PICTURES AS LEARNING – TEACHING AID IN IMPROVING ENGLISH VOCABULARY AT ELEMENTARY SCHOOL IN DENPASAR

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ABSTRAK

Pada beberapa penelitian dan teori terkait menegaskan bahwa penggunaan gambar dalam pengajaran kosa kata bahasa Inggris sangat efektif. Khusus untuk pelajar pemula di sekolah dasar yang menggunakan Bahasa Indonesia sebagai bahasa utama mereka, masalah kosa kata biasanya terjadi pada ejaan, pengucapan, penggunaan tata bahasa, dan makna. Aspek bahasa tersebut menjadi kendala utama bagi mereka. Penelitian ini mengeksplorasi penerapan kosa kata bahasa Inggris dan untuk mengetahui peningkatan skor dalam penggunaan gambar pada proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan gambar dalam meningkatkan kosa kata siswa. Penelitian ini dilaksanakan di Sekolah Dasar Santo Yoseph 1 Denpasar pada kelas 3B yang dilaksanakan dalam dua siklus terhadap dua puluh tujuh peserta. Instrumen yang digunakan adalah tes, angket, dan observasi. Hasil penelitian awal menunjukkan bahwa penguasaan kosakata sebesar 75,6 poin, dan meningkat menjadi 86,08 pada siklus akhir penelitian. Dengan cara yang sama, hasil angket pada siklus kedua mengungkapkan bahwa meskipun siswa masih menganggap pembelajaran bahasa Inggris (85,50) dan sulit menghafal kosa kata (70,37%), minat mereka untuk mempelajarinya meningkat menjadi 59,26% dari 29,63%. Terakhir, hasil observasi siklus kedua juga menunjukkan adanya peningkatan suasana belajar mengajar serta minat siswa dan guru. Namun, studi lebih lanjut dan kebijakan pembelajaran layak untuk memastikan penerapan alat bantu gambar guna memfasilitasi suasana belajar agar menarik dan memotivasi siswa di masa depan.

Kata kunci: Siswa sekolah dasar , kosakata, alat bantu bergambar.

ABSTRACT

It has been researched in some studies and related theories confirming that using picture in teaching English vocabulary was very effective. Especially for young learner in elementary school which has Bahasa Indonesia as their main language, the vocabulary problem used to occurred in spelling, pronunciation, grammatical use, and meaning. Those language aspects become main obstacle for them. This research explores the implementation of English vocabulary and to find out the score improvement in using picture in learning process. The objective of this research is to find out the effectiveness of picture in improving students' vocabulary. The research is conducted in Santo Yoseph 1 elementary school Denpasar in the class of 3B .It was conducted in two cycles to twenty-seven participants. Instruments used were tests, questionnaires, and observation. Results showed that an initial vocabulary mastery was 75.6 points, and increased to 86.08 in the final cycle of the study. In the same way, the questionnaire results in the second cycle revealed that although the students still found English learning (85.50) and memorizing vocabulary (70.37%) difficult, their interest in learning it increased (59.26% from 29.63%). Finally, the observation results of the second cycle also showed the improvement of both students' and teacher's teaching and learning atmosphere as well as interest. However, a further study

and learning policy are worthy to assure the application of the pictorial aids facilitating the attractive and motivating learning atmosphere in the future.

Keywords: *Secondary student, vocabulary, pictorial aid*

INTRODUCTION

Mastering English as the second language in Indonesian education become a strategic roadmap for Indonesian's future education. This is applied in the action plan by plotting English as a compulsory subject for young learner at secondary school. As a compulsory subject the young learner found that English is difficult to learn. Taken for an example, learning vocabulary to elementary students at Santo Yoseph School in Denpasar, Bali according to a preliminary study, was complicated. Its spelling, pronunciation, grammatical use and meaning (Dakhi, 2017) seem to be leading linguistic factors. In addition to external factors, like student's motivation, first language in family, appear to be predictors of vocabulary mastery.

In order to mastering this second language, the vocabulary competency become a basic factor for the learner to be active in using and loving the language. Decarrico (2001: 285) Vocabulary learning is central to language acquisition, whether the language is first, second or foreign. To learn English we must know the meaning of word, as in English many words mean different. Some teaching methods and teaching aids are provided in order to make the process succeed and effective.

