

THE EFFECTIVENESS OF TEACHING VOCABULARY USING PICTURES

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ABSTRACT

This title of this research paper are “The Effectiveness of Teaching Vocabulary Using Pictures”. This is to determine the effect of teaching vocabulary using pictures as a medium of learning English for junior high school students in the first grade. This is to find out how much influence the use of teaching vocabulary using pictures as a medium for learning English for junior high school students in the first grade. The population as a source of data in this study are 30 students, at the first grade student of SMP N 3 Ciwidey. The method used in this study is an experimental design method. The method for collecting data was administering pre-test and post-test. The instrument used in this study is vocabulary test. The researcher finds some conclusion. it showed that the $t_{count} = 4.173$ was bigger than $t_{table} = 2.045$ lied on the significant level 0.05 with the $DF = 30$. (H_a) that states there is significant difference of students' vocabulary achievement by using pictures was accepted, while the Null Hypothesis (H_o) was reflected. This means that teaching English vocabulary using pictures to the first grade of SMPN 3 Ciwidey is effective.

Keywords: *teaching vocabulary, vocabulary using pictures, pre-experimental, research.*

INTRODUCTION

English is considered as the most important foreign language. Language is one of the important tools to communicate with others. As it is stated by Rina (2017) saying that: 1. Language is a system of arbitrary sound symbols, which are used by members of a community to cooperate, interact, and identify themselves. 2. Language is good conversation (speech), courtesy. Language is very instrumental in connecting humans to other humans. Language makes it easier for humans to communicate or exchange ideas with certain goals.

Nowadays, English is very important because English is the one of the International language. Many countries use English as a daily language. English is used in many fields such as education, politics, technology, physics, tourism, laws, economics etc. Indonesia as a developing country needs more plants, industries, modern technology and so on. It means that English is very important because most books related to development are written in English so it needs to be studied more deeply.

In the beloved country of Indonesia, it has been taught from kindergarten to university until now. Teaching English in Indonesia is very important. In every school in Indonesia, English is a language they considered to be difficult enough. To make it easier for them to be interested in learning it, the teacher must have a way to convey English material more easily understood by students.

During the learning process, especially in education level, there are skills

that should be mastered by students, such as reading, writing, listening, and speaking. And the language components are vocabulary, grammar, pronunciation, etc. The language skills have been thought in an interesting way and the language components such as vocabulary should be mastered, so the students can use English language.

Teaching Vocabulary Using Pictures, this is in parallel with what is stated by Griva (in Dakhi, 2017), that vocabulary learning has been considered fundamental and inseparable aspect of teaching. In other words, when students do not have adequate amount of vocabulary, they cannot communicate with each other and express their ideas well. It is based on the premise that teachers should be quiet as much as possible in the classroom and learners should be encouraged to actively use language as much as possible. Teaching students feel comfortable in learning English. Therefore, students need teachers who can teach effectively.

Accordingly, the researcher would like to make a research about **The Effectiveness of Teaching Vocabulary Using Pictures.**

REVIEW OF RELATED LITERATURE

Definition of Vocabulary

According to (Neuman & Dwyer, 2009 , p. 385) vocabulary refers to the words we must know to communicate effectively: words in speaking (ex-passive vocabulary) and words in listening (receptive vocabulary). By knowing our vocabulary it can be very easy to understand what we should understand when communicating.

The Importance of Vocabulary

According to (Susanto, 2017, p. 183) The important of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. Vocabulary is something that felt and seen by humans and then humans can spontaneously say it. According to McCarten in (Dakhi, 2017, p. 164), learning vocabulary is largely about remembering, and student generally need to see, say, and write newly-learned words many times before they can be said to have learned them.

The Kinds of Vocabulary

In learning vocabulary consistently explain what learners are going to convey in order to use it in making a sentence. here are several different types of vocabulary, such as, speaking vocabulary, reading vocabulary, writing vocabulary, and listening vocabulary.

1. Speaking Vocabulary

Speaking vocabulary is all the words which can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused - though slight and unintentional - may be compensated by facial expressions, tone of voice, or hand gestures.

2. Reading Vocabulary

Reading vocabulary is all the words that can recognize when reading.

3. Writing Vocabulary

Writing vocabulary is all the words that can be employed in writing.

4. Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. This vocabulary is aided in size by context and tone of voice.

