

## PROMOTING PICTURES MEDIA TO HELP STUDENTS' VOCABULARY FOR ELEMENTARY SCHOOL IN KAMPUNG BABAKAN DES. CIBADAK KEC. CIBADAK

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### *Abstract*

*Community service activities carried out in groups that is mentoring activities which aim to help students improve English vocabulary through Pictures Media. The extension of working from home, studying from home has been extended again by the government due to a significant spike in many places in almost all parts of Indonesia. This also has an impact on the education sector which continues to return online. Whereas previously the Minister of Education and Culture had announced that back-to-school learning would be held, but due to conditions that were not very possible with the pandemic conditions, all students in Indonesia from elementary to tertiary levels were obliged to return to online learning (on the network). Students in Cibadak village environment need learning assistance during this pandemic because studying from home for too long causes a decrease in student interest in learning and makes students no longer enthusiastic. This phenomenon adds to its own concerns because students become unintelligent, lazy, apathetic, individualistic, and can even forget how it feels to study in class. Of course, English is not new for students, they have studied at school, but the problem is that the students' English skills are not growing properly. Moreover, they focus on vocabulary because learning English for elementary school level was initially emphasized how they know English vocabulary. Even though they are familiar with English vocabulary, they don't remember much English vocabulary, therefore the focus of this service is on how to promote the English vocabulary of elementary school students. The technique used in this online service is by using picture games. Pictures games have their own interesting in learning English vocabulary, students like to play with games and this situation will make students more enthusiastic in learning English. The service was carried out in Kampung Babaka, Cibadak sub-district, the participants were taken randomly who lived in the local environment consisted of 17 students. the result show after a month that students got progress in learning English vocabulary in term of memorizing words and telling words.*

**Key words:** *Promoting, Vocabulary, Pictures Games*

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## INTRODUCTION

Studying at home has been extended again by the government in line with the extraordinary surge of the latest cases, many of which have been confirmed to be infected with the Covid-19 virus. However, students must still get their right to continue

learning even though the study room has shifted to home or from offline to online learning. The students must continue to undergo the learning process well even though everything is based online. Online learning is no longer a strange thing now, everything has become a necessity for students to continue to exist and receive education from elementary school to college level. All subjects and courses are presented through online learning, both theoretical and practical, all done as well as possible so that learning objectives are achieved as targeted.

You can imagine now, how difficult it is for them to learn online where the teacher does not appear in front of them, it becomes a chasm for them and makes it more difficult to improve their English skills, of course because the learning process is not optimal. English that is developed in elementary schools is still based on vocabulary and other language skills such as listening, speaking, reading, and writing are all integrated not completely. Focusing on vocabulary, the students still find it difficult to increase their English vocabulary because of the lack of exploration in online learning so far. Based on pre-observation was that students were only given assignments and then the results were submitted without any explanation about the topic, and this condition makes students getting worst in English vocabulary. English is difficult subject for students at elementary school and they feel hard to master English vocabularies. (Mehta, 2009) states that vocabulary is the most important part in language acquisition. Students will learn vocabularies first in their target language learning before they master grammar or other language skills.

Vocabulary is a basic skill that influenced the student's four language skills. Mastering vocabularies make students easy in understanding the assignment. By understanding the meaning of vocabulary or text, the students will be more interested in learning English. When they master vocabularies, automatically other English skill will improve as well. Meanwhile, vocabulary is unique to a content area as unique as fingerprints to a human being. Every people possess style in pronouncing vocabulary and teachers know they must do something with the content areas of the language, but they always have problem with what they should do (Munir, 2016). English vocabularies became a central point in learning language in which the content of

vocabulary must be taught well to students to promote a long-term acquisition of the language of a content area. In learning English, the main requirement needed is mastering English vocabulary because more students master vocabularies the more they fluent in communicate and the greater the language skills, but sometimes the mastery of the vocabulary is often not noticed (Novianti, 2020). Vocabulary is the word used by people to understand others through meaning and usage. Someone must have enough vocabulary to understand what is spoken, read and heard, listened to, and written; because with the right words, others will understand. Vocabulary is one of aspects that is very crucial in mastering English skill and vocabulary is a list of words and a phrase which is arranged in alphabetical may be categorized as having for separate, but largely overlapping components indicate how vocabulary is processed and how it is used. (Hernawati, 2015). The important of vocabulary mastery support students English skills in the future. As Asyiah founded that rich Vocabulary will help students mastering English and its four vital skills, which are listening, speaking, reading, and writing (Asyiah, 2017). Knowing many vocabularies provide students become easy to learn English.

Vocabulary is the basic component that students need to master to be able to communicate but students feel hard to memorize the words and applied in communication. Learning model of vocabulary that mostly used by some teachers is memorizing or translating word by word helped by dictionary. Teachers should be creative to teach students so that students will get meaningful learning and learn their interests by themselves We must know that students, moreover young learners, have a fresh brain to memorize something. However, students will feel very bored when they learn something that is not their interest. The impression is that teacher forces students to always learning something, but the teacher cannot be students' best guide to find their interest. (Nasikhah et al., 2019). The teachers' innovation in teaching vocabulary will bring students more interested in English.

The condition above made the writer interested in helping students to give English lesson out of their school day. For this reason, through community service, it is time to help them increase their English vocabulary with an interesting technique that make

students cheerful, challenging, and interesting. Moreover, in teaching vocabulary for primary level, it has needed various methods or media to increase the student's interest. Therefore, for those arguments above, English Pictures media will be able to provide students' curiosity to grow their vocabulary that has not developed so far in the class.

Media have important roles in the teaching-learning process. The use of media can help teacher and students to achieve the aims of teaching and learning. Meanwhile, media support teachers' explanation and help students to understand the materials or the lesson. A picture is one type of media that have important roles in the teaching-learning process. It's beneficial to the teacher, especially in learning English. Pictures have many functions to practice memorizing words, structures of grammatical, practice comprehension of listening, do activities of writing, do the free practice of speaking (likes problem-solving activities, role plays, discussions, etc.), do guided practice (drills), and teach, practice, or review new vocabular (Werff, 2003).

## **METHOD**

The participants of this research were 17 students. This community service program is aimed at elementary school in Kampung Babakan by adopting the workings of action research starting from planning, acting, observing, and evaluating, reflecting. Planning is the activities carried out in the planning stage were the community service team made observations in Kampung Babakan to identify, analyse the problems, needs and potentials of existing students. Then the team applied for a permit and made a contract for the implementation of community service. Acting in this Community Service activity is in the form of implementing a community service activity program that is given in the form of learning to increase students' English vocabulary. Train children about English vocabulary guided by tutors who have been prepared, namely 2 students from the English Education study program. Vocabulary drills are carried out so that children can pronounce well and can remember vocabulary long-lasting when they are given pictures media. Vocabulary exercises are carried out continuously during learning hours until they understand and understand and of course these pictures can be added with games such as guessing words to make learning more fun. Observing and Evaluating were made when these students were learning English. All their activities are

recorded by the service team to be able to evaluate whether the children understand the material and remember it well or not and evaluation is carried out on the output produced. Reflection is carried out on the activities that have been carried out during the class.

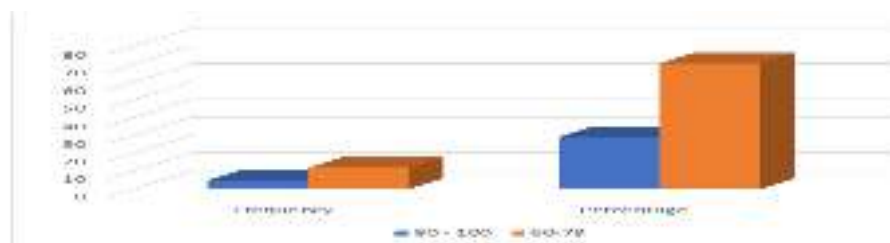
## RESULTS

On June 18<sup>th</sup>, 2021 the team went to village to observe students English vocabulary by having question and answer. Through observation, all students who join the class could not answer or guess the vocabularies given. Their answers were I did not know the words. From here the team prepare everything to teach students and help them in learning English vocabulary. This pre-test was to know the students' ability in vocabulary mastery before the treatment. From the result observation found that students' vocabulary is still poor.

### 1. The First week (June 19<sup>th</sup>, 2021)

Participants who took part in the activity were 17 participants with a relative age from 5 years to 12 years. The topic for the first week is family vocabulary, the material is about how to call family members such as father, mother, sister, brother, grandfather, grandmother, uncle, and aunt. It is a fact that of the 17 participants who took part in the activity, they still did not know the 8 words that were found. Finally, after studying together with learning techniques and repeat after me and using picture media, some students begin to know and even memorize the vocabulary of the words seen when giving guesses between them can answer. See the result below

| No | Range score | Frequency | Percentage | Ability Level     |
|----|-------------|-----------|------------|-------------------|
| 1  | 80 – 100    | 5         | 29.4       | Good to Excellent |
| 2  | 60-79       | 12        | 70.6       | Average to Good   |

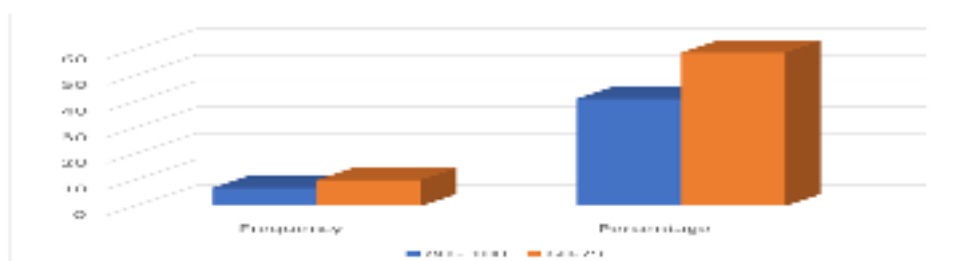


From the table and diagram above, there were 5 students or 29.4% got Good to Excellent score, and 12 students or 70.6 % who got average to good.

## 2. Second week (June 26<sup>th</sup>, 2021)

For the second week we gave vocabulary about parts of the body including hands, feet, eyes, mouth, ears, nose, hair, and head. Still using the same methods and techniques, namely learning in a circle and using pictures. Not only children who are interested, there are also mothers who come to accompany and participate in learning with their children. At first the children looked difficult in pronunciation so they found it difficult to memorize the vocabulary that we gave, finally to increase their enthusiasm we gave rewards in the form of snacks to children who could answer correctly, and it turned out that our efforts were successful who previously did not want to answer because they were ashamed and afraid of making mistakes so they are brave to answer they are more enthusiastic about learning and memorizing the vocabulary.

| No | Range score | Frequency | Percentage | Ability Level     |
|----|-------------|-----------|------------|-------------------|
| 1  | 80 – 100    | 7         | 41.2       | Good to Excellent |
| 2  | 60-79       | 10        | 58.8       | Average to Good   |



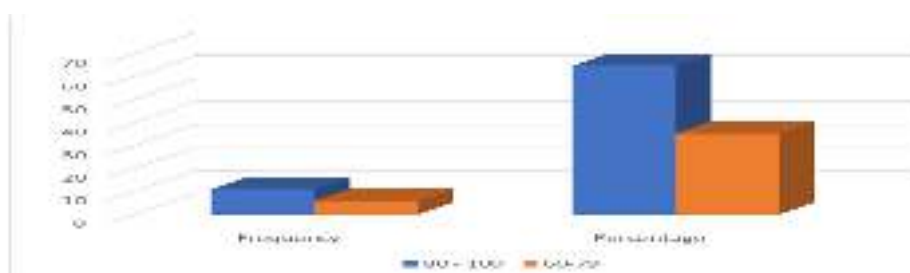
From the table and diagram above, we can see that there were 7 students or 41.2 % who got Average to Good score, and 10 students or 58.8 % who got average to good score.

## 3. Third week (July 3<sup>rd</sup>, 2021)

For the third week we gave vocabulary about hobbies, the children were excited by mentioning their respective hobbies we also gave English vocabulary about their hobbies such as playing football, playing bicycles, reading, swimming etc. In addition

to the circular technique, we added a game to increase their enthusiasm. Finally, they were able to mention their respective hobbies in English.

| No | Range score | Frequency | Percentage | Ability Level     |
|----|-------------|-----------|------------|-------------------|
| 1  | 80 - 100    | 11        | 64.7       | Good to Excellent |
| 2  | 60-79       | 6         | 35.3       | Average to Good   |

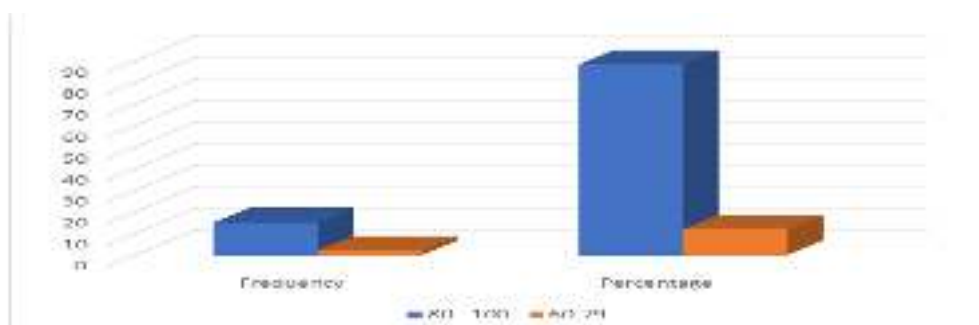


From the table and diagram above, we can see that there were 11 students or 64.7 % who got Average to Good score, and 6 students or 35.3 % who got average to good score.

#### 4. Fourth week (July 10<sup>th</sup>, 2021)

For the last week, week 4, team discussed the topic of animals and as an additional topic the time gave students topic about introducing self as well as reviewing the material that we had previously provided. team asked the children to state their names, ages, names of parents, and hobbies. The result is followed.

| No | Range score | Frequency | Percentage | Ability Level     |
|----|-------------|-----------|------------|-------------------|
| 1  | 80 – 100    | 15        | 88.2       | Good to Excellent |
| 2  | 60-79       | 2         | 11.8       | Average to Good   |



From the table and diagram above, we can see that there were students or 88.2 % or 15 students who got Good to Excellent score, 2 students or 11.8 % who got Average to Good score.

## DISCUSSION

Promoting pictures games to students in Kampung Babakan made them enthusiastic in learning English vocabulary. They follow instruction well and they were very serious and focus to English. In a month, students had progress in vocabulary, they can pronounce the words well and memorize the words well. They practice in pairs and work in small groups were applied in this teaching as well. Tutor used pictures media to provide students with visual, all students focus to pictures and tutor after learning made kind of games related to topics what learnt in the pictures.

Teaching students about family members through pictures media made them focus to see pictures and they followed when the tutor explain the words. In the beginning, students felt hard to pronounce the words and all students failed in pronouncing the words. The word father must be pronounced father, but students failed and they said [pader]. Mother must be pronounced mather but students failed and they said [mader]. Sister must be pronounced sister but students failed and they said [sister clearly said], brother it must be pronounced brather but students failed and they said brader. Grandfather it must be pronounced 'gran(d), father but students failed and they said [grenpader]. Grandmother must be pronounced 'gran(d), mather but students failed and they said [grenmader]. Uncle must be pronounced angel but students failed and they said [ancel]. Aunt must be pronounced ant but students failed and they said [aun]. Eye must be pronounced i but students failed and they said [eye]. bicycles must be pronounced 'bīsək(ə)l but students failed and they said [bisikil]. Tiger must be pronounced 'tīgər but they said [tiger]. Thorough serious practice students can memorize and pronounce the words well. Basically, students can master English vocabulary but it depended the teacher brought the to the best situation to makes students feeling good in learning. they need fun learning and explore with friends. They did not need punishment when they made a mistake, they only need teacher helped them



to improve vocabularies and correct them when they made mistakes in pronunciation. This program really helped students in growing their vocabularies after a month held.

## CONCLUSIONS AND RECOMMENDATIONS

Mastering English vocabulary was very important for elementary students. Basically, vocabularies were the words who can support students in communication. How students can communicate well while they were lack vocabularies. The more students master many vocabularies, the more they can grow well other their English skills. The circumstances of the teaching learning process must be run interesting as well like making games by using pictures who support students fun in learning

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ATTACHMENT



**Figure 1.** Learning Process



**Figure 2.** Learning Process