

**THE EFFECT OF PICTURE CARD ON ISLAMIC JUNIOR HIGH  
SCHOOL STUDENTS' VOCABULARY LEARNING**

**THESIS**

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**UNIVERSITY OF ISLAM MALANG  
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ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
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STUDENTS' VOCABULARY LEARNING**

**THESIS**

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## ABSTRACT

**Maulana, Putri S.D.** 2020. *The Effect of Picture Card on Islamic Junior High School students Vocabulary Learning*. Thesis, English Education Department, Graduate Program, Islamic University of Malang.  
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**Key Words** : Picture Card, Vocabulary

In the field of language teaching, vocabulary is the language resource. Students have to know vocabularies to produce sentences. Thus, the aim of this study was to find out the students' ability of vocabulary learning by using picture card as a media or without using picture card as a media, and whether picture card could improve students' vocabulary mastery or not.

This study employed quasi-experimental research design. The experimental class was taught by using picture cards, and the control class was not taught by using picture cards. The populations in seventh grade students of Mts Al-Khoirot Karangsono consist of 215 students; the sample was 40 students (20 students' experimental class and 20 students controlled class). Moreover, this research was conducted through the following procedures: giving pretest, applying treatments, and giving posttest. The data analyzed in this research was gathered through test, after getting the score from the test, score was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference between the mean score of the experimental class and the control class.

Based on the data analysis, the significant column value of t-test was 0.003 it was less than 0.05, it indicated that the result of t-test analysis was significant. In addition, the results simply contribute to make students became more enthusiastic and active doing the learning process. This was also giving the evidence for this study the picture card technique, so the teacher can pick the appropriate technique to achieve the goal of teaching learning process, especially in mastering vocabulary. The result of this study was shown that picture card could give effect for students' vocabulary learning due to the test score of experimental group was higher than the control group. Accordingly, related to the result of this experimental research, the researcher concludes that picture card can be used as the alternative teaching media to improve students' vocabulary learning in the seventh grade of Junior High School.

## ABSTRACT

Maulana, Putri S.D. 2020. *The Effect of Picture Card on Islamic Junior High School students Vocabulary Learning*. Thesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: (1) Dr.H.Langgeng Budianto, M.Pd

Kata Kunci : Kartu Bergambar, kosakata

Kosakata adalah sumber bahasa. Siswa harus mengetahui kosakata untuk menghasilkan kalimat. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui kemampuan pembelajaran kosakata siswa dengan menggunakan media kartu bergambar atau tanpa menggunakan kartu bergambar sebagai media, dan apakah kartu bergambar dapat mempengaruhi penguasaan kosakata siswa atau tidak.

Penelitian ini menggunakan desain penelitian eksperimen semu. Kelas eksperimen diajar dengan menggunakan kartu bergambar, dan kelas kontrol tidak diajar dengan menggunakan kartu bergambar. Populasi siswa kelas VII MTs Al-Khoirot Karangsono sebanyak 215 siswa; sampel adalah 40 siswa (20 siswa kelas eksperimen dan 20 siswa kelas kontrol). Selain itu, penelitian ini dilakukan melalui prosedur sebagai berikut: pemberian pretest, penerapan perlakuan, dan pemberian posttest. Data yang dianalisis dalam penelitian ini dikumpulkan melalui tes, setelah mendapatkan skor dari tes tersebut, skor dianalisis dan diolah dengan menggunakan perhitungan data statistik rumus T-test dengan menggunakan SPSS. Hasil penelitian membuktikan bahwa ada perbedaan nilai rata-rata kelas eksperimen dan kelas kontrol.

Berdasarkan analisis data nilai signifikan kolom uji-t 0,003 lebih kecil dari 0,05 yang menunjukkan bahwa hasil analisis uji-t signifikan. Selain itu, hasil yang diperoleh cukup berkontribusi membuat siswa menjadi lebih bersemangat dan aktif melakukan proses pembelajaran. Hal ini juga menjadi bukti bahwa dalam pembelajaran guru dapat memilih teknik yang sesuai untuk mencapai tujuan proses belajar mengajar, khususnya dalam penguasaan kosakata. Hasil penelitian menunjukkan bahwa kartu bergambar dapat memberikan pengaruh pada pembelajaran kosakata siswa karena nilai tes kelompok eksperimen lebih tinggi daripada kelompok kontrol. Sehubungan dengan hasil penelitian eksperimental ini, peneliti menyimpulkan bahwa kartu bergambar dapat menjadi salah satu media alternative untuk meningkatkan pembelajaran kosakata siswa kelas VII Mts.

