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2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

2nd ICEL 2014

20 -22 MAY 2013

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M
2nd lCEL 2014 Chairman

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BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
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THE IMPACT OF USING PICTURES ON THE STUDENTS' VOCABULARY MASTERY AT GRADE THREE OF SD NEGERI 2 RULUNG RAYA NATAR SOUTH LAMPUNG IN ACADEMIC YEAR 2013-2014

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Abstract

The objective of this research was aimed to find out the impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar South Lampung Academic year 2013 – 2014. Vocabulary mastery is defined as the students' understandings on English words. Pictures were applied to increase the students' vocabulary mastery which was low and limited. They were used as one of visual aids to help the students to master vocabulary and make them interested in learning English. Data were collected by incorporating two pre-tests and two post-tests in experimental group and control group. Treatment using Pictures was administered in experimental group, while control group received traditional teaching (TT). Data analysis was attempted using t-Test for two group design. Result indicated that p-value 1% = 2, 68, 5% = 2, 01, and t-value = 10, 15. It means p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. The writer concluded that the application of using picture was more effective than traditional teaching.

Keywords: picture, vocabulary mastery, experimental group, control group, treatment.

1. INTRODUCTION

English has been admitted as an international language which is used by the people all over the world. It has been applied as important subjects that have to be taught at school, it started from kindergarten until university level. There are four English skills that must be mastered by the students, they are speaking, listening, reading and writing. The students also need to master vocabulary as the basic element to master those skills. As the second language, English has important role in daily life and teaching or learning processes, especially the application of English teaching has been aimed to be used after the mother's tongue and it becomes target language that has to be learned by the student. In this thing English teacher has big responsibility to teach and prepare the students to face their life challenge in the future. Mastering vocabulary is the way to develop the students' potencies in using language; it means that the students should have vocabulary mastery as the important part to learn English so that they can achieve the goal of their learning.

Many English teachers at elementary school, especially at SD Negeri 2 Rulung Raya Natar, South Lampung, teach vocabulary to their students with an inappropriate technique such as translation technique to teach vocabulary which makes the students are difficult to understand and grasp the meaning of English word. They just translate English word into Indonesia word. In this sense, the students just substitute one word to another word so that they could not be memorable what they have learned in English learning.

Based on the problem above that has been observed by the writer, in the early age, the young learners should be given stimulation and interested things to increase their vocabulary learning process till they grow up and they can learn in more complex level, because they are known as learner who like fun and enjoyable learning. The teacher should be aware what they need and what they want. English teachers

have an important role to stimulate them acquiring new vocabulary and they are responsible for creating the class atmosphere become fun. It is also supported by the application of appropriate teaching media.

The teaching media should be planned in such a way in which learning becomes interesting. It can be done by providing teaching media that attract their attention to learn vocabulary or visual stimulus that can create the better result in memorizing, understanding, recalling, and connecting between facts and concept (Levie and Levie, 1975 as citied Arsyad, 2011) Picture is one of visual aids which has been used in many countries for centuries, it is simple media and easy to gain. The writer assumes that using picture can support the teaching and learning process, it will be more effective to encourage the students to learn English. Because it is a suitable media for the teacher in teaching vocabulary and it will give the solution for the teacher in teaching and learning activities. on the other hand, the obtainment of learning result through visual sensor is about 75%, audio sensor is about 13% and another sensor is 12% Dale :1969) in Arsyad : 2011). It can be said that seeing sensor is sharpener than another sensor.

Based on the explanation that has been clarified above, the writer would like to investigate whether the application of using picture can give the impact towards the students' vocabulary mastery or not. Therefore, the research entitled "The impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung in academic year 2013-2014".

2. REVIEW OF LITERATURE

2.1. Teaching and Learning Vocabulary by Using Pictures

In presenting words' meaning to the students, "pictures can be used to explain the meaning of vocabulary items; teacher can be draw things on the board or bring pictures" (Harmer: 1991). From the explanation above, the teacher can present new vocabulary by using pictures. Because using pictures is more effective and easy.

