IMPROVING THE STUDENT'S VOCABULARY THROUGH PICTURE METHOD AT ELEVENTH GRADE STUDENTS' OF MAS AL-WASHLIYAH 67 PEMATANGSIANTAR

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatra (UIN-SU) Medan as Partial Fulfillment Of the Requirements for S-1 Program

By :

<u>TRI AMALIAH SENTIKA</u>

NIM . 34.15.1.016

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DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH FACULTY AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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2021

Nomor: Istimewa   Medan,

Lampiran: -   Kepada Yth:

Perihal: Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

      a.n. Tri Amaliah Sentika   dan Keguruan UIN Sumatera Utara

                                          Di-

                                          Medan

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

Nama   **: Tri Amaliah Sentika**

NIM   **: 34.15.1.016**

Jurusan   **: Pendidikan Bahasa Inggris**

Judul   **:Improving the Student's Vocabulary Through Picture Method at Eleventh Grade Students' of MAS Al-Washliyah 67 PematangSiantar**

Dengan ini kami menila skripsi tersebut dapat disetuji untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

                                          Medan,   Agustus 2021

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SURAT PENGESAHAN

Skripsi yang berjudul : Improving the Student's Vocabulary Through Picture Method at Eleventh Grade Students' of MAS Al-Washliyah 67 PematangSiantar oleh Tri Amaliah Sentika, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

19 Agustus 2021 M
11 Muharram 1442 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Jurusan   : **Penddikan Bahasa Inggris**

Judul   :**Improving the Student's Vocabulary Through Picture Method at Eleventh Grade Students' of MAS Al-Washliyah 67 PematangSiantar**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan,   August 2021

Yang Membuat Pernyataan

Tri Amaliah Sentika

NIM. 34.15.1.016

ABSTRACT

Sentika, Tri Amaliah, Registration Number: 34151016. Improving the Student's Vocabulary Through Picture at Eleventh Grade Students' of MAS Al-Washliyah 67 PematangSiantar. A Thesis English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2021.

This research deals with improving the students' vocabulary through picture method. This research was conducted at MAS Al-Washliyah 67 PematangSiantar. The research was done July to August 2021. The subjects of this study were 17 students of MAS Al-Washliyah 67 PematangSiantar. This research was conducted by using Classroom Action Research by Kemmis and Mc Taggart that consisted of 2 cycles. The technique of collecting data for quantitative data are collected by computing students' scores through vocabulary test. While for qualitative data, the researcher used the technique by Miles and Huberman.

The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 65.5%. Where, there were 3 student got successfull score criteria or it was only 17% and 14 students' got unsuccessful or it was 82%. After doing cycle I by using picture, there was an improving of the result of the students' mean was 47,41%. Where, 8 students got successful criteria score or it was only 47% and 9 students' got unsuccessful criteria score or it was 52%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 79,70%. Where, 14 students' got successful criteria score or it was 82% and 3 students' got unsuccessful criteria score or it was 17%. In other words, it could be concluded that the use of picture method improved the students' vocabulary and their interest in vocabulary.

Keyword: Improving Vocabulary, Picture Method, Classroom Action Research

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Bismillahirrahmanirrahim

Assalamu'alaikum Wr.Wb

Alhamdulillah, praise to Allah, the cherisher and sustainer of the world the beneficent and merciful who giving the deepest sense of gratitude to Allah for a life full of happiness. Because of his generosity, the writer completed this challenging study well. And also for the last prophet Muhammad SAW, the greatest teachers of great teacher.

This *Skripsi* is submitted to the Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera Medan a Partial Fullfilmentof the Requirement for the Degree of Sarjana Pendidikan.

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The writer realizes the skripsi still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this skripsi better. May Allah them always and gives them all happiness through their life.

Medan,   August 2021

Tri Amaliah Sentika

34.15.1.016

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CHAPTER I

INTRODUCTION

A. Background of Study

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with others. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In English learning, there are four skills, reading, writing, speaking, and listening. Vocabulary is the basic one of the most important subject. vocabulary plays an importance role in the four English language skills. In listening ability, vocabulary makes it easy for students to understand what others are talking about. In speaking and writing, vocabulary makes it easy for students to expand their ideas. In reading, vocabulary makes it easy for students to understand text. Vocabulary should not be ignored by anyone who learns a language. It means that vocabulary is one step to know the words, understanding the meaning and using them in sentence. Vocabulary is one of the language components and as based of a language. Wilkins in Thonbury stated that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[1]

Based on this statement show that vocabulary should be learn first rather than the other aspects of the language such as, grammar, speaking, reading, and

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[1] Thornbuy. 2013, *How to teach vocabulary*. United kingdom: perason education limited

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writing. The larger vocabulary the students master, the better they perform their language.

