

The Use of Picture Media in Teaching German Vocabulary for Students' at Senior High School I Tondano Minahasa

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ABSTRACT

One of the teacher's strategies in overcoming students' lack of vocabulary mastery is by using Picture Media (Visualmedient). And this is what will be studied in this study by limiting the use of picture media to the vocabulary mastery of German students at Senior high school 1 Tondano in Minahasa. This study aims to obtain an overview of the benefits of picture media amid the increasingly digital modernization of science in the Millennial era and the impact of the success of learning German vocabulary. The research method used in this study is descriptive experiment and documentation. Based on the analysis obtained from the results of this study, it is proven that there is a positive influence on the use of picture media in teaching German vocabulary for students of senior high school 1 Tondano. Recognizing new vocabulary in German. This means that the pictures shown or displayed by the teacher will help accelerate students' recognition of German. After direct observation and demonstration of pictures, there is a significant difference between those who use pictures and those who do not use pictures as media. Students who learn vocabulary using pictures will have better results than students who do not use pictures. This is obtained through the final test of the lesson. The use of picture media in teaching German, in particular, learning vocabulary, has a very strong and positive effect on learning outcomes in German. Even though the digital millennial era is more dominant in using electronics, picture media is still needed in teaching German vocabulary. The vocabulary that is accompanied by pictures will make students remember the vocabulary because of the help of pictures.

Keywords: Picture, Communicative Vocabulary

INTRODUCTION

In today's millennial era, language is still the main means of communication in interacting with each other. Both are verbally and in writing. With human language, people can channel and express their thoughts and feelings to others. German as a foreign language in Indonesia based on the 2013 Curriculum aims that students:

- 1) have listening, speaking, reading and writing skills with the hope of being able to master approximately 1000 words with appropriate grammar,
- 2) through cultural aspects integrated into themes and sub the theme is to foster students' tolerance of cultures from other nations, especially in terms of cross-cultural mutual benefits for both countries (Depdikbud, 2013: 3).

In order to achieve the intended goal, books of German language teaching in Indonesia were compiled which, if traced back to their publication, have seen quite an innovative development adaptation, for example the book *Wir Sprechen Deutsch* (+ - 1970s),

Kontakte Deutsch, (1990s) which all the learning materials are cross-nuanced. cultural both countries. Then the Themen Book (2000s) and now a new book published by Netzwerk which adapts to the development of the Millennial era. In other words, the publication of German language textbooks in Indonesia is adjusted to the situation and conditions of the times and the level of progress in science and technology and culture. Based on the description above, it can be stated that the things that must be done by teachers and students in teaching German are as follows:

- 1) meaning is determined by the scope of language, situations and conditions supported by cross-cultural understanding
- 2) meaning is manifested in different structures truth in spoken and written language,
- 3) learning communication requires support from target language elements,
- 4) motivation which is determined by learning activities through the material and learning process of teachers and students,
- 5) Process teaching and learning with the characteristics of their needs is a subject,
- 6) the teacher is not only a motivator but also a facilitator (2015: 2-3).

Based on the experiences and realities in the field encountered by the author or from several participating in research seminars, in fact there are several obstacles and problems in learning German. Among others; The lack of mastery of the German language vocabulary of students which results in their not being motivated to communicate either with their peers or with their teachers, the lack of seriousness of the German teacher in creating communicative situations and conditions with students making them passively use German as a means of communicating like a language that is being studied, the target language /target. The following will describe several aspects found in observations of German learning in schools, including: teacher ability and creativity, students, tools / media and resources, books and subject matter, unsupportive school situations and conditions.

a. Teacher Factors

Problems that arise from the teachers as education and teachers will be able to influence students to learn. However, in reality there is still a lack of mastery of the material and good management of the subject teacher. This will certainly motivate and motivate students to learn German

b. Student Factors

Students who have an interest and motivation to learn German as early as possible will generally have better results compared to students who lack or do not have this aspect. This can be seen in the achievement of students' final grades which differ from one another. The problem that often arises in the teaching and learning process is that strong students will be better than weak students which sometimes make teachers wonder. So that it becomes a separate problem to overcome. So the teacher here must be more serious in overcoming the individual competences of these students, including adding material for students' assignments or repeating material that is difficult for students to understand.

