



Implementation of Guessing The Picture For Increase The English Vocabulary of Students

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Abstrak

Bahasa Inggris merupakan bahasa yang digunakan untuk komunikasi dalam dunia Internasional baik dalam bidang pembangunan, teknologi, ekonomi, maupun pendidikan dan untuk sekarang ini bahasa Inggris sangat dibutuhkan dalam dunia kerja baik itu CPNS (Calon Pegawai Negeri Sipil), kerja di Perusahaan-perusahaan yang memiliki gaji yang cukup tinggi dan salah satu bentuk nyatanya untuk mendapatkan pula beasiswa sudah banyak Universitas yang mengharuskan Sertifikat TOEFL ataupun IELTS sebagai salah satu syarat untuk lulus. Kosakata merupakan komponen utama yang harus dikuasai anak dalam belajar bahasa Inggris sehingga dapat memudahkan dalam menggunakan bahasa tersebut. Tujuan dari ditulisnya Artikel ini ialah untuk memberikan hasil dari penelitian mengenai menebak gambar menggunakan kertas yang ditujukan kepada Siswa-siswi dan adapun alat tambahannya yaitu Siswa-siswi harus menggunakan Kamus ketika gambar yang diperlihatkan dan kosa kata bahasa Inggris dari gambar tersebut tidak diketahui oleh mereka. Metode penelitian ini menggunakan pendekatan eksperimen. Jenis metode eksperimen yang peneliti gunakan adalah Quasi Eksperimental Design, dimana tahap pertama adalah orientasi atau observasi sekolah kemudian menentukan sampel dan populasi yang akan dijadikan bahan penelitian. Berdasarkan hasil checklist dan catatan lapangan yang dianalisis selama proses penelitian, tim memberikan respon positif dari langkah pertama hingga langkah ketiga, yang mengindikasikan bahwa tim mengalami peningkatan. Data ini menunjukkan bahwa penggunaan permainan tebak gambar meningkatkan kosa kata yang efektif. Jumlah peserta pada fase post-test kelas eksperimen meningkat, tetapi jumlah peserta pada fase post-test kelas kontrol tidak meningkat. Nilai post-test kelas eksperimen dapat dilihat dari hasil post-test untuk membuktikannya.

Kata Kunci: Kosokata, siswa, sekolah

Abstract

English is the language of communication in the international world, even in the fields of development, technology, economics, and education. Being CPNS (Civil Servant Candidates), work in companies with high salaries, and one of the true forms of getting a scholarship is that many universities require a TOEFL or IELTS as a requirement for graduation. Vocabulary is the most important component that youngsters must master in order to be able to utilize the language effectively. The aim of this article is to present results from research on guessing photographs using paper targeted to students, as well as as an additional tool, namely students must use a dictionary when the picture is shown and the English vocabulary from the picture is unknown to them. An experimental strategy is used in this study procedure. Researchers employ the Quasi Experimental Design technique, in which the first stage is orientation or school observation, followed by the selection of the sample and population to be used as research material. The team gave a favorable response from step one through step three based on the results of the checklist and field notes examined during the study process, indicating that the team had improved. According to the data, playing the photo guessing game enhanced effective vocabulary. The number of participants in the experimental class increased after the post-test phase, whereas the number of participants in the control class did not. The experimental class's post-test scores can be seen in the post-test results to confirm it.

Keywords: Vocabulary, student, school.

Introduction

English is the language used for communication in the international world, both in the fields of development, technology, economics, and education, and for now English is needed in the world of work, whether it is CPNS (Prospective Civil Servants), work in companies with high salaries, and one of the true forms of getting a scholarship is that many universities require a TOEFL Certificate (Test of English as a foreign language) as a requirement for graduation. According to (ARSANTI 2019), English is an international language that plays a crucial role in our lives since it is more of a requirement that all levels of society, from students to the general public, learn it. We encounter English both audibly and in writing in practically every element of association. As a result, English must be learnt at all levels of society, with many people enrolling in courses at formal and non-formal educational institutions that are supported by varied quality guides tailored to their specific needs.

Vocabulary is the most important component that youngsters must master in order to be able to utilize the language effectively. According to Purwaningsih, Sari, and Purwandari, in (Pertiwi, Rahmawati, and Hafidah 2021) teaching foreign language vocabulary to children cannot be accomplished by offering a variety of different vocabularies to memorize since children will feel pressured to memorize everything. One of the cornerstones to understanding a language is vocabulary, which includes speaking, listening, and writing abilities.

The ability of the instructor to present an exciting and enjoyable process of teaching and learning activities for children is required in the learning process (Liyana and Kurniawan 2019). Teachers must understand the proper methods for teaching English to children. According to (Pertiwi et al. 2021), teachers must provide opportunities for acquiring English vocabulary by teaching useful terms and assisting children in

understanding their meaning in their own way. Teachers must give learning in an engaging manner in order for students to appreciate the teaching and learning process. One of them is employing the proper technique. According to (Fanani 2014), the approach is a way utilized to impart learning material in order to meet curriculum goals.