The objective of teaching vocabulary for Senior High School is the students are expected to be able to understand and communicate with others in English. According to English Subject Syllabus in the curriculum 2013 for standard competence of English for senior high school stated that the students are expected to be able to understand, to communicate, and comprehend the meaning in transactional, interpersonal, and functional text or dialogue in daily life. Students are hoped to be able to access current and popular knowledge while teaching material based on genres, such as; descriptive, recount, narrative, procedure, and information report.[2] It means that the students are expected to be able to mastering a number of vocabularies, so the students will be able conceive what they hear and read, and the better they will be able to say what they want to speak or write.

However, in reality, vocabulary is difficult in language especially for the students. Based on my observation in MAS Al-Washliyah 67 Pematang Siantar, it was found that the students of that school had some difficulties in vocabulary. First, the students' interest in learning vocabulary is very low. Because, according to them it is very difficult to memorize it, especially in verbs and nouns the students always forget the meaning of the words. Second, most of students do not know the meaning of words that is said by the teacher. Then, when the researcher asked students to write down some of vocabulary that they've already known without seeing dictionary, they written only two until five words. They also have

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[2] Kementrian dan Pendidikan Kebudayaan (2017), *Sillabus Mata Pelajaran Bahasa Inggris* SMP/MTS, Jakarta, p.4

limited vocabulary to comprehend the meaning of the text. The important thing that researcher know that the knowledge of students' vocabulary is limited. By having a limited vocabulary, the students will find difficulties in mastering English skill.

From this case, the researcher can conclude that there are some factors appear on this research. First, the students are less interested in learning new vocabulary. Student are lazy to learn and add the number of vocabulary, and they only learn from the textbook. So, the students' vocabularies are not increasing and not develop. Second, the English teacher used the conventional method in teaching. The teacher taught students by giving the explanation and then asked the students to do some exercise and it happened repeatedly. Third, the learning facilities are inadequate, such as the dictionary and the medium of learning. Students are seldom to bring dictionary to learn vocabulary, unfortunately the school doesn't provide the dictionary for students, so they can't learn optimally and teacher is not creative in giving the medium for teaching vocabulary.

To overcome the problems, researcher has to find out the appropriate of teaching English to students'. It is hoped the students' gets the best result in mastering vocabulary in English. Because of the reason, the researcher would like to provide a suitable media which is expected to help teachers as educator in improving student vocabulary. Using picture is one of the way in teaching vocabulary. Through picture students could be easier to understand what the researcher presents.

Pictures are especially believed very effective to improve students' vocabulary. Picture is visual, it is very effective to stimulate the eagerness of

students in learning language. Using pictures in teaching and learning will help students to pay attention to things they have not seen which are related to their subject.

So, based on the explantion above, the researcher is interested in conducting a research with the title **"Improving Student's Vocabulary Through Picture at Eleventh Grade Students' of MAS AL-WASHLIYAH 67 PEMATANGSIANTAR".**

B. Identification of Study

Based on the background of study above, the problems which are identified as follow:

1. The students are not interested in studying English, because the method that used by the teacher less attract the students in learning English.

2. The students are lazy to memorize of vocabulary, especially in content words category.

3. Most of students do not know the meaning of words that is said by the teacher.

C. Limitation of Study

Based on the identification of study above, the writer limits the study to improve students' vocabulay through Picture at Eleventh Grade of MAS AL-WASHLIYAH 67 PEMATANGSIANTAR.

D. Formulation of Study

Based on the background of the research, the researcher tries to get answer of the following question :

1. Do picture improve students' vocabulary at eleventh grade of MAS AL-WASHLIYAH 67 PEMATANGSIANTAR in the Academic Years of 2020/2021?

2. How does the picture improve the student's vocabulary ?

E. Objective of Study

The objective of study are:

1. To know the improvement of the students vocabulary after using picture.

2. To describe the process to improve the vocabulary by using picture.

F. Significance of Study

The results of this research positively will present contribution to English teaching and learning, they are :

1. Theoretically Significance

   a. The result of the research can be used as an input in English teaching learning process, especially in teaching vocabulary.

   b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process

2. Practically Significance

   a. For teachers, the researcher also hoped that this research could help teacher to improve students' achievement, especially in vocabulary mastery as well as become an alternative method for English teacher in teaching vocabulary.

b. For students, To increase students' motivation and interest in learning vocabulary which can improve their vocabulary achievements.

c. The further researcher, The researcher hopes this research can increase the readers' knowledge about teaching vocabulary by picture. This research also will be able to be a reference for the other researchers who need it as a resource material.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories need to explain some concept or terms apply in the research concern. Some terms use in this study and they need to be theoretically explain.

1. Definition of Vocabulary

According to Hatch and Brown, vocabulary refers to a list or set of words for a particular language or a lis or set of words that individual speaker of a language might use.[3] It means vocabulary as the word of certain language which are used by the speaker to communicate with other people. Vocabulary is the only system involved of alphabetical order.