Previous studies indicate a positive contribution of the picture to English vocabulary growth. The one is taken at the eighth grade students of one junior high school in Cimahi were taken as population (2018). The 8A class was used to be sample: 30 students, 14 boys and 16 girl students. This research was effective in improving student's vocabulary by using pictures. In addition, the students were more active and participated in teaching learning process of vocabulary. Therefore, using picture can be alternative strategy for teacher in teaching vocabulary which can improve and keep their vocabulary. It can be proved from the following fact. Relate to the data of SPSS that significance value (.00) was lower than the significance level (.05) so the picture is an influence media to improve English vocabulary.

The vocabulary of TK Pangudi Luhur is found increase rapidly from the first cycle of research to the second one. The young learners' vocabulary mastery at Pangudi Luhur Jakarta, Indonesia got improved. An initial vocabulary mastery of the twenty-five students was 61.32 points; increased to 81.08 in the final cycle of the study. In the same way, the questionnaire results in the second cycle revealed that although the students still found English learning (72.00) and memorizing vocabulary (64%) difficult, their interest in learning it increased to 60%. Interestingly, there is a great increase of the interest in learning vocabulary through the picture in the second cycle. It was only 84% in the first cycle, and increased to 92% in the second cycle. At first the result is teaching English Vocabulary the success of the vocabulary mastery through the picture application as a teaching aid has been supported by related theory.

Dakhi and Maritha's (2017) action research finding showed that an initial vocabulary mastery of 29 leaners at SD Karawang Kulon II, Indonesia was 56.19. However, after an application of the picture, the average score increased to 81.90 (post-test of the first cycle), and 94.29 (post-test of the second cycle). Furthermore, though Juang's (2014) quasi-experimental study claimed that there was found no significantly different effects of Picture Word Inductive Model (PWIM) on different grade levels of English vocabulary learners, the results of observation, questionnaire, and interview indicated that 234 participating students reported the numerous strengths of PWIM. According to them, the picture had a significant contribution to their English learning development. The last but not the least, Carpenter and Olson (2011) confirmed that the picture appeared to facilitate the foreign language vocabulary mastery.

The success of vocabulary mastery through the picture application as a teaching aid has been in accordance with the related theory. The picture appears to be functional in teaching any kind of subjects as it provides a concrete visualization of an abstract concept. Using picture facilitates receivers' understanding on given information. Such a view is fully supported by Harmer (2001, p 135). He argues that one of the most appropriate uses of a picture is for presenting and checking of meaning.

To respond to the countered problem of third graders at the secondary school of Santo Yoseph 1 Denpasar Bali, the current study was to apply the picture as a teaching media. It aimed at improving the third graders' vocabulary mastery and developing the teaching atmosphere using the pictures.

Vocabulary is a basic thing to understanding about English and vocabulary relate to acquisition of second language. Based on Seal (1991: 298) the technique after we teach using picture is convey meaning, check understanding and consolidate the vocabulary. Paquot (2010: 10) state that type of vocabulary are:

1. Core vocabulary is consists of words that are of high frequency in most uses of the language, that comprises the most useful function words (a, about, be, by, do, he, I, and to) and content words (bag, person, put and suggest).

2. Academic vocabulary is the specific vocabulary for students in higher education settings and the most widely used today in language teaching, testing and the development of pedagogical material.

3. Technical terms or domain-specific are words whose meaning requires scientific knowledge.

4. Fuzzy vocabulary categories is the boundaries between core vocabulary, academic vocabulary, and technical terms.

We teach English vocabulary using picture as a media. According to Georgiou and Pavlou (2003: 110) picture has aims to enable the children to develop criteria regarding their knowledge of English and to motivate the by providing a visual representation of their knowledge and by picture the student can look at and comment on their pictures whenever they add an item.

The vocabulary, simply as the number of words that one understands (Tankersley, 2003), holds an important role in communication. It is treated as the most fundamental element of language interaction. Jamalipour and Farahani (2012) argued that vocabulary is the main communication tool. Supporting a more dominant role in vocabulary, Sullivana and Alba (2012) argue that people can still convey their ideas without grammar, but there is nothing to do without vocabulary.

