

CHAPTER 1

INTRODUCTION

A. Background

Education is a developing process. It is done by human's efforts in order to achieve educational goals provided and supported by institutions such as, family, societies, country, and school. It also has a function of helping students to develop their ability in many things. Therefore, students have an opportunity to learn kinds of attitude, knowledge, and skills which will be needed to student's future life. One of the tools which needed for human is the language. Stated by (Richard and Rodgen 1968 : 8)

Language is one of the communication tools. It is very important to every individual, because human can interact with others by using a language. As the tool of language it can make human able to communicate among nations and societies it is used to submit brainchild, idea and feeling to somebody. A method which is needed in communication, one of them is language studies method. Especially in English learning a method make to simplify and interesting to somebody to study it. So, a method can increase their ability in using English.

English language for Indonesian is a second language. Therefore it is needed very much by many people from various society layers. Among other they are the government officials, politicians, journalists, and student's even tradesmen who have various aims when using English.

In reference to the aim and English functions, English instruction is needed much to study by using an easy method, that enable to increase student's

ability in communication and giving opinion in English. Therefore, a teacher has an important role in English instruction especially that aim to increase student's ability in communication and writing. According to Cronbach(1954: 47) "Learning is shown by a change in behavior as result of experience." In addition, Suryabrata(1984: 34) who quote three definitions of learning showed as follow

1. Learning is to observe to read, to imitate, to try something themselves, to follow direction (Spear)
2. Learning is change in performance as result of practice (Skinner)
3. Learning is the process by which an activity originates or is changed through training procedures (whether in laboratory or in the natural environment) (Hilgar)

According to Kimble and Garmenzy (1963: 133) quoted by Brown (1994: 7), "Learning is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."

From the explanation above, we can summarize that if we give learning to students they should imitate, and make them easily understand. It is to help by use of the one of media. So they can be interested and enjoy during their study.

According to Soelarko(1980: 3). "One of media which use for learning English vocabulary is using the pictures. Picture media is imitation from things and scenery in the case of form, aspect with relative the size towards environment." As learning vocabulary is closer to the real things, the writer will try to give learning by using pictures. It can make students easily to listen to

teachers. They can understand pronunciation well, know the meaning from vocabulary. They can read truly as it is available in topic words. Thus, pictures make easy communicative ways between teachers and students.

The writer takes the research site at SMP Asy - Syarifiyah in Garut because,

1. Students

During teaching process at High School SMP Asy- syarifiyah, her students are less to study English because they do not have much vocabulary. Therefore, they can not communicate and write well.

2. Teacher

While teaching in classroom student's interest and attention are lack so that they have lack of enthusiast in learning English.

Finally, the writer hopes that a method that using pictures can be one of means to increase student's ability in English vocabulary. As a result, she would like to do her research entitled, "The Influence of Using Pictures to Increase Student's Ability in English Vocabulary".

B. Statement of Research Problems

The student's should understand and master a set of vocabulary related to the topic being discussed and they feel interested in learning which use pictures. The most important aim of choosing this topic is to increase the student's skills on vocabulary given by teachers. And the writer has interest in developing, and increasing student's skills in English vocabulary by using pictures as media to find out its influence on the students' English vocabulary. Based on the

explanation above, the writer want to formulate her statements of problem as follows:

1. What is the students' ability in English vocabulary taught by using pictures media?
2. What is the students' ability in English vocabulary without using pictures media?
3. What is the different between the students' ability in English vocabulary taught by using pictures media and without using pictures media?

C. Purpose of the Research

Based on the research formulation mentioned above, this research is aimed to get a good result on the increase student's ability in English vocabulary. For this purpose the writer wants to identify the following specific purpose:

1. Finding the students' ability in English vocabulary by using pictures media
2. Finding the students' ability in English vocabulary without using pictures media
3. Finding the difference between ability in English vocabulary by using pictures media and without using pictures media

D. Significance of Research

The writer hopes to get good result from a learning method that use pictures media, while it is aimed to increase students' ability in English vocabulary in order that, they can communicative with English, in a spoken and

written language. The writer hopes to get a good result in accordance to with the research analysis that provides:

1. The Advantages of using pictures media in teaching and learning vocabulary.
2. A better method/ techniques/ of teaching vocabulary to increase the student's ability in English vocabulary

E. Limitation of Research

The research is limited on the use of picture as one of teaching aids on the increasing ability of students' in English vocabulary. The result of the experimental is hoped to apply which suitable method and can be used to the teacher and other teachers. The writer hopes the output of the students can be measured from the cognitive, side include in memorizing and understanding that can be learned interestingly by all students.

