

**THE EFFECT OF USING AUTHENTIC PICTURE ON VOCABULARY
MASTERY OF THE EIGHTH GRADE STUDENTS
AT SMP MIFTAHUL HASAN AL-UTSMANI
IN 2016/2017 ACADEMIC YEAR**

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2017

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Abstract

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an International language, English is very important and has many interrelationships with various aspects of life that owned by human being. In Indonesia, English is learned by students as a foreign language and taught formally from elementary school up to the university level.

Based on the problem of the study, this research formulated as: Is there any significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year.

This research aims to know whether or not there is a significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year.

The kind of this research is qualitative, and the design of this research is quasi experimental research. In this research, the writer uses population research. The data collecting method is using test in a form of objective test, preliminary study and the result of the data is analyzed by using the effectivity formula.

The hypothesis of this research explains there is significant effect of teaching vocabulary mastery using authentic picture of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year. To test hypotheses, effectivity treatment formula was applied. The value of *t-test* was consulted with significant level 5% in order to know whether there is or no significant effect of teaching vocabulary mastery using authentic picture of the eighth grade student at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year.

Based on the general problem, the result of the data analysis of *t-test* is finding that the value of *t-test* is 2.06 while the value of *t-table* with the significant level of 5% and degree of freedom 48 is 2.01. So, the value of *t-test* is higher than *t-table*. It can be concluded that “There is significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in the academic year of 2016/2017”

Key Word: *Vocabulary, Authentic Picture*

**PENGARUH PENGGUNAAN GAMBAR OTENTIK TERHADAP
PENGUSAAN KOSA KATA SISWA KELAS 8 DI SMP
MIFTAHUL HASAN AL-UTSMANI
TAHUN AJARAN 2016/2017**

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Abstrak

Bahasa adalah salah satu hal terpenting dalam berkomunikasi dan digunakan sebagai alat komunikasi antar Negara di seluruh penjuru dunia. Sebagai bahasa internasional, bahasa inggris sangatlah penting dan memiliki banyak hubungan dengan berbagai macam aspek kehidupan yang dimiliki oleh manusia. Di Indonesia, bahasa inggris dipelajari oleh siswa sebagai bahasa asing dan diajarkan secara formal dari tingkat SD hingga ke tingkat Universitas.

Berdasarkan permasalahan penelitian, penelitian ini dirumuskan sebagai berikut: Apakah ada pengaruh yang signifikan dengan menggunakan gambar otentik terhadap penguasaan kosa kata siswa kelas 8 di SMP Miftahul Hasan Al-Utsmani tahun ajaran 2016/2017.

Penelitian ini bertujuan untuk mengetahui apakah ada atau tidak pengaruh yg signifikan dengan menggunakan gambar otentik terhadap penguasaan kosa kata siswa kelas 8 di SMP Miftahul Hasan Al-Utsmani tahun ajaran 2016/2017.

Jenis penelitian ini adalah kualitatif, dan desain penelitian ini adalah penelitian eksperimental semu. Dalam penelitian ini, penulis menggunakan penelitian

populasi. Metode pengumpulan data menggunakan tes dalam bentuk objektif, studi uji pendahuluan dan hasil data dianalisis dengan menggunakan rumus efektivitas.

Hipotesis dari penelitian ini menjelaskan ada pengaruh yang signifikan dalam mengajar penguasaan kosa kata dengan menggunakan gambar otentik pada siswa kelas 8 di SMP Miftahul Hasan Al-Utsmani tahun ajaran 2016/2017. Untuk menguji hipotesis, rumus perlakuan efektivitas diterapkan. Nilai *t-test* berkonsultasi dengan tingkat signifikansi 5% untuk mengetahui apakah ada atau tidak pengaruh yang signifikan dalam mengajar penguasaan kosa kata dengan menggunakan gambar otentik pada siswa kelas 8 di SMP Miftahul Hasan Al-Utsmani tahun ajaran 2016/2017.

Berdasarkan permasalahan umum hasil dari analisa data *t-test* menemukan bahwa nilai *t-test* adalah 2.06 sedangkan nilai *t-table* dengan tingkat signifikansi 5% dan derajat kebebasan 48 adalah 2.01. Jadi, nilai *t-test* lebih tinggi dari pada *t-table*. Ini dapat disimpulkan bahwa “Ada pengaruh yang signifikan dalam penggunaan gambar otentik terhadap penguasaan kosa kata siswa kelas 8 di SMP Miftahul Hasan Al-Utsmani tahun ajaran 2016/2017.