Apart from the aforementioned function, Dakhi (2017) reviewed three other significances of vocabulary. He said that the vocabularies in any language are a reflection of social reality, emotional booster, and academic ability predictor. Strengthened by Can (2008), the vocabulary as the reflection of social reality results from a basic assumption that the reality can only be understood through symbols. The vocabulary, therefore, as one of the linguistic aspects and a linguistic symbol contain, form, and express the social reality.

Considering the language as a core element of emotion (Lindquist, MacCormack, & Shablack, 2015), the word choice, therefore, interacts with the creation of sensational meaning of a given message. More precisely explained by Lindquist, Sapute, and Gendron (2015), the emotion is built when the sensation is viewed using an emotion category knowledge and when it is supported by language (Dakhi, 2017). Lastly, the vocabulary as an academic ability predictor is grounded from a belief that science and technology are widely spread through academic discourse, a string of structured words (Dakhi, 2017). It means that the acquisition of receptive vocabulary seems to be crucial in communicating and understanding research reports. Another equally important reason is the contribution of vocabulary size and breadth to writing and learning achievement. Roche and Harrington's (2013) report revealed that the vocabulary is related to academic writing and grade point average of the students.

Principles of Vocabulary Teaching and Learning

As for principles of learning vocabulary, three aspects of vocabulary are obliged to teach (Dakhi, 2017). Those aspects theorized by Nation (2001) are meaning, form, and use. Table 1.

Nine Vocabulary Aspects to Teach (Nation, 2001)

Aspect	Part	Definition
Meaning	Form and meaning Concept and referents Associations	• Is the word a loan word in the L1? • Is there an L1 word with roughly the same meaning? • Does the word fit into the same sets as an L1 word of similar meaning?
Form	Spoken form Written form Word parts	• Can the learners repeat the word accurately if they hear it? • Can the learners write the word correctly if they hear it? • Can the learners identify known affixes in the word?
Use	Grammatical functions Collocations Constraints on use	• Does the word fit into predictable grammar patterns? • Does the word have the same collocations as an L1 word of similar meaning? • Does the word have the same restrictions on its use as an L1 word of similar meaning?

Teaching those vocabulary aspects, of course, requires some principles and guidelines. Two referred authors we need to consider are Nation (2005) and Graves (2006). Accentuated by Nation (2005), the principles of vocabulary teaching that the English teachers have to consider are (1) keeping teaching simple and clear without any complicated explanations, (2) relating present teaching to past knowledge by showing a pattern or analogies, (3) using both oral and written presentation, (4) giving most attention to words that are already partly known, (5) telling learners if it is a high-frequency word that is worth noting for future attention, and (6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. Furthermore, to Graves (2006), the guidelines of vocabulary teaching are providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers.

The Application of Picture in Teaching Vocabulary

The use of picture appears to be functional in teaching any kind of subjects as it provides a concrete visualization of an abstract concept. Using picture facilitates receivers' understanding on given information. Such a view is fully supported by Harmer (2001, p 135). He argues that one of the most appropriate uses of a picture is for presenting and checking of the meaning.

However, an application of picture in learning vocabulary has become a longstanding challenge for English teachers. To attain a complete understanding, Levin, Anglin, and Carney (1987, pp. 73-77) proposed ten tenets of the picture. The picture has to be judiciously

applied to the text, corresponding to the text, not bear false fitness, associated with its difficulty level, correspond to text-related imagery, textual supplement, faithfully created from generation to generation, not adulterated, appreciated for the art they art, and made to perform their appropriate functions. More practically, seven principles of the picture that seem to consider in teaching vocabulary. Termed as seven "C" principles (Carney & Levin, 2002), they are concentrated (focuses to direct a reader's attention), compact/concise (worth a thousand words), concrete (representatively functional), coherent (organizationally functional), comprehensible (semantically functional), correspondent relating unfamiliar text to a reader's prior knowledge), and "codable" (the mnemonic transformation function).

METHOD

This study is an action research in which by implementing an action research, a teacher as practitioner obtains knowledge through his/her practices and uses the knowledge to improve his/her teaching skills. This action research was a two-cycle study conducted in two months, September to October 2022, at elementary school Santo Yoseph 1 Denpasar Bali. Twenty-seven young English learners participated in the study.