There are two types of vocabulary based on the Hatch and Brown, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is the ability to recognize a word and recall its meaning when it is met. Then, the productive vocabulary involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Receptive Vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves

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[3] Hatch & Brown, , C, (2007), *Vocabulary , Semantic, and Language Education.*Cambridge :Cambridge University Press

what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

According to Hiebert and Kamil, vocabulary is the knowledge of meanings of words.[4] It means that what we know and understand about the meaning of words named as vocabulary. They also divided two types of vocabulary: active vocabulary and passive vocabulary.

Active vocabulary is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.

Passive vocabulary is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Vocabulary is one of the basic elements to achieve language skill. So, to achieve these aims, students must master a number of vocabularies and by enriching vocabulary, student will be able to talk about more things and communicate well.[5]

Besides that, Hiebert and Michael stated that vocabulary is not only for expressing the meaning and making it understandable, but also for understanding

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[4] Elfrieda H. Hiebert and Michael L. Kamil, (2007), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc., p. 7

[5] Richards, J.C., and Renandya, W.A, (2007), *Methodology in Language Teaching Anthology of Current Practice* New York: Cambridge University Press, p. 255

the meaning uttered by other people. Vocabulary is as the knowledge of meaning of word.[6]

Based on the definitions above, a vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus, without vocabulary the people cannot do an interaction in oral language and so difficult to understand each other. Therefore, each people should have to obtain vocabulary, especially for the students.

Allah the Almighty has mentioned in Al-Qur'an about vocabulary, in order human being know the names of something in this world. Allah says in Al-Baqarah verse 31:

$$\text{وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾}$$

Meaning : "And Allah (He) taught Adam all the names. Then He displayed them to the angels and said, "Inform Me the names of these, if you are truthful."[7]

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak.

After all, the researcher concludes that vocabulary can be defined as the collection of words that can be used and understood by people in order to be able

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[6] Elfrieda H. Hiebert and Michael L. Kamil.2005 *Teaching and Learning Vocabulary*. London: Routledge., p. 5

[7] ShehnazShaikh and Kausar Khatri. (2007). *The Glorious Quran. New Delhi* :Alhuda Publications, p.7

and fluent in speaking, writing, reading and listening of language. Vocabulary is necessary to be understood to everyone because it is not only help people to communicate each other but also help people to live in the world. Even the intelligence of someone can be known by what vocabulary they used and understood.

2. Importance of Vocabulary

Vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. It means that vocabulary is a necessary ingredient for all communication. The students realize the importance of vocabulary when learning languages, but most students passively learn vocabulary. First, they consider the teacher's explanation of understanding or definition, pronunciation, spelling and grammatical functions to be boring. Second, the students usually only get new vocabulary in their textbooks or when during English class. Then, the lack of English vocabularies owned by the students, especially the academic subject matter. So, many students do not understand the oral and written English text in doing interaction. So, Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies.

According to David Wildskin in Thornbury stated that without grammar very liitle can be conveyed, without vocabulary nothing can be conveyed.[8] It shows that learning vocabulary is very important. With vocabulary everyone can say anything they want, but grammar people just say little thing because they speak with words not grammar.

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[8] Scoot Thornbuy, 2005, *How to Teach Vocabulary*, Harlow : Pearson Education. P.13

One cannot learn a language without learning vocabulary. There are two reasons why we should learn vocabulary; first, we want other people to understand what we are speaking to them and we also want to know what other people want to communicate to us. Second, we do not want that there will be miss interpretation and misunderstanding in our communication. So, without vocabulary, the language cannot be used to maintain all information in language. People cannot communicate effectively or express his ideas in both oral and written form.

According to Coles, learning vocabulary builds literacy skills and prepares them for their academic journey.[9] It means that a student with high vocabulary mastery will be better able to follow instructions from teacher. They also more confident in expressing themselves, and will possess the ability to communicate more effectively in a conversational setting.

Meanwhile, Bintz states that vocabulary is critically important because a word is an instrument for thinking about the meaning which it expressing.10 Then, vocabulary also is a main of the language.[10]

Based on statement, to support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. By learning vocabulary, we can communicate with others and convey our meaning.