There are assorted visual tool which effectively can be used by teachers in class. School teacher must use several visual tools in study to make easy to teach. Some of visual tool whom we can be used (pictures, table, poster, cartoon and real object. According to (Hamalik, 1994:95)", Picture Media is everything that realized in visual in to form 2 dimensions as the mind and idea that all kinds of pictures, photo, slid, magazine, film and strip

The method of using picture is very important in teaching learning because it can make students enjoy and become interesting during the lesson. To get the result of teaching and learning process, there are many ways to do. But the writer is more interested in using the pictures.

F. Rationales

The improvement of implementation of education is important. It does not take a part from factors of education. In line with this, factors of education are five factors: (1) Goal, (2) Teacher, (3) Students, (4) Equipment/facility, (5) Environment, (Brown 1997:15)

One of the most important English language components is a teacher. If the teacher has skills to teach and have a method on learning English, she/ he can make students enjoy and always interested in the study. Thus learning process is would be succeeded. Brown (1994:7) stated that "teaching is showed to help someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand"

Besides from teaching skills which is important too there are the methods during learning process. Brown (1994:16) stated that "Method is the generalized set of class room specifications for accomplishing linguistic objects. Techniques are any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives. From the definition above, we can see that the methods / techniques and teaching skills in teaching activity have a big role to increase student's ability in English vocabulary.

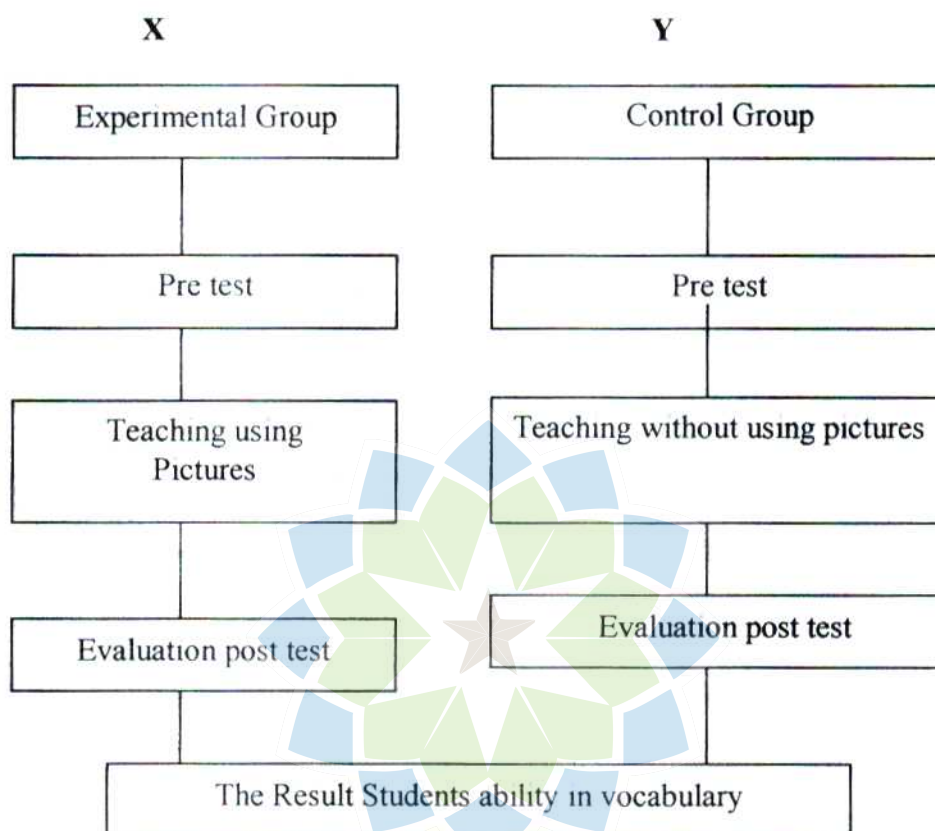
The method of used in this research, is the use pictures media, because the teacher feel pictures media is one of better techniques for to increase student's ability in English vocabulary. It can make students enjoy and become interesting during the lesson. According to Soelarko(1980:3) "One of media which use for learning English vocabulary is using the pictures". Picture Media is imitation from

objects and view in the case of form, its form and size relative to environment. In learning method, aspect the real things is important to help students are quickly understands, so the writer will try to give learning by using pictures media. It can make students easily to listen and understand explanation from teachers. They can understand pronunciation well, know the meaning from vocabulary. They can read truly which available in topic material. Thus, pictures make easy communicative ways between teachers and students

This research involves two classes as sample to be investigated. The first class is an experimental group that is given treatment to the students who is taught by using pictures. The second one is conventional group that is not given treatment to the students who are not thought by using pictures.

The experimental group is as ('X') variable and the control group are as ("Y") Variable. The method used in this research is using picture media, and consist of two groups the experimental group (X) and the control class (Y). The groups are of seven grade students.

