

THE IMPACT OF USING PICTURES IN THE CLASSROOM FOR VOCABULARY ENRICHMENT: A META-ANALYSIS

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I. INTRODUCTION

Pictures as a part of visual aids are used as a technique in teaching English vocabulary at elementary schools. Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, and picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. According to Webster, picture is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea. Pictures can be used to explain the meaning of vocabulary items. Virginia French says that for helping students to understand the meaning of a word, a picture is useful.

Pictures help the students to memorize the vocabularies. It is central to make certain that the pictures are not vague; they should hold only what the word means. Using picture is an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding of meaning. It means that using picture has an impact on the memorization of the vocabulary learning.

For young children, reading with picture books supports the learning of written words (Feunteun and Vale 105). There are many popular stories for the young children. These stories are beautifully told through picture books. Hence the conclusion that pictures and other visual aids are extremely important in the teaching of a second language to young learners is drawn by Feunteun and Vale (1995). They also state that the efficient and accessible visual aids in the classroom include the teacher, the children, the blackboard/whiteboard, pictures, word cards, real objects and videos. They also list the following items of how visual aids support classroom teaching:

- (1) Support understanding when the children are listening;
- (2) Put across the meaning of vocabulary; prompt and support reading;
- (3) Provide a topic or visual focus to prompt speaking or writing;
- (4) Provide a visual link between L1 and English;
- (5) Provide support and motivation for early reading and writing in English;
- (6) Provide ways around communication barriers (Feunteun & Vale 105).

Vocabulary development is dependent on the development of the code language that requires primarily a semantic development, then a syntactic development. When the gap between active and passive vocabulary is very high, the correction of speech is needed. Nemati (2010) added to this by investigating the relationship

between two types of English vocabulary knowledge i.e. passive and active, after different years of school instruction in an ESL environment. It is found that there is a need to incorporate more active methods for teaching vocabulary and the use of instruments that can better test and activate the active knowledge of students.

II. STUDIES ON VOCABULARY TEACHING USING PICTURES

Teaching vocabulary to school students remains a complicated process where the selection of contextual vocabulary find highly significant and important. The students need to understand only the words that they read in sentences or hear. Vocabulary can be classified in terms of different criteria. Different scholars have attempted to classify into various types:

Harmer (1991) has classified vocabulary into active and passive vocabulary (159). According to him, active vocabularies that students have been taught and learned and they have expected to be able to use on the other hand, passive vocabularies refer to the words which the students recognize which they come up with these words but they will probably not be able to produce. According to Allen (1983), active vocabulary refers to vocabulary that students often find in listening, speaking, reading, or writing, students should use the vocabulary correctly, and it should be practiced frequently. Passive vocabulary refers to vocabulary that does not often appear in texts or in speaking. Active vocabulary represents the totality of words effectively used by a person in communication and the passive vocabulary is the sum of the words the speaker understands, but does not use for different reasons.

Joyce and Weil (2009) showed how pictures may serve as important stimuli for connecting learners' life experiences to their language learning in the classroom. The teacher writes each identified word on chart paper outside the picture and draws a line from the word to the item in the picture, essentially creating a picture-word dictionary which the students can employ to connect words with corresponding pictures. Joyce and Weil claim that such a kind of connection contributes to developing new ideas and learning vocabulary.

According to Thornbury (2005), pictures can be tools or media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing the things in the pictures without teacher's explanation. Pictures also help the students to communicate or explain the events in the pictures.

Leung (2008) conducted a study of preschoolers' knowledge of scientific vocabulary. Results indicate the greatest gains in word knowledge were made when an interactive approach was used. First, teachers have engaged students in dialogue during an interactive read-aloud of informational picture books. Vocabulary and concepts have been reinforced through student retellings and a hands-on activity that related to the targeted words and meanings.

Wong (2009) demonstrated that vocabulary learning is also achieved through connections via dual channels of speaking and writing. Shaking out the words and spelling the words, she says, brings "awareness to the letters in the word and connection between the spoken words onto written text" (Wong, 2009, p. 9). Reading out, spelling out, and writing down these words on the picture-word dictionary is the first step for children to know the phonetic and morphological form of the words. After they become more familiar with this mode of instruction, they start to write phrases, short sentences and later long ones about the pictures independently or with the assistance of teachers and more competent peers. This writing process involves learning form, meaning and use