With the explanation of the types of vocabulary above, which explains the understanding that are important for learners in learning English. According to (Tira, 2019), an account for the vocabulary types is important. It is in order to have a better understanding of how to teach them effectively according to context, learners' learning style and preferences, and needs. Two well-known categories are receptive and productive vocabulary, and active and passive vocabulary.

Table 2.1 Types of Vocabulary

	Receptive	Productive	Active	Passive
<i>Listening Vocabulary</i>	√			
<i>Speaking Vocabulary</i>		√	√	√
<i>Reading Vocabulary</i>	√			
<i>Writing Vocabulary</i>		√	√	√

Listening and reading vocabulary are words usually understood during a process of language perception. Speaking vocabulary, like writing vocabulary, refers to productive-active-passive words used.

Definition of Picture

Media is one tool that can help in learning a language. Media can be in the form of soft files or hard files. According to (Carolina, 2019), Media have important roles in the teaching-learning process. The use of media can help teacher and students to achieve the aims of teaching learning. Pictures are one of the media for learning. According to (Kaplan-Rakowski, 2021), due to their immersive nature, one potential promise of 3D pictures is that embedding this type of pictures for vocabulary learning could foster vocabulary recall. Meanwhile, some evidence exists that 3D pictures have no different effect on learning compared to 2D pictures.

The Types of Pictures

Sometimes, teachers say that they have difficulty finding appropriate pictures. This may be the situation if a picture is looked for when one is needed to fit a particular concept or lesson. The "secret" is to collect pictures, whenever and wherever they can be found, regardless of whether they fit an immediately perceived need. According to Wright (Carolina & Khafidhoh, 2019, p. 34), there are some types of picture, picture single objects, pictures of one person, pictures of several people, pictures of famous people, pictures of people in action, pictures of places, picture from history, picture with a lot of information, pictures of news, pictures of fantasies, picture of map and symbols, pairs and pictures, pictures and texts, single stimulating pictures, bizarre pictures, and explanatory pictures.

The Functions of Pictures

According to Werff (Carolina & Khafidhoh, 2019, p. 34), pictures have many functions, with pictures teachers and students can practice structures of grammatical, practice comprehension of listening, do activities of writing, do the free practice of speaking (likes problem-solving activities, role plays, discussion etc).

Definition of Teaching Vocabulary

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. According to (Alqahtani, 2015: 24), Teaching vocabulary is a crucial aspect in learning a language as languages are based on words. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.

Background of Teaching Vocabulary

According to Nunan (2003:133), vocabulary teaching and learning must fit into the broader framework of a language course. On a way to make sure that here is a balanced range of learning opportunities is too see a language course as consisting of four strands, they are as follow:

- a. Learning from meaning – focused input – learning through listening and writing.
- b. Deliberate language – focused learning – learning from being taught sounds, vocabulary, grammar, and discourse.
- c. Learning from meaning – focused output – learning by having to produce language in speaking and writing.
- d. Developing fluency – becoming quick and confident at listening, speaking, reading, and writing.

The Procedures in Teaching Vocabulary

A procedure is a series of clearly defined steps leading to a learning goal. Teacher apply procedure that words are repeated and that various aspect of what is knowing a word are covered (Richard, 2002:262).

- a. Say the word out loud.

You might be able to recognize the word as one you have already heard, but even if you don't recognize it, sounding it out loud are the first step to really learning the word.

- b. Look for roots.

Noticing the prefixes, roots, and suffixes, and knowing what they mean is a powerful way to improve your vocabulary. I will be teaching you many Latin and Greek prefixes, roots, and suffixes this year.

- c. Use context to guess meaning.

This is the most important step. Look at everything i surrounding sentences, pictures, and think about everything you know about the story. Use what yu know to come up with a good detailed guess as to what the word might mean.

- d. Check your guess in the original sentence!

I fit make sense, then write down the word, source, guess, and keep reading. If it doesn't make sense, guess again!

- e. Look it up in the dictionary.

When you are done reading, look up the word and check each definition in the original sentence to see which one the author meant. You only need to write down the definition that fits in the original sentence.

- f. Use it in a new sentence.

This is the most difficult step, but also the most important when it comes to learning a word thoroughly. In your sentence, try to show that you know what the word means.

- g. Read your new sentence out loud to an adult and ask them if it sounds right. This is essential as at this point you know what the word means, you have only seen it used grammatically once. Once they think your new sentence sounds right, ask them to put a (✓) next to the sentence.

