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Pictures as a Learning Media in Teaching Vocabulary

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Abstract. *Technological developments in the current era provide many conveniences and benefits for various agencies, including educational institutions. Teachers as one part of educational institutions really need to take advantage of technological developments as a means or media in teaching so that learning does not seem boring. In fact there are many teachers who often focus on books oriented. This causes the students' learning process to be not optimal, especially in learning foreign languages such as English. Of course, if learning only focuses on books, it will make students feel bored and lazy to learn English. Vocabulary as one of the important aspects in English cannot be taught with books alone, because in learning it requires interesting media to be able to make students more enjoy and interested in learning vocabulary. Based on this, this study aims to determine whether using pictures as learning can improve the vocabulary of students. This study used a pre-experimental design with one group pre-test and post-test. The research subject is class VII with the research instrument is a test. In analyzing the data, in this study the mean score formula was implemented. The results showed that picture as a learning medium greatly affects student learning outcomes in terms of vocabulary. Where, there was a significant increase in students' vocabulary after using pictures as treatment. Picture itself makes students more enthusiastic in learning because the pictures used attract students' attention. Finally, this research also explains the potentials that can be used or developed in the future.*

Keywords*: Learning Media; Vocabulary; Pictures; Junior High School*

INTRODUCTION

In the current era of development, the world of education is increasingly crowded with the use of various learning media, it encourages renewal efforts in the use of technological results in the teaching and learning process (Liando & Martha, 2019). Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the developments and demands of the times. Tatipang, Manuas, Wuntu, Rorintulus & Lengkoan, (2022) Stating that "teachers can at least use inexpensive and efficient tools which simple and unpretentious, that being a must in an effort to achieve the expected teaching goals". In addition, teachers are also required to be able to use these tools and be able to develop skills to make learning media used if the media is not yet available.

English is an important language for everyone to learn as a second language or foreign language, including in Indonesia (Liando & Tatipang, 2022). In addition, English also has language components such as pronunciation, vocabulary, and grammar. Lengkoan, Rombepajung, Hampp & Andries, (2019) stated that, as one of the basic components of the four language skills, vocabulary must be mastered by students. Learning vocabulary is a fundamental step to learning a foreign language. So, to learn a foreign language, students must have a lot of vocabulary so that students can learn foreign languages very well. Vocabulary is the key to being able to communicate and make sentences (Andries, Hammp, Rombepajung, & Lengkoan, 2019). If students do not know a vocabulary, of course they are also not able to translate the meaning of words or readings. They still feel unfamiliar with English words. Different treatment in the teaching and learning process needs to be done to reduce the level of difficulty experienced by students in learning English.

In fact, Marianca, Liando & Mamentu, (2022) mentioned that many students still face many difficulties to understand English text and to answer reading questions because they lack vocabulary. They do not know the meaning of words in English text because their knowledge of vocabulary is low. So, they have difficulty memorizing and understanding vocabulary, because it is influenced by the mother tongue they use. Teaching English to students in Indonesia is not easy because English is a second language or even a foreign language is not the student's mother tongue (Dilago, Vfliando, & Kukus, 2022). To teach English, teachers must be able to choose teaching and learning methods especially for teaching vocabulary. Teachers can also use visual media to facilitate students in receiving learning materials so they don't get bored in the teaching and learning process.

In line with above paragraph, the use of appropriate teaching media and with varied teaching methods used by teachers may make it easier for students to learn Vocabulary (Hamer & Rohimajaya, 2018). Because, Julaiha, Syahputri & Prihatini, (2022) claimed that the use of conventional media such as books, of course uninteresting to students. Especially in English, the use of books that are mostly filled with long sentences and monotonous verbal explanations by the teacher will make it difficult for students who are just learning this language. Therefore, Liando, Mangare &

Olii, (2021) stated that there is a need for more innovative learning media that are tailored to the needs of both the characteristics of the subjects and also the characteristics of students. The difficulties experienced by students in increasing English vocabulary may be overcome by using learning media.

Moreover, English teachers always need learning media or additional teaching materials to help students imagine their ideas. In addition, these additional teaching materials can give students ideas to more easily remember and stimulate students' right brain stimulation. Zulkifli, (2019) says that visualization is the best way to teach new words for all subjects. This means that teachers in the teaching and learning process can use visual things as media, namely: videos, songs, stick pictures, pictures, flash cards, etc. So, students can receive learning materials very well. However, in this study, the researchers chose pictures as learning media that can be used to improve students' English vocabulary.