The goal of this article is to present results from research on guessing photographs using paper targeted to students, as well as as an additional tool, namely students must use a dictionary when the picture is shown and the English vocabulary from the picture is unknown to them. Students must be able to recognize the terminology from the picture while guessing the picture. Students who already know the language can be assisted in recalling previously acquired vocabulary.

Method

An experimental strategy is used in this study procedure. Researchers employ the Quasi Experimental Design technique, in which the first stage is orientation or school observation, followed by the selection of the sample and population to be used as research material. The sample selection stage is for students with dominantly superior English learning scores who will be used as the experimental class. Create learning materials such as lesson plans, student worksheets, essay assessments, and instruments in the form of essay questions for students.

a. The topic to be examined

Grade IX junior high school pupils aged 14 to 15 years were to study the topics. I chose class IX as the research sample because, in comparison to classes VII and VIII, class IX was in the process of learning to grasp language use. The research site is SMPN 2 Belopa, which has a student population of 236 and 20 courses.

b. Procedure

1) Pre-test

On the first day, 20 students took a pre-test based on the vocabulary essay topic to choose the type of vocabulary they

preferred. Following the initial exam, the participants were separated into two groups of 10.

2) Therapy

Experiment class or class that will supply content to students, for example, will provide material for 5 meetings with a total of 10 persons. The title of the initial experience material is a number of Parts of Speech, notably Nouns and Verbs, which they frequently see in their daily lives by utilizing the same style of guessing as the previous materials.

3) Post-Test

Participants from the control and experimental groups will be asked to write an essay in the same format as the pre-test at the end of the post-test. The post-test findings were compared to the pre-test results. If the post-test scores of the experimental class were higher than the pre-test scores, the vocabulary acquisition by picture guessing and looking up the meaning in the dictionary was effective; if the control class scores were higher than the experimental class scores, the vocabulary acquisition by picture guessing and looking up the meaning in the dictionary was ineffective.

c. The latest version of SPSS Statistics 22 to calculate means, deviations and levels of significance.

Results and Discussion

Table 1. Shows each participant's score on the pre-test for the Experiment class.

No Clarification N	Score %	<u>Experimen Class</u>	
1. VERY GOOD	90 To 100	0	0
2. GOOD	80 To 89	1	10%
3. AVERAGE	70 To 79	1	10%
4. LOW	60 To 69	2	20%
5. VERY LOW	<59	6	60%
TOTAL		10	100

Table 1 displays the outcomes of the experimental class students' pre-test scores, which were rated as very good, good,

average, low, and very low. For students with an average pre-test score of 1 (10%), 2 (20%), or 6 (60%).

Table 2. Shows the post-test results for the Experiment class.

No Clarification N	Score %	<u>Experimen Class</u>	
1. VERY GOOD	90 To 100	8	80%
2. GOOD	80 To 89	2	20%
3. AVERAGE	70 To 79	0	0
4. LOW	60 To 69	0	0
5. VERY LOW	<59	0	0
TOTAL		10	100

Table 2 displays the post-test scores of students in the experimental class as well as the outcomes of students classified as very good, good, average, low, and very low. Post-test scores in the experimental class increased for students who received extremely good post-test scores, with a total of 8 students (80%) and 2 students (20%).

Table 3. Shows the number of pre-test participants for the control class.

No Clarification N	Score %	<u>Experimen Class</u>	
1. VERY GOOD	90 To 100	1	10%
2. GOOD	80 To 89	2	20%
3. AVERAGE	70 To 79	0	0
4. LOW	60 To 69	1	10%
5. VERY LOW	<59	6	60%
TOTAL		10	100

Table 3 shows the pre-test results for students in the control group as well as students who had very good, good, average, low, and very low categories. Pre-test scores are distributed as follows: very good 1 student (10%), good 2 (20%), low 1 student (10%), and very low 6 students (60%).

Table 4. Shows the results of the post-test for the Control class.

No Clarification N	Score %	Experimen Class	
1. VERY GOOD	90 To 100	3	30%
2. GOOD	80 To 89	0	0
3. AVERAGE	70 To 79	1	10%
4. LOW	60 To 69	0	0
5. VERY LOW	<59	6	60%
TOTAL		10	100

Table 4 displays the post-test scores of students in the Control class. In the control group, post-test scores were divided as follows: very good 3 (30%), average 1 (10%), and very low 6 (60%). This signifies that the control class's post-test scores have grown but do not exceed the experimental class's post-test scores.

After completing the pre-test and post-test, the average value and standard deviation of the pre-test and post-test students of the experimental class.

Table 5. shows the average value and standard deviation of the pre-test and post-test of experimental class students.

