Illustration Bank Cards Expand Students' Vocabulary

Astirini Swarastuti[1],
Desti Nurdianti[2],
Ayu Aliffa Ramadhanti[3].
Institut Teknologi Bisnis dan Bahasa Dian Cipta Cendikia
astirini@dcc.ac.id, dian@dcc.ac.id, ayu123@gmail.com.

Abstract. Nowadays, vocabulary is still the basic competence which should be mastered by students to be able to learn English both oral or written. The situation faced by SMK Satu Nusa 2 students who do not have enthusiasm for learning English is no different. To solve this problem, this research was carried out to find out wheatear Illustration Bank Cards able to foster students' enthusiasm for learning to expand their English vocabulary. The subjects of the research are tenth grade students of SMK Satu Nusa 2 Bandar Lampung which divided into two groups (Control group and experimental group). Both of the groups consist of 30 students which selected by simple random sampling. Experimental group will be gotten treatment of Illustration Bank Cards while control group did not get the treatment. The data analysed by using t test toward the two samples which got different treatment. The result showed that the score of t-test was 12.16. It meant that Illustration Bank Cards expand the students' vocabulary and enhanced their enthusiasm in learning English.

Keywords: illustration bank cards; vocabulary; experimental group.

A.   INTRODUCTION

English is an international language used throughout the world. English is something that must be learned by everyone. One of the important objectives of learning English is to help students to be able to communicate both orally and in writing. When students are able to communicate in English, they can understand the topic being discussed or written in a letter, article and so on (Andika, 2023). In Indonesia, learning English has been established since elementary school to college. Starting from the very basic to the more advanced level. English learning methods must be very varied makes students enthusiast and motivated for learning English. The problem that found in SMK Satu Nusa 2 Bandar Lampung was the students were indeed less interested in learning English and still very lacking in vocabulary knowledge due to several factors. One of them was the monotonous learning method makes them less interested in learning English and lacking in vocabulary knowledge which resulted in poor learning outcomes.

Student learning outcomes are one of the goals of the learning process at school, for this reason a teacher must know and learn several teaching methods which will later be practiced when teaching. To produce high student learning outcomes, teachers are required to educate and teach students using the learning methods needed in the classroom learning process (Nasution, 2017). Furthermore, the researchers bring Illustration Bank Cards to be tested in experimental group towards to know it will be expanded their vocabulary or not. The identification of the problems is followed:

(1) Does the new learning method using Illustration Bank Cards in the class affect students' interest and vocabulary?

This method of learning will measure the extent of vocabulary knowledge and sentence structure known by students and train them to discuss with groups.

B.   RESEARCH METHOD

The research was carried out by using quantitative research methods. This research is focused on finding whether Illustration Bank Cards can increase students' vocabulary mastery and enthusiasm for learning English which in turn can generate good learning outcomes for students in class X Hotel 1 at SMK Satu Nusa 2 Bandar Lampung. In this study which uses qualitative methods, the writer uses several data sources, primary data source and secondary data source. Primary data is data obtained directly from the research field, which obtained from questionnaire or direct interview with research object10. In this research the writer obtained primary data directly from the field in the form of direct interviews with several students of class X Hotel 1 (one) SMK Satu Nusa Bandar Lampung. Interview is a data collection technique carried out by conducting conversations either directly or indirectly to achieve certain goals (Leon: 2021).

In this research, the writer used an open-ended interview method with 10 students from 30 students of X Hotel 1 (one) class. The students were randomly picked with simple random sampling technique based on their absence list. Open ended interview is an interview where the answer is determined by the interviewee and the answer is not limited. Interview is conducted directly between the interviewer and the respondent and this activity is carried out orally. From the two statements above, the writer concludes that interview is data and information collection techniques carried out by asking several questions to respondents verbally.

Furthermore, secondary data sources are data obtained indirectly from the field, such as newspapers, documentation, and others (Kun: 2020). Secondary data that the writer gets from supporting sources of research include documentation and observation. Observation is a data collection technique that used when research is related to human behavior, work process, natural phenomena, and when the observed respondents are not too large13. Through observation data collection techniques, the writer can find out and learn about the habits or behavior and meanings of these habits. Observation in this research was carried out by direct observation in class X Hotel 1 SMK Satu Nusa 2 Bandar Lampung to find out the actual circumstances and facts of the students in the class during English lessons.