Review of Literature

Learning Media

Classified learning media based on several types. It is useful to find out which media is suitable for use in learning will be served. Media classification useful for determining which media selected at the time of study (Ristyani & Nurhayati, 2020). Because on actually, not all learning media can help the learning process. This matter must be adapted to the needs of field. For example, in students' learning at an early age, the media selected must be appropriate with the age and characteristics of the child, and indicators, themes and sub-themes of learning (Mozes & Liando, 2020). In addition, the selection of media must also be based on its use in stimulate the developmental needs of students. Therefore, the teacher must know that learning media is as important as other learning components. If the selection of media is not right, then the result can be different from what expected (Luruk, Luruk, & Trivict, 2021). After being classified accordingly with the required media, then required management or management to the media which includes planning, procurement, utilization, care and evaluation.

Picture as a Learning Media

The picture is a certain form that has a striking color to attract the attention and interest of children (Octaberlina & Anggarini, 2020). Nurdini, (2018) mentioned that picture as a learning media including the type of visual media that does not move. To optimize children's exploration power, using picture media can present detailed images. For example, (Kurniati, Rukmini, Saleh, & Bharati, 2020) suggest in observing leaves, students at a glance will only see the leaves based on the shape, color, and vertebrae in the leaf. However, by using pictures students can see the leaf fibers clearly thanks to the help of a microscope the results are printed in the form of images.

Vocabulary as part of English Skill

Vocabulary learning must be enculturation. According to Syafrizal & Haerudin, (2018) enculturation is a process by which someone learns about something required by the surrounding culture of the students' life. This can make it easier for students to remember the vocabulary taught to them. In essence, Ristyani & Nurhayati, (2020) said that the main purpose of vocabulary teaching is for develop students' interest in words. Student skills in learning vocabulary the way they "read" pictures, consider words and think critically. Without realizing it, every teacher is actually involved in the process of mastering students' vocabulary (Hamer & Rohimajaya, 2018). Every time the teacher talks to the students, the teacher is indirectly teaching the children new vocabulary. The vocabulary mastered by children is basically in the form of basic vocabulary (Lengkoan et al., 2019).

METHOD

The research design used was a pre-experimental one group pre-test-posttest design. Sulaiman, (2019) mentioned that, pre-experimental design is defined as a method with a systematic form with the aim of finding the influence of one variable with another variable by providing special treatment and strict control in a condition. This design involves one group being given a pre-test (O_1), given treatment (X) and given a post-test (O_1). The success of the treatment was determined by comparing the pre-test and post-test scores.

In pre-experimental one group pre-test-post-test research, the first step is to determine the sample that will be used as the research sample and group it into one research class (Tatipang, Oroh & Liando, 2021). The next stage is to give a pre-test to measure the condition or stock of students' vocabulary before being given treatment using pictures as learning media (Sulaiman, 2019). The next stage, the sample is given treatment using learning videos. Then, the last stage the sample was given a post-test to determine the extent to which the influence of the learning media in the form of pictures could improve students' vocabulary.Thxe subject of the research is class VII of Junior High School, where the students consisted of 12 students in all. The kind of test is multiple choice test, with the total of number is 25 items. The test based on the material given. In analyzing the data the researcher used mean formula. The following formula:

$$\overline{x} = \frac{\sum x}{n}$$

Where: $\overline{x}$= Students average; $\sum x$ = Total score; n = Number of students

FINDINGS

In this section, the results of the research on the application of Picture Media in Vocabulary Learning for Class VII Junior High School students are discussed. After completing the research stage with various things carried out in it, the researcher makes a final reflection to evaluate the overall action during the research. The researchers agree that the use of learning media in this case pictures to improve the vocabulary mastery of class VII students at the junior high school level can be implemented properly. This in findings support (Marianca et al., 2022), (Julaiha et al., 2022), (Luruk et al., 2021), (Dawamuddin, 2021) and can be include that, the implementation of picture as a learning media improving the quality of planning, implementation of learning and the results of children's vocabulary mastery has been achieved well.

In addition, all the data that has been obtained from the research results are grouped based on the results of the pre-test and post-test. Where from the results of this grouping it can be seen that there is an increase in the results from the pre-test to the post-test, this increase cannot be separated from the role of treatment, namely the picture that is applied after the pre-test is given. In its application, picture or treatment as a learning medium is applied after the third meeting is over. During the first to third meetings, it was found that the vocabulary stock of students in grade VII was still very minimal. This was found when the pre-test was given to students, besides that, observations during learning activities also showed the same thing.

After the implementation of picture as a treatment in increasing students' vocabulary stock, there was an increase in students' vocabulary. The application of this picture was carried out at the fourth meeting after the pre-test was given to students. In its application, this picture is used as a medium for teaching vocabulary to students, where the picture is a pictures about animals, things around the school, part of the body, and also combined with several things related to the type in part of speech. This makes students interested in the pictures that have been provided, in line with (Ristyani & Nurhayati, 2020), (Liando et al., 2021), (Mozes & Liando, 2020), (Agama & Singaraja, 2020), (Kurniati et al., 2020) and (Nurdini, 2018).