There are several ways to show the meaning of an English word trough pictures. First, objects have been already in the classroom. Second, objects can easily be brought to the class (umbrellas, scissors, tools, buttons of many colors and sizes, etc.). Third, picture can be drawn by the teacher or the students. Fourth, Pictures can be obtained from magazines and newspapers (as well as from commercial sources). Last, by doing the demonstrations to show actions. Moreover, the teachers can explain something as noun, verb, or adjective, for examples: they can write noun like: eraser, pen, pencil, and book. In this thing, they show the pictures that relate to the word (photograph or drawing) to explain about that. (Harmer: 1991).

Language teachers always use different types of teaching aids to explain the meaning of new words. Picture is one of the teaching aids that teachers depend on in their teaching. English teachers think that the application of using pictures will make the processes of students learning which are enjoyable and memorable.

The teachers could improve their students' vocabulary of abstract words, as associating the word with a concrete object makes these words easier to remember. "One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word airplane, for example, is to have a picture of one" (Harmer: 2001). It can be said that not all new words can be taught using pictures but most concrete vocabulary can.

Children could enjoy vocabulary learning if they acquire in astonishing pace, they can understand the concept of words well before the concept of grammar. It will be good idea to make vocabulary learning or vocabulary presentation carefully and accurately but English teacher can first introduce things what the students can see, feel, play with, touch and experience everyday (Pinter: 2006). Teacher can also use classroom objects such as the desks and chairs, the pictures, and the posters. From the description above the writer assumes there are many ways and techniques in teaching and learning vocabulary, using pictures is one of aids that can help students in learning vocabulary and they know the words from it. By presenting the pictures to the young learner, they can understand the meaning of word without explaining by using the first language.

2.2. Vocabulary Mastery

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, "Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge". Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing (Schmitt and McCarty: 1997). Further, the purpose of vocabulary test is to measure

the comprehension and production of words used in speaking or writing (Madsen: 1983). It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language. Mastering vocabulary will help the student to produce sentences either in spoken or written text.

In Indonesia, English is the first foreign language which is taught formally from the junior high school to the university level. However, nowadays, English is taught in some elementary schools, even in the lower level such as kindergarten and play groups. It means children are introduced to English earlier. It is hoped that they can learn English more naturally as they learn their mother tongue, besides it becomes the basis for the students to learn English in the higher level.

At elementary school, English is introduced to the students through vocabulary learning, it is the most important element that will become the basic competence in order to get other competences such as listening, speaking, reading, and writing. If the students have mastered a number of vocabularies which requires in their level, it will be easier for them to master English skills. It means that vocabulary is the essential thing that has to be learned by the students in order to master English well.

Vocabulary is the foundation to build language which plays a fundamental role in communication (Hatch and Brown: 1995). It has been essential part of English as foreign language. Especially in Elementary school, teachers will face some problems during the teaching learning process. Even though, teachers have own priority to manage their classroom, teachers have primary responsibility how to teach; their students (Richards and Lockhart 1994). So, teachers should make their classroom more comfortable and interesting, especially teaching English in Elementary school.

English is taught as local content in elementary school; it is foreign language that learned after the mother's tongue. Learning is more emphasized to various vocabularies according to class context and school, not only about grammar and structure. That thing is aimed to develop language ability that included action and language interaction here and now. Therefore the writer assumes that elementary school is the first step to build the students' vocabulary mastery so that they will not be late in learning English on the next level.

There are three stages in mastering vocabulary in primary vocabulary Box, according to age of children (Nixon and Tomlinson: 2003) and it can be seen table 1 below.

