ENHANCING STUDENTS' VOCABULARY ABILITY THROUGH MATCHING PICTURE BY WORD

Amiruddin[1], Satrini[2]
[1,2] Institut Agama Islam As'adiyah Sengkang, Indonesia

Article Info	ABSTRACT
	The goal of the study was to see if using matching photos by word may help students improve their vocabulary in the second semester of IAI As'adiyah Sengkang. This study used a one-group pre-test and post-test design with a pre-experimental approach. The study's participants were IAI As'adiyah Sengkang students in their second semester. A total of 13 English education students were included in the study. The value of significance of 0.00, which was lower than the level of significance (a) = 0.05, was used to prove the data of the students' vocabulary capacity, which was obtained through the usage of matching pictures by word at the vocabulary test. The post-mean test's score (75.41) was higher than the pre-mean test's score (25.00). The researcher concluded, based on the findings and discussion of the study, that employing matching pictures by word improved the students' vocabulary skills in the second semester of IAI As'adiyah Sengkang.

Corresponding Author:

Amiruddin,
Institut Agama Islam As'adiyah Sengkang
Email: amiruddinn1@gmail.com

1. INTRODUCTION

Before mastering English skills, you must understand vocabulary, which is the most fundamental component of the language. Listening, speaking, reading, and writing are the four skills that make up English (Rao, 2019; Gumartifa & Syahri, 2021). All they need is vocabulary because, without it, there is no sentence, essay, or even language. "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed," writes (Wangru, 2016; Ridhoni, 2019). As a result, pupils must acquire vocabulary in order to master those skills.

It is difficult for students to master vocabulary. They find it difficult to memorize it because they have never used it before and English is a strange language to them (Goh, 2000; Nuruzzaman et al., 2018). Words are slick, and before the kids realize it, they've wriggled away and vanished. They must go through three unique processes: they must fix the meaning of the term in their thoughts, they must make the word their own in some way, and they must utilize the word creatively in context.

To arouse the student's interest and drive in studying English, particularly in terms of vocabulary. In teaching English, especially vocabulary, the instructor should be able to select and produce the most appropriate resources and methods (Ewing et al., 2018; Wang et al., 2020). When teaching vocabulary, giving children multiple opportunities to recognize and practice the words with visuals makes it easier for them to master the words. As a result of the foregoing explanation, matching pictures to words will pique students' interest in the

teaching-learning process (Hartley, 2017; Agustina, 2018; Li et al., 2019). Students can also benefit from this medium when it comes to learning new terminology.

This technique, though, isn't new. Many researchers have tried it out (Li et al., 2019). However, this one is unique in that the researcher uses a website called Enchanted Learning.com, which provides a wide range of words and images that are nicely organized by word class (Brahier & Bell, 2002). Apart from that, picture painting and design are very much active. As a result, it can pique pupils' interest in learning words by stimulating their creativity.

The researcher believes that matching words to pictures can help pupils enhance their vocabulary, based on the previous description. It persuades you to quickly memorize the world and creates a relaxing atmosphere.

Literature Review

A set of words known to a person or other entity, or that are part of a certain language, is referred to as a vocabulary. It would be impossible to learn a language without the support of words and vocabulary. It shows that people can't communicate if they don't know the words or have a limited vocabulary. Roberts et al. (2019); Taslim et al. (2019) defined vocabulary as a list of terms, generally in alphabetical order with definitions, that is less comprehensive than a dictionary. It implies that we must comprehend the message. Furthermore, vocabulary encompasses (a) an alphabetical list of words that are frequently defined or translated, including idioms and two-word verbs; (b) the entire world of language; and (c) specialized expressions unique to a specific field, subject, trade, or subculture.

Vocabulary is one of the three components that make up language knowledge, and it is an important part of English language instruction (August et al., 2005; Vaughn et al., 2009; Tsai & Tsai, 2018). Increasing vocabulary can help students: (a) get through their reading more quickly; (b) express themselves more effectively in both written and spoken English; (c) improve their grades in exams and assignments; (d) give them confidence that they are actively engaged with their subject; and (e) connect them to the community surrounding their subject area. Vocabulary is critical because, without words to represent a larger range of meanings, communication in many areas of the language will be impossible to achieve in any meaningful way, regardless of how well children learn grammar or grasp the sounds of the language (Rowe, 2012; Ramadhayanti, 2018; Schmitt & Schmitt, 2020; Siregar et al., 2021).

As a result, pupils' ability to listen, talk, read, write, and translate is influenced to a large part by their vocabulary. Vocabulary instruction is a process, but its goals are clear: pupils should not only memorize as many words as possible, but also master their vocabulary skills (Latsanyphone & Bouangeune, 2009; Bowers & Kirby, 2010). One of the language characteristics that should be learned is vocabulary. We can speak, write, and listen more effectively if we have a good vocabulary. As a result, we must first learn vocabulary. A person is said to 'know' a term if they can recognize its meaning when they see it, according to Haenlein & Kaplan (2019). It means that when acquiring vocabulary, we must first grasp and be able to utilize it in a sentence context.

Vocabulary mastering is not a simple procedure that can be accomplished on the spur of the moment (Lumettu & Runtuwene, 2018; Kaharuddin, 2021; Dashkina et al., 2021). When a child is still a baby, the process of learning new words begins. Essentially, the mother tongue is the baby's first language. They will improve their vocabulary by listening to basic words said by others. It is well understood that English Vocabulary study cannot be accomplished without English ability, as both are critical in the teaching and learning of English (Macaro, 2018; Kaharuddin, 2021). Students can't do well in comprehension without

a huge vocabulary, because the passages and questions use a far broader range of terms than in everyday discourse.