Table 1
Presentation of the Data

Students	Score (O_1)	Score (O_2)	Gain
1	56	80	24
2	45	80	35
3	57	80	23
4	54	85	31
5	50	80	30
6	65	85	20
7	58	80	22
8	55	86	31
9	45	80	35
10	50	85	35
11	48	84	36
12	58	80	22
13	55	85	30
14	47	75	28
15	50	78	28
N=15	$\sum x$ = 793	$\sum x$ = 1.223	

Source: processed data

From this data, it can be clearly seen that there is an increase from the students' pre-test to post-test. This indicates that the application of picture learning media is quite successful in improving the quality or stock of students' vocabulary. This is because the use of image-based learning media really attracts students' attention, in addition, image or photo media is the media most often used by a teacher, because this media is easy to understand and can be enjoyed, easy to get and found everywhere and many provide an explanation when compared with words. Submission of subject matter using certain images is an attraction in itself for students, so the use of images must be in accordance with the subject matter being taught and the desired goals. In addition, the use of images in the learning process is very dependent on the creativity and initiative of the teacher. Teaching English vocabulary to grade VII students is important because it introduces meanings or forms found in foreign vocabulary. In addition, teaching English vocabulary is very important to learn the basics so that students will be familiar with the vocabulary that will grow in the future. Based on this, the findings from the pre-test and post-test of this study support several studies that have the same result on the application of picture as a medium for learning vocabulary.

Talking about the findings, based on further calculations on each score that has been obtained by students starting from the pre-test and post-test which shows an increase, it is necessary to compare the results of each test. This comparison is carried out using the mean formula according to what has been previously determined. This comparison will later provide a more detailed description of the significant differences in student test results.

Table 2
Mean score of both tests

Pre-test		Post-test	
$\sum x$ (O_1)	793	$\sum x$ (O_2)	1.223
N	15	N	15
Mean score	52.87	Mean score	81.53

Source: processed data

The results of the comparison of each test provide a very clear picture of the improvement experienced by students after the application of the picture as a learning medium. Where there were approximately 15 students who took part in this research and conducted 8 meetings, it had a positive impact on

the vocabulary of students. This of course gives the teacher a new direction in terms of how to deal with students who have insufficient stock of vocabulary, with the application of images as a medium for teaching vocabulary learning becomes increasingly attractive and enthusiastic for students. The use of appropriate learning media by the teacher can make it easier for students to learn English, especially vocabulary. Because, the use of conventional methods such as books, of course, will not attract the attention of students. The use of books which are mostly filled with long sentences and monotonous verbal explanations by the teacher will make it difficult for students to learn English, especially vocabulary.

Language skills are very important so that students can communicate well. The purpose of language skills is so that students are able to express their thoughts to other people or their own friends (Andries et al., 2019). Whether or not students' language skills are of course influenced by the quantity and quality of the vocabulary possessed by the students themselves (Lengkoan et al., 2019). The better the quantity and quality of the vocabulary possessed by students, the better the students' language skills. Learning media plays an important role as a supporter in learning activities. In accordance with the problems that exist in the research subject, in the process of learning (Zulkifli, 2019) mentioned that vocabulary requires media so that the messages conveyed in learning can be absorbed as much as possible. The main purpose of using media is that the message or information communicated can be absorbed as much as possible by students (Dawamuddin, 2021). Based on the problems encountered, it is necessary to have a variety of media used. Variations of learning media are used to improve children's vocabulary mastery, especially vocabulary mastery on body parts and objects. It is necessary to improve vocabulary mastery so that students can communicate fluently and the language development of students is not left behind.

Knowledge of vocabulary is basic and very important for students to master to communicate (Kurniati et al., 2020). The more vocabulary a student has, the more likely it is that the student is skilled in language or communication. In addition, communication will also be well established and the message conveyed can be well received (Liando & Tatipang, 2022). Therefore, vocabulary must be owned by everyone to communicate in order to facilitate the process of delivering and receiving information. The process of learning vocabulary mastery in schools has not yet utilized interesting, fun and less varied learning media. The media used were limited to package books, pictures in coloring books and pictures printed by the teacher. The activities carried out in learning also do not attract the attention of students where when the picture is shown then the teacher tells what the name of the object is in the picture, then students are asked to imitate his speech. With inadequate conditions and media, children's vocabulary mastery is also still very minimal. Less interesting media also causes students to often feel bored and less enthusiastic about participating in learning (Zulkifli, 2019) and (Marianca et al., 2022). This is shown by students just flipping through books and students are playing with pencil cases or other objects.

