The Effect of Picture Storybook on Students' Vocabulary and Motivation in Writing Narrative Text

Pengaruh Picture Storybook pada Kosakata dan Motivasi Siswa dalam Menulis Teks Naratif

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Abstract

The objectives of this study are to investigate the effect of picture storybook on students' vocabulary and students' motivation in responding the media of picture storybook. The research methodology was quasi-experimental design. The subject of this study was the students of class VIII A and VII B in SMPN 01 Doro, Pekalongan in the Academy Year 2019/2020. The sample was two classes consisting of 30 students both of experiment and control clas. I used learning media of picture storybook and textbook in control class. The data in this study were collected through pre-test, post-test and questionnaire. From the data analysis, it was obtained that sig. value (2-tailed) of 0,000 <0.05, it means that H_o is accepted because of the Sig. higher than α. that there are differences in the average of student learning outcomes for the pre-test experimental class with the experimental class post-test which gained a significant increase as much 19.16 that was from 54.16 to 72.83. Based on the questionnaire students are motivated learning using picture storybooks at it can improve their English vocabulary (73.8%). As a final remark, it is expected that by using picture storybook in learning vocabulary could improve students' vocabulary mastery and learning motivation.

Keywords: Vocabulary, motivation, picture storybook

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh buku cerita bergambar pada kosakata siswa dan motivasi siswa dalam menanggapi media buku cerita bergambar. Metodologi penelitian adalah desain kuasi-eksperimental. Subjek penelitian ini adalah siswa kelas VIII A dan VII B di SMPN 01 Doro, Pekalongan pada Tahun Ajaran 2019/2020. Sampel adalah dua kelas yang terdiri dari 30 siswa baik eksperimen dan kontrol. Saya menggunakan media pembelajaran buku cerita bergambar dan buku teks di kelas kontrol. Data dalam penelitian ini dikumpulkan melalui pre-test, post-test dan kuesioner. Dari analisis data, diperoleh bahwa sig. nilai (2-tailed) sebesar 0,000 <0,05, artinya Ho diterima karena Sig. lebih tinggi dari . bahwa terdapat perbedaan rata-rata hasil belajar siswa untuk kelas eksperimen pre-test dengan kelas post-test yang memperoleh peningkatan signifikan sebanyak 19,16 yaitu dari 54,16 menjadi 72,83. Berdasarkan kuesioner, siswa termotivasi untuk belajar menggunakan buku cerita bergambar yang dapat meningkatkan kosakata bahasa Inggris mereka (73,8%). Sebagai ucapan terakhir, diharapkan bahwa dengan menggunakan buku cerita bergambar dalam pembelajaran kosakata dapat meningkatkan penguasaan kosakata siswa dan motivasi belajar.

Kata kunci: Kosa kata, motivasi, picture storybook

INTRODUCTION

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Some experts proposed the definition of vocabulary. According to Tahir (2012) in learning English, vocabulary is one of the important parts for mastering English learning. Students can describe everything what they think without using grammar, but they can express nothing without vocabulary. Vocabulary is the knowledge of words and word

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meanings. The vocabulary of language always changes and grows. As life becomes more complex, people devise or borrow new words to describe man's activities. No one knows the exact numbers of words in the English vocabulary today.

Furthermore, based on my observation in second grade at SMPN 01 Doro, Pekalongan, the students had lack of vocabulary and they had low of building knowledge about English. The students only memorized the changes of verbs, the word related to nouns, adjectives, and adverbs. Besides that, the technique in teaching vocabulary was monotonous and the teacher still used conventional learning media. In teaching, the teacher only used media such as textbooks or student worksheets that had been provided by the school. So the students were not good at mastering English vocabulary. Actually, in teaching English vocabulary, there is a lot of media that can be used to teach vocabularies such as learning media using game techniques or using other media.

Hence, their teacher wrote a vocabulary list on it, but she could not memorize those words easily, because the word list gave no strong effect towards vocabulary improvement. That is accordance with the statement Hulsjin (1993) cited in Morin and Goebel (2001) suggest that teaching vocabulary aims to equip students with appropriate strategies to expand vocabulary knowledge. Vocabulary is about teaching specific words. Therefore, the vocabulary list is not enough to help students in learning vocabulary.

The students had difficulty in differentiating the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tended to be bored and low participation in English class.

To solve those problems above, media for teaching vocabulary probably will be helpful. An example of media that a teacher can use it for teaching vocabulary is picture storybook. According to Malu (2013) storybook is a book with a picture and a theme that is suitable for children who usually tell a story. Picture is a tool to make it easier for teachers to present material to show things that are impossible to bring to the classroom, and it makes it easier for students to understand the material. Moreover, students can also learn new words by reading on their own or listening to stories in loud reading activities. Theoretically, using picture storybook will help students enjoy learning English. According to Cameron (2001), Stories are created by language and presented throughout the world of imagination. A theme in a story will attract students' interest in learning a foreign language. In short, I interested in conducting experimental research of fostering students' vocabulary mastery through picture storybook.

RESEARCH METHODOLOGY

In this research, I used an experimental design. The type of design that used was quasi-experiment. Creswell (2008), states that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. Furthermore, I applied The Pre-test and Post-test control group design. Creswelll (2008) explains that a pre-test provides a measure on some attributes or characteristics that will be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure on some attributes or characteristic that will be assessed for participants in an experiment after a treatment. Quasi-Experimental Design has many designs. In this research, I applied Pre-Test Post-Test Control Group Design. The research design can be drawn as the following.