C.   FINDINGS AND DISCUSSION

The data that has been obtained is organized by grouping data into categories, breaking it down into units, synthesizing, organizing into patterns, sorting and selecting which data is important and which will be studied then making conclusions so that it is easily understood by the writer and other people (Albi: 2018). There are three stages of data analysis. They are data reduction, data display, and conclusions. After the writer conducted research at SMK Satu Nusa 2 Bandar Lampung in class X Hotel 1 regarding English learning methods in the classroom, the writer managed to get data and information from several students that the researcher interviewed. After the writer collects data by interview, observation and documentation methods, the writer can present the

research findings. English is a compulsory skill that must be mastered by class X Hotel 1 (one) students because later the ability to speak English will be their provision when entering the world of work in the hospitality sector. Learning methods are one of the factors that influence interest in learning English. This is due to monotonous learning methods so that students easily feel bored while learning which results in students becoming difficult to digest lessons and produce poor learning outcomes.

From the analysis, the writers find out that students still have difficulty in pronouncing English words because they feel that the writing of English words is quite complicated so they don't know how to pronounce them. Besides that, it's still difficult for them to translate English words because they still lack of vocabulary mastery. Secondly, the problem of students' environment that is less supportive of learning English is also a reason why students are less interested in learning English. The role of family, friends and school environment should basically be able to support and provide awareness of the importance of English.

Unfortunately, the surrounding environment is still not supportive of this. Thirdly, students realize that English is very important to learn but they don't like the learning methods applied by the teacher. They feel that the material provided is less effective to learn because there is no actual practice. In addition, learning methods that only take notes on the material and then do practice questions are considered boring and uninteresting, thus reducing the interest in learning of students in class X Hotel 1. On the first day of the study, the writer conducted a pre-test which aims to measure students' abilities before being given treatment. The results of the pre-test are as follows:

Scoring index:

LETTER GRADE	SCORE
A	90-100
B	75-84
C	60-74
D	50-59
E	0-49

Table 1. Scoring index

NO.	NAME	TEST RESULT
1.	ADI PRASETYO	10
2.	AGIS ADE LIANI	30
3.	APRILIA AYU PRATIWI	60
4.	ARDI YANSYAH	0
5.	ARIF AHMAD RIFAI	20
6.	ARTIKA WULAN DARI	30
7.	BALQIS OKTAVIA	30
8.	BUNGA AURELIA	20
9.	DEA	10
10.	DIAN HERA RAHMAWATI	40
11.	DIMAS ANDREAN	20
12.	DONI DAMARA	20
13.	FEBRIAN	10
14.	FEBRIYAN	0
15.	HAIRUL ANAAM	0
16.	HARLAN YUDA CHANIAGO	0
17.	M. ANDRE MAULANA A.	0
18.	M. FAREN FANDIKA	60
19.	MIRANDA	40
20.	MOHAMAD AFRIZAL	0
21.	MUHAMMAD GILANG R.	60
22.	NINA OKTAVIONI	60
23.	OKTA PAHLEVI	60
24.	RAFFI MUHAMMAD H.	40
25.	RAFLY FADLILLAH	85
26.	RINTANG MAHESA B.	75
27.	RISKA AGUSTIN	40
28.	ROBI RAHMANA	40
29.	SITI NUR AZIZAH	40
30.	TEGAR ADITIYA PUTRA	0

Table 1. Test Result

From the results of the pre-test, the writer can conclude that the writing of words in English and the mastery of vocabulary of students is still very lacking. All students get scores less than 60 which means their abilities are still very weak considering they are students majoring in hospitality who really need good English skills.

After conducting the test, the writer applied a new learning method using Illustration Bank Cards at the next meeting. The results of the method can be seen in the following table:

NO.	NAME	NEW METHOD
1.	ADI PRASETYO	-
2.	AGIS ADE LIANI	-
3.	APRILIA AYU PRATIWI	70
4.	ARDI YANSYAH	50
5.	ARIF AHMAD RIFAI	50
6.	ARTIKA WULAN DARI	30
7.	BALQIS OKTAVIA	75
8.	BUNGA AURELIA	50
9.	DEA	50
10.	DIAN HERA RAHMAWATI	-
11.	DIMAS ANDREAN	-
12.	DONI DAMARA	50
13.	FEBRIAN	75
14.	FEBRIYAN	20
15.	HAIRUL ANAAM	50
16.	HARLAN YUDA CHANIAGO	20
17.	M. ANDRE MAULANA A.	30
18.	M. FAREN FANDIKA	-
19.	MIRANDA	-
20.	MOHAMAD AFRIZAL	20
21.	MUHAMMAD GILANG R.	70
22.	NINA OKTAVIONI	-
23.	OKTA PAHLEVI	70
24.	RAFFI MUHAMMAD H.	50
25.	RAFLY FADLILLAH	75
26.	RINTANG MAHESA B.	70
27.	RISKA AGUSTIN	-
28.	ROBI RAHMANA	30