The Principles of Teaching Vocabulary

According to Nunan (2003:135) there are four principles for teaching vocabulary:

- a. Focus on the most useful vocabulary first.
- b. Focus on the vocabulary in the most appropriate way.
- c. Give attention to the high frequency words across the four strands of course of a course.
- d. Encourage learners to reflect on and take responsibility for learning.

Before teach student, teachers have to focus to the principles cause it can be help to achieve what teacher want.

Testing Vocabulary

Testing vocabulary is an important when we have learned. According to Mei (2007: 42), as an important part of language testing. Vocabulary testing has also been influenced by the development In order to know what the students' get. Usually vocabulary can be tested through are following ways:

1. Multiple-choice items

(Of a question on a test) accompanied by several possible answers from which the candidate must try to choose the correct one.

2. Associated words

(Of a company) connected with something else.

3. Matching items

Matching is a test item type where test takers can demonstrate their ability to connect ideas, themes, statements, number, expression, or solutions with supporting evidence, definitions, equivalent expression, and so forth.

4. Word formation test item

Another types of test not the tests knowledge of the meaning of words but their knowledge of word forms.

5. Items involving synonym
Items involving synonym is a test the synonym of involving is to include, to add, to embed, to include.
6. Rearrangement items and
Rearrangement items is a change in the way that something is arranged or organized.
7. Completion items
Completion items are similar to those described above, except that tests are not given words from which to choose. They must supply the word for the blank.
8. And so on.

RESEARCH METHODE

Research Design

According to The Department of Education and Training (University Western Sydney, 2020), defined research as follows:

“Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads too new and creative outcome”.

The method used in this study is an experimental design method. According to Sugiyono (2009, p. 110-111), this design there is a pretest before being given treatment. Thus the results of the treatment ca be known more accurately because it can compare with the situation before being treated. This design can be described as follows :

Table. 3.1 One Group Pretest Posttest Design

$O_1 \quad X \quad O_2$		
(adopted from sugiyono, 2009)		
O_1	X	O_2
Pretest	Treatment	Posttest

Population, sample and sampling

1. Population

The population as a source of data in this study are 30 students, at the first grade student of SMP N 3 Ciwidey. For the sampling technique using saturated sampling. Another term where all the population is sampled.

2. Sample

According to (Sugiyono, Metode Penelitian Pendidikan, 2009, p. 118), the sample is part of the number and characteristic possessed by the population. Sample of this research is the students of the class the first grade student of SMP N 3 Ciwidey, in which the total of them are 30 Students and

this research was just conducted in one class.

3. Sampling

Sampling is technique taking sample who not give opportunity for every element or population member to be chosen as sample. For the sampling technique using saturated sampling. Another term where all the population is sampled.

This research chooses to research of the first grade student because this class is one of class is good class than other class, but they need any knowledge about English vocabulary.

Variable

Variable is a term frequently used in research project of the college student. According to Kerlinger (in Kaur, 2013, p. 36) review, “variable is a property that takes on different values”. It is also a logical grouping of attributes. Attributes are characteristics or qualities that describe an object.

Then, the variable has two types, both of which have a relationship. However, has a different function. According to (Lauren, 2020), the variable in a study of a cause-and-effect relationship are called the independent and dependent variables.

Data and Data Source

1. Data

The data are very significant in the research. The research will not to get information without the data. In this study, the researcher used quantitative data. This data was used to know the student’s achievement in vocabulary before and after being taught by using Picture in Teaching Vocabulary. In this study the data were students’ scores of the seventh grade students at the first grade student of SMP N 3 Ciwidey from vocabulary test (pre-test and post-test).

2. Data source

Data source is subject in which data is gotten. In this cases researcher effort to get data from the subject. In this research the subjects were the first grade student of SMP N 3 Ciwidey.

Data collecting method and the Instrument

This research uses two data-collecting instruments, namely test and questionnaire. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer, either given in person or sent by post or the internet (Sugiyono, 2010). The questionnaire can be in the form of open or closed questions / statements. For the form of the instrument is a checklist. To be used as a questionnaire guide.

The kind of test is multiple choices and filling the blank. The data obtained from the test of vocabulary will be analyzed using the formula of t-test for dependent group, while the data from the questionnaire will be analyzed using percentage. The pre-test was conducted at a predetermined time. Then, the post-test that will applied afterwards. in this research at the first grade student of SMP

N 3 Ciwidey. And then,

In getting the data, in the first grade student becomes an experiment group. The researcher as teacher in this study teaches the students in two weeks. In teaching learning process for the first meeting, the teacher gives pre-test in vocabulary. In the second meeting, the teacher teaches vocabulary in writing (picture media) by using silent way method. In the last meeting, the teacher gives post-test in vocabulary to the students.