Kata Kunci : Kosa Kata, Gambar Otentik.

Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an International language, English is very important and has many interrelationships with various aspects of life that owned by human being. In Indonesia, English is learned by students as a foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered by students, they are: listening, speaking, reading and writing, including the language component such as: vocabulary, structure, and pronunciation. Vocabulary is the most essential language component that is important mastery. The language learners need to master a lot of vocabularies to mastery the language skill. (Jack C. Richard, 2000) Vocabulary is a main unit in learning communication. Young learners are sometimes have little confident and short concentration in the class, easily bored in learning foreign language. So the teacher has to find the appropriate method to teach the student to enjoy in learning English. (Jane C. Miller, 2007:3) says that English learners need a contexts in their learning process. Using gestures, expression and pictures makes word and concept concrete and connection more obvious and memorable. Enjoy speculating on how images shown in picture as like in their own lives.

According to Brinton (1991) in Gail K Oura, picture and media can reinforce for students the direct relationship between the language classroom and outside world. They transfer the message and the students will be entertained. One of the solutions to solve this problem is using a media in teaching and learning process. In

this research the writer would like to concern to use authentic picture in teaching vocabulary.

By using authentic picture as a media in teaching and learning process in a vocabulary class, the students are hoped to be more motivated to study. So that the successful learning will be reached as it is stated by (Christine C. Wilson, 2001) the advantage of authentic picture suggest that visual can help make a task or situation more real, picture can help the tester to identify manipulate structure, vocabulary, function, situation and skills. The idea above shows that the materials presented visually might be easier to follow. The use of visual media make the lesson seem obvious and alive and also attract the students' attention to the lesson. Bringing students in particular picture obviously will educate and entertain them. Moreover, it also makes the students understand the lesson easily and they always remember the lesson presented visually.

RESEARCH METHOD

1. The Research Objective

This research aims to know whether or not there is a significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year.

2. Kind of the Research

This research is an experimental research, because it tries to know the effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year. Donald and friends (2010: 265) state that “an experiment is a scientific investigation in which the researcher controls one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable”.

In this research, authentic picture is the independent variable and vocabulary mastery is the dependent variable in which the independent may give an effect on the dependent variable.

3. Design of the Research

The design of this research is randomized control group pre-test and post-test design. There will be two groups that are called as experimental group and control group that will be decided randomly. Both group will get pre-test and post-test, but it is only the experimental group that will get a treatment, the design can be described as follows.

Design 5: Randomized Subjects, Pretest–Posttest Control Group Design

R	E	Y1	X	Y2
R	C	Y1	-	Y2

(Donald Ary, 2010:307)

Notes:

R : Random

X : Treatment by giving demonstration technique

E : Experimental group

C : Control group

Y1 : Pre-test for experimental and control group

Y2 : Post-test for experimental and control group

THE RESULT OF THE RESEARCH

1. Description of the Research Data

This research was conducted on 24th of Oct 2016 up to 2nd of Nov 2016. The data was taken from The Effect of Using Authentic Picture on Vocabulary Mastery of the Eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year. The sample of this research were 50 students, they were VIIIA which consisted of 30 students as experimental group and VIIIB which consisted of 20 students as control group.

This research used objective test item to get data of the effect of using authentic picture on vocabulary mastery of the eight grade students. The test is in form multiple choice. It was given to experimental and control group. The test was given *pre-test* and *post-test*. The data contented of students' score of the test to know the mean of each group.

2. The Result of Pre-Test

The pre-test was held to both experimental and control group to know the beginning ability of the students before being given treatment. The pre-test was held on Oct 24th 2016 for both experimental and control group. The form of the test was objective test. The test validity has already analyzed and it has the content validity.

Table 1 : The Score of Pre-Test in the Experimental and Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic		Statistic
Pre-Test Experiment	30	6	17	10.50	2.474
Pre-Test Control	20	5	16	9.50	3.052

From the table above, it can be seen that the highest score of experimental group is 17 and the lowest is 6. In control group the highest is 16 and lowest is 5. Mean of experimental group is 10.50 and mean of control group is 9.50. Standard deviation of experimental group is 2.474 and control group is 3.052. So, both groups are difference from the lowest and highest score.

3. The Result of Post-test

The *post-test* was done in both experimental and control group to know the achievement of the students after being given treatment. The *post-test* was held on November 2nd 2016 for both experimental and control group. The material was taken based on the KTSP and the form of the test was objective test. Of course, the test for the *pre-test* and *post-test* were the same. The result of the *post-test* is as follow.