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[9] Jonathan Surwono , 2013 *English for Academic Purposes: A Successful Way to Learn Scientific English*. Yogyakarta: Andi Offset. p. 191

[10] Bobby Coles. (2010). *Writing Level Star*. Available at: http://www.helium.com /items/ 1927657- vocabulary-learningvocabulary [accessed 3rd April 2018]

Furthermore, according to Graves stated that the importance of vocabulary as following:[11]

(1)Vocabulary knowledge is one of the best indicators of verbal ability; (2)Vocabulary knowledge contributes to young children's phonological awareness, which in turn contributes to their word recognition; (3)Vocabulary knowledge in kindergarten and 1st grade is a significant predictor of reading comprehension in the middle and secondary grades; (4) Vocabulary difficulty strongly influences the readability of the text; (5) Teaching vocabulary can improve reading comprehension for both native English Speakers; (6) Growing up in poverty can seriously restrict the vocabulary children learn before beginning school and make attaining an adequate vocabulary a challenging task; (7) Disadvantage students are likely to have substantially smaller vocabularies than their more advantage classmates; (8) Learning English vocabulary is one of the most crucial tasks for English learners; (9) Lack of vocabulary can be a crucial underlying the school failure of disadvantage students.

From statement above, vocabulary supports of the four skills which are listening, speaking, reading and writing. Vocabulary also influences the students' learning process. Therefore, the students should have to obtain vocabulary. Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.

3. Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different

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[11] Michael F. Graves, (2016), *The Vocabulary Book: Learning and Instruction Second Edition*, New York: Teachers College Press, p.2.

vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning oppurtunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.[12] Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication. Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function.

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjective is a

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[12] Random House Webster's Collage Dictionary, (2006), America: United States of America, p. 842

word used to qualify a noun or pronoun. Adverb is a word which modifies a verb, adjective or another adverb.[13]

4. Teaching of Vocabulary

Thornburry as cited by Alqahtani states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language.[14] In line with that statement, Cross argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar.

According to Cross there are three phases in teaching vocabulary. They are namely presentation, practice, and production.[15]

1. Presentation

In this phase, there are four steps that can be followed in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

a. Sound and Meaning

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same

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[13] AJ. Thomson and AV. Martinet, (2006), *A Parctical English Grammar*, Oxford: Oxford University Press, p.10

[14] Alqahtani, M, (2015), *The Importance of Vocabulary in Language Learning and How to be Taught, International Journal of Teaching and Education*, Volume III,No.3/2015, p. 24.

[15] Ibid

time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

b. Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

c. Written Form

The teacher can write down the new words on the white board, then choose one to two students to read it loud to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d. Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. He can choose the simplest sentence in order to make the students understand the new words completely.

2. Practice

In the second phase, the teacher can give the students exercices in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3. Production

After given some exposure to the new words, the students can be considered master the vocabulary already. Therefore, in this step the students' are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown in relation to teaching vocabulary. First teacher need to allocate time to specifically learning vocabulary in the clasroom.[16] It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their self- strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers.

Nation in Cameron suggests two basic techniques in order to teach new words in the classroom. They are by demonstration or pictures, and by verbal explanation. In the implementation of demonstration or pictures, the teachers can use gesture, cut-out figure, object, photograph, drawing, pictures from books, etc. While in verbal explanation, they can put the new word in a certain context, or translate it into another language that the learners understand. In teaching vocabulary, the teacher needs to be careful when selecting the words. He needs to choose the suitable words for the learners to be taught in the class. The learners' age, level, or ability can be the teacher's consideration when choosing the vocabulary. The media used in the class also need to be suited with the learners.

B. Picture

a. Pictures as Teaching Media

Media are very important components in teaching and learning English. According to Gutschow in Winoto, media can serve four general purposes: Media can help to simplify the teaching and they can help to complete it. 2) Media allow

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[16] Op Cit . P.256

teacher's point of view to practice the principle of teaching object and illustration. With the help of media, the use of the mother tongue of the students can be avoided. 4) Media are instruments of motivation if they are used to stimulate the learning process. According to Murcia in Silviana, media are tools or physical things used by the teacher to motivate the students by bringing a slice of real-life into the classroom and by presenting language in its more complete communication complex.[17] So, media have an important role in the instructional process. One of the media commonly used is the picture. A picture is a part of visual media. Visual media are everything which can be seen by the human eyes. Then, a picture can be defined as an image that is designing or describing by many sense (Merriam Webster). While according to Shing as cited in Aldhionita pictures are kinds of visual instruction material.[18]

Wright stated some kinds of pictures, they are; pictures of single item, pictures of one individual, pictures of popular individuals, photos of a few people, pictures of individuals activity, pictures of spots, pictures from origin, pictures with a lot of data, photos of the news, pictures of fictions, pictures of maps and symbol, sets of pictures, pictures and scripts, single stimulating photos, bizarre photos, and explanatory photos. Then, Wright stated that pictures contribute to interest and motivation.

Moreover, pictures can be an illustration of the objects (thing, people, animal, etc.) that the teachers cannot take the real object into the class directly. Pictures help students understanding the unfamiliar word. They help students to

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[17] Silviana, Dilla. 2013. *The Use of jigsaw II technique and still pictures combination to improve students' vocabulary mastery.* Semarang: Journal of English Language Teaching
[18] Aldhionita, L. 2015. *A study on teaching vocabulary using pictures to the seventh grade students at SMP Muhammadiyah Kediri academic year* 2014/2015. Kediri: Artikel Skripsi Universitas Nusantara PGRI Kediri, page 1-9

illustrate or understand the meaning of words. Thus, pictures can be good visual media in the instructional process.

