



The Effect of Picture Media on Students' Vocabulary Mastery

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Article Info	Abstract
Article History Received: 2025-05-13 Revised: 2025-06-23 Published: 2025-07-08 Keywords: <i>Effect; Vocabulary Mastery; Picture Media.</i>	Experts may have different views and definitions of vocabulary, but all experts agree that vocabulary is a collection of words that are used and exist in a particular language. It is critical to use vocabulary when learning a foreign language, such as English, because it can help understand and use the language well. This is especially true for beginners. This study aims to determine the effect of picture media on the vocabulary mastery of eighth-grade students at SMPN 3 Siak. This research uses a pre-experimental design with a one-group pre-test and post-test. Approximately 30 students were included in this research group. Based on the research results, the average pre-test score of the students was 54.86% before the picture media treatment, while the average post-test score was 79.80% after the picture media treatment. To provide additional explanation, a paired T-test was conducted again. The research results showed that students mastered vocabulary better after the treatment compared to before the treatment. Since the sig. (2-tailed) value was 0.000, which is less than 0.05, the alternative hypothesis was accepted. It can be concluded that the use of picture media is effective in mastering the vocabulary of students at SMPN 3 Siak and has a significant or positive effect on the picture media.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-05-13 Direvisi: 2025-06-23 Dipublikasi: 2025-07-08 Kata kunci: <i>Efek; Penguasaan Kosakata; Media Gambar.</i>	Para ahli mungkin memiliki pandangan dan definisi yang berbeda tentang kosakata, tetapi semua ahli sepakat bahwa kosakata adalah kumpulan kata-kata yang digunakan dan ada dalam suatu bahasa tertentu. Penggunaan kosakata sangat penting saat belajar bahasa asing, seperti Bahasa Inggris, karena dapat membantu memahami dan menggunakan bahasa tersebut dengan baik. Hal ini terutama berlaku bagi pemula. Penelitian ini bertujuan untuk menentukan pengaruh media gambar terhadap penguasaan kosakata siswa kelas VIII di SMPN 3 Siak. Penelitian ini menggunakan desain pra-eksperimental dengan one-group pre-test and post-test. Sekitar 30 siswa termasuk dalam kelompok penelitian ini. Berdasarkan hasil penelitian, skor rata-rata pre-test siswa adalah 54,86% sebelum perlakuan media gambar, sementara skor rata-rata post-test adalah 79,80% setelah perlakuan media gambar. Untuk memberikan penjelasan tambahan, uji-T berpasangan dilakukan kembali. Hasil penelitian menunjukkan bahwa siswa menguasai kosakata dengan lebih baik setelah perlakuan dibandingkan sebelum perlakuan. Karena nilai sig. (2-tailed) sebesar 0.000, yang lebih kecil dari 0.05, maka hipotesis alternatif diterima. Dapat disimpulkan bahwa penggunaan media gambar efektif dalam menguasai kosakata siswa di SMPN 3 Siak dan memiliki efek yang signifikan atau positif terhadap media gambar.

I. INTROUCTION

Language is an important tool for humans to communicate with each other. Language is a collection of perfect sentences consisting of several vocabulary words, both in Indonesian and in foreign languages such as English. English is the most important language in the world today, because English is widely used in everyday life. Learning English means learning to use the language in everyday contexts and situation. To learn English, there are four skills: listening, speaking, reading, and writing. One of these four skills is vocabulary.

According to Marliansingih (cited in Barus & Rudiansyah, 2021), the introduction of English vocabulary can be done in various ways, such as reading, listening, and even watching. Vocabulary is the knowledge of the meaning of word that is necessary to be able to use language. Speakers must learn vocabulary by learning the meaning the of words and how to use it in sentences (Hiebert, 2005).

Vocabulary has an important role in language learning, although it is not always the main foundation. However, the focus on vocabulary, especially English vocabulary, has greatly increased in the language learning process.

because vocabulary plays such an important role that it is impossible to separate it from other components, such as phonology, structure, and even grammar.

According to Griva (cited in Dakhi & Maritha, 2018), one of the elements of language that students need to master is vocabulary. States that learning vocabulary is considered very important and is a basic part of teaching, so that students who lack vocabulary can experience difficulties in learning a foreign language. Even though there are some people who have negative views about learning a foreign language, especially English, it will have a negative impact on their learning in the classroom if the learning process is poor.

The curriculum of SMP Negeri 3 Siak is an operational curriculum created and implemented by each educational unit. According to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020 concerning the Movers School Program, as well as the Decree of the Minister of Education and Culture, Research, and Technology Number 162 of 2021, the Movers School Curriculum begins in grade VII and will continue until the current grades VIII and IX. The curriculum of SMP Negeri 3 Siak is designed to allow educational programs to be tailored to the needs and potential of schools, including national education goals that are tailored to the unique conditions and potential of the region, education unit, and students.