## CHAPTER I

### INTRODUCTION

The context of the study, research issue, research purpose, hypothesis, scope and limitation, significance of the study, and operational meaning of key words are discussed in this chapter.

#### **1.1 Background of the Research**

The fundamental step in learning a foreign language is learning vocabulary (Basoglu and Akdemir, 2010). In response to the importance of vocabulary (Moeller and Ketsman, 2009) says that vocabulary teaching and learning is central to theory and practice of ELT. Without having adequate vocabulary, the students will get difficulty to learn English. Thus, vocabulary should be the first priority in English language teaching (ELT) by learning vocabulary, learners can easily generate so many phrases in spoken or written form. They may also interact fluently with other individuals and conveniently share their thoughts or ideas.

In order to make students enjoy what they learn and increase their motivation to learn English, teaching English should be interesting and entertaining. In order to encourage students to learn English, especially vocabulary, the teacher should be able to choose the best way to teach the learning process. It takes sufficient time to allow the students to receive and respond to the response. It is not easy matter for the students to receive the material which is given by the teacher.

Visual aids are one kind of media that can gain students interest and their active participation in the classroom. In teaching English, picture cards can be used as one of the visual media, especially in teach vocabulary. Suyanto (2008:103) stated that, “Various pictures in the form of cards (flash cards, circular cards, flip cards) will be more helpful in the process of English teaching learning for children”. It means that there are kinds of pictures such as flash cards, circular cards, and flip cards are important to assist teachers in the teaching and learning process of English, especially in teaching young learners vocabulary. It also makes the students interested and easy to memorize the English Vocabulary.

Teaching vocabulary for young learners is not easy, because young learners have a characteristic that is short attention. Teachers should deliver the meaning of English vocabulary by translating it into Indonesian language accurately. It becomes difficult challenge to teachers because English is a second language for native Indonesian. They are more interested in pictures, real object and so on. Suyanto (2008;47), “In general children study words or vocabulary faster if they are supported by media, for instance pictures or real object”. Students are easier to understand or memorize the English word if picture is real or can be seen. They do not need to imagine it, using media as representative of the object is very helpful. Based on this statement, teachers should find and use interesting media to make the young learners more interested in teaching and learning process, especially in teaching vocabulary. One of them is using picture card to teach vocabulary. So, it should be done

appropriately by using picture card as a media, in order to students can understand and learn the vocabulary well.

Several researchers have conducted the research about learning vocabulary and card as a media. “The Effectiveness of Picture: An Empirical Evidence in Vocabulary Mastery” (Maritha and Dakhi, 2017) The researcher discovered the positive effects of using pictures in teaching English vocabulary, which are: the picture media could enhance the motivation of students, the picture media could attract attention from students and their using CAR method in Elementary School. Then “The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students’ Vocabulary Mastery” (Asyiah, 2017) the research findings vocabulary instruction and vocabulary learning have been shown to be most effective in developing students' cognitive abilities, she using Experimental method in Junior High School. From the research findings above the researcher get a gap the right technique, such as the media, is one of the teaching methods that can inspire learners to learn English especially in vocabulary learning, so the researcher decided to conduct the research using picture card as a media in vocabulary learning at Islamic Junior High School in fact the students of Islamic school familiar with Arabic language and local language for daily communication. The researcher chooses Mts Al-Khoirot Karanguko because most of the students come from rural areas and fewer facilities in this school. This shows that the use of learning media used in learning English is still lacking. The use of learning media in English lessons, especially English vocabulary is very necessary, because the media facilitate students understand the vocabulary and

can make students more interested and students are not boring during learning. One of the learning media that involves students actively by using picture card media.

From the teachers information in the school, the students difficulty to memorize the vocabulary and grasp the meaning of the vocabulary, since the topic of media learning is less attractive so the effect on students vocabulary ability. Based on the problem above the teacher wants to stimulate the students in teaching English vocabulary by picture cards. So here the researcher used a kind of card (picture cards) that can be played by the students and the teacher can more easily deliver the content, especially in vocabulary teaching. Usage of picture cards in seventh grade Mts Al-khoirot teaching vocabulary Mts Al-Khoirot Karangsuko which is lack of understanding the new English words is important because it can get the meaning of source language directly. It can help it to understand and developing vocabulary learning.

Based on the background above, it is important for the researcher to do a research entitled “The Effect of Picture Card on Students Vocabulary Learning at Seventh Grade Mts Al-Khoirot Karangsuko”

## **1.2 Research Problem**

Based on the background above, the researcher wants to observe:  
“Do the students who are taught by picture card achieve better score on their vocabulary learning than the students who are not?”



### **1.3 Objective of the Research**

Based on the Research Question, the objective of this research is to know the students who are taught by picture card achieve better score on their vocabulary learning than the students who are not.

### **1.4 Hypothesis**

Hypothesis is an estimate of population parameters, through samples data. In this part, the hypothesis is the students who are taught by picture card achieve better score on their vocabulary learning than the students who are not.

### **1.5 Scope of the Research**

The research mainly highlights the effect of picture card on the student's vocabulary learning. This study discusses the whole process of vocabulary learning using picture card. This study focused on the student's vocabulary learning using picture card and the effect picture card in English learning. We need to find appropriate ways of teaching so that students sustain the lengthy process of learning a foreign language (Dörnyei, 2001). On the other hand, picture card is one of the alternative media that teachers can use to teach their students vocabulary learning and picture card can provide a great media to motivate language learners in the classrooms.

### **1.6 Significance of the Research**

The result of this study are expected for; a) English Teacher to enrich the teacher knowledge, especially adding basic vocabulary with appropriately

various teaching. Besides, teacher can be more inventive and creative in teaching English. Besides, (b) to students the result of this study it will be to increase their interesting and knowledge in learning English especially in vocabulary mastery and it is important for; (c) the researcher to examine her knowledge in improving the teaching method and in order to get experience about teaching vocabulary, especially using Picture Card as media in teaching vocabulary.

### **1.7 Operational Definition of the Key Term**

The terms that need to be defined operationally in this research are vocabulary, vocabulary achievement, and picture card.

Vocabulary is a collection of words which an individual knows in a certain language, including English. In this research, vocabulary is a collection of nouns , verbs , adjectives, and adverbs that relate to the text of procedure.

Vocabulary achievement is the ability to use words to express particular thought or idea. In this research vocabulary achievement refers to mastery of words covering noun, verb, adjective, and adverb after they are thought either through picture card or word list. Their vocabulary performance is measured by the use of a vocabulary test, and the vocabulary test score indicates of vocabulary achievement.

Picture Card is a small image composed of words and pictures that will help students obtain higher scores on their vocabulary related to the text of procedure.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion of teaching the learning process by using the Mts Al-Khoirot Karanguko picture card.

#### 6.1 Conclusion

Picture card is one of the alternative media that teachers can use to teach their students vocabulary learning the text of the procedure. The Picture Card makes students imagine learning their material to share their understanding of vocabulary with each other in order to provide an understanding of the text.

According to the statistical calculation analyzed in the research findings, it can be concluded that the use of a picture card was effective for students to learn vocabulary with the text procedure, based on the differences in the average post-test score between the experimental class with a picture card as a type of media and the control class without a picture card as a type of media.

Based on the data from Quasi-Experimental research at the Seventh Grade Mts Al-Khoirot Karanguko Malang, it can be seen that post-test student scores in the experimental class, with mean score of 86.60, which learns vocabulary through a picture card, are higher than post-test student scores in the control class, with mean score of 78.20 using a picture card. It is indicated that students who have learned vocabulary with a picture card have a better score than students who have learned vocabulary without using a picture card as a media. The result of statistical calculation can be seen in the previous chapter, where test count using SPSS20. The significant column value of t-test

was 0.003 that is mean less than 0,05. In conclusion Hypothesis accepted, so there is any effectiveness of students vocabulary learning with using picture card as a media.

## **6.2 Suggestions**

At the end of this work, the researcher would like to give some suggestion to the teacher that also suggestion are also given to the students.

### **1. Suggestions to the teacher**

The teacher must have function as motivator and facilitator, should prepare much time to correct the students error and the English teacher should increase quality of teaching, let the students participate actively and creatively in learning, leth then improve the mistake by themselves.

### **2. Suggestions to the students**

The students must participate actively and creatively in learning process, the students must have enough vocabulary and prepare much time to practice and the students should not be afraid to make mistakes either in pronunciation, choice of word, expresses whatever in mind, the most important thing to practicing, and remember the mistakes in beginning of success

### **3. For the next researcher**

Fortunately, there will be an improvement for the next research. The researcher hopes that other researchers will use it as a guide to conduct their research in the same media. There is a real possibility that there is another more effective way to teach vocabulary mastery.

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