The data were collected using test and non-test instruments. Firstly, the test technique was used to collect quantitative data from the participants. It was the young learners' vocabulary mastery. A 27-objective-items test was conducted twice: initial vocabulary test and post-test of the second cycle. As for data analysis, a descriptive method was carried out for calculating mean score, maximum and minimum score, and its standard deviation. As the descriptive analysis finished, tabulating them in tables and figures was further step. Then, the tabulated data were described, explained, and discussed using the previous research results and theories. Interpreting the finding according to the success criterion, 75.00, was also employed. The non-test instruments consisting of questionnaire and observation were to record the participants' view on the application of the pictures in their vocabulary learning and to evaluate the

principles and procedures of the applied picture by an English teacher, respectively. Six question items were asked to the students after the vocabulary class.

Below is the research procedure that has been applied in this research.

Table 1.
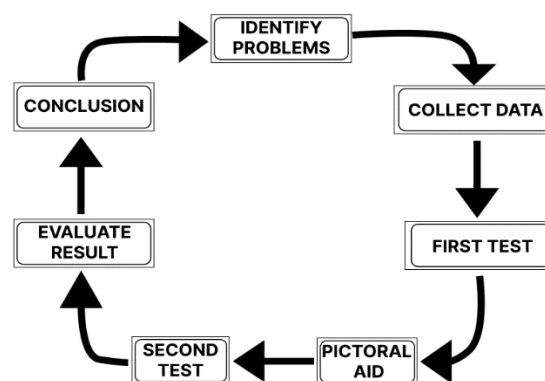
FINDINGS AND DISCUSSION

The current action research was undertaken by following four steps, i.e., planning, action, observation, and reflection. The planning was to design a lesson plan, test, observation sheet, question items for the interview, and pictures. The action, on the other hand, referred to the application of the entire planned activities. To assure its effectiveness, the observation assisted by the teacher-collaborator was conducted. The whole test and non-test results were then evaluated in the reflection phase. With the teacher-collaborator, reflection results have done to trace the effectiveness and success of the vocabulary learning. The effectiveness consisted of the strengths and weakness of the applied picture, and the vocabulary growth referred to the mean score and percentage of the achieved success criterion by the participants.

Table 2. Vocabulary Learning Growth (N=27)

No	Range Score	Category	Initial Ability		Final Ability	
			Frequency	Percentage	Frequency	Percentage

1	81 – 100	Exce llent	0	0 %	15	55,5 %
2	71 – 80	Good	8	29,6 %	8	29,6 %
3	60 – 70	Fair	12	44,4 %	4	14,9 %
4	25 - 59	Low	7	26%	0	0 %

Vocabulary Mastery Development

As shown in Table 2, the initial students' vocabulary mastery is still below the expected criterion. Only eight students did the test well. Two other categories fair and low were achieved by the young English learners. The findings imply three important interpretations. First, the number of students who got low scores was 26%. Then 12 students got fair scores, and only almost a one-three of the students had good scores in vocabulary. Compared to Angelina's (2020) pre-test of the first cycle it shows a slight difference. They reported that the average score of the initial vocabulary test of their 27 participants was 68,4, while the minimum and maximum scores are respectively 56,3 and 82.2.

Secondly, Dakhi and Maritha's (2017) pre-test of the first cycle, it shows a slight difference. They reported that the average score of the initial vocabulary test of their 21 participants was 56.19, while the minimum and maximum scores are respectively 40.00 and 80.00.

Thirdly, the failure of the first cycle corresponding to the preliminary study testifies the complexity of the vocabulary learning. The complexities of English vocabulary comprises pronunciation, grammatical use, spelling, and meaning. Empirically evidenced by Nurhidayah (2015), she discovered that majority of 21 participants viewed that pronunciation and meaning were two main difficulties. Apart from these, the grammar and spelling became less serious obstacles of the vocabulary learning.

After the application of the picture in teaching, the students' vocabulary mastery increased. Displayed in Table 2, fifteen participants did the test very well, getting the score from 82.2 to 98.8 points. Regardless of a fair category, 14.9%, the final results showed that 29,6% of the participants are in a good category and none is found in the low category. This means that the excellent students were found almost half of the participants in the post-test of the second cycle, and 56% higher than that of the initial vocabulary ability.