Table 2 : The Score of *Post-test* in the Experimental and Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic		Statistic
<i>Post-test</i> Experiment	30	10	26	15.50	3.776
<i>Post-test</i> Control	20	9	17	12.70	2.386

From the table above, it can be seen that the highest score of experimental group is 26 and the lowest is 10. In control group the highest is 17 and lowest is 9. Mean of experimental group is 15.50 and mean of control group is 12.70. Standard deviation of experimental group is 3.776 and control group is 2.386. So, both groups are difference from the highest and lowest score.

4. Result of Data Analysis

After done *pre-test* for control and experimental group. The researcher gives treatment for experimental group which is using authentic picture on vocabulary class, not for control groups. After that the researcher gives *post-test* for control and experimental group. After that the researcher must count the result of *pre-test* and *post-test* both experimental and control group. The mean result of *pre-test* for experimental group is 10.50 and the *post-test* is 15.50 the difference is 5.00. Meanwhile the mean result of *pre-test* for control group is 9.50 and the *post-test* is 12.70 the difference is 3.20. From that, it can be seen the deviation for experimental group is 366, then the deviation for control group is 73.2.

Next, the researcher counts the data by using *t-test* formula. The result of *t-test* is 2.06 then it is compared with *t-table* with significance level 5 %. The result is clear that the result of *t-test* is higher than *t-table*. After that the researcher continued to count the degree of freedom (Df) and the result of 48 is 2.01. It means that the value of *t-test* is higher than *t-table* ($2.06 > 2.01$).

5. Hypothesis Verification

The hypothesis that formulated in this research were two kinds of hypothesis, the first hypothesis was alternatif hypothesis and the second hypothesis was null hypothesis, H_0 : There is no significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year, H_a : There is significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year.

The data analysis of the score of authentic picture *pre-test* and *post-test* show that the value of *t-test* is 2.06 while the value of *t-table* with the significant level of 5% and degree of freedom 48 is 2.01. It indicates that the value of *t-test* is higher than *t-table* ($2.06 > 2.01$). It means that the minor hypothesis which is formulate as H_a (alternative hypothesis) “There is significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year” is accepted. H_0 (Null hypothesis) there is not significant effect of using authentic picture on verb achievement and it is not accepted. It proves that using authentic picture can be able to develop the students’ vocabulary mastery.

DISCUSSION

The data analysis of the score of authentic picture *pre-test* and *post-test* show that the value of *t-test* is 2.06 while the value of *t-table* with the significant level of 5% and degree of freedom 48 is 2.01. It indicates that the value of *t-test* is higher than *t-table* ($2.06 > 2.01$). It means that the minor hypothesis which is formulate as H_a (alternative hypothesis) “There is significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani

in 2016/2017 academic year” is accepted. H_0 (Null hypothesis) there is not significant effect of using authentic picture on verb mastery and it is not accepted. It proves that using authentic picture can be able to develop the students’ vocabulary mastery.

CONCLUSION AND SUGGESTION

Conclusion

Based on the general problem the result of the data analysis of *t-test* is finding that the value of *t-test* is 2.06 while the value of *t-table* with the significant level of 5% and degree of freedom 48 is 2.01. So, the value of *t-test* is higher than *t-table*. It can be concluded that “There is significant effect of using authentic picture on vocabulary mastery of the eighth grade students at SMP Miftahul Hasan Al-Utsmani in 2016/2017 academic year”

Suggestion

Based on the conclusions, there are several suggestions proposed to the students, the English teacher and other researcher.

1. The English teacher

The research result recommends to the English teacher, in order to develop the students vocabulary mastery, it is better for the English teacher, especially at SMP Miftahul Hasan Al-Utsmani to apply Authentic Picture as one of media in teaching English, especially in teaching vocabulary. By using Authentic Picture, the writer believes that the students would get more interested in teaching and learning process because it brings a world into their life.

2. The Other Researchers

The other researcher may uses this research result as a consideration to conduct a further research dealing with a similar topic by applying a different research design, such as action research for improving the students’ vocabulary mastery by using authentic picture as media in teaching learning process especially in teaching vocabulary..

3. The Students

The eighth grade students at SMP Miftahul Hasan Al-Utsmani are suggested to be more motivated and serious in learning English and also practice their English is not only in classroom but also at home.

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