c. Learning Media Factors

German as a foreign language in Indonesia has for decades continued to experience innovation and creativity in learning, including the books or teaching materials used. In this millennial era, books / teaching materials appeared which were also included with

the media (audio in the form of CDs, visual images, and audiovisuals in the form of recorded material whose function was to facilitate and complement and improve teacher teaching, of course. This media greatly influenced the effectiveness and efficiency of teaching and learning German. At all levels of teaching, it is necessary to have the creative ability of the teacher to operate it in the classroom so that students are happier and more interested in learning it.

d. Material Factors / Learning Materials

Learning materials / materials as previously mentioned, show that they are still different from one school to another, even though they are in the same class. In addition, mother tongue strongly affects the existence of students so that the landing of German language material does not run smoothly due to the influence of students' first language. This will continue to have an impact on mastering German vocabulary for the growth and development of communication. As previously explained, that communication is influenced by the number of vocabularies that is mastered by students, the more vocabulary that is mastered, the better the communication of course. In the four language skills which include listening skills (Hörverstehen), speaking, (Sprechfertigkeit), reading (Leseverstehen) and writing (Schreibfertigkeit) equipped with grammatical structures (Grammatic). Given the importance of mastering student vocabulary, teachers are required to be able to manage learning materials in such a way as to provide learning media that will stimulate motivation and interest in student learning. One of the teacher's strategies in overcoming students' lack of vocabulary mastery is by using picture media (Visual medient).

B. Problems

Based on the description above, the writer thought to identify the problems that might be revealed in this paper:

1. Will the media of pictures improve vocabulary mastery?
2. Is it possible that the picture media will make it easier for students to remember the vocabulary being taught?
3. Can the media make the absorption of information difficult to forget?
4. Picture media will generate interest and motivation to learn German?
5. To what extent does the use of picture media concretize mastery of German vocabulary?

This is what will be studied in this study by limiting the use of picture media to the vocabulary mastery of students who learn German language at Senior high school 1 Tondano in Minahasa. This study aims to obtain an overview of the benefits of picture media amid the increasingly digital modernization of science in the Millennial era and the impact of the success of learning German vocabulary.

Pictrue Media (Visualmedium) is a productive vocabulary learning strategy and technique. According to Rinanto, drawing is one of the tools that is easy to obtain at the same time practical and easy to use, whether designed by yourself or with cutouts and then attached to a wall or blackboard. (1985: 5). Picture media will provide motivation or encouragement that makes students interested in learning and prevents themselves from feeling boring and not monotonous. With the picture media, students will unite different perceptions and cause the same association to the pictures displayed so that the pictures in question are easy to understand and understand because the media concrete information.

According to Edgar Dale in his theory of the conical level of experience to absorb information from low to difficult levels, he described it as the name Cone of Experience as follows.

1. Verbal Symbol
2. a visual symbol
3. verbal and visual symbols
4. symbols of verbal, visual and motion
5. exhibition
6. study tours
7. demonstration
8. dramatization
9. mock experience
10. Direct experience

This cone of Edgar Dale's experience is to emphasize that abstract information if only conveyed by verbal symbols will be difficult for students to understand and understand compared to direct experience. In other words, if the teacher wants to explain a subject matter, not just verbalism, but use intermediaries, namely learning media, either pictures or seeing directly the place so that it is clear and understands the students who are learning. Example: the teacher wants to teach about the vocabulary of BMW (bayerische Motorwerk) in the German city of Munich. It seems that it is not enough just to call it, show a picture of the product or show the manufacturer directly so that everything becomes clear and can be seen directly. The problem is of course a matter of time, opportunity and cost required for its realization. Therefore, there are strategies and techniques that teachers must do to save costs there, but use pictures or props for cheap and practical costs.

