THE EFFECTIVENESS OF USING PICTURE IN TEACHING VOCABULARY: AN EXPERIMENTAL AT SECOND GRADE STUDENTS OF SMK PARIWISATA MATARAM IN ACADEMIC YEAR 2012/2013

PROPOSAL

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In the name of God the merciful and compassion and compassionate.

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First of all thank to God for his Blessing until this proposal can be properly finished. I also never forget thanks for my parents who has endless prayer and encouragement in my study. Thanks for my lecturer. Thanks for my friend in academic year 2012 especialy to my best friend in class L. Who have supported me to finish this proposal.

I realize that proposal is far from being perfect but I expect it will be useful not only for me but also for the reader. I hope suggestion and critics to make this proposal better.

Mataram, 2012

The Writer

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CHAPTER I
INTRODUCTION

A. Background Of Study

English language is important for people in tourism. However, English is needed by people work in tourism that use in hotel, restaurant, guide, tour and travel and anymore. Therefore, the writer was observed in SMK Pariwisata Mataram and the writer has found the problem in vocabulary learning. The students of SMK Pariwisata Mataram still weak in vocabulary when their teacher ask any object but they couldn’t answer it and they became bored.
In relation to vocabulary teaching, instructional media such as picture has very significant roles to motivate the students to learn vocabulary. And make easy to teaching material can be found in book, magazine, and postcard. Those ways of teaching and learning will not make students bored.

In general the ability the employ picture in teaching and learning process. Assist the teacher to present the material and specific instructional objectives easily. Staring from this point the writer is in interested in find out “The Effectiveness Of Picture In Teaching New Vocabulary at The Second Year Student Of SMK PARIWISATA Mataram.

B. Research Question
Question to be solved in this research: Are there any positive effect using picture in teaching vocabulary?

C. The Purpose Of Study
The aim of this research is: To know whether the of picture has positive effect in teaching vocabulary.

D. Significance Of Study
This study has both theoretical and practical significance:
1. The theoretical significance of this study is that the result will give theoretical information about the important of picture in teaching English vocabulary.
2. Practically, the result of the present study are useful for:
   a. The English teacher in applying picture for language instruction.
   b. Encouraging the application of picture as an easy made medium for language instruction.
   c. Giving the student an interesting technique of presenting the material in order to improve their ability to master English vocabulary.
   d. Improving the writer’s perception and understanding on teaching learning strategy.

E. Assumption Of The Study
The writer would like to state the basic assumption of this study as follows:
1. Picture can be used to stimulate the student interest in studying new vocabulary.
2. Picture can help the student to master English vocabulary.

F. Scope Of Study
This investigation is limited to the effectiveness using pictures in teaching new vocabulary on the SMK PARIWISATA MATARAM in Academic year 2012/2013. In this case the use a animal and kinds of transportation and the others pictures in to stimulate the student ability in acquiring new vocabularies. Especially on the four skill of learning English such as speaking, listening, reading and writing.

G. Definition Of The Key Term.
In order to make some key term clearly to void some misunderstanding of the readers. It is importants to interpret and to define the meaning of the some key theory dealing with this research:
1. Effectiveness.
a. The effect is something that is produced by an agency or cause a change, result, consequence (swan, 1995: 25)
b. Effective is it solves problem or get a result (awan, 1995: 171).
2. Using picture.
a. Use: the term “use” stipulates the meaning of “using of condition of being used” (Hornby, 1986: 1947)
b. Picture is account of description for something that enables one to from a mental picture or impression of it (Hornby, 1989)
3. Teaching Vocabulary.
a. Teaching is the process of delivering something to somebody, cause somebody through oral and written terms. Another definition of teaching is giving instruction to somebody, cause somebody to know or able to do something, give to somebody knowledge (Hornby, 1974: 886).
b. Vocabulary is a list of word and often phrases usually arranged alpha ethically and define of translated (Pei, 1989).

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Concept Of Teaching Vocabulary.