The success of the vocabulary mastery through the picture application as the teaching aid has been supported by related theory. The picture appears to be functional in teaching any kind of subjects as it provides a concrete visualization of an abstract concept. Using picture facilitates receivers' understanding on given information. Such a view is fully supported by Harmer (2001, p 135). He argues that one of the most appropriate uses of a picture is for presenting and checking of meaning.

Table 3. Students' View on the Picture Application in Learning Vocabulary (N=27)

Questions	First Cycle		Second Cycle	
	Yes	**No**	**Yes**	**No**
Do you like learning English vocabulary?	8 (29.63 %)	19 (70.37 %)	16 (59.26 %)	11 (40.74 %)
Is it fun learning English vocabulary?	9 (33.33 %)	18 (66.67 %)	17 (62.96 %)	10 (37.04 %)
Is it difficult to memorize English	19 (70.37 %)	8 (29.63 %)	10 (37.04 %)	17 (62.96 %)

vocabulary?				
After learning using pictures, is it difficult to study English?	7 (25.93 %)	20 (74.07 %)	8 (29.63 %)	19 (70.37 %)
Do you like learning English vocabulary using pictures?	22 (81.48 %)	5 (18.52 %)	24 (88.89 %)	3 (11.11 %)
Is it easy learning English vocabulary using visual aids?	22 (81.48 %)	5 (18.52 %)	22 (81.48 %)	5 (18.52 %)

The Effectiveness of Picture as a Teaching Aid

According to questionnaire results of the first cycle, the students found vocabulary learning unattractive and uninteresting. The unattractiveness of the students is 66.67%, and uninterest is 70.37%. Besides it, Table 4 also shows that the application of the picture in learning vocabulary still made the students feel difficult to study English, 74.07% of the students reported. Such finding, therefore, is related to the failure of the vocabulary learning of the first cycle.

Table 4. Observation Result of the First Cycle

No	The observed Aspect	Score	Notes
1	Students understand the vocabulary	65	Need to explain mostly in Indonesian
	Students enjoy the story	70	Need to attract them by body gesture
	Students active in answer or comment	70	Need to translate some vocabulary and finding some key words
	Classroom control by teacher	70	Good enough and extra effort to give attention on student's confusion
2	Teacher performance	80	Make students get involved in teaching learning process.
	Handling the material	75	Some students are still busy with the pencils.
	Give clear instructions	70	You have to be more attractive.
	Give new vocabulary	75	It is good if you also do the gesture
	Use picture as the aid	80	This is second grader, please be

			more patient in giving instructions.
	Answer students questions	75	Slowly please
	Giving student assistance	80	Use colorful and attracting.
	Monitor students'activity	80	Be more patient, don't be in hurry.

The questionnaire results in the second cycle, however, revealed that although the students still found English learning (72.00) and memorizing vocabulary (37.4%) difficult, their interest in learning it increases to 60 %. Interestingly, there is a great increase in the interest in learning vocabulary through the picture in the second cycle. It was only 84% in the first cycle and increased to 92% in the second cycle.

With reference to the questionnaire results, the observation also confirmed that almost half of the participants found it uninteresting (40%) which led to their passive learning (40%). Though giving the students assistance, using the picture as an aid, and teaching the material were (80%) helpful, those previous factors affected the low students' vocabulary mastery in the first cycle. Such a condition became the reason for carrying out the second cycle of the action study.

The observation results of the second cycle show an improvement of both students' and teacher's teaching and learning atmosphere as well as interest. It was recorded that the teacher's teaching outperformed, reaching (90%). It is 20% better than the previous results. In addition to the teacher's ability in presenting the new words (90%) and the picture effectiveness in the students' learning, the classroom control seemed better. In the same way, it increases to 20% better that of the first cycle.