29.	SITI NUR AZIZAH	50
30.	TEGAR ADITIYA PUTRA	20

Table 1. Learning Result Using New Method

From the results obtained, there is an increase in vocabulary knowledge and grammar writing produced by students although it is slightly and only a few students. However, there were also some students who actually experienced a decline when using this new method. After getting the results the writer needs from the methods the writer uses, the writer can discuss about: learning method and environment.

Learning methods that only take notes and then do questions make students quickly feel bored and are considered ineffective because there is no practice. Students need new methods that can foster student interest so that they can improve student learning outcomes, for example by using various kinds of media such as Illustration Bank Cards. Furthermore, an environment that is less supportive of students in learning English can also affect student learning outcomes. Based on the results of interviews, the awareness of people around students of the importance of English is still very lacking.

From the results that the writer got after applying the learning method using Illustration Bank Cards, the writer found an increase in learning outcomes produced by students. There are some students who get better scores than the test results but there are also students who get scores that are not different from the test results. Some of them started to increase their English vocabulary, word writing, and grammar. Although not all students who get an improvement, the use of Illustration Bank Cards if used regularly is very likely to help students in learning English so that they will get good learning results.

D. CONCLUSIONS

Based on the results of using Illustration Bank Cards as a new learning method, the writer can conclude two things, which are the use of Illustration Bank Cards can increase interest in learning and can also increase students' vocabulary. Based on the results that the writer got after applying the method using Illustration Bank Cards, there was an increase in learning outcomes produced by students. Based on the results obtained, the solution that the writer can conclude is that schools need to change the learning methods that are currently being applied.

The application of learning methods that only take notes on the material and then do exercise questions is considered less effective for students because there is no practice and it is also boring. The use of Illustration Bank Cards can be one of the methods that can be used by teachers during the teaching and learning process in the classroom.

REFERENCES

Abdurrahman, Pauji Ishak, Rosa Nur Afifah, and Salsabila Qonita Kamelia. Desember 2021. *Strategi Belajar Sambil Bermain Sebagai Metode Pembelajaran Terhadap Anak pada Masa Pandemi di Desa Leuwigoong*. UIN Sunan Gunung Djati: Bandung.

Albi, Anggito and Johan Setiawan, 14 September 2018. *Metodologi Penelitian Kualitatif*. Jejak Publisher. Bandung.

Banun Havifah Cahyo Khosiyono. Juni 2018. *Kebijakan Pendidikan Bahasa Asing di Indonesia Dalam Perspektif Masyarakat Global.* Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi Volume 6, No. 1.

Byslina Maduwu, S.Pd,. Oktober 2016. Pentingnya Pembelajaran Bahasa Inggris di Sekolah. Jurnal Warta Edisi: 50, ISSN: 1829-7463.

Fadila Nawang Utami. 2020. *Peran Guru dalam Mengatasi Kesulitan Belajar Siswa Sekolah Dasar*. CV. Mentari: Jakarta.

Leon Andretti, Abdillah, Sufyati HS., Puji Muniarty, Indra Nanda. 2021. *Metode Penelitian dan Analisis Data Comprehensive,* Penerbit Insania: Yogyakarta.

Mardiah Kalsum Nasution. 2017. *Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa,* STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan Vol. 11, No. 1, ISSN 1978-8169 Fakultas Tarbiyah dan Keguruan UIN "SMH" Serang: Banten.

Mika Andika and Nova Mardiana. Januari 2023. *Edukasi Pentingnya Bahasa Inggris di Era Globalisasi*, BERNAS: Jurnal Pengabdian Kepada Masyarakat Vol. 4 No 1.

Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* CV. Alfabeta: Bandung.

Suyanto (2015), in Rini Endah Sugiharti and Yanti Riftina. 2018. "*Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris melalui Model Scramble pada Siswa Kelas 4 SDN Jatimulya 04 Tambun Selatan",* Indonesian Journal of Primary Education Vol. 2, No. 2 14-22 ISSN: 2597-4866, page 14-15.