Test	Average Score	Standars Deviation
Pre-test	50.50	19.92
Post-Test	92.00	5.869

Table 6. shows the mean values and standard deviations of the pre-test and post-test of control class students.

Test	Average Score	Standars Deviation
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Pre-test	46.50	30.28
Post-Test	56.00	28.26

The table below shows the results of the pre-test and post-test of students in the experimental class with a total of 10 students, as well as student responses while participating in learning by using the guessing method on paper and looking for the meaning of English in the dictionary in class IX SMPN 2 Belopa

Discussion

According to the table above, the

No	Student Codename	Score of Pre-test	Score of Post-test	Student response
1	MEL	50	90	Very happy
2	NAB	50	100	Very happy
3	ELG	25	80	Very happy
4	MUE	85	95	Very happy
5	MEI	40	95	Very happy
6	VIK	30	90	Very happy
7	LIF	60	95	Very happy
8	MAR	30	85	Very happy
9	AUD	60	95	Very happy
10	GRA	75	95	Very happy

guessing picture method is effective for enhancing student learning results, with an increase from the pre-test to the post-test from numerous pupils. When employing the photo guessing method, all ten students who participated in the learning process performed well. Because guessing photos is similar to playing, it is

not as demanding or monotonous, and the learning process with students is well established.

The researchers discovered that the P correlation of the post-test at the conclusion of the experiment was greater than (0.020.05) the test value at the end of the trial based on the test findings. This demonstrates that the alternative hypothesis (H1) is accepted whereas the hypothesis (H0) is rejected. By playing picture guessing, it has been demonstrated that the use of picture guessing boosts the effectiveness of thinking.

Researchers suggest that there are problems in class IX SMPN 2 Belopa. First, students lack strong motivation to learn English. Second, students experience difficulties in learning English because of their lack of vocabulary. By playing the picture guessing game using the class action method, participants can increase their self-confidence.

Nonetheless, several studies have provided different results from research conducted by (Ellyana 2016) entitled "Improvement of Picture Series Media to Increase Students' Vocabulary of 49 Words in English Speaking Skills" based on the results of the study that the use of picture series media in the learning

process can improve students' English speaking skills significantly. The similarities between this study and Agustina Ellyana's research are that they both research English, while the difference is that the research conducted by the researchers used image media as a tool for developing children's English language skills, and in Agustina Ellyana's research used picture series media.

Second, based on the findings of the study, Armida (2016) in (ARSANTI 2019) entitled "Application of Picture Media in Improving Children's Language at Mekar Jaya Bengkunt Belimbing Pesisir Barat Kindergarten" found that there was an increase in children's language skills through media pictures in Mekar Kindergarten Jaya Bengkunt Belimbing West Coast. The utilization of media images is the equation of what scholars are doing right now. Meanwhile, the distinction is that Armida's research focuses on increasing children's language skills, whereas this research focuses on developing children's English skills.

Third, Yulia Maetsya (2013) conducted research in (ARSANTI 2019) titled "Introduction to English Vocabulary Through the Use of Picture Animation Media Group B Rafflesia Kindergarten Bengkulu City" based on research results

obtained from cycle I reached 53.25% and increased to 81.6% in cycle II, and the results of this study indicate that 50 images using animated media can improve the ability to recognize English vocabulary. This study is similar in that the research subjects were group B kindergarten children. What distinguishes this study from others is the use of picture animation media to introduce English vocabulary, whereas the current researcher uses image media to develop children's English language skills.

Based on the results of the checklist and field notes analyzed during the research process, the team gave a positive response from step one to step three, which indicated that the team had improved. Based on the research findings, students are more active and enthusiastic in the process of learning vocabulary, because learning vocabulary by using the picture guessing game can help students learn more quickly to understand. One of the many theories about why people play while learning is because it provides a drive to learn. Researchers used a picture guessing game with an experimental method in this research. The theory that the researcher gave to students in the picture guessing game was to increase vocabulary by asking students questions about guessing the picture shown and

asking about what English vocabulary is in the picture, if they don't answer it, students are asked to look for it. the vocabulary in the available dictionary whether it is a dictionary on a cell phone or an existing book dictionary and after that students are asked to memorize vocabulary words that have not been memorized in the picture.

Conclusion

This evidence indicates that playing the picture guessing game enhances effective vocabulary. The number of participants in the experimental class increased after the post-test phase, whereas the number of participants in the control class did not. The experimental class's post-test scores can be seen in the post-test results to confirm it. The usage of picture guessing demonstrates that this game increases student learning results. The pupils' post-test scores were higher than their pre-test scores (50.50>92.00), showing a substantial difference. The first history at SMPN 2 Belopa is learning by guessing the picture, which can be recommended by teachers as a way in the learning process and student answers with the picture guessing game in developing vocabulary in learning English.

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