Technique of Data Analysis

In this research, the writer used a quantitative data analysis technique. The data obtained from the test of vocabulary will be analyzed using the formula of t-test for dependent group, while the data from the questionnaire will be analyzed using percentage. This technique was used to find the significant difference on the students' achievement after being taught by Picture in Teaching Vocabulary.

a. Dependent t-Test

According to (Nuryadi, 2017), Dependent t-test or paired t-test is one method of testing the hypothesis where the data used is not independent (in pairs). That means that the dependent t-test cannot be alone or independent. Although using the same individual, the study still obtained two kinds of sample data, namely data from the first treatment and data from the second treatment. So it can be explained that the dependent t-test even though it uses the same individual but each must get different treatment, usually called pre-test and post-test. The formula for the Dependent t-Test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where : $\bar{X}_1$ = the mean of the pre-test scores

$\bar{X}_2$ = the mean of the post-test scores

$\sum D^2$ = the sun of the squares of the differences between the pretest scores and the posttest scores

$(\sum D)^2$ = the squares of the sun of the differences between the pretest scores and the posttest scores.

N = the number of pairs of scores

DF = the degree of freedom

DF = $N - 1$

b. Questionnaire

According to Sugiyono (2009), a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questionnaire is an efficient data collection technique if the researcher knows with certainty the variable to be measured and knows what can be expected from the respondent. The researcher chose to add questions to find out how far the students were after doing the treatment and test with the formula for data from the questionnaire :

Table 3.2 Percentage Formula

$$P = f/n \times 100\%$$

P= percentage

F= frequency of each questionnaire answer

FINDING AND DISCUSSION

Data Description

N= number of respondents

To obtain the purpose of the research, the researcher involves a class that consists of 30 students. So the researcher uses a small sample which contacts each other (T-Test for one sample, they are value between pre-test and post-test).

The following is the students' achievement before being taught by using pictures for the first grade student as pre – test.

Table 4.1 The Pretest Score

No.	Students' code	Score
1.	A	45
2.	B	40
3.	C	40
4.	D	35
5.	E	25
6.	F	35
7.	G	35
8.	H	25
9.	I	45
10.	J	40
11.	K	25
12.	L	40
13.	M	40
14.	N	55
15.	O	25
16.	P	35
17.	Q	25
18.	R	35
19.	S	60
20.	T	20
21.	U	40
22.	V	35
23.	W	40
24.	X	25
25.	Y	40
26.	Z	60
27.	AA	40
28.	AB	55
29.	AC	40

30	AD	55
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The following is the students' achievement after being taught by using pictures as post – test.

Table 4.2 The Posttest Score

No.	Students' code	Score
1.	A	55
2.	B	65
3.	C	40
4.	D	75
5.	E	45
6.	F	65
7.	G	55
8.	H	60
9.	I	45
10.	J	65
11.	K	45
12.	L	55
13.	M	55
14.	N	60
15.	O	60
16.	P	65
17.	Q	75
18.	R	60
19.	S	80
20.	T	65
21.	U	60
22.	V	75
23.	W	65
24.	X	45
25.	Y	75
26.	Z	80
27.	AA	80
28.	AB	80
29.	AC	75
30.	AD	65

Table 4.3 The Statistical Result Using T-test

No .	Students' code	Pre-test (x)	Post-test (y)	D(y – x)	D ²
1	A	45	55	-10	100
2	B	40	65	-25	625
3	C	40	40	0	0

4	D	35	75	-40	1600
5	E	25	45	-20	400
6	F	35	65	-30	900
7	G	35	55	-20	400
8	H	25	60	-35	1225
9	I	45	45	0	0
10	J	40	65	-25	625
11	K	25	45	-20	400
12	L	40	55	-15	225
13	M	40	55	-15	225
14	N	55	60	-5	25
15	O	25	60	-35	1225
16	P	35	65	-30	900
17	Q	25	75	-50	2500
18	R	35	60	-25	625
19	S	60	80	-20	400
20	T	20	65	-45	2025
21	U	45	60	-15	225
22	V	40	75	-35	1225
23	W	40	65	-25	225
24	X	35	45	-10	100
25	Y	25	75	-50	2500
26	Z	35	80	-45	2025
27	AA	35	80	-45	2025
28	AB	25	80	-55	3025
29	AC	45	75	-30	900
30	AD	40	65	-25	225
	N = 30	$\sum x = 1090$	$\sum y = 1890$	$\sum D = -800$	$\sum D^2 = 26900$