Language without vocabulary is nonsense. Without vocabulary nothing can be conveyed through listening, speaking, reading and writing. Therefore this makes clear vocabulary makes possible for someone to do communication activities.

Here are some vocabulary teaching technique according to Harmer in Zuhrianti (2008: 12)
1. Basis level words should be though first.
2. It is how the word is the practiced, not how often it is practiced.
3. Some words may be taught though components of meaning.
4. Teaching all of subject should not separate with their method, in this case the writer try to use visual media teaching new vocabulary, especially picture media, which is believe can raise students interest, motivation and also can be used as stimulus for students to take their attention. Stated that their are function of teaching media especially visual, they are as follow: Teaching all subject should not be separate from their methods. In this case, to rise he visual media in develop students’ vocabulary, especially picture media, which is believed a rise
interest, motivation and can be used as stimulus for students to draw their attention.
Levie and lentz’ in Fathony (2009 :08) ststed that there are four function of teaching media especially visual media, they are as follow:

a. Attentive function
Visual media is the core, to full students interest and to direct student’s attention. Concentrate the subject, which is intererlated with the means of visual media that participate in subject material.
b. Affective function
To know the students contentment level while they are studying reading visual text. Picture or simbol can raise student’s emotion and attitude, for example when students read information about war and other social life.
c. Cognitive function
Visual media can be shown from research invention which covers that visual symbol or picture accelerate comprehension and exacerbate students memories about information “ car message which is contained in the picture”.
d. Compensatory function
Teaching media can be shown from research product that is said that visual media can help a weak and show learn in reading to organize information in the text and to recall it back. In other words, teaching media is as spirit for a weak learner or student improving and understanding the subject material which can be set out in the form of the text or orally, for example, finding our the meaning of word “mile’ through picture, painting, photograph, etc.

1. Types of vocabulary
Learning a language will mean nothing without learning vocabulary. Regarding the types of vocabulary quandt in Mardiana (2011 : 14 ) catagorize vocabulary into four types :
a. Listening vocabulary
This type of vocabulary is developed early, since a child begins to recognize sound. It is limited only to the sound, which is associated with his experience.
b. Speaking vocabulary
This type vocabulary is also built early, that is time when the child begins to communicate with the surroundings. Although the application of vocabulary at this stage is very simple and it contains many of the small function words, that kind of vocabulary can make up a speech.
c. Vocabulary of reading and writing
This types of vocabulary are developed almost at the same time. However, reading vocabulary usually comes earlier than vocabulary of writing. These types of vocabulary are recognized when one has the capability of writing.

2. Technique in Teaching Vocabulary
In teaching and learning vocabulary, the learners should recognize their needs. This is important, because words are in various kinds, which make it imposible for the teacher to teach all of words.
The teacher, then, should find the efficient techniques in the implementation of the teaching process classroom, to make the teacher more ready to teach the student and the teaching-learning process will run fluently.

The procedures in vocabulary teaching for the lower intermediate which can be applied in junior high school student:

a. Teacher chooses an area or category of vocabulary they want to work.
b. Teacher asks each student to think of a word in the chosen area of vocabulary.
c. Each student writes some words on a piece of paper and gives it to the teacher to check and keep.
d. Teacher checks students’ work and distributes among the student. Each student has a piece of the paper on their table.
e. Match the piece of paper with the correct answer, making sure one gets their own work.
f. Student matches the word key have been dealt on the whiteboard with in deviation.

3. Teaching Vocabulary

To know directly the progress of vocabulary teaching on the students’ achievements, the writer should test the students. The writer in this section present only the description of what to test and the types of test that could be developed in testing vocabulary. Achievement, the writer chosen two types of test that could be developed fill in and multiple choice.

B. Media Of Instructional

1. Teaching media

There are many kinds of media, one of them is media of education. Naturally, media of educations have general characteristic as has been expressed by Emiliana (2010 : 14). There are:

a. Media of education means an object, which can be touched heard and seen.
b. The main stress is on the object or other things which can be seen and heard.
c. Media of educations is a kind of visual aids in teaching and learning.
d. It is used for interaction in teaching between teacher and students.