By looking at the current conditions, SMP Negeri 3 Siak was established in Buntan Besar Village, Siak District, Siak Regency, and has been a New Building Unit, or NBU, since 2009. As a new building unit, the school conditions are very limited in terms of teachers, staff, facilities, and environment. SMPN 3 Siak uses syllabus or independent curriculum; the English books used also depend on the teacher, but if there any more source books, it is better.

According to Hajar (2019), image is media in the form of images accompanied by words or sentences below. With the picture media, students will feel interested in knowing what the images means. In addition, the phenomenon of learning English in grade 8 of SMPN 3 Siak is that students will be happy if the learning model is interesting and creative because students like things like that, so they don't look bored while learning. The vocabulary learning has also used the picture media (colored prints) to learn English vocabulary. For example, on the vocabulary picture 'melompat', students can answer or guess word is 'jumping' when the

picture is given or shown. In this study the writer also used the Picture Media, the difference is using a more millennial or contemporary design in accordance with the current area of learning. The media used is also in the form of PowerPoint or can be with HVS paper. Especially in vocabulary material (which is in descriptive text. Students need help to remember or understand vocabulary related to something that can be seen or described by showing a picture. This problem obviously come from some students who want to get more motivation to learn English. This has can impact on student learning and is a challenge for SMPN 3 Siak teacher. Besides that, it can be seen that their vocabulary learning in addition to their basic words has also reached the use of daily (activities), idioms, slang words, location, or according to the language of the student book which may be almost the same as native speakers, so it can be concluded that student learning has gone quite far.

In teaching, at least a teacher must provide quality learning media so that students understand what is being taught. It is possible that teaching and learning activities with this media are more effective and beneficial for teachers and students. For learning media or techniques that are appropriate for increasing English vocabulary, namely by using the Picture Media.

English teaching media is very important because it can influence students' desire to learn. Teaching results, especially vocabulary, are influenced by the right media. When conveying information, it is better to use concrete media. And the media can be used by teachers to help teach. Such as pictures, magazines, videos, tapes, tape recorders, computer programs, and others. So, in this study picture media can be used as a simple tool to learn English vocabulary.

According to Arshad (cited in Luruk and Trivic, 2021), teaching media should be used for interesting learning. Pictures can be presented in various ways. This is done by providing visual stimuli or interesting vocabulary that can help students understand and make connections between facts and concepts.

Based on the statements of the experts above, the use of picture is one of the best media for teaching English vocabulary because it has an easy and fun learning style that allows students to enjoy the learning process. In addition, this media allows students to work together to solve problems and answer or guess the vocabulary shown by the picture media. Thus, this media at

least makes students motivated by non-standard or monotonous ways of learning.

In this case, the writer will focus on specific research, and the writer wants to conduct an experiment to find out how effect this media is on students' vocabulary mastery under the title "The Effect of Picture Media on Students' Vocabulary Mastery at SMPN 3 Siak."

II. METHOD

One of the pre-experimental designs is the One-Group pre-test-post-test design. This study was conducted to find out how effective the use of media is on the mastery of vocabulary of students in grade VIII of SMPN 3 Siak. The design used was a one-group pre-test and post-test design. In this design, the writer gives a pre-test to the group that will receive treatment, then conduct treatment and give a post-test to the group after the treatment is completed. Treatment results can be predicted more accurately because they can be compared with previous conditions. The following is an example of the design:

01 X 02

Description:

O1 : Pre-test score (before picture media treatment)

X : Treatment

O2 : Post-test score (after picture media treatment)

This study was carried out at SMPN 3 Siak, precisely on Langkai Street, Buntan Besar, Siak District, Siak Sri Indrapura Regency, Riau Province. This study aims to determine whether picture media can affect students' vocabulary mastery in class VIII of SMPN 3 Siak.

The writer uses Saturated Sampling (*Sampling Jenuh*). Saturated sampling (complete) is if all members of the population are used as samples, because the population is relatively small less than 30 people or can be called research that wants to make with very small errors Sugiyono (2018). For the quantitative research, a pre-experimental design will be used, where one class will be given a test before and after treatment. Coincidentally, as a sample, there are 30 students in grade 8 who will be tested on vocabulary mastery through the English vocabulary picture media. The multiple-choice data consists of about 30 pre-tests and post-tests.

III. RESULT AND DISCUSSION

A. Result

The data used in this study were obtained from the pre-test and post-test results of

eighth-grade students at SMPN 8 Siak, specifically those who were the research samples in this study. The pre-test data for this study were collected when the students had not yet learned to use picture media for teaching students. After receiving treatment using picture media to teach students in class while providing learning materials, the post-test data were collected at the end.

1. The Result of Pre-test

Before beginning the Picture Media treatment, students will take a pre-test to gauge their level of English vocabulary mastery. This test was attended by about 30 students with a total of 30 questions.

Tabel 1. Statistic of Pre-test Result

No	Classification	Interval Score
1	Highest	59
2	Lowest	50
3	Average	54.86

Based on the table above, the average score of the Pre-test results for class VIII was 54.86%. The highest score in this pre-test was 59%. While the lowest score in this pre-test was 50%.