In line with that, the media has expanded or extended students' ability to feel something (hear, smell, hear, and so on). This media is the equipment used to assist or facilitate the learning process (Sari & Putri, 2018). Picture is a visual media that is not projected. This picture is used to provide an overview of something related to the subject matter that will be taught by students so that the teacher's explanation is more concrete (Luruk et al., 2021). Instead of just using words, through pictures people can translate abstract ideas into a more realistic form. Pictures are teaching aids that can clarify the meaning of a word, in addition to pictures of objects, pictures can also be in the form of diagrams.

Pictures are very important to use in an effort to clarify understanding that students can pay more attention to objects or things that they have never seen related to the lesson. Pictures can help teachers in achieving instructional goals, because pictures include media that are easy and inexpensive and have great meaning to enhance the value of teaching (Octaberlina & Anggarini, 2020). Pictures can also provide experiences and understanding of students to be wider, clearer, and not easily forgotten, and more concrete in the memories and associations of students. As for the benefits of picture media in the instructional process is the delivery and explanation of information, messages, ideas, and so on can give messages (Dawamuddin, 2021).

In addition, Picture media can also help teachers in achieving goals instructional, including learning to master basic vocabulary, because pictures are media that are easy to obtain and inexpensive but very useful for enhancing the value of teaching. Because pictures the experience and understanding of the picture becomes distinctive, clearer, not easily forgotten, and concrete in the memory and association of students so that it is very suitable for use in mastering vocabulary for beginners and basic (Julaiha et al., 2022). In essence, language learning is learning to communicate. Therefore, the main goal of learning English is directed at improving students' ability to communicate in English, both orally and in writing, of course with an adequate vocabulary (Nurdini, 2018). The definition of communication in question is understanding and expressing information, thoughts, feelings and developing science, technology, and culture by using English vocabulary. Teachers can also make cards with pictures and cards with words, for play use. It makes it easier for students to practice their

vocabulary. This media can be done in pairs or in groups.

If students have mastered vocabulary well, then they will be able to master language skills and other language elements. Learning vocabulary with picture media is one of the answers to make it easier for students to master vocabulary (Sari & Putri, 2018). With pictures as learning media, students will be more relaxed and active in learning. Vocabulary learning so far is still relatively limited, due to the lack of variety of learning media used. Vocabulary mastery is very important for students to know and add new information and insights (Agama & Singaraja, 2020). Vocabulary must also be continuously expanded, expanded, considering the increasingly rapid development of English both in terms of form and meaning. The students' vocabulary mastery ability is relatively limited, caused by the use of media that is not in accordance with students' interests. This must be addressed immediately by improving the use of appropriate teacher learning media by taking into account the wishes and needs of students according to their ability level. The use of media is still limited, this needs to be overcome by providing media to attract students' attention, so that students feel less interested and less enthusiastic in participating in learning.

The most important factors in the success of vocabulary learning and language teaching in general include: the factors of the students themselves, the teacher's ability to carry out teaching and learning activities, and the availability of learning facilities and infrastructure in the school environment. The teacher in this case has a very important role for students, in this case the teacher must be fully responsible for the success of the learner. This means that teachers are required to be professional in dealing with all the problems that exist in the classroom such as the different abilities of students and the way to handle them varies from one student to another, so that a teacher can also change student behavior for the better, provide solutions to students in overcoming learning difficulties.

CONCLUTION

Based on the research that has been done, picture media is indeed more fun and makes it easier for students to learn. This is evidenced by the results of non-test in the form of interviews. Students think that learning through pictures is fun and not stressful. Students become more free to express and are not afraid to make mistakes. Media Pictures or photos are the media most often used by a teacher, because this media is easy to understand and can be enjoyed, easy to get and found everywhere and provides many explanations when compared to words. Submission of subject matter using certain images is an attraction in itself for students, so the use of images must be in accordance with the subject matter being taught and the desired goals. In addition, the use of images in the learning process is very dependent on the creativity and initiative of the teachers themselves. Although it is almost impossible to adopt the whole picture media method, the teacher can adapt to the phases of the picture media method to be used to improve understanding of the material. The use of images should be taken into consideration in order to optimize the function of the right and left brain in learning English. As well as a warm classroom arrangement in order to arouse students' interest in learning and the authority of the teacher as a teacher should begin to build harmonious teaching conditions as presented in the image media method so that an active and conducive learning climate occurs. Schools as a place where the learning process takes place should play an important role in the development of the student learning process. Through the instructions of the principal, the school should ideally be able to provide new breakthroughs for students to be more advanced and interested in English learning activities. One of them involves the breakthrough of the image media method in the learning process considering the results of research that describe significant changes to student learning interests and student learning abilities, although technical constraints also need to be considered.

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