Table 1: Stages of Students' Vocabulary Learning in Elementary School

Level section	Age	Skills	Focus
1	Starting off 6 - 8	Minimal or no writing skills, controlled communication	Oral or pictographic presentation and reproduction of Vocabulary. Basic word recognition
2	Moving on 9 - 10	Limited reading, writing skills and controlled communication.	Understanding and Identifying words. Initial matching and Grouping.
3	Flying high 11 - 12	Intermediate reading, writing skills and freer communication.	Cognitive recognition and competent use of vocabulary

Based on the table above, from the first level up to the third level indicate that at 6 to 8 years old, the children should be in controlled communication, picture presentation, and introduction to basic vocabulary, at 9 to 10 years old the children have understood how to identify the words and controlled communication, at 10 to 11 years old. The application of teaching vocabulary is suitable for the matrix above at level 1 at grade three of SD Negeri 2 Rulung Raya Natar, it means that the students are 6 – 8 years old are expected to communicate orally but teacher still control it and introduced for basic vocabularies.

There are 19 kinds of vocabulary and each of them have total that have to be mastered by the students. (Nixon and Tomlinson: 2003). Below is the table 2. of the vocabulary list

Table 2: Vocabulary List

NO	VOCABULARY FOCUS	TOTAL
1	In the house	92
2	Parts of body	74
3	Food and drink	44
4	Action verb	42

5	The classroom	35
6	On the farm	32
7	Adjectives	31
8	Jobs	31
9	Wild animal	29
10	The daily routine	29
11	In the town	26
12	Shapes and color	26
13	Clothes	24
14	Sum it up	18
15	Farm animal	16
16	Weather report	16
17	Months of the year	12
18	Pronoun	22
19	Furniture	28
Total		**613**

From the table 2.2 above it shows that the children are expected to learn and master vocabulary for each age of them. Vocabulary list must be mastered by the student to achieve the completeness in Primary Vocabulary Box of Elementary, based on the vocabulary lists above the researcher choose three topics such as food and drink, clothes and things in the classroom because they are on the semester program (PROSEM) for the first semester and conduct it at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung.

There are three ways to know the students' vocabulary mastery, (Nixon and Tomlinson: 2003) they are as follows: a) Vocabulary checklists: Recheck by giving test to the student toward the vocabularies that has been learned. b) Word search: Finding out or pointing vocabulary based on alphabet collection that put randomly. c) Crosswords: Giving exercises to the student to fill crosswords. Those ways are aimed to measure how many words that the students can master at age level of children and in this thing the teacher is responsible for assessing them to know the students' vocabulary mastery.

2.3. Hypothesis

Derived from the theoretical discussion above, the effectiveness and efficiency in using teaching media is much needed for teaching and learning activities because the most important thing to increase the students' interest is by presenting picture as visual aids, it will help the student to give deeper memory, good impact and especially in mastering vocabulary. Furthermore, hypothesis is defined as a tentative answer for the problem in research; it needs evidence to prove the theory (Arikunto: 2010). A good hypothesis is formulated briefly and clearly, it shows relationship between two and more variables and supported by relevant theories and studies (Brog and Gall in Arikunto :2010) .

Based on the explanation above, there are two types of hypothesis being formulated in this inquiry: the null hypothesis (Ho) and alternative hypothesis (Ha).

1. Null Hypothesis (Ho)

The null hypothesis (Ho) in this research is: there is no impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung in academic year 2013 – 2014

2. Alternative Hypothesis (Ha)

The alternative hypothesis (Ha) in this research is: there is impact of using picture on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung in academic year 2013 – 2014.

3. RESEARCH METHOD

The population of this research was the students at the first semester of grade three of SD Negeri 2 Rulung Raya Natar, South Lampung in academic year 2013-2014. They were two classes, which was class III A had 30 students; class III B had 30 students, the total of them were 60 students. And they would be selected as sample, Two classes as samples which consist of 60 students were applied in this inquiry. The

use of picture was applied as teaching aids for experimental group, traditional teaching was used for control group

The writer selected two classes of grade three and uses all the students in each classroom. One class consists of 30 students. First, the experimental group would be taught by using pictures and the second, the control group was only given pre-test and post-test; there was no treatment for control class.

This research was conducted in SD Negeri 2 Rulung Raya was investigated as the research context of the research. SD Negeri 2 Rulung Raya was built in Kecamatan Natar in 1982. The time allocation for English subject is 2 x 30 minutes for every class in once a week. Moreover, research intrument was applied to collect the data instrument of the research wa a tool of facility which is used by the researcher for collecting data in order to get the better result and can be accurate, complete and systematic set and it will be easy to be searched (Margono : 2009).