Table 5. Observation Result of the Second Cycle

No	The observed Aspect	Score	Notes
1	Students understand the vocabulary	80	Better than before, nice job.
	Students enjoy the story	90	The students enjoy the story, just one student still playing the pencil.
	Students active in answer or comment	85	The confidence and courage in comment is increased amazingly.
	Classroom control by teacher	90	The class rules and class order works significantly.
2	Teacher performance	90	Good job, you have improved!
	Handling the material	88	It is good but next you have to deliver the material better.
	Give clear instructions	80	You still remember what my advice
	Give new vocabulary	88	Good job
	Use picture as the aid	90	Great
	Answer students questions	85	Better than before, keep improving.
	Giving student assistance	90	Patiently answer single question and explain, great.
	Monitor students'	90	Eye catching and

	activity		mentioning single name is an appreciation for the student.

The result of the observation significantly based on the learner's characteristic in learning language. The diversity student's views and observation results testify the subjective opinion towards the picture. This is because people are not exactly the same. They have their own unique characteristics, styles and learning preferences. As a consequence, it is normal for the students to have different perceptions of the picture in the learning vocabulary. Differently viewed by grade levels, Bell & Quazi (n.d.) claimed that 226 college undergraduates had a significant difference in experiencing visual aid as an effective aid.

The current observation results seem to indicate that it corresponds to Hashemi and Pougharib's (2013) finding which concluded that the experimental group (N=20) was found greater than the control one (N=19). The mean score of the experimental group taught using visual aid was 19.40, and the mean score of the control one was 13.95. To them, the advantages of the pictures in learning are (1) they can facilitate a deep and full understanding of the students in comprehending synonym, antonym, sentence, and translation. Furthermore, (2) the students seemed to easily understand the given words as they are presented in two ways, visually and verbally. Finally, (3) they make the teaching class easier and interesting as the teacher can provide various and colorful pictures.

CONCLUSION

The improvement of students' vocabulary mastery through picture is the main aim in this two-cycled action study. Test, questionnaire and observation results revealed that the young learners' vocabulary mastery in the third grader student in elementary school Santo Yoseph 1 Denpasar, Bali got improved. An initial vocabulary mastery of the twenty-seven students was 73.32 points; increased to 86.74 in the final cycle of the study. In the same way, the questionnaire results in the second cycle revealed that although the students still found

English learning (74.00) and memorizing vocabulary (37.04%) difficult, their interest in learning it increased to 60%. Interestingly, there is a great increase of the interest in learning vocabulary through the picture in the second cycle. It was only 81.48% in the first cycle, and increased to 88.89% in the second cycle. Finally, the observation results of second cycle also showed the improvement of both students' and teacher's teaching and learning atmosphere as well as interest. It was recorded that the teacher's teaching outperformed, reaching (90%). It is 20% better than the previous results. In addition to the teacher's ability in presenting the new words (90%) and picture effectiveness in the students' learning, the classroom control seemed better.

This research show that the way of young learner in mastering vocabulary through picture increase significantly as they can explore their sense of the color, shape and remembering the vocabulary through symbol. More precisely, the learners seem to easily understand the given words as they are presented in two ways, visually and verbally. Picture can attract their curiosity and creativity therefore they can remembering well. Using the picture facilitates receivers' understanding on given information. Furthermore, the picture appears to be functional in teaching any kind of subjects as it provides a concrete visualization of an abstract concept. Teaching vocabulary through pictorial aid facilitates a deep and full understanding of the students in comprehending synonym, antonym, sentence, and translation.

Some suggestions are carried out from this research and addressed to: Mainly to English teacher, as a center of the success teaching activities, teaching vocabulary using various supporting aids seem to be critical consideration in delivering the vocabulary lesson to the young learner in facilitating the internal problem of the students such as their motivation, confidence and other internal obstacle. Pictorial aids can be such visual bridge in the young learner's imagination from imagination to visual. Picture become an important media selection in the teaching process which can be in the form of picture dictionary, flash card or comics strip.

The advice is also addressed to a principal to make a learning policy of the use of media,

such as pictures, in teaching vocabulary to the young English learners appears to be beneficial as the previous studies, including the current one, and related theories testify the importance and effectiveness of the pictorial aids in teaching. Conducting internal teaching training in order to sharing teaching method and controlling the teaching strategy for the teacher especially English teacher.

Last but not least to researchers, since the current study only focused on the application of the pictures in teaching vocabulary, further study on its application to adolescent and adult English learners will be interesting. Producing some pictorial teaching aid is a beneficial contribution for the improvement of teaching strategy for young learner as a real contribution in teaching foreign language for young learner.

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