$$(\sum D)^2 = (-800)^2 = 640000$$

a. Finding $\bar{X}_1$

$$\bar{X}_1 = \frac{1090}{30} = 36.3$$

b. Finding $\bar{X}_2$

$$\bar{X}_2 = \frac{1890}{30} = 63$$

c. Finding $t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$

$$= \frac{36.3 - 63}{\sqrt{\frac{26900 - \frac{(-800)^2}{30}}{30(30-1)}}$$

$$\begin{aligned}
&= \frac{-26,7}{\sqrt{\frac{26900 - \frac{640000}{30}}{30(29)}}} \\
&= \frac{-26,7}{\sqrt{\frac{26900 - 21333}{870}}} \\
&= \frac{-26,7}{\sqrt{\frac{5567}{870}}} \\
&= \frac{-26,7}{\sqrt{6,398}} = \frac{-26,7}{6,398} = -4.173
\end{aligned}$$

To know the degree of freedom, we can find the result from the formula below:

$$DF = N - 1 = 30 - 1 = 29$$

Table 4.4 Students Questionnaire Score

The result of the questionnaire above, show student's gave positive

No.	Question	Yes	No
1.	Do you like learning English? (Apakah kamu suka belajar Bahasa Inggris?)	16 53%	14 47%
2.	Do you like to learn english vocabulary using picture? (Apakah kamu suka belajar bahasa inggris menggunakan gambar?)	18 60%	12 40%
3.	Do you think learning vocabulary is difficult? (Apakah menurutmu mempelajari vocabulary itu sulit?)	19 63%	11 37%
4.	Do you think learning English vocabulary using picture is difficult? (apakah kamu berpikir mempelajari bahasa inggris menggunakan gambar sulit?)	16 53%	14 47%
5.	Do you like to learn English vocabulary by using picture? (Apakah kamu suka belajar kosakata dalam bahasa Inggris dengan menggunakan gambar?)	21 70%	9 30%
6.	Does picture help you to understand in learning vocabulary? (Apakah gambar membantu kamu untuk memahami didalam belajar kosakata?)	19 63%	11 37%
7.	Do your skill in learning vocabulary improve after using picture as media? (Apakah kemampuan belajar kosakata mu meningkat setelah belajar menggunakan gambar sebagai media?)	18 60%	12 40%
8.	The use of picture as media in learning English help you more active in class? (Penggunaan gambar sebagai media dalam belajar bahasa inggris dapat membantu mu lebih aktif didalam kelas?)	17 57%	13 43%
9.	Does the use of picture as media in learning vocabulary help you more enthusias? (Apakah penggunaan gambar sebagai media dalam mempelajari kosakata bahasa inggris membuat kamu lebih semangat?)	20 67%	10 33%
10.	Does the use of picture improve your creativity in learning english? (Apakah penggunaan gambar bisa meningkatkan kreativitasmu dalam belajar kosakata bahasa Inggris?)	26 87%	4 13%

responses because they thought that using picture can improve in learning vocabulary using pictures. And using pictures can make students enthusiasm and be more active in class.

Hypothesis Testing

From the data analysis it could be identify that:

1. When the value of $t_{\text{count}} > t_{\text{table}}$ in $DF = 29$ with the significant level 0.05, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was rejected. It meant that there is significant difference in the student' mean scores before and after being taught vocabulary using pictures.
2. When the value of $t_{\text{count}} < t_{\text{table}}$ in $DF = 29$ with the significant level 0.05, the Null Hypothesis (H_0) was accepted and the Alternative Hypothesis (H_a) was rejected. It meant There is no significant difference in the students' mean scores before and after being taught vocabulary using pictures.
3. The score of vocabulary test before being taught by using pictures was bad because the mean of the total score of 30 students is (36.33). After getting treatment, the mean score of vocabulary is (63).

Based on the statistical calculation using T-test, the researcher gave interpretation. First, it was considered the $DF = N - 1$ with the $DF = (30-1=29)$. At the significance level of 0.05. In fact, with the DF of (29) and the critical value at 0.05 significance t_{table} is (2.045)

By comparing the "t" that researcher has got in calculation $t_{\text{count}} = (4.173)$ and the value of "t" on the t score table $t_{0.05} = (2.045)$, it is known that t_{count} is bigger than $t_{\text{table}} = 4.173 > 2.042$.