Picture plays an important role as an alternative teaching aid in teaching English. The teacher gives a picture, and then she asks the students about it. Picture is easy to be found by all people. Through picture the students can practice to develop their ideas. The use of picture is an excellent technique to help students understand various aspect of foreign language. The picture has motivated the students, made the subject clearer to understand, and illustrated the general idea of an object reaction which is particular to a culture. It can help to develop various other needed skills such as visual discrimination, attention to detail, and extension of concepts.

Pictures are versatile and useful resources for teaching aspects of grammar that require a structure meaning match. Interesting or entertaining pictures motivate students to responds in ways that more routine teaching aids, such as textbook or a sentence on the board, cannot. Pictures can also be used in various configurations to enhance learning and practice.[19]

Students understand and retain the meaning of a word better when they have seen some object associated with it. For this reason, the teacher should expose the student to real-life situation, when this is not possible, the visual aid can serve as useful substitute. As pictures and their images are more vivid than words, they are easier to recall than words. Teachers have always used picture , whether drawn taken from books, newspaper and magazines or photograph, to facilitate learning, picture can be in the form of flash card (smallish cards which

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[19] Marianne Celce Murcia and Sharon Hilles, *Techniques and Resources in Teaching Grammar,* (London: Oxford University Press, 2005), p. 83

we can hold up for our students to see), large wall picture (big enough for everyone to see detail), cue cards (small cards which students use in a pair or group work), photograph or illustration.

Pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English teaching or reinforce language skill. According to Andrew Wright, picture are the most suitable for the revision of known language and more recombination or manipulation word, the picture are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experiences.[20]

It means that using pictures can help students to have experiences of understanding a new object and they use their eyes to bring it to their imagination more efficiently and effectively.

In Oxford advanced learner's dictionary, picture is a painting, drawing, sketch, especially as a work of art.[21] It's mean that, using pictures can be created in many ways like painting, drawing, sketch or photography to deliver the object of studies.

Based on explanation above, the researcher conclude picture has a lot of meanings. Picture is defined as a drawing, a painting, or photograph, an image of someone or something. The meaning of picture can motivate presenting a sequent of even, story and thing like the real life, which might be used more effectively to

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[20] Andrew Wright, 2005 *Picture for Language Learning,* New York: Cambridge University Press. p. 21

[21] A.S Hornbuy , 2007 *Oxford Advanced Learner's Dictionary of Current English 5th Edition*. New York: Oxford University Press. p. 871

develop and sustain motivation in producing positive attitude toward English and to reach or reinforce language skill.

1. Types of Picture

According to Betty Morgan Bowen, there are some types of picture as their shapes:

a. Wall Charts

Wall charts illustrate aspect of a topic. On one chart use may be made of photograph, artist's drawing, symbols, graph and text.

b. Wall Picture

Wall picture is simply a large illustration of scene or event a set of scenes or events. It is usually to be used with the whole class. Wall-pictures, which details large enough for the entire class to see, may be used in place of things such as clouds, the sea, mountains, the sun, and the sky, which are impossible to bring into the classroom.

c. Flash Card

Word flashcard, card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes. Picture flashcard, useful for the representation of a single concept, such as an object or an action.

d. Work Card

Include visual as well as text magazine picture, drawing, maps and diagram can be important part or work card at all levels, used for variety of purposes.[22]

For example Sara's cooking Party game is a portable computer and mobile phone which places players in the kitchen of culinary house. The game uses English forall of its instruction which is provided in reading form. Players will easily play the game because there areattractive picture and they just need to follow the instruction. So, beside playing the game, student can also learn English vocabulary, especially in a cooking field.

2. Criteria of Good Picture

To achieve the objective of learning through pictures, the pictures that are used must be good. There are some requirements that must be fulfilled of good pictures.

a. Picture must be simple

The first consideration in selecting pictures is that they should be simple. Beautiful pictures will help but are not really necessary. Simple pictures are useful and can be good media as far as they can clarify the explanation

b. Picture must have no ambiguity

The sources of pictures are abundant but not all of them can be used in teaching and learning process. Many of them have ambiguity, for example, a picture of a student who is sitting and holding a book. It is difficult to decide whether the point of the picture is reading or studying. To avoid it, we have touse pictures that illustrate the point clearly.