Table 3.1. Research Design

Group	Pre-test	Treatment	Post-test
E	O_1	X	O_2
C	O_3	-	O_4

(Sugiyono, 2012:79)

RESEARCH FINDINGS AND DISCUSSION

1. The Result of Students' Vocabulary in Experimental class and control class

Based on the research that had been done, I gave pre-test before delivering material to both groups. Pre-test was used to know the initial ability of the students' vocabulary before applying the treatment. From the pre-test result, it can be seen that the ability of students in mastering vocabulary is not much different from the average value between the control class and the experimental class is almost the same. It could be seen from the calculation of SPSS program in the table below.

Table 4.1 The Different Score

Group	Total of Students	Mean of pre-test	Mean f post-test
Experimental	30	54.16	72.83
Control	30	52.5	56.16

The Table 4.1 explains the different average score of pre-test and post-test of experimental and control class. The average pre-test value obtained by the experimental class is 54.16 while for the control class is 52.5. The abilities of the two classes are not much different. Then, after distributing the pre-test to the two classes, I began to treat the experimental class. After the treatment, I gave a post-test to both the control and experiment classes. Then, it obtained the average value of the experimental class post-test become 72.83. While the average of control class becomes 56.16, it can be said that the students of experimental class had increased the ability to master vocabulary. Whereas, the control class students get an average that is not far from the pre-test average of 56.16.

2. The Effect of Picture Storybook on Students' Vocabulary and Their Motivation

The study was focused on finding the students' vocabulary and motivation using picture storybook. This study referred to the effect that came up from the use of learning media of picture storybook. In accordance, with the treatments that were done during the six meetings there were a number of influences which affected students' knowledge of vocabulary and motivation of eighth grade of Junior High School.

By using picture storybooks, there was a positive and significant effect on students' vocabulary and motivation in learning that showed the activeness of students in the learning process using picture storybook and the student's learning outcomes was improving. In fact, learning media was one of the important factors to improve students so that they were motivated to follow the learning process, that was supported by the opinion of Azhar (2011), stating that learning media is a tool in the learning process that was carried out outside and inside the classroom. Learning media was a component of learning resources that contain of instructional material in the student environment that could stimulate students to learn.

3. Motivation

To found the students' motivation in learning English especially in Junior High School in SMPN 1 Doro, I used Questionnaire to conduct the data. Below is the results figure of questionnaire given to students regarding student motivation in using picture storybook.

The questionnaire consisted of 10 questions containing indicators of student motivation. The figure 4.2 explains that students agreed that learning using picture storybooks could motivate students to learn more actively in learning English vocabulary (73.8%). Furthermore, students agreed that the picture storybook made it easier to learn English vocabulary (78.4%). Learning using picture storybook makes it easier for students to learn (63.4%). Furthermore, with learning using picture storybook students find it easier to work on vocabulary assignment (62%), and (78.3%) of students feeling that the picture

storybook is able to help students vocabulary in English.

Figure 4.2 Students' Motivation Through Picture Storybook
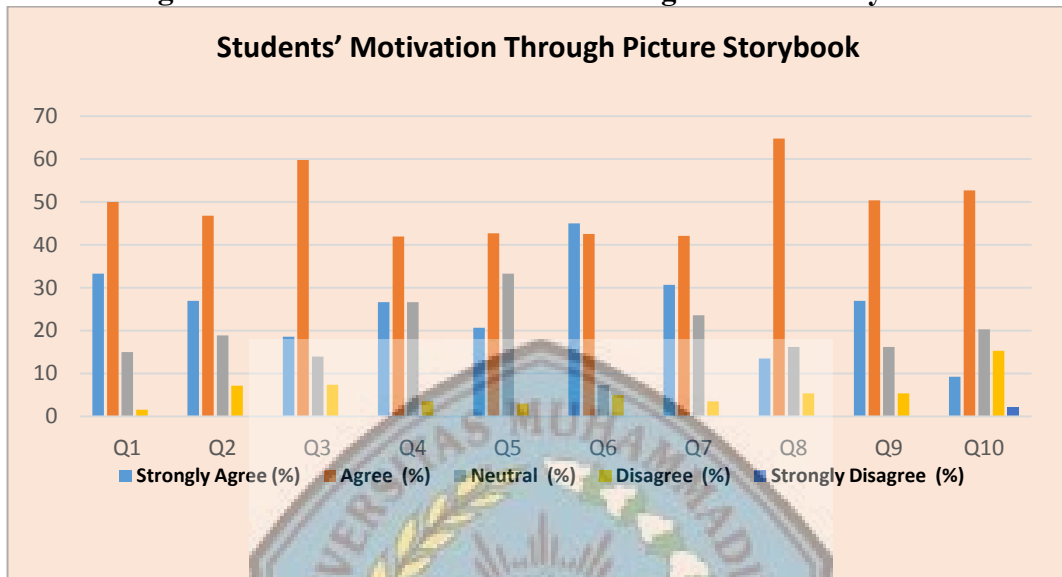
CONCLUSION

1) Conclusion

Based on the data analysis in the previous chapter, I draw the following conclusions:

1. The students' vocabulary has improved after the picture storybook used in teaching narrative text. It was supported by the average of pre-test and post-test in experimental class which gained a significant increase as much 19.16 that was from 54.16 to 72.83.

2. Based on the questionnaire, the students claimed that the picture storybook help them to increase their vocabulary (77.7%). Students were motivated in learning using picture storybooks (68.7%). Furthermore, they were attracted to the pictures and the stories which make them enjoy participating in learning process. They expected that picture storybook could be given regularly and continuously in English class.

2) Suggestions

Based on the finding and conclusion above, I would like to give some suggestions as follows:

1. Teaching picture storybook could use for students to make the teaching and learning process more interest, effective, and comfortable for students.

2. Picture storybook is recommended to be applied in English learning, especially for junior high school level in order to enforce their motivation in teaching and learning process, because the picture is suitable for students of Junior High School.

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