According to Downson in Tarigan, talking with the help of visual aids will result in better capturing of information than verbalism or just hearing information (1994: 85). Furthermore, Meutsch in Schwerdtfeger and Macaire said: picture media will provide information that is easy to remember compared to orally-verbally (1993: 10). And psychologically, it will create separate impressions that are long forgotten and remain in the students' memories.

Based on the opinion of the media experts above, the authors conclude that the picture media can facilitate and facilitate the presentation of learning material so that students will understand and understand even difficult to forget what they have learned. Both regarding vocabulary, grammar rules and the meaning of the word. Thus, the author is optimistic that the picture media used as a teaching aid will raise motivation and interest in student learning and make it more enthusiastic in expressing the intentions of his thoughts and feelings to others with the vocabulary they learn.

According to Iskandarwassid and Dadang Sunandar (2016: 208) argues that the teaching media is structured to be needed in efficiency and effectiveness learning is related to efforts to achieve teaching goals. As a consequence of the development of educational media today, educators are required to be able to take advantage of the educational media available in schools and the environment. The surrounding environment can be used as a teaching medium. Apart from media, it is video, television, and film, but also as simple as possible media can be used as teaching media, such as pictures, cutouts of magazines / newspapers or self-made media.

In the midst of the rapid development of this modern culture which is called the millennial era, is it possible that picture media is still useful for teaching and learning? This is what motivates the author to conduct this research with the title the use of picture media in relation to mastery of German Vocabulary at Senior high school 1 Tondano, Minahasa.

RESEARCH METHOD

The research method used in this study is descriptive experiment and documentation. Descriptive here is used to describe existing evidence and data that appear on the surface of the class and are seen directly by the author and are described systematically decomposed as initial data to enrich the research process. As for the experiment where the author uses the picture media manually and is shown in front of the class showing the picture to the students and they guess the meaning and meaning of the picture according to the intended vocabulary. Documentation is needed to help the author document any identified vocabulary and pictures used in class. The number of students in the class will be divided into 2 groups, one using picture media and the other using no media.

RESULTS AND DISCUSSION

Based on the analysis obtained from the results of this study, it is proven that there is a positive influence on the use of picture media in teaching German vocabulary for students of Senior high school 1 Tondano. Recognizing new vocabulary in German. This means that the pictures shown or displayed by the teacher will help accelerate students' recognition of German. After direct observation and demonstration of pictures, there is a significant difference between those who use pictures and those who do not use pictures as media. Students who learn vocabulary using pictures will have better results than students who do not use pictures. This is obtained through the final test of the lesson.

The low learning outcomes of students' German vocabulary are due to the material being taught about vocabulary that is rather abstract in the sense that it is more difficult and complicated to be recognized by students than accompanied by pictures of the media. This confirms the opinion of Soeparno (1980: 5) who says information is communicated through verbal symbols only. The possibility of absorption is very small because the information that lands into students' memory is abstract and difficult to penetrate into their memory, It is different if using picture media can create a conducive learning atmosphere that allows students to be more actively involved in the classroom and more motivated because the vocabulary is taught along with the picture will be easy to understand, understand and easy to remember. However, it must be consciously acknowledged that the picture media is not the only determining factor in the achievement of the goals of teaching German vocabulary. There are of course other factors or elements as supporting factors, among others: the use of methods and techniques, other infrastructure as well as a conducive teaching and learning environment and the situations and conditions of students who are mentally ready to accept subject matter related to interest and motivation.

By combining picture media with various teaching techniques by German language teachers, it will have a positive impact on the mastery of German and overcome

students' sense of lack of self-confidence to develop mastery of German as a foreign language.

CONCLUSIONS

Learning vocabulary has a very strong and positive effect on learning outcomes in German. Although now the digital millennial era is more dominant in using electronics such as cellphones, laptops and the like, picture media is still needed in teaching German vocabulary. Moreover, not all students have the economic ability to procure it. Vocabulary and picture media are needed from each other. There is a picture so the vocabulary will be easier to guess than the vocabulary itself. There are vocabularies accompanied by pictures that will make students memorize the vocabulary because of the help of pictures.

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