2. The Result of Post-test

Furthermore, after getting the treatment (picture media), a post-test was conducted to determine students' knowledge in vocabulary mastery. This test was also attended by around 30 students.

Tabel 2. Statistic of Post-test Result

No	Classification	Interval Score
1	Highest	81
2	Lowest	78
3	Average	79.80

The average score of the Post-test results for class VIII was 79.80%. The highest score in this post-test was 81%. While the lowest score in this post-test was 78%.

3. Normality Pre-test and Post-test Result

After obtaining the students' pre-test and post test results, the writer conducted a normality test to determine whether the values obtained were in accordance with the normal distribution. The writer also uses a normality test for small sample, based on the Shapiro-Wilk results. According to the decision basis, if a Sig. > 0.05, then it is normal distribution.

Conversely, if a Sig. < 0.05, indicates that the data does not have a normal distribution. The students' pre-test and post-test normality test results are presented here:

Tabel 3. Normality Pre-test and Post-test Result

	Statistic	Shapiro Wilk	
		Df	Sig.
Pre-test	.920	30	.027
Post-test	.903	30	.010

The significance value for pre-test data on the Shapiro-Wilk test > 0.05 because the number of respondents is small around 40 and below. Meanwhile, the significance value obtained from the pre-test on Shapiro-Wilk test is greater than 0.05, namely 0.027, and the significance value obtained from post-test is also greater than 0.05, namely 0.10. It can be concluded that the research data from the pre-test and post-test are normally distributed.

4. Hypothesis Test

The Paired Test will be used to check the difference between two sample means and two paired sample means, assuming the data is normally distributed. In this case, Paired T-test sig value. (2-tailed) must be smaller than 0.05 (Kadir, 2015).

Tabel 3. Paired Samples Test

	Mean	Sig. (2-tailed)
Pair 1 Pre-test and Post-test	-24,93333	.000

It shows that the paired sample test with 30 students has a significance value of 0.000, meaning that the value is smaller than 0.05. "There is a significant effect on the use of picture media on students' vocabulary mastery at SMPN 3 Siak".

B. Discussion

To find out the comparison of these scores, here the writers conduct discussions related the results of research on The Effect of Picture Media also use the same design, namely one group pre-test and post-test, which distinguishes only the sample because the writer makes the entire population a sample with a total of about 30 8th-grade students at SMPN 3 Siak.

After the pre-test and post-test are carried out, the results of the two tests are summed up. So that the writer knows whether the class value has increased or not. The pre-test results showed an average of 54.86%, and the post-test was around 79.80%. It can be said that there is a difference in the average scores of students. Based on the criteria of a difference of 24.94 in students' vocabulary mastery on the post-test results after the picture media treatment. However, in other calculations, the percentage increase from the pre-test to the post-test of around 45.5% is still acceptable. This improvement also falls into the 'moderate' category, which ranges from 21% to 60%. The reason is that while this indicates a significant improvement in students' vocabulary mastery after the treatment, it has not yet reached a very high standard and still requires further improvement.

To be even more convincing, the writer also proves again with the t-test or hypothesis finding, namely the paired sample test with the condition where H_a : If the Sig value < (0.05) then the hypothesis is accepted or the Picture Media is effective on the vocabulary mastery of SMPN 3 Siak students. But if H_0 : Sig value > (0.05) then the hypothesis is rejected. The t-test with 30 students has a significance value of 0.000, which means the value is <0.05. So, it can be seen that the alternative hypothesis is accepted.

After analyzing the test results, it can be concluded that the use of picture media is effective to improve the vocabulary mastery of SMPN 3 Siak students and has a significant or positive effect before and after the provision of picture media.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to find out whether vocabulary mastery among eighth-grade students at SMPN 3 Siak. Based on the research results, the average pre-test score of the students was 54.86% before the picture media treatment, while the average post-test score was 79.80% after the picture media treatment. And then, a paired T-test was conducted again. The research results showed that students mastered vocabulary better after the treatment compared to before the treatment. Since the sig. (2-tailed) value was 0.000, which is less than 0.05, the alternative hypothesis was accepted. Therefore, it can be

concluded that the use of picture media is far more effective on students' vocabulary mastery and can help students expand their new vocabulary.

B. Suggestion

1. For schools: educational institutions are recommended to develop the necessary resources for using picture media in learning, such as computers, tablets, or digital learning applications.
2. For teachers: it is recommended to use picture media as an additional option for teaching vocabulary, as it has been proven that the use of picture media improves students' vocabulary mastery.
3. For students: students can improve their English vocabulary by looking at picture media. Students are recommended to find out, match, and guess the vocabulary displayed, including vocabulary used in everyday life.
4. For future researchers: the findings of this research recommend that researchers wishing to conduct similar research should thoroughly study the theory and issues involved.

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