

USING MYSTERY PHOTO ON STUDENTS' VOCABULARY ACHIEVEMENT

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ABSTRACT

This study aims to find out whether there is or not a significant effect of using Mystery photo in improving students' vocabulary achievement at the VII A grade of SMP Negeri 2 Oheo. The research question in this study "is there any significant effect of students' vocabulary achievement after being taught through Mystery photo at the VII A grade of SMP Negeri 2 Oheo?" This study used quasi experimental design. The sample of this research was 60 students which divided into two classes. In collecting the data, the researcher used vocabulary test which consists of multiple-choice, fill in the blank and matching test. In conducting this study, the researcher taught experimental class by using Mystery photo without a control class. The result of this study showed that the teaching of vocabulary by using Mystery photo could improve the students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo. It can be proved that the analysis of tcount 5.745 was higher than ttable 1.671 after consulting the ttable at the significant level 0.05 and the degree of freedom 58. Ho was rejected and H1 was accepted.

Keywords: *mystery photo, vocabulary achievement, students' improvement.*

INTRODUCTION

Vocabulary as the element of language has already become one significant component in teaching and learning English. According to Richards and Renandya (2002) add that vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that vocabulary is one of the elements that can influence of four English skills (listening, speaking, reading and writing). This implies that if the students want to write or want to speak they have to use vocabulary.

In addition, vocabulary is also very important in learning a language. Because, through vocabulary the student's can produce utterances to communicate and convey our messages, ideas, emotion, and desires more clearly and meaningful to the others. Success

in mastering English requires knowledge of its vocabulary. Without many vocabularies, the students will get difficult and get poor score when they have examination. According to Thornbury (2002) the learner needs to learn a lot of words, and remember them. Moreover, to master all the language skills, vocabulary knowledge is very important to be known by the students, and the English teacher should have a good technique that can draw the students' interest in learning vocabulary. In this case, Garcia (1991) points out that one of the biggest factors influencing the discrepancy between the reading performance of native speakers and that of English language learners is English vocabulary.

In spite of the fact that vocabulary is the first component that must be learn by young learners in learning English, teaching

and learning process of English in the junior high school always be one phenomenon. In which, the students always feel difficult in learning English because they have very poor vocabulary. According to Slameto (2010) "variation is required for effective teaching method." It would be boring if the teacher uses only one method. That is the cause of teaching and learning in the classroom become boring. If this problem comes, the teacher should be creative to teach this subject in various ways and to stimulate learners in order to feel comfortable in teaching learning process, especially understanding the material itself.

Indeed, the explanation above relates to the fact that occurs in the SMP Negeri 2 Oheo. In which, the English teacher of SMP Negeri 2 Oheo still uses traditional method in teaching vocabulary, which is listing vocabulary, the teacher only gives material, after that gives assignment and asks the students to answer the question one by one in front of class. That traditional method may create boredom for students to study. As the result, the students are not motivated to learn English vocabulary which automatically makes students to be very difficult to produce spoken and written expression. This is proven by the students' score in last semester, in which only 15 students of 30 students at class VII got 80.

To overcome that problem, the teacher must be creative and have good imagination to use technique or method when they were teaching in order to help the students be able to enjoy learning vocabulary.

In line with Silfia, et al (2018) said that Teaching vocabulary must be easy and enjoyable for the young learners. It is intended to help the students understand the material easily. According to Brown (1994) method is umbrella term for the specification and interrelation of theory, practice and virtually all teaching methods of languages make the over simplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedures or the techniques in teaching have an influence to the student's learning result.

Therefore, the main reason for increasing the quality of teaching English vocabulary at the VII A grade students of SMP Negeri 2 Oheo is by using photo as media in teaching vocabulary achievement. The researcher thinks that by using photograph students' motivation in learning English can be emerged. According to Gutschow, as cited by Suriani (1995) states that photograph has many roles. From the teacher's point of view firstly picture will become main tool for teacher for transferring or conveying message toward materials being taught. Secondly, media can help to motivate learners, and simplifies the teaching and learning process.

In addition, there were several previous studies that relevant to the research about students' vocabulary achievement using photograph. The first was Mansur (2011). He conducted the using image on the students' vocabulary improvement at the first grade of SMPN 1 Asera. The study found that there

was an effect of using pictures on students' vocabulary improving. It can be seen through the score of group which was taught without conventional method. And it can be also seen that the means score of Experimental class on post-test was 7.40 while in control one had got 5.84.

Second, Herman (2013), used of picture on the improvement students' vocabulary achievement at the second grade of SMAN 5 Wiwirano. The study found that there was significant effect of using pictures toward students' vocabulary achievement.

What makes this study unique such as; (a) the students predict mystery photo about what the full image might entail, (b) when hypothesis of the photograph, students with beginning English proficiency may use one- or two-word utterances; more advanced students can be challenged to use complex sentences, (c) students might also move from hypothesis concrete objects in the photograph to expressing subjective impressions of each part, such as feelings or memories that the images provoke.

Mystery photo is a photograph that has been obscured. Mystery photo can be any picture. The real mystery photo is any photo can be a mystery if it has been obfuscated, in the lid or in the crop so that it becomes a mystery photo so that it is called mystery. According to Lottie Baker (2015) there were four steps of teaching English by using Mystery photo namely (a) obscure the photograph. It means that showing the students photograph completely covered by pieces of paper, like puzzle pieces (b)

uncover the photograph. It means that the students gradually uncover the photograph by selecting pieces of paper to remove. You might number the pieces covering the photograph so that students can easily identify the pieces they want to remove. If you are conducting this study with the entire class, establish a procedure for selecting students to uncover each square.

One strategy is to write students' names on pieces of paper, then draw a name randomly. After students understand the procedure, they might engage in this study in groups of four to six students. Each group has a separate photograph, and students take turn uncovering it. (c) make guesses. It means that as each section of the photograph is revealed, students will describe what they see of the photograph. Students then hypothesize about what the full image may entail. As more pieces are revealed, not only will students use the description of each section to make their hypotheses, but they will also need to connect to the prior pieces. And the last (d) debrief. It means that after the final reveal of the image, the students talk about the process of guessing what the photograph might be.

This kind of discussion involves metacognition, as students articulate how they were able to connect pieces of the image to form the full image. The way that is done to be a mystery photo is by cover, cut some of the picture or part of the picture and bury the image so it is said mystery photo. In this study, mystery photo is defined as technique used by the teacher in teaching vocabulary to help the students to be able to retell some

related descriptive material, such as animals, transportations, and things around us.

According to McKeown, and Kucan (2002) claims “the uniqueness of Mystery Photo and the fact that you are not just teaching for fun and thrill but to test your ability and skill too. Here we have to guess a word that supplied based on the clues that given. It means that the students have good participation and enthusiastic in teaching by using Mystery Photo.

The different between this study and two previous studies: this study will used experimental design, this study only different for the level class of students to the first previous studies. Meanwhile, on the first previous studies use experimental class and control class design on the level at the first grade students Junior High School. Second, previous studies used experimental design. Therefore, the level of students is different with the first previous studies and this study also different level of class and school. Here the research will conduct the study at the VII grade and the researcher using Mystery photo in teaching English especially students’ vocabulary achievement.

From the statement above, the researcher conducts a study, namely teaching vocabulary by using mystery photo which is aimed to improve the students’ vocabulary. The study formulates it on the title “Using Mystery Photo On Students’ Vocabulary Achievement at the VII A grade of SMP Negeri 2 Oheo”.

METHODOLOGY OF RESEARCH

The disign of this study was used quasi experimental design. This design were used

to compare students’ vocabulary achievement on post-test and post-test of both groups of students who were taught vocabulary by using mystery photo and who were not taught by using mystery photo. The design in this research is formulated by Anggaro, M., (2006) as follow:

Table 3.1 Quasi experiment Design

Group	Pre-test	Treatment	Post-test
Experimen tal (E)	Y1	X	Y2
Control (C)	Y1	-	Y2

FINDINGS AND DISCUSSION

The findings of the study show that:

(1) there was a significant difference of students vocabulary achievement between experiment class and control class on pre-test. This means that the students’ vocabulary achievement at the class VII of SMP Negeri 2 Oheo between experiment class and control are not the same achievement. It indicated by the mean score 52.78 for class VII A as the experiment class, and the mean score 47.11 for class VII B as the control class. (2) And in other hand, the most differences of students vocabulary achievement between experiment class and control class on post-test. It can be seen that the students’ vocabulary achievement for experiment class with mean score 77.22 is higher than the students’ vocabulary achievement at control class with the mean score 68.43. (3) the result of hypothesis testing can be proved by the analysis of t_{count} (5.745) was higher than t_{table} (1.671) after consulting the t_{table} at the significant level of 0.05 and the degree of

freedom (58). It indicated that H_0 was rejected and H_1 was accepted. It means that there was a significant effect of using Mystery photo in improving students' vocabulary achievement the VII Grade students of SMP Negeri 2 Oheo.

In line with the finding above, the researcher concludes that the teaching of English vocabulary by using Mystery Photo can increase the students' English vocabulary, because the students can emerge their learning motivation, they can easy to memorize the words and they can be very interested to learn the words by using Mystery Photo. In this case, it may be caused by the photograph can reflect the realia objects/things.

This study was conducted to seek whether there is or not a significant effect of using Mystery Photo on students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo. Regarding with the investigation, some findings will be discussed in this section thoroughly.

Firstly, the findings on students' mean score on pre-test between experimental and control classes showed a significant difference. It can be seen that the students' vocabulary achievement at experiment by the mean score 52.78 for class VII-A as the experiment class, whereas the mean score 47.11 for class VII-B as the control class.

This indicated that before treatment was given (mystery photograph) when teaching vocabulary, the students' vocabulary achievement was low level. It can be inferred that the main cause of the low of students'

vocabulary achievement is the low of students' motivation in learning English and the minim of vocabulary knowledge which they have. As Richard (2001) states that photograph is one of the interesting and easy technique for the students in learning process because they can witness picture various and easier memorizing so that the students produce the words and formulate in frase and complete sentence. It will make students enjoy, and interested in learning vocabulary.

Meanwhile, the differences of students' vocabulary achievement between experimental class and control class on post-test was also quite significant. It can be seen that the students' vocabulary achievement in experimental class with the mean score 77.22 was higher than the students' vocabulary achievement in control class with the mean score 68.43. It means that the students' vocabulary achievement in experimental class increased in comparison with control class. The increase was due to the use of Mystery Photo in learning process in experimental class.

Meanwhile in control class, the teacher taught without Mystery Photo in learning process. The researcher concludes that the increasing of students' vocabulary achievement might be caused by the effectiveness of using phototgraph in distributing or transferring meaning of vocabulary target as graphic media in teaching and learning process. This statement is relevant to Hill (1990) who states that the picture is categorized as the graphic media

and as visual media which distributes message through visual symbols.

Secondly, finding showed that the students' maximum and minimum score on post-test in the experimental class was higher than the maximum and minimum score in control class. With regard to this maximum and minimum score, it can be said that the students who were taught by using Mystery photo showed good progress on their vocabulary improvement in comparison with the control class that were taught by conventional method. This might happen because the students had been introduced with various activities, such as guessing and miming (Wright, et., al., 2006).

In experimental class, there were eleven students who fell into very good criteria. There were sixteen students who fell into good criteria. Three students fell into fair criteria, and there were no students who fell into poor and very poor criteria. Meanwhile in control class, there were two students from control class who fell into very good criteria, there were seventeen students from control class who fell into good criteria. Moreover, there were eleven students who fell into fair criteria, and no one fell into poor and very poor criteria. It can be concluded that the students who were taught by using Mystery photo got higher score than the students who were taught by conventional method.

Thirdly, the result of the students' mean score in experimental class was 77.22 while control class's mean was 68.43. It means that the mean score in experimental class was higher than the control class. This

result affirms that the students who were taught by using Mystery photo have made good progress in their vocabulary achievement. The standard deviation on post-test in the experimental class was 5.82 whereas control class was 6.04. This might happen because when the data had large score, the distribution of the data will be large too. Based on the calculation, it can be inferred that the data from both experimental and control classes above are homogeneous. It indicated that degree of distributing variety ability in the experimental class more distribution than the control class.

Fourthly, the result of hypothesis testing revealed that there was a significant effect of using mystery photo. The result of $t_{\text{count}} = 5.745$ was higher than $t_{\text{table}} = 1.671$ with the significant level 0.05 and the degree of freedom (df) = 58. It means that H_0 was rejected and H_1 was accepted. In other words there was significant effect of using Mystery photo on students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo.

With regard to the result of hypothesis testing of the study that H_1 was accepted while H_0 was rejected. This might happen because Mystery Photo provides students with mystery photo that can easily be understood. It means that the students were familiar with the concept of the photograph.

Lastly, result of this study showed to be supporting the previous studies on the use of mystery photo to improve students' vocabulary achievement. Although, the design of the study and the level are different but students showed improvement in the

process of learning after being taught using photograph.

Regarding to the discussion of the findings of the study above, a conclusion might be drawn that Mystery Photo could improve on students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo.

CONCLUSION

The researcher concluded that the teaching of vocabulary by using Mystery Photo could improve on students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo. It can be proved by the analysis of t_{count} (5.745) was higher than t_{table} (1.671) after consulting the t_{table} at the significant level of 0.05 and the degree of freedom (58). It indicated that H_0 was rejected and H_1 was accepted. It means that there was a significant effect of using Mystery photo in improving on students' vocabulary achievement at the VII grade of SMP Negeri 2 Oheo.

Based on the study the researcher suggests that; *First*, the further researcher who conduct the same study are suggested to develop the picture by using series picture as media in increasing students' vocabulary, because vocabulary is very significant role in mastering of students' language skills. *Second*, the frequency of teaching vocabulary at junior high school through by using Mystery photo should be done by the further researcher to increase their students' vocabulary by providing many times for teaching vocabulary. *Third*, the further researcher are suggested also in order they

may use fifteen until twenty words on each meeting. *The last*, the further researcher might using picture for developing students' speaking and writing skills. This skills are still relevant or suitable to be being developed by using Mystery Photo.

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