of those words. Gradually, these vocabularies should be stored, as Calhoun (1999) suggests, in students' long-term memory and eventually become a part of their prior knowledge, which will be used to learn new words. Sholihah (2009) explains the influences of using pictures in teaching English vocabulary pictures to the fifth grade students of SDN Tugu Jebres No.120 Surakarta. The class activities consist of four steps based on the lesson plan that was made before. They are: Warming up that was done to make students interested in learning and to introduce the materials. Presentation in which the writer presented the materials by using pictures as visual media in order to explain the material clearly and easily to understand. There are many activities in this part, such as Listening, Writing, Speaking and Reading. Skill practice is used to know the students' progress in the material that has been explained before, and the assessment to evaluate the students' understanding about the lesson and the writer's way of teaching. The researcher has found out the positive effects of using pictures in teaching English vocabulary, these are: the pictures could improve the students' motivation, the pictures could attract the students' attention, the pictures help the students to memorize the vocabulary and the pictures make the teaching and learning activities interesting. To improve the quality of English teaching and learning in SDN Tugu Jebres no.120 Surakarta, it is suggested that the English teacher had to create the suitable technique in improving the students' motivation in learning English vocabulary.

Mastery of vocabulary is not an easy thing for students, especially for young learners. Because young learners have limited ability in learning and memorizing the vocabulary. It is not an easy task for teacher to teach vocabulary, because of the limitation of students' ability. So, the teacher needs to apply appropriate technique in his classroom. Harjuno (2009) considered using pictures in teaching vocabulary are appropriate technique to apply in class because pictures are one kind of media that can help teacher draw students' interest and arouse their motivation in the teaching learning process more effective. The objective of the study is to investigate the effectiveness of pictures as media to improve students' ability in vocabulary at the fifth graders students of Elementary School. The problem of the study is teaching English by using pictures more effective than without using pictures in improving the students' ability in vocabulary. The population of the study was the students of the fifth grades of SDN Manyaran 03 Semarang in the Academic Year of 2008/2009. The sample of the study was class VA as the experimental group and class VB as the control group. Each of the two classes consisted of 40 students. Class VA was taught using pictures, and VB taught without using pictures. In the research, the writer used pre-test and post-test in getting data. Before giving the treatments, the writer conducted the pre-test for both classes. After giving material in 3 weeks, the writer conducted post-test to know the development of the students' ability in vocabulary. The writer used test as an instrument of the study. The working of hypothesis of this study is that there is significant difference grades between students who are taught by using pictures and the students who are taught not using pictures. The difference of the development meaning that pictures was effective as teaching media in improving students' ability in vocabulary. So, it is suggested for English teacher to teach using pictures in improving the students' ability in vocabulary.

Afianti (2009) described the use of pictures in teaching vocabulary to the fifth grade of SDN 01 Bolon, to show the problems from the use of pictures, and to give the solution for the problems. Some activities are conducted during the use of pictures in teaching vocabulary to the fifth grade students of SDN 01 Bolon. The activities consisted of: warming up, presentation, skill practice, and assessment. In teaching vocabulary, the researcher has

used pictures in every teaching and learning process. He has also used songs and games too containing some pictures to make the students did not feel bored during studying. Based on the discussion, it was found the problems during the use of pictures in teaching vocabulary to the fifth grade students of SDN 01 Bolon. The problems are: The clarity and pictures' size, the limitation of the time and the limitation of teaching material equipments. The researcher has also given the solution to solve the problems. From the discussion in this final project report, the readers would know the use of pictures in teaching vocabulary to the primary level especially elementary students.

Yuliana (2011), by using Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang, has found out the difference between the students' vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. Writing test is used as the research instrument to collect the data for the study. T-test is used to analyse the data. Based on the result of the research, the researcher suggests that PWIM can be used as alternative media in teaching vocabulary, in order that the students can understand and interested in learning activity especially in learning English.

Kalaycıoğlu (2011) has investigated the effectiveness of the educational games as a technique in the preschool-level English vocabulary learning of four year-olds. An experimental study includes pre-test, post-test has been adopted. The sample size of the study is 33 private preschool children who are four years old. Data collection has been completed through an instrument (24-item EFL vocabulary performance checklist). There are 24 vocabulary items presented with picture cards by using TPR method to both control and experimental groups in a period of four-week. Picture vocabulary games have been used additionally with the experimental group. Independent samples t-test has been conducted and the results indicate a significant difference in English vocabulary achievement in the experiment group. It can be implied through the findings of the study that more picture vocabulary games should be worked out for young learners by the teachers in the classroom.

III. CONCLUSION

The elaborate review of literature presented in this research paper clearly indicates that new approaches and strategies always facilitate learners in learning new vocabulary. These types of reviews help the researchers working on vocabulary issues would enable to bring in novelty that can be incorporated in their research or in their classrooms.

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