From explanation above it can be shown in the following chart:



G. Hypothesis and Assumption

Hypothesis

Having known the background, the statement of research and the frame of thinking subsequently, the purpose of hypothesis are the student's ability in learning using pictures media is better than students ability without using pictures media. So, learning activity in English by using pictures as media can influence to increasing students ability in English vocabulary.

1. $H_0 = H_0$ is rejected if $t(\text{count}) > t(\text{table})$ it means there is no significant influence of using picture media on increase student's ability of vocabulary.

2. H_a is accepted if $t(\text{count}) > (table)$ it means that there is a significant influence of using picture for to increase student's ability in vocabulary

Assumption

Does the use of pictures media enable to increase student's ability in English vocabulary?

To avoid mistake in understanding of terminology in this research, the research is tell about:

1. The method is used to using pictures media as a technique in teaching learning process
2. Technique pictures media is designed in helping students in learning vocabulary

H. Methodology

a. Methods

The method used in this research is using media pictures, it consist of two groups: the experimental group (X) and the control class (Y) The two groups are of the seventh grade students

Pre- test is given to the groups of the research After that, special treatment is given to the experimental groups that are the use picture media (in class B) and for group control not use picture media (in class A) The post- test is given to the group (class A and Class B)

From explanation above it can be shown in the following chart

The Experimental Design

Class	Pre-test	Treatment	Post-test
Experiment (using pictures)	T ₁	X ₁	T ₂
Control class (conventional)	T ₁	X ₂	T ₂

b. Techniques of Collecting Data

1. Observation

Observation is the way of investigating through direct and systematic investigation. In this investigation the observation are done to see the students' activities at first grade of SMP Asy – Syarifiyah during the teaching learning process.

2. Pre- test

This test is used to know the students ability in English vocabulary. It is given when they have the treatment of using the pictures. The implementation of pre- test is conducted in class. The students are asked to answer the questions about the materials used in the pictures, especially for experimental class students in control group are also given the pre – test.

3. Post – test

The post –test is principally conducted similarly as the pre- test. The difference lays on in the function of the data obtained in the result of the test appraisals. The data of this post-test is used to perform a hypothesis test of the research. The implementation of this post-test is conducted to find out the extent of the using pictures to increase student's ability in English vocabulary.

The analyzing of the data treats the last and the most important step in proving the validity of the observations. After being processed, the results are presented in the tables that are intended to find out about significance of the influence of using picture to increase student's ability in English vocabulary.

4. Analyzing Data

The analyzing data is obtained from pre-test and post-test. The objectives of this method are to compare two score in answering the question whether or not there is a significant distinction between two scores; the test is done to get the average of two groups. The t- test is used to compare the mean of two groups. After the data needed from two groups are collected, the next step is analyzing data by using statistics and analysis, as follow

- Normality distribution test of two variables
- Homogeneity test of two variants
- Accounting the different means by using t-test formula

According to Sujana(1986) and Sugiono (2007) the data used in testing the normality for pre-test and post-test in both experimental and control group are by conducting the procedure as follows

- a. Determining the range of data (R)

$$R = H - L + 1$$

- b. Determining interval group (K)

$$K = = 1,3 \cdot \log n$$

- c. Determining the length of interval (P)

$$P = \frac{R}{K}$$

d Making table of distribution frequency

e Counting Mean (\bar{x})

$$\bar{x} = \frac{\sum fx}{N}$$

f Determining the degree of freedom (df)

$$df = k - 1$$

g Determining the standard deviation (SD)

$$SD = \sqrt{\frac{\sum F_1(X_1 - \bar{X})^2}{N - 1}}$$

h Making table of distribution of normality

i Counting the value of χ^2 (chi square)

$$\chi^2 = \sum \frac{(F_o - F_h)^2}{F_h}$$

j Determining χ^2_{table} and compare to $\chi^2_{account}$

k Interpreting the normality

The distribution of data is normal when $\chi^2_{account} < \chi^2_{table}$ and distribution is not normal when $\chi^2_{account} > \chi^2_{table}$

l The next step is examining the homogeneity of data with procedures

a Making table of distribution frequency

b Determining for F score

$$F = \frac{S_1^2}{S_2^2}$$

c Determining F from the table with significance tariff 5 %

d Interpreting the homogeneity of data

The data is assumed homogeneous if $F_{\text{count}} < F_{\text{table}}$ and

The data is assumed not homogeneous if $F_{\text{count}} > F_{\text{table}}$

- e. Testing the differences between the two interrelated average as can be seen for the t test by using formula

- Searching for collective standard deviation

$$S^2 = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Note : S = cumulative standard deviation of both groups

S_1 = variant of data for experimental group (S_1^2)

S_2 = variant of data for experimental group (S_2^2)

- Determining score of t by using the formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note : $t = t_{\text{test}}$
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\bar{x}_1 = mean of experimental group

\bar{x}_2 = mean of control group

n_1 = mean of experimental group

n_2 = mean of control group

S = cumulative standard deviation of both group