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[22] Sholihatul Hamidah Daulay, emeliya sukma, benny rachman, *Sara's Cooking Party Game As A Media To Enrich Students' English Vocabulary.* International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 08, 2020 ISSN: 1475-7192

c. Picture must be in accordance with the students level proficiency

It is dispensable that teacher takes his students' proficiency of English into account. It means that the use of picture should be appropriate to the students' knowledge of English. If the pictures shown are too difficult to understand, the students will be frustrated and will not desire to learn. Hence, teacher should be selective in choosing pictures, which will adequate to his students' proficiency in the target language.

d. The sizes of the picture depand on the class

The purpose of this consideration is that each student is able to see all the necessary details in the object or action, or knowledge can be smaller than a picture, which includes more objects or actions.

e. Picture must be related to the topic taught

As mentioned above, not all pictures can be used in teaching and learning process. Pictures, which do not certain the topic under discussion, are likely to confuse the mind of the students. Occasionally, one or two carefully selected pictures will be sufficient.[23]

Based on the explanation above, the criteria for good picture should be clear and big enough to see, and to choose or select a picture is needed to be appropriated with the knowledge of the students and related to the topic that is being discussed.

3. The Roles of Picture

According to Andrew Wright , there are several roles of picture :

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[23] Nelson, H. C. 2005. *Drawing Activities as a Tool for Language Learning*: English Teaching Forum XXVII

a. Pictures can motivate the students and make him or her want to pay attention and want to take a part.

b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

c. The pictures can be describe an objective way or interpreted or respons to subjectively.

d. Picture can responses to questions, or substitutions through control practice.

e. Picture can stimulate and provide information to be referred to in conversation, discussion and storytelling.[24]

4. Teaching Vocabulary Using Picture

Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot understand the meaning of sentences or cannot understand what the people say.[25]

From the explanation above, we as a teacher should be able to make the students get the spirit in learning foreign language vocabulary, so they want to study hard. In addition to providing motivation, we as teachers must also have a special way to deal with the students not interest in learning process.

The teacher must be able to get innovation, to find the methods or techniques that are suitable to teach and able to improve students' knowledge. For example, teaching vocabulary using picture. Teacher taught the vocabulary through picture includes noun, verb, adjective and adverb. Teaching process was used the picture and taught about pronunciation and meaning of the words. For

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[24] Ibid
[25] Triani Rika. 2011 *Increasing the Students' Vocabulary Size through Picture at the Second Grade of SMA Muhammdiyah 2 Bandar Lampung*. Bandar lampung: FKIP Unila

example, the researcher taught about Pets, she explained and showed the picture one of animals and also about its activity. Picture is a thing that can make us understand about something. We can use it as media in learning English. We can find pictures from books or the internet.

Picture is something that we can see, in other word picture is visual. Picture gives stimulation which enables the learner memorizes new vocabulary. Learning foreign language means learning new vocabulary which sometimes totally different than our native. Indonesian student who learn English as foreign language, must know and memorize thousands of English vocabulary. As we know the key for a successful of language learning is by memorizing list of words as many as we could.

Picture is used by teacher to stimulate student memory and it is one of strategy to attract students' attention in learning vocabulary.[26]

From explanation above, the researcher can conclude that picture has fulfilled its function as educative media, for example; it can improve students' motivation and it also provides stimulus that may upgrade students' memory and attention. Picture can be classified into visual aid and picture is also material that is easy to find.

5. Procedure of Teaching Vocabulary Using Picture

For this research, the researcher will use the following steps:

1. Pre Activities

   a. The teacher greet the students' and ask about their condition.

      For example: Good morning class, how are you today ?

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[26] G. Nagaraj, 2005 *English Language Teaching; Approach, Methods, Techniques*, Orient: Longman,, p. 168

b. The teacher introduce the topic today by giving questions.

2. While Activities

a. The teacher shows the picture to students.

b. The teacher ask students to find out noun, adjectives, and verb of the picture.

c. The teacher give meaning of the words to the students.

d. The teacher gives the correct pronunciation of the words to the student in front of class.

e. The teacher asks the students to makes simple sentence by using vocabulary that has been taught.

f. The teacher asks the students to do exercise.

3. Post Activity

a. The teacher give the feedback about the vocabulary.

b. The teacher review the lesson.

c. The teacher asks the students to remember the vocabulary that have been learned.

d. The teacher asks the students' whether there are any difficulties in this topic.

e. The teacher close the meeting lesson

6. The Advantages and Disadvantages of Picture

Gerlach states that there are some advantages of using picture as follows:

a. The picture motivated the students' to learn vocabulary . By seeing the picture, it gives stimulation, which enables the learner memorize vocabularies.

    b. Picture is easy to understand by all age. The picture is so simple and easy to use. The picture can create relaxing the atmosphere, so students' can enjoy in class.

    c. Picture kept the students' interested and make the students' active in answering the questions.

    d. Presenting the pictures to the vocabularies in the beginning of the lesson, it allows students to associate the picture with meanings rather than meaningless memorization.

    e. Using picture as class aid for teaching vocabulary can create long-term memorization. Instead of learning vocabulary through word memorization only which may create short-term memory.