Because the t_{count} is bigger than t_{table} , and the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. It means that there is significant difference of vocabulary achievement to the first grade students of SMPN 3 Ciwidey before and after using pictures in teaching vocabulary.

Discussion

a. Pretest

First step is preliminary study where the researcher conducted a preliminary study to know the students' vocabulary achievement by administering pre-test.

b. Treatment I, II, III

The second were given treatment to the students. The treatment here is teaching vocabulary in reading about procedure text. Here the researcher limit the study about noun, verb-ing, and a little bit adjective vocabulary. By using pictures as a media in learning English, the researcher explain in English first also mention the picture into bahasa, student just listen the teacher when the teacher deliver its vocabulary and teacher have a section for students to repeat. After getting treatment, the students were more enthusiastic to study vocabulary.

c. Posttest

The third is share the paper to students for examination to know whether the students added the skill after the teacher use the treatment using pictures as media vocabulary learning in the first grade students SMPN 3 Ciwidey.

d. Questionnaire

The fourth is share the questionnaire at school, because researcher have limited time and also the students have an activity. Researcher started after the posttest finished. The researcher share the questionnaire on the Google form for reducing time and budget.

From the finding, it is known that the t_{count} is bigger than t_{table} , and the alternative hypothesis (H_a) is accepted, while the null hypothesis is rejected. It means that there is significant difference of vocabulary achievement to first grade students of SMPN 3 Ciwidey before and after using picture as a media in vocabulary learning.

It is also supported by the results of the questionnaire, show student's gave positive responses because they thought that using picture can improve in learning vocabulary using pictures. And using pictures can make students enthusiasm and be more active in class.

CONCLUSION AND SUGGESTION

Conclusion

1. Theoretical Conclusion

- a. In teaching vocabulary, the teacher at Junior High School level should be able to help the students to learn in interesting method and involves the teachers' intensive attention. The method used by the English teacher should be unique and more interesting that make the students enthusiasm and enjoy to learn certainly.
- b. Teaching Vocabulary Using Pictures makes students enjoyed and enthusiasm when they are studying English. Meanwhile, they can enlarge their vocabulary mastery and they can remember the meaning of the words. Moreover, they can:
 - 1) Remember the written form of the words
 - 2) Pronounce the words correctly
 - 3) Make the sentences in different context from the text
 - 4) Remember the name and meaning through of pictures.

2. Empirical Conclusion

After all of the data were analyzed by using statistical analysis, the researcher finds some conclusion "The Effectiveness Of Teaching Vocabulary Using Pictures at the first Grade Students of SMPN 3 Ciwidey". Based on the analysis, it showed that the $t_{\text{count}} = 4.173$ was bigger than $t_{\text{table}} = 2.045$ lied on the significant level 0.05 with the $DF = 30$. It meant that the alternative hypothesis (H_a) that states there is significant difference of students' vocabulary achievement by using pictures was accepted, while the Null Hypothesis (H_0) was accepted and the Alternative Hypothesis (H_a) was rejected. So, there was any significant difference between students' vocabulary achievement before and after taught by using pictures.

From the result above implied that the Using Pictures was effective media used in teaching vocabulary to the seventh grade students of SMPN 3 Ciwidey. It is also supported by the results of the questionnaire above, show student's gave positive responses because they thought that using picture can improve in learning vocabulary using pictures. And using pictures can make students enthusiasm and be more active in class.

Suggestion

The finding of the research score showed that there was significance difference on the students' score before they were taught by using pictures and

after using pictures. Therefore, the researcher tries to give some suggestion as follows:

a. For the Students

After getting materials with the teaching vocabulary using pictures, the students improve their vocabulary achievement. The students are suggested to follow up the vocabulary by using it in their study. The students become independent, autonomous, and responsible in language. The students should not only know the definition of words, but also learned about how to make a sentence using those words.

b. For the Teacher

In order to succeed in teaching English, the teaching vocabulary using pictures should be used for teaching learning English. Especially, vocabulary as the English component. The teacher can be more creative in applying that method to the students and use it in teaching vocabulary so that the students are motivated, interested, and not bored in learning English.

c. For the Researcher

As this research is not perfect yet, it is suggested for the future researcher to conduct further researchers in the same field, especially on teaching vocabulary using pictures. This study is very important because it will give some knowledge to the researcher and to know the benefits of teaching vocabulary using pictures.

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