

The Use Of Pictures As Stimuli In Children's English Vocabulary Acquisition

Vieda Pra Ramadhani^{1*}, I Nyoman Aryawibawa², Sang Ayu Isnu Maharani³
¹²³English Department Faculty Of Arts, Udayana University
¹[viedaprar@yahoo.com] ²[inyoman.aryawibawa@gmail.com]
³[isnu.maharani@yahoo.com]
**Corresponding Author*

Abstract

Studi ini berjudul "The Use of Pictures as Stimuli in Children's English Vocabulary Acquisition". Studi ini dipilih untuk mencari keefektifan dari gambar sebagai metode pembelajaran dalam Bahasa Inggris khususnya dalam memperoleh kosa kata. Studi ini juga menjabarkan masalah-masalah yang dihadapi siswa dalam belajar Bahasa Inggris.

Data didapat dari siswa kelas dua sekolah dasar yang juga merupakan siswa Kumon. Mereka diberikan gambar dan diminta untuk menebak gambar dalam Bahasa Inggris. Untuk menemukan keefektifan gambar sebagai rangsangan, data yang didapat kemudian dianalisis dengan menggunakan teori mean score dari Stamboel (1982).

Penggunaan gambar sangat efektif dalam proses perolehan kosa kata Bahasa Inggris, bisa dilihat dari prosentase jawaban benar dari siswa yang belajar menggunakan gambar lebih tinggi dari siswa yang belajar tanpa menggunakan gambar. Tidak hanya mencari keefektifan gambar, studi ini juga membahas masalah-masalah yang dihadapi siswa dalam belajar Bahasa Inggris. Faktor internal merupakan faktor yang berasal dari dalam diri siswa seperti; kemampuan menerima materi belajar, konsentrasi, rasa percaya diri, kemampuan mengingat kosa kata, kurangnya pemahaman Bahasa Inggris, dan kebanyakan siswa menganggap Bahasa Inggris adalah bahasa yang susah di pelajari. Sementara afaktor eksternal adalah faktor yang berasal dari lingkungan disekita rmereka seperti; kurangnya motivasi untuk belajar Bahasa Inggris, guru yang kurang berpengalaman dan media pembelajaran yang digunakan

Kata kunci: bahasa, gambar, keefektifan

1. Background of Study

Language is used to communicate between two or more people to deliver meaning. People compete to learn English because indeed English is considered a second language. It is not surprisingly if there are some parents who want their children to become capable of speaking English by joining them in courses.

Language acquisition refers to the process of natural assimilation. What children learn about language is determined by what they already know about the environment around them. It seems similar to the way of children in learning to

imitate their native speaker, a process of producing functional skill in the spoken language that is learned without theoretical knowledge.

2. Problems of the Study

Based on background of study, there are some problems of research as follows:

1. How effective is the use of pictures as stimuli in teaching vocabulary?
2. What the common problems are faced by children in English vocabulary acquisition?

3. Aims of the Study

The aims of this study are to know how pictures can be an effective stimuli for children in vocabulary learning especially in acquiring English vocabulary and to find out the common problems faced by children.

4. Research Method

The data in this research were based on experiments involving students in the second grade of elementary students at the age around 7 years old. They are from Denpasar. The method used in collecting data was the direct observation or teaching method that was done in the classroom during the English teaching-learning process, in order to collect the original data.

The students were divided into two groups. One group was given practice for two times, while the other group was not given such a practice like the other group. The two groups were given a final test with the same material on the same day.

5. Result and Discussion

The effectiveness of Pictures as Stimuli in Teaching Vocabulary
Count the effectiveness of pictures by counting the mean score using the formula proposed by (Stamboel 1982)

Table 1: Mean score of pre-test of Group A (without picture exercise)

No.	Students	Number of words	Number of words answered correctly	Number of words answered incorrectly
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1.	Abigail	40	18	45%	22	55%
2.	Chelsea	40	15	37,5%	25	62,5%
3.	Joel	40	21	52,5%	19	47,5%
4.	Michael	40	12	30%	28	70%
5.	Alif	40	20	50%	20	50%
		Total	86	215%	114	285%
		Mean	17,2	43%	22,8	57%

The Pre-test of group A (taught without pictures) showed that there is only one respondent who could answer more than 50% of 40 words given

The result of mean score can be formulated as follows:

$$X = \frac{\sum X(\%)}{\sum N} = \frac{215\%}{5} = 43\%$$

Based on the analysis above, the mean score of the correct answer of group A in the pre-test taught without pictures or did not given exercise was 43%.