Disadvantages of Picture :

    a. Picture just focuses on senses of eye.

    b. Picture which is too complex is not quite effective in the learning process.

    c. Picture has limit dimension for large group.

C. Related Study

There are some previous studies that relevant to this research.

The first relevant study is thesis of Rokni and Karimi, stated the usage of visual material was more effectives than learning without visual materials. The positive effect of using visual materials such as, pictures, and flash cards became obvious. Students could remember words and make sentences than they learned words verbally. Using pictures in teaching vocabulary would help teacher to obtain an interesting class, because students were interest in looking at the

pictures and this way was enjoyable for them. The most important point was that memory would be better by the use of visual materials for students to learn vocabulary .

The second relevant study come from Zahro Asfiyah entitle "*The Use of Picture Message to Improve Students' Vocabulary in Concrete Noun of the Second Grade of MTs Mafatihut Thullab An-Nawawy*". She stated that the use of picture message using flash card as media in the teaching vocabulary was very effective. It was proved by the obtained score of t-test. The t-test showed that t-score 1.850 was higher than t-table 1.66. Since the t-score was higher than t-table, there was a significance difference in the achievement between students in class VIII A who were taught vocabulary in noun using picture message with flash card as media and students in class VIII B who were taught vocabulary in noun without using picture message with flash card as media (using text only). And the result was significant.

The last related study was conducted by Ayu Ningtyas entitle "*Improving Students' Vocabulary Mastery Through Picture Strategy At the First Grade Students' Of SMPN 2 TANJUNG IN ACADEMIC YEAR 2013/2014*". The research is aimed to improve the students' vocabulary mastery through picture strategy. The subject of this study was 25 first grade students of SMPN 2 Tanjung in academic year 2013/2014 consist of 15 males and 10 females. The research was classroom action research with two cycles, each cycle consists of four steps: planning, acting, observing, and reflecting. The data gathering used written tests, observation sheet, and questionnaires and analyzed by using quantitative and qualitative approach. . Based on the data , the study show the picture in teaching

learning vocabulary was able to improve the students' achievement of the first grade students of SMPN 2 Tanjung in academic year 2013/2014. After two cycles were conducted, it was found out that there was an improvement of the total mean scores of the students' achievement from test 1and test 2, respectively 77,8 and the percentage was 80 %. The result of the students' achievement with passing scores in test 1 were 52% (poor) and those in test 2 were 80% (very good). The result of the second cycle that the mean score was 77,8 and the class percentage was 80% indicating that the target of 75 of the minimum criterion has been achieved.

The sameness from related studies is using pictures that implementation in teaching vocabulary. The difference from this study is the case, they are improving vocabulary through picture and the effect of using picture on vocabulary.

In different school, and the was delivered by English teacher in learning process. From the three related studies the writer concludes that using picture makes students more interest in vocabulary, improving students' vocabulary and understanding about the meaning of the word from the material was delivered by the teacher.

D. Conceptual Framework

Vocabulary is one of important thing that must be mastered by the students. It is one of the components or foundation in language learning to improve students' vocabulary and it has become a priority in education. In addition, students' vocabulary is needed language learning, because it is essential to be successfull in reading, listening, speaking, and writing.

Many students still find difficulties to listen, to speak, to write, and to read because students' vocabulary are very limited. So, they will improve their vocabularies, and one of the ways to solve this problem in teaching vocabularies by using Picture. Using pictures is one of the visual aids that are useful in teaching vocabulary.

Using pictures makes the students easier to memorizing the vocabulary, make the class more active and lively, so the students have a lot of fun doing the lesson and not make the students boring. They can improve the motivation and teaching learning process will not be successful without motivation. It suggests using pictures be more effective to motivate the students in learning process. In the order hand, it can give good influence in their achievement especially in their vocabulary.

Based on the statements above, the researcher conclude that using picture is effective method in teaching vocabulary at the Eleventh Grade Students' of MAS Al- Washliyah 67 PematangSiantar.

E. Actional Hyphothesis

Hypothesis is a temporary answer toward some problems that occur in the research. The researcher proposes an actional hypothesis that there is an improvement on the students' vocabulary after being taught by picture.

CHAPTER III

RESEARCH METHODOLOGY

The research setting, research method, procedure of research, data and data source, technique of collecting data, the technique of analyzing data and trustworthiness were will be discussed in this chapter.

A. Research Setting

The research was conducted at MAS Al-Washliyah 67 PematangSiantar. The subject of this research was the XI grade students. There are two classes of the elevent grade XI IPA and XI IPS. In this research, the researcher was taken only one class of two classes. The subject of this research is XI IPS. The reason why the researcher chooses this class, because the researcher knows students' ability in vocabulary is low and the researcher found a student problem in vocabulary particularly in meaning of the word.

B. Data and Data Sources

The data of the research consisted of two kinds. There were qualitative and quantitative data. The qualitative data were used to get and describe the situation of teaching and learning process. They were taken from interview result and observation sheet. Then, the quantitative data in this research were the students" scores that were taken from pre-test and post-test.

The data sources were taken from the eleventh grade students of MAS AL-WASHLIYAH 67 PematangSiantar in academic year 2020/2021 which consisted of 17 students. Then, the researcher got the data from the english teacher in conducting the action research.

C. Research Method

This research was conducted by using classroom action research. The researcher chose classroom action research as a method because for research relevant to conduct during learning process.

According to Kemmis and McTaggart in Ananda, classroom action research is a form of self-reflection study that collectively conducted by researchers in social situations to improve reasoning and social justice education and practice them, as well as their understanding of this practice and to situatios where the practice is done.[27] It means that classrom action research is an evaluation and reflection of the teacher as it aims to make the situation of classroom can be improved.

According to McNiff in Ananda classsroom action research is a form of reflective research that conducted by the teacher toward curriculum, development of school, increase of learning performance and others.[28] It means that classroom action research will be done based on the curriculum that school used to increase of learning process.

In additional, according to Kasbollah & Sukarnyana in Ananda states classroom action research is a reflective research conducted by giving a certain action to improve an unsatisfactory condition and increase the quality of teaching practices in the [29]classroom in order that those practices become more professional.

[27] Rusydi Ananda. dkk, (2015), *Penelitian Tindakan Kelas,* Medan : Citapustaka Media, p17

[28] *Loc.cit*

[29] *Ibid,* p. 19

Based on the statement above, classroom action research is a method for reflecting teacher in teaching in the clasrooom to improve the quality of teacher and students.

Classroom action research procedures that used in this research based on Kemmis and McTaggart scheme. In this classroom action researh, the researcher collected the data by conducting two cycle. Every cycle consist of four stapes : they were planning, action, observation and reflection.

Kemmis and McTaggart has developed a simple model of the nature of the process cycle of action as shown in figure 3.1.

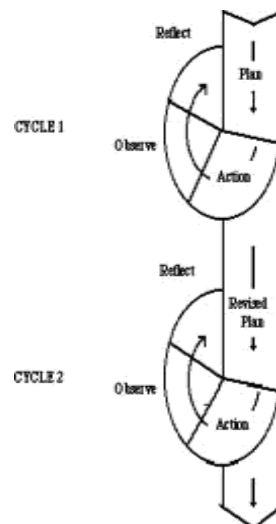Figure 3.1 Model action research by Kemmis and McTaggart

The procedure of this action research as follows:

1. Planning

Planning, it is arrangement for doing something such as preparing lesson plan, conducting the pre-test as the instrument to know vocabulary of students, preparing the learning material, media, vocabulary test and the instrument for collecting data such as interview sheet and observation sheet.

2. Action

Action is the process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. So, the action should be dynamic, need immediately decision for what was done and complete simple evaluation.

3. Observation

Observation is purposed to find out information of action. Such as the students attitudes even the obstacles that happen. So, it is collected as the data which were used as a basic of reflection. The observing must be done carefully.

4. Reflection

Reflection is a feedback process from the action which has been done before. Reflection is used to help the teacher make a decision. Reflection has evaluative aspect to evaluate the effect of spacious issue and suggest the way to handle it.

D. Technique of Collecting Data

In this research, the data are collected by using quantitative and qualitative data. Quantitative data are collected by computing students' scores through vocabulary test. Qualitative data were conducted to know the situation of the students, including the background of the problem in vocabulary. The qualitative data consisted of observation sheet, interview, and documentation.

1. Quantitative

In quantitative data, it will conduct of vocabulry test. There are two kinds of test will be given by researcher to the students. They are pre-test and post-test. The pre-test will be done before implementing picture in learning vocabulary. It is

to measure students' vocabulary achievement at first. Meanwhile, the post-test is implemented after using picture.

2. Qualitative

The qualitative data described the situation and condition during teaching learning process. In collecting qualitative data, the researcher used:

a. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. English teacher as observer. English teacher observed directly the researcher when teaching and learning process such as opening and closing the lesson, the sequences of activities in teaching process, researcher's attitude, etc. then, observation sheet for the students when learning process. The researcher observed the students' activity such as students' attention, enthusiasm, self-confidence, motivation.

b. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the tenth grade students' about the use picture in vocabulary.

The researcher asked the teacher some questions related to class activities, class, condition, students behavior and the students' proficiency level in vocabulary. For example, the researcher asked the teacher to tell her how she explained the material to the students. The researcher also interviewed some

students by asking them questions about class activities. For example, the researcher asked the students' about their difficulties in understanding the text. The information was recorded into interview transcript.

c. