

An Analysis of Picture and Picture Method in Japanese Vocabulary Mastering at the Japanese Internship Institution Terayoka Bali

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ABSTRACT

This study aims to analyze (1) the students' capability to master Japanese vocabulary at the basic level of class B-2 before and after applying the picture and picture method; (2) the effectiveness of the picture and picture method that influences the advancement of students' Japanese vocabulary mastery. This research employed a descriptive qualitative method conducted on 20 students at LPK Terayoka Bali. In line with that, the data collection techniques were tests, questionnaires, and observations. The test was delivered twice, namely a pre-action evaluation and a conclusive test after the treatment. Data collection was maintained through questionnaires distributed after administering the test and observing the class process during treatment delivery. The results revealed that the picture and picture method could enhance students' Japanese vocabulary mastery of nouns, adjectives, and verbs. Moreover, the students' average scores attainment of the pre-action evaluation compared to the final test after treatment can confirm the students' ability enhancement. The total average score of students based on the results of the pre-action evaluation is 35.8, advancing the conclusive evaluation outcome after treatment to an average score of 81. The low outputs of student pre-action evaluations were caused by learning methods applications that were not under the students' learning needs in mastering the vocabulary of nouns, adjectives, and verbs. In addition, the picture and picture method application in the learning process influences the increasing students' ability to master Japanese vocabulary effectively, which is also in line with the response to the questionnaire regarding the external and internal factors. The external factor is the application of learning methods with less encouragement, and internal factors are related to students' learning motivation to be more active in mastering Japanese vocabulary.

INTRODUCTION

In line with the demands of the development of science and technology, humans must have good language skills and convey information both orally and in writing. Besides, there are four necessary aspects to being skilled in language learning. Those aspects are; Listening, Speaking, Reading, and Writing. Therefore, language learning in schools does not only highlight theory but is required to be able to properly and well practice in interaction. In language learning, vocabulary is the most necessary item to be mastered. Vocabulary is one of the aspects of language that plays a vital role in grasping any language, spoken or written because the speaker needs to convey their ideas, emotions, and desires.

Moreover, with a good command of vocabulary or language, one can express ideas effectively and efficiently.

Many Japanese learners cannot communicate well because they have not possessed enough vocabulary items. Therefore, enriching vocabulary is the most crucial for students. However, it is undeniable that vocabulary mastery is related to science and technology because this ability can motivate them to maintain good progress in their studies. The phenomenon found regarding the vocabulary items learned by LPK Terakoya students mainly in class B-2 is part of speech, including verbs, nouns, and adjectives. Consequently, students' lack of vocabulary knowledge caused difficulties in assembling sample sentences, facing interviews with Japanese companies, and responding to conversations with the Japanese. In addition, LPK Terakoya Bali is one of the job training institutions that provide an apprenticeship program or distributor of workers who desires to go to Japan. With lots of applicants, the LPK Terakoya Bali has become one of the most sought-after job apprenticeship institutions in a short period for prospective apprentices since 2013 in Jimbaran, Bali. moreover, the learning program at LPK Terakoya Bali only focuses on the Japanese language and learning about Japanese cultural life. Both competencies are supported by grammar (bunpo), writing (hyouki), reading (dokkai), listening (choukai), and speaking (kaiwa).

Generally, it is mandatory for students who start learning the Japanese language to acknowledge more vocabulary items because they will understand the language and its context well by maintaining adequate vocabulary knowledge. One's vocabulary is the set of all words comprehended by that person or all words that are likely to be utilized to construct sentences. However, there are many tracks and efforts to master the Japanese language, from formal, non-formal education or institutions that offer learning and learning services with adequate facilities by utilizing different language learning methods.

One of the learning methods employed is the picture and picture method. Ibrahim (2000: 29) expresses that the picture and picture cooperative learning model is a learning model that prioritizes the existence of groups, which intentionally and systematically develop mutually honing, loving and caring interactions. Picture and picture cooperative learning abide shelter in the theory of constructivism set forward by Piaget (Budiningsih, 2005: 85). This learning derives from the concept that students may discover and understand complicated concepts easily if they would discuss each other with their friends. Students routinely work in groups to assist each other solve complex problems.

Moreover, the picture and picture learning method are a learning method that employs images that are paired or sorted into a logical sequence. This learning has the characteristics of being active, innovative, creative, and fun. in this vein, the students will be very enthusiastic in applying the picture and picture method to answering the questions given very well. Any learning model employed always highlights their activeness in each learning process. Students learning activity can be observed from their engagement in various teaching and learning processes such as listening to teacher explanations, discussions, making reports on task implementation, etc. moreover, every learning innovation must provide something unexplored and different and always attract students' intention.

Ingenuity in vocabulary learning is very effective in students' curiosity in learning vocabulary. Regarding creativity, every learning process must generate interest in students to produce something or be able to solve a problem by utilizing methods, techniques, or approaches obtained from the learning process. Students ought to be creative in solving a problem while learning in class individually and together with other students. In line with this, several previous studies conducted by Dwiyantari (2018); Ramiani (2010); Sofyan (2021) argues that the usage of pictures is very effective in enhancing vocabulary mastery skills in learning a foreign language.

In applying this picture-to-picture method, the teacher has prepared displayed images either in a card form or a large chart before initiating the learning process. In this vein, this learning model is on images as a teaching-learning media. These images evolve into the

main factor in the learning process. The following figure displays pictures instances applied in the picture and picture method in teaching Japanese vocabulary.



Based on the background and the phenomena found, LPK Terakoya Bali is the object of research. This research is focused on the application of the picture and picture method at the LPK Terakoya Bali to enhance students' vocabulary mastery. Knowledge of the picture and picture method is a stimulus by sorting the pictures according to their names can make students understand Japanese vocabulary. It presents a question and challenge to research the teaching-learning method utilized.

RESEARCH METHOD

This research method is descriptive qualitative approach based on the research objectives and background. This study discussed the skills of Japanese vocabulary mastery before and after applying the picture and picture method to B-2 students of LPK Terayoka, Bali. According to Sukmadinata (2016), descriptive research aims to describe a situational phenomenon and is carried out without manipulation or paying attention to the research subject. Hence, it at describing the spectacle from the data obtained naturally and objectively without evaluating the correlation of variables.

This research was initiated by determining the criteria for the sample based on research necessities. After determining the research respondents, the researcher then conducted a basic ability test after observing the pre-action teaching and learning process for the selected respondents in the study. The outcome of this initial test is then analyzed to determine students' initial vocabulary skills and their difficulties in mastering Japanese vocabulary items. Moreover, the students' difficulties encountered will be used as fundamental needs to provide action or treatment by utilizing learning materials and facilities to support the usage of the picture and picture method in the teaching process to enrich students' Japanese vocabulary items. At the fourth meeting, after the treatment, was the final test to measure up students' vocabulary mastery after applying the picture and picture method. Furthermore, comparing both initial and final tests result to determine students' skill advancement in mastering Japanese vocabulary items. In addition, the aim of employing the tests, questionnaires, and observation is to obtain the required research data.

Data analysis is the procedure of systematically exploring and compiling data obtained from tests results and observations by organizing data into categories, describing them into units, synthesizing, compiling them into patterns, choosing which ones are crucial and what will be studied, and finally concluding to make it easy for readers to understand the result (Sugiyono, 2017: 335). In analyzing the data, the researcher used a procedure known as the interactive model proposed by Miles et al. (2014).

FINDING AND DISCUSSION

In this section, the presented data are based on the students' learning outcomes obtained before and after implementing the Picture and Picture method to students at the B-2 level

who study Japanese in Terayoka Bali. In this case, the tests were held twice in the form of a vocabulary test. There were 30 numbers of questions which were divided into two parts of instructions. This focus study is to determine how efficacious is the implementation of the Picture and Picture method to enhancing the students' skills in mastering Japanese vocabulary items.

A. *Pre-Action Analysis*

Analyzing students' initial skills of mastering Japanese vocabulary in this study was in three pre-action stages based on the data collection process. The first stage is observations made to determine the teaching and learning process, student activity in the learning process, methods employed by instructors in teaching, and learning media utilized. Next is a learning evaluation to specify the students' ability to master Japanese vocabulary.

a. *Analysis of the Pre-Action Learning Process*

Based on the observation results, the time allocation required for each face-to-face meeting is 2x60 minutes. Although the students showed total concentration on the material presented by the instructor, the teaching-learning was a teacher-center because the instructor dominated the process, provoking passive learning for students. Therefore, student activity during the learning process was very minimal because the instructor only delivered the opportunity to ask questions at the end of the meeting. The opportunity for students to express themselves during the learning process is minimal. Additionally, the instructor's way to engage students and ensure student concentration is to ask questions related to understanding the material.

The results of observations about the effectiveness of the Lecture method are also in line with the idea of Roestiyah (2008), which reveals that a teacher in applying the Lecture method tends to be more active, but students become passive because students attention is only on the teacher. In his book, Nata (2011) clarified that the Lecture method produces uncreative students, and the material delivered is only based on the teacher's memories and beliefs. Nata (2011) emphasized that the Lecture method in its application tends to be verbal and does not stimulate students' learning motivation enough.

b. *The Pre-Action Test Analysis*

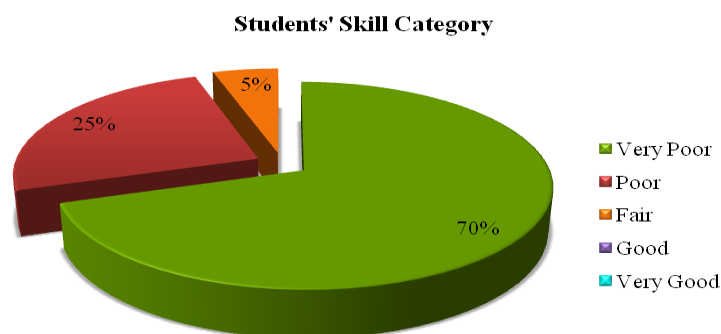
The evaluation of pre-action was at the third meeting after the pre-action learning process. There are two parts of test instruction; in the first part, the students had to match the picture on the left of the answer sheet with the vocabulary list on the right side of the question sheet. Meanwhile, in the second part, the students had to observe each picture on the question sheet and write down the correct vocabulary accordingly. The test outcome is presented in the following table.

Table 1. The Pre-Action Test Outcome

| No. | Students' Code | Correct Answers | The Score |
|-----|----------------|-----------------|-----------|
| 1 | IKRA | 7 | 23.3 |
| 2 | KAW | 6 | 20.0 |
| 3 | IGAB | 15 | 50.0 |
| 4 | NKAPS | 4 | 13.3 |
| 5 | LD | 8 | 26.7 |
| 6 | GA | 12 | 40.0 |
| 7 | RAS | 18 | 60.0 |
| 8 | NLANM | 8 | 26.7 |
| 9 | AFVK | 4 | 13.3 |
| 10 | NDD | 10 | 33.3 |

| | | | |
|------|-------|----|-------|
| 11 | NMANS | 11 | 36.7 |
| 12 | IWAAS | 14 | 46.7 |
| 13 | RR | 20 | 66.7 |
| 14 | IWAI | 16 | 53.3 |
| 15 | IGW | 11 | 36.7 |
| 16 | KS | 9 | 30.0 |
| 17 | KDF | 7 | 23.3 |
| 18 | YK | 14 | 46.7 |
| 19 | PRWEP | 9 | 30.0 |
| 20 | AKW | 12 | 30.0 |
| Sum | | | 716.7 |
| Mean | | | 35.8 |

The table above verifies that the pre-action skills of Japanese vocabulary mastery of students in class B-2 at LPK Terayoka Bali lack skills because of their average score of 35.8. Based on the low average ability of students' vocabulary mastery, it is undeniable that the picture and picture method can be employed in the learning process as a treatment to enhance students' Japanese vocabulary mastery skills. Next is a chart of student abilities categorized based on the results of the pre-action evaluation in the following figure;



The picture above displays the category of Japanese vocabulary mastery of the pre-action test. Students' ability category that dominates is 'Very Poor' as many as 14 (70%) students accomplishing it, then followed by 'Less' category as many as 5 (25%) students and the least is the ability of 'Fair' classification only achieved by 1 (5%) out of 20 students in class B-2.

However, the dominant weakness of students' Japanese vocabulary mastery found based on the results of the pre-action evaluation was in the noun word class. In this vein, the outcomes of this study are in line with previous research conducted by Isnaini and Huda (2020); Yuliawati and Yunitaka (2021), who replaced the Lecture method with other methods in the language learning process to enhance student's vocabulary mastery skills.

B. Treatment Analysis

Treatment evaluation of a students' Japanese vocabulary mastery testing regarding the vocabulary studied during the learning process. This evaluation process is at the following meeting after the last season of treatments. In this process, students had to answer questions by writing the correct answer based on the instructions provided by the instructor. The number of questions proposed is identical to the pre-action test, 30 numbers with 60 minutes of working time allocation.

a. Teaching-Learning Process during the Treatment

Based on the observation result of learning activities employing the Picture and Picture method, the instructor has contrived to allocate learning time well for 3x60 minutes with three meetings. In addition, the application of the Picture and Picture method has been carried out very well in each season, marked by the implication of student-centered learning and the teacher's role as a mediator and facilitator. Furthermore, it also proves that the students were very involved and interested in partaking in the learning process by utilizing the Pictures and Pictures method.

In this vein, the students showed sufficient participation when discussed in pairs, students were able to deliver the outcomes of the discussion in front of the class, and also they were able to ascertain and state the accurate vocabulary based on each instruction provided by the instructor. The students' heightened motivation to master Japanese vocabulary items during the learning process was confirmed when discussing with their partners to match pictures and employing other learning resources such as dictionaries and the internet with no doubts.

The finding is in line with the idea of Ibrahim (2000), who declared that learning by applying the Picture and Picture method arises from the concept that students will more easily discover and understand complex concepts if they discuss each other with their friends. Students routinely work in groups to assist each other solve complex problems.

b. Treatment Evaluation Analysis

Evaluation of the ability to master Japanese vocabulary at this phase is after the learning process by applying the Picture and Picture method. The instructor diverged the test questions into two parts. The students had to match the picture on the left of the answer sheet with the vocabulary inventory on the right side of the question sheet in the first part.

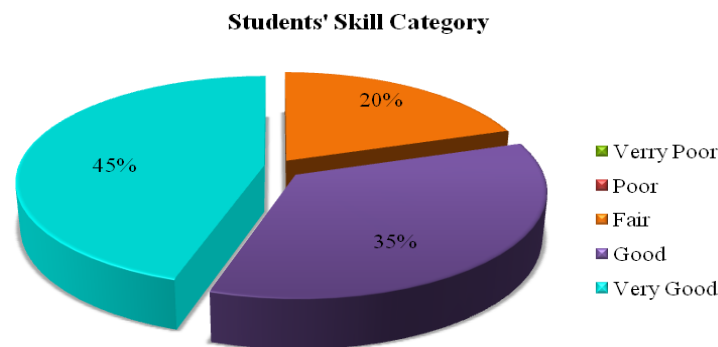
Meanwhile, in the second part, the students had to observe each picture on the question sheet and write down the correct vocabulary accordingly. There were 30 numbers with an allocation time was 60 minutes. The following table presented the result of the students' final test.

Table 3. The Result of Final Evaluation

| No. | Students' Code | Correct Answers | The Score |
|-----|----------------|-----------------|-----------|
| 1 | IKRA | 26 | 86.7 |
| 2 | KAW | 20 | 66.7 |
| 3 | IGAB | 25 | 83.3 |
| 4 | NKAPS | 20 | 66.7 |
| 5 | LD | 25 | 83.3 |
| 6 | GA | 26 | 86.7 |
| 7 | RAS | 27 | 90 |
| 8 | NLANM | 25 | 83.3 |
| 9 | AFVK | 20 | 66.7 |
| 10 | NDD | 24 | 80 |
| 11 | NMANS | 21 | 70 |
| 12 | IWAAS | 27 | 90 |
| 13 | RR | 29 | 96.7 |
| 14 | IWAI | 28 | 93.3 |
| 15 | IGW | 26 | 86.7 |
| 16 | KS | 23 | 76.7 |
| 17 | KDF | 22 | 73.3 |
| 18 | YK | 28 | 93.3 |
| 19 | PRWEP | 20 | 66.7 |
| 20 | AKW | 24 | 80 |

| | |
|------|------|
| Sum | 1620 |
| Mean | 81 |

Table 3 above displays an expansion of students' Japanese vocabulary mastery in class B-2 at LPK Terayoka Bali after being given treatment. In this vein, the average score of students based on the final test results reveals that the students' mastery ability has reached the 'good' category with an average score of 82. It proves the Picture and Picture method applied in the learning process is very effective and suitable for enhancing Japanese vocabulary mastery skills. Next is a chart of student abilities categorized based on the final test results presented in the following figure.



The picture above depicts the category of students' Japanese vocabulary mastery skills after being given treatment by applying the Picture and Picture method. The 'Very Good' classification is the dominant skill achieved by 9 (45%) students. Then, 7 (35%) students obtained the 'Good' classification, and the least is the ability of students in the category of 'Fair' only obtained by 4 (20%) out of 20 students in class B-2.

Furthermore, the results of this study are also in line with a previous study conducted by Dwiyantri (2018), who stated that the application of the Picture and Picture method was very effective in enhancing the ability to write Japanese descriptive essays. In addition, several previous studies, such as that conducted by Ramiani (2010); Sofyan (2021); Dawamuddin (2021), also revealed that the use of images is very effective in enhancing vocabulary mastery skills in learning a foreign language.

C. The Effectiveness of Applying Picture and Picture Method

In addition to enhancing student learning outcomes after applying the Picture and Picture method, the evidence of the Picture and Picture method employed effectiveness is by the student's responses to the application of the learning method and the learning process.

a. Students' Perception on the Pre-Action Teaching-Learning

Data on student perceptions of the pre-action learning process was obtained based on the questionnaire responses to 20 students in B-2 grade with four questionnaire statements. Moreover, the following table presents students' responses to the questionnaire distributed at the end of the pre-action learning, which is based on the Likert scale; 'Strongly Disagree'; 'Disagree'; 'Neutral'; 'Agree'; 'Strongly Agree'.

Table 2. The Students' Responses on Pre-Action Learning Process

| No | Questionnaire Statements | SD | D | N | A | SA | Σ | Category |
|----|---|----|---|---|---|----|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1 | I enjoyed taking Japanese lessons with the Lecture learning method. | 3 | 7 | 4 | 6 | 0 | 53 | Fair |

| | | | | | | | | |
|---|---|---|---|----|---|---|----|------|
| 2 | Learning with the Lecture method enhances my intention in expanding my Japanese vocabulary items. | 1 | 9 | 7 | 3 | 0 | 52 | Fair |
| 3 | The Lecture learning method makes it easier for me to understand the meaning of each Japanese vocabulary learned. | 1 | 5 | 12 | 1 | 1 | 56 | Fair |
| 4 | The Lecture method created a lively atmosphere in the learning process. | 3 | 6 | 7 | 4 | 0 | 52 | Fair |

The respondents' responses categories displayed in the above table were based on the results of the descriptive analysis, which discovered that students' answers to each questionnaire statement contained in the questionnaire were 'fair' categorized. The Lecture method applied during the learning process reduces students' inquisitiveness in mastering Japanese vocabulary, a decreasing factor of students' learning motivation, as an internal factor that affects student learning outcomes.

b. Students' Perception on the Treatment

Data on student perceptions of the learning process during the treatment was obtained based on the questionnaire responses to 20 students in B-2 grade with four questionnaire statements. Moreover, the following table presents students' responses to the questionnaire distributed at the end of the treatment.

Table 4. The Students' Response on Treatment

| No | Questionnaire Statements | SD 1 | D 2 | N 3 | A 4 | SA 5 | Σ | Category |
|----|--|---------|--------|--------|--------|---------|----|-----------|
| 1 | I enjoyed taking Japanese lessons with the Picture and Picture method. | 0 | 1 | 4 | 5 | 10 | 84 | Good |
| 2 | Learning with the Picture and Picture method enhances my intention in expanding my Japanese vocabulary items. | 0 | 0 | 8 | 7 | 5 | 77 | Good |
| 3 | The Picture and Picture method makes it easier for me to understand the meaning of each Japanese vocabulary learned. | 0 | 1 | 1 | 9 | 9 | 86 | Very Good |
| 4 | The Picture and Picture method created a lively atmosphere in the learning process. | 0 | 0 | 4 | 7 | 9 | 85 | Very Good |

The data in the table above indicates the students' responses to their perceptions of the learning process in applying the Picture and Picture method. The respondents' responses categories in the above table were based on the outcomes of the descriptive analysis, which discovered that the classification of students' responses to each of the questionnaire statements is 'good' for the first and second statement items. The other answers are the 'Very Good' category for the third and fourth questionnaire statements.

Regarding the pre-action questionnaire responses to compare with the results of the questionnaires distributed after the treatment and evaluation of learning, students' responses based on the statements were categorized as 'good' and 'very good' towards the learning process by applying the Picture and Picture methods. It is very reasonable based on the factors of increasing students' Japanese vocabulary mastery skills as internal and external factors significantly affect the improvement of students' vocabulary mastery outcomes.

Therefore, Piaget (in Budiningsih, 2005: 56-57) believes that learning will be more successful if it is adjusted to students' cognitive development stages. Knowledge is not

acquired passively by a person but through action. The learning process does not have to occur only the teacher teaches something to students but also occurs because students are actively constructing knowledge from it. Learning Japanese vocabulary must be based on the instructor's creativity in managing class and involving students. Consequently, the study results ascertain that the Picture and Picture is an appropriate method for enhancing students' Japanese vocabulary mastery skills. The process of the Picture and Picture method implication in this study is based on the constructivism learning theory initiated by Piaget and Vigotsky.

CONCLUSION

Students' ability to master Japanese vocabulary, namely nouns, adjectives, and verbs, before applying the picture and picture method was in a lower category based on the outcomes of the pre-action evaluation. The test results displayed that the most dominant weakness of the students' Japanese vocabulary was the mastery of the noun. The learning methods applied that did not provide a stimulus to student learning motivation was the impact of the passive learning process. However, the students' ability to master Japanese vocabulary improved in the learning evaluation results after applying the Picture and Picture method. The final test indicated that no students get the 'poor' and 'very poor' categories.

The students' activeness in the learning process impacts the students' increasing ability in producing Japanese vocabulary both orally and in writing. Moreover, the questionnaire results also reveal that students agree with the Picture and Picture method applied in the Japanese vocabulary learning process. The application of the Picture and Picture method can be said to be very effective in advancing students' Japanese vocabulary based on external and internal factors. Based on the results of the questionnaire distribution, external factors related to the application of the Picture and Picture method by the instructor can expand the internal factors, which are the willingness to learn or the students' own motivation to memorize the vocabulary items.

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