Media of education is aids, method and also technique which in used to make communication interaction between teacher and students, more effective in teaching and learning process in the classroom. Regarding the last thing above, in this case a creative and imaginative. Teacher are demand to utilized such as easy make media which is easily made by teacher. Social students with be better understood if a teacher discussed the picture contained in the reading as readiness activity. Question that the teacher can raise about picture may help to motivate students to study.

2. The Use of Teaching Media

Teaching vocabulary is the basic part in language teaching. The use of media is therefore, to smoothen in the process of teaching learning activity. Hopefully, the result could be optimally achieved because teaching media has great potential in stimulation and increasing students’ interest in learning English vocabulary.

According to Sudjana, (1992 : 2) teaching media is useful in some ways:
a. It makes the teaching more interesting and it raises student’s motivations.
b. It makes the teaching material more clearly easily comprehended by student, which is the main goal of an instruction.
c. It makes the teaching method more varieties, only in which that there is a feed back between the teacher and the student.
d. It gives a lot chances for the students to study because the can do other activities while listening at the some time such as observation action and demonstration.

C. Frame work of the study

Media.

Picture

Experimental Control

Picture Textbook

Picture has positive effect

Explanation
In this case research question for the proposal there are any effective using picture in teaching vocabulary.
The writer using quantitative, where in that there are two ways for research. First, the writer chose two groups, one group it is called experimental class, and the second one it is called control class. In experimental class the students use the picture to improving their vocabulary ability, and in control class the students not use the picture but the writer use textbook or traditional method.

D. Hypotesis Of The Study

Starting from the problem of this study as started previously, as tentative answer the writer gets the following hypotesis (HA) which is said that “picture has positive effective toward the students in teaching new vocabulary”.

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CHAPTER III
RESEARCH METHOD

A. Research Design

This study deals with effectiveness of using picture in teaching speaking. Accordingly, the writer needs to conduct an experimental research which used statistical method. The writer is using experimental because this study, the writer is going to find out the effectiveness of teaching strategy in teaching vocabulary.

The writer using the quantitative experimental, where in that there are two ways for research. First, the writer chose two group, one group it’s called experimental class, and the second one it’s called the control class. In experimental class, the students use the picture to improving their vocabulary ability, and in control class the students not use the picture, but they use traditional method or textbook.

B. Population and sample

1. The population

The populations of this study are students taken from second grade of SMK PARIWISATA MATARAM in academic year 2012/2013. The XI/TI class consists of 25 student and XI/FnB class consists of 25 students. The calculations of the students second grade classes are 50 students, and they are supposed to be active in teaching vocabulary process. They are divided into two group. The use of picture was used in experimental group and the textbook or traditional method is used in control group.

2. The Sample Of The Study

The total of students at second grade class in SMK PARIWISATA MATARAM is more than 100 students. It means that the population is great in number, more over limited time. Facilitates and financed and to get the effective data in this research, the writer takes only 66 % from the class rondomly. It means that the total of sample are 50 students. As Arikunto said that if the subject is less than 100, if is better to take the entire subject. If the subject is great in number it can be taken between 10-15 % or 20-25 % or more (Arikunto, 1983). This sample is considered to represent the eighth class student of SMK PARIWISATA MATARAM in academic year 2012/2013.

C. Instrument Of The Study

The instrument of research in setting the data to make more easyly (Arikunto, 2002 : 136).
The instrument what is used in this writer to collect the data is test. The writer is give the student 25 multiple choice test for pre test on vocabulary for two groups in the first meeting. The student had to select one the best answer to complete each after the student were being treated by media picture for experimental group and with textbook (traditional method) for control group. The writer delivered a test of post to all student as the sample of writer. Regarding to the instrument of the data collection, they were all scored 4 for each correct answer. It means the right student’s score ranged from the highest 100 ( when the students can answer all question correctly) and the lowest is 0 ( when the students could not answer any of the test).

D. Technique of Data Collection.

1. Pre-test

It is the first method of data gathering is used by the writer. The writer give pre test to both group as the sample of research. Pre test which is aimed at knowing the students vocabulary abilities, before having treatment, the test is held by the writer.

2. Treatment

The treatmen of using picture is conducted in experimental group class however picture treatment will not applied in control group. The following are the treatment process of teacher while teaching the class using picture media.

a. Teacher tell the student about the topic discussion. Student are expected to be active in the classroom by asking them to mention some word related to the topic in English or their mother tongue next, teacher read a simple paragraph in the text slowly, while student listen to teacher. Teacher read the paragraph once again sentence by sentence, and student read after teacher. Teacher ask some student to read paragraph slowly and the other listen.

b. Student are asked to find unfamiliar words wrote them on the white board. Teacher than show some pictures related to the unfamiliar words on the white board to the student. Every student will asked in aenglis the name of thing in the picture, the response the instruction given, they could use some way to answer such as using their mother tongue firs, opening dictionary or using teacher’clue, teacher ask some students to rite their answer on the white board, teacher collected student answers. Furthermore, student are asked to pronoun the words on the whiteboard after teacher. Teacher poanted toward the picture and the real object while student pronouns the new words had been translated on the white board one by one. In the treatment, teacher used not on;y as an instrument but also real object, which axisted in the classroom.

c. Finally, in the end class activities, teacher show the picture again and asked students to mention the name of things on the pictures. During the tratment, the teacher had facilitate her self with the observation sheats.

3. Post test

Finaly the student’s paper sheets will submited and the students. Result are treat as the data of the study. The test is similiar to pre test.

E. Technique Of Data Analyze
After obtaining the individual scores of the two group, the writer process the data score with the following step:

1. The data from the test result namely the students individual score is analysis statistically following the procedurer below:
   a. **Find out the mean score of the each treatment by using the formula.**

   \[
   M_x = \text{Mean score of experimental group.}
   \]
   \[
   M_Y = \text{Mean score of control group.}
   \]
   \[
   \sum = \text{Sum of}
   \]
   \[
   N = \text{Number of sample}
   \]

   b. **Identifying the deviation (d)**

   \[
   X = x_2 - x_1 \quad \text{and} \quad y = y_2 - y_1
   \]
   \[
   x/y = \text{Deviation score of experimental group / control group.}
   \]
   \[
   x_2/y_2 = \text{The post – test score of experimental group / control group.}
   \]
   \[
   x_1/y_1 = \text{The pre – test score of experimental group / control group.}
   \]

   c. **Standard Deviation**

   Standard deviation is the particular set of score under study, when attempting to estimate the population. The function of standard deviation are to correct for this statisticians have generated an equation for an unbased estimate of a popularizing. Which when applied to small samples and to increase the value of sample.

   Find out the standard deviation of each treatment by using the formula:
   1. Standard deviation for experimental group.

   \[
   \sum X_2 = \sum dx^2 -
   \]

   2. Standard deviation for control group

   \[
   \sum Y_2 = \sum dy^2 -
   \]

   d. **Identifying the t – test**

   \[
   t =
   \]
   \[
   \text{where :}
   \]
   \[
   M_X = \text{The mean score of experimental group.}
   \]
   \[
   M_Y = \text{The mean score of control group}
   \]
   \[
   X = \text{The deviation score of pre test and post test. (experimental group)}
   \]
   \[
   Y =
   \]
   \[
   \sqrt = \text{The roof of}
   \]
   \[
   \sum X_2 = \text{a sum of square deviation of experimental group}
   \]
∑Y2 = a sum of square deviation of control group
NX = The number of sample in experimental group
NY = The number of sample in control group
df = Degree of freedom with formula:
    \[ Nx + Ny - 2. \]

BIBLIOGRAPHY