According to Kandola et al. (2003); Chen et al. (2004), using words and picture matching activity is simple because there are various picture sources and the meaning is simple to interpret. Because it is similar to a game, the researcher believes that matching words with pictures is a good way for increasing vocabulary. Students nowadays prefer to play instead of study. As a result, this strategy is a viable option because they are learning while simultaneously playing. There are a variety of media and methods that can be used to teach English, particularly to improve vocabulary mastery, such as flash cards, crossword puzzles, and fill-in-the-blank exercises (Lin et al., 2014; Perevalova et al., 2020; Kruawong & Soontornwipast, 2021). As a result, the researcher attempted to increase vocabulary mastery by employing the Matching Words with Pictures strategy.

In order to learn vocabulary, the researcher uses the website www.pinterest.com. There are numerous words on this website that can be used in the teaching and learning process. We merely have to decide which one is best for our material. Students can easily comprehend the meaning of the word, facts about the word, how to use the word, and the syntax of the word by using a word and picture matching activity to boost their vocabulary.

2.   METHOD

A pre-experimental research design was used in this study (Creswell & Creswell, 2017; Ramadhana & Allo, 2021; Tabuena, 2021). A single group pretest and posttest design was used in the study. Its goal was to see if the exercise of matching words with pictures improved kids' vocabulary. Between the pretest (O1) and the posttest (X), a treatment (X) was provided (O2).

The vocabulary exam was employed in this study as a data collection tool. The test was utilized for both pre-test and post-testing. The pre-test consists of 20 items divided between five jumble letter arrangement items, ten multiple-choice items, and five matching word things. Meanwhile, the post-test consists of 25 tasks, 20 of which are similar to the pre-test and 5 additional items that determine word class. The pre-test was provided prior to the treatment to determine the students' prior knowledge, and the post-test was given after the therapy to determine the treatment's effect. Data analysis used descriptively, to explore students' vocabulary ability through matching picture by word.

3.   RESULTS AND DISCUSSION

The data analysis shows that teaching vocabulary through matching picture by word can improve students' vocabulary ability in the second semester at English education of IAI As'adiyah Sengkang proved by frequency and percentage of pre-test and post-test, mean and standard deviation, and test of significance.

The students' scores of pre-test and post-test were classified into five criteria. They are presented in Table 1 below.

Tabel 1. A score of pre-test and post-test

No	Classification	Rate	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86-100	0	0%	3	11.11%
2	Good	71-85	0	0%	18	66.67%
3	Fair	56-70	1	3.7%	4	14.81%
4	Poor	41-55	2	7.4%	2	7.41%
5	Very Poor	≤40	10	88.9%	0	0%
	Total		13	100%	27	100%

Table 1 illustrates the classification of the students' scores from one experimental group's pre-test and post-tests. There are no students categorized as very good or good in the pre-test, 1 (3.7%) student classified as fair, 2 (7.4%) students classified as poor, and 10 (88.9%) kids classified as very poor. 3 (11.11%) students are categorized as very good, 18 (66.67%) students are classified as good, 4 (14.81%) students are classified as fair, 2 (7.41) students are classified as poor, and there are no students classified as extremely poor in the post-test. Based on this finding, it can be stated that teaching vocabulary through word-picture matching leads to significant progress.

The students were given a post-test after the therapies were administered. Its goal was to see if the treatments provided could help children increase their vocabulary. The post-test comprised 25 items, 20 of which were comparable to the pre-test and 5 of which were new items in the form of word-class determination.

The post-test results demonstrate that the students' scores have improved since the pre-test. These findings are supported by various previous research results (Cunningham & Graham, 2000; Conley et al., 2004; Townsend, 2009; Hashemifardnia et al., 2018; Kabooha & Elyas, 2018; McKeown et al., 2018; Hao et al., 2019). Only four kids were classed as poor, one as very poor, and the majority of the students were classified as good. The average score of the students improved as well. The post-test mean score is greater than the pre-test, and the post-test standard deviation is lower than the pre-test. It occurred as a result of the pupils' enthusiasm in the method of teaching vocabulary through picture-word matching. As a result, the material is simple to comprehend. Because they were able to distinguish between noun, verb, and adjective, the pupils were also able to construct correct sentences. This understanding enabled the students to reduce the number of errors they made on the pre-test. As a result, the students' errors are minor compared to those made during the pre-test. It could happen because some pupils did not fully comprehend all of the mastery. The results of the research can be considered in teaching English, especially to improve students' vocabulary.

4.   CONCLUSION

The researcher came to the conclusion that teaching vocabulary through word-picture matching could help pupils learn more words. Students' vocabulary competence was assessed in terms of word form, meaning, and application. We can see that students' vocabulary has improved from their pre-test in terms of word form, meaning, and usage. The post-test score was greater than the pre-test score for the students. As a result, before being taught using the matching words with pictures technique, the pupils' vocabulary mastery was

still low. It was not the same as the pupils' mastery of vocabulary after being taught utilizing the matching words with pictures method. This demonstrated that improving pupils' vocabulary understanding by teaching vocabulary using word-picture matching was successful.

Students improved as a result of their effectiveness. The post-test mean score (75.41) was greater than the pre-test (25.00). Furthermore, after being taught via matching words with pictures in four meetings, there was a substantial difference and development in the students' vocabulary mastery. The probability value (0.00) was found to be less than the level of significance (0.05). It means that in the second semester of English education at IAI As'adiyah Sengkang, teaching vocabulary through picture-word matching can be employed to improve students' vocabulary skills.

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