Table 2: Mean score of post-test of group A (without picture exercise)

No.	Students	Number of words	Number of words answered correctly		Number of words answered incorrectly	
1.	Abigail	40	24	60%	16	40%
2.	Chelsea	40	17	42,5%	23	57,5%
3.	Joel	40	21	52,5%	19	47,5%
4.	Michael	40	19	47,5%	21	52,5%
5.	Alif	40	21	52,5%	19	47,5%
		Total	102	255%	98	245%
		Mean	20,4	51%	19,6	49%

The post-test of group A (taught without pictures) showed that the respondents who could answer more than 50% words correctly increased by 3 respondents; previously only one student who could answer more than 50%

The mean score can be counted as follows:

$$X = \frac{\sum X(\%)}{\sum N} = \frac{255\%}{5} = 51\%$$

The mean score of post-test group A, whom were taught without pictures increased by 51%, because they were given pictures just for two times.

Table 3: Mean score of pre-test of Group B (with picture exercise)

No.	Students	Number	Number of words	Number of words
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		of words	answered correctly		answered incorrectly	
1.	Dina	40	22	55%	18	45%
2.	Rajendra	40	24	60%	16	40%
3.	Mirah	40	24	60%	16	40%
4.	Ibra	40	22	55%	18	45%
5.	Galih	40	13	32,5%	27	67,5%
		Total	105	262,5%	95	237,5%
		Mean	21	52,5%	19	47,5%

The pre-test of group B (taught with pictures) showed that there were 4 students who could answer more than 50% of 40 words given

The result of mean score of group B can be formulated as follows:

$$X = \frac{\sum X(\%)}{\sum N} = \frac{262,5\%}{5} = 52,5\%$$

Based on the data analysis, the mean score of the correct answer of group B in the pre-test whom were taught with pictures was 52, 5%.

Table 4: Mean score of post-test of Group B (with picture's exercise)

No.	Students	Number of words	Number of words answered correctly		Number of words answered incorrectly	
1.	Dina	40	24	60%	16	40%
2.	Rajendra	40	35	87,5%	5	12,5%
3.	Mirah	40	28	70%	12	30%
4.	Ibra	40	24	60%	16	40%
5.	Galih	40	29	72,5%	11	27,5%
		Total	140	350%	62	150%
		Mean	28	70%	12,4	30%

In the post-test of group B all of the students could answer more than 50% of the words given

The result of mean score of post-test of group B can be formulated as follows:

$$X = \frac{\sum X(\%)}{\sum N} = \frac{350\%}{5} = 70\%$$

Based on the calculations of mean score from the correct answer of Post-test in Group B, who taught with pictures and given exercise, the result is increased become 70%.

The data analysis showed that pictures were very effective as stimuli for children in learning vocabulary, as can be seen that group B whom were taught with pictures and given exercise could guess more vocabulary that the group whom were taught without pictures.

The Problem Faced By Children in Learning English Language

The internal factor is the factor which comes from inside of students, such as; the ability to receive the material (concentration, self-confidence and the ability to remember vocabulary), lack of understanding of English language, and most of students assumed that English was difficult to be learned. While the external factor is a factor that comes from the environment around the students, the commonly external factors are; lack of motivation in learning English, or a lack of support for the use of the English language daily (in family environment especially), teachers with lack of experience, and the media used in teaching and learning

6. Conclusion

Based on the research and the analysis above, it can be concluded that indeed the use of picture was very effective in the process of acquiring English vocabulary, it can be seen from the percentage of the correct answer from the students whom were taught with pictures was higher than students whom were taught without pictures.

Pictures were considered an effective method in teaching-learning process because children remembered words in English more easily; besides, children felt happy if learning English by using colorful pictures.

Not only to find out the effectiveness of picture, this study was also to find out problems faced by the children in learning process. There were two factors that affected problems. The Internal factor which came from the inside of learners included the ability to receive the material such as concentration, self-confidence, and the ability to remember vocabulary; lack of understanding of English language, and the fact that the students mostly assumed that English was difficult to be learned. The external factors which came from the environment around students included the lack of motivation in learning English, the fact that teachers were lack of experiences, and the media used in teaching learning. However, the common problems faced were lack of concentration

that caused them to find difficulty in understanding the material. To get their focus back, the teacher should be able to create the learning atmosphere fun certainly by using the fun method also as well as pictures.

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