The writer sequenced in designing vocabulary test of noun until he got the score of test. First, he chose the topic as the basic element before creating the number of question and the topics are about things in the classroom, clothes, food and drink. They were taken from semester program in the first semester or (PROSEM) 2013-2014. Second, he determined the number of question from 1 to 25 in multiple choice forms because it was commonly used by government in elementary level for mid test and semester test. Third, he made the test from 1 to 25 for two groups, they were experimental group and control group; it was given before treatment as pre-test and after treatment as post-test. Fourth, after giving test before and after the treatment then he got the result of two pre-tests and two post- tests from two groups.

Furthermore, he checked two pre-tests and two post-tests which consist of 25 questions. last, he calculated the right answer of 25 questions and times by 4 to get the total score of two pre-test and two post-tests, every students got different result. Therefore, after gaining the total score of two pre-test and two post-tests he calculated them and analyzed statistically by using t-Test formula of two groups design to find out the impact of using pictures on the students' vocabulary mastery.
(The Equation of t-Test for two group design)

$$t = \frac{[M_x - M_y]}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Description:
Mx   : Mean of control group
My   : Mean of experimental group
X   : Deviation of X2 and X1
Y   : Deviation of Y2 and Y1
N   : Number of subjects

4. RESULT AND DISCUSSION

The impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung was investigated by administering statistical calculation of t-Test. Result indicated that p-value 1% = 2.68, 5% = 2, 01 and t-value = 10.15, it was statistically significant. This calculation shows that p-value was smaller than t-value. Therefore, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. So there was an impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung.

In this inquiry, the writer took the sample at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung, they consisted of 60 students and he divided into two groups, they are experimental group and control group. Two pre-tests and two post-tests were administered for experimental group and control group. Treatment was only conducted for experimental group while control group received the traditional teaching. After that, the writer checked two pre-tests and two post-tests which consist of 25 questions in multiple choice forms. then, he calculated the right answer of 25 questions and times 4 to get the total score of two pre-test and two post-tests, After gaining the total score of two pre-test and two post-tests he calculated them and analyzed statistically by using t-Test formula of two groups design to find out the impact of using pictures on the students' vocabulary mastery.

During the treatment, the writer discovered that the students had high interest to learn. At the beginning of the class, when the writer showed the pictures and asked the students about the pictures, they enthusiastically answered the questions. In the teaching learning process that was conducted for this

research, teacher also discovered the students' ability in memorizing the words increased since they saw the pictures. It indicated that the pictures were appropriate to help the students in obtaining the new words faster.

From the computation above, it showed that t-value was 10,15. This value was referred to t-Test table (appendix) with degree of freedom (df) = 58. It was in the level of significance of 5% = 2,00 and 1% = 2,65. Therefore, the data showed that t-value was bigger than p-value (2,00/ 2,65 < 10,15). It meant that the result was statistically significant. Based on the research calculation, it indicated that there was impact of using pictures on the students' vocabulary mastery at grade three of SD Negeri 2 Rulung Raya Natar, South Lampung.

Therefore, the writer argued that the use of picture in mastering vocabulary needs to be applied in teaching learning process. Mastering vocabulary helped student in developing their ideas and imaginations so that their English ability would be better.

5. CONCLUSION AND RECOMMENDATION

Based on the calculation it meant that the result showed that statistically significant. Therefore, there was impact of using pictures on the students' vocabulary mastery. The writer stated that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. So the application of using picture as visual aids gave an impact towards the students' vocabulary mastery.

From the conclusion above, there were some recommendations that can be given. To the teacher, teacher should encourage the students to be active in teaching and learning process in order to use picture in mastering vocabulary, teacher should create fun and memorable learning, the teacher should be creative in providing and choosing pictures to the students. Moreover, it is clear, various and attract to the students' attention.

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