide pictures make the students easy to identify the meaning of particular word, some of 20 students agrees when slide pictures applied can make very interest to study English, and a half of 26 students agrees when slide pictures applied make the students identify the implicit information easily.

IV. Conclusion

There is significant the effectiveness of using slide pictures in teaching vocabulary. It was produced from the students before using slide pictures and after being taught using slide pictures in

teaching vocabulary. Based on the result of the data analysis, the students who have learn vocabulary using slide pictures has significant difference from the students who learnt vocabulary without slide pictures. It showed by the t-test (t_o) 7,90 which is higher than t-table was 2.045 at the level of significance of 5% and 2,756 at the level of significance of 1%. The result indicates that H_a is accepted and H_o is rejected.

The used of slide pictures in teaching vocabulary can motivate the students to learn and fun in teaching learning process and also can make the students memorize vocabulary or the meaning of word.

Strategies are needed to teaching vocabulary, to seventh grade students especially 7C lesson in junior high school and it is also considered as an interesting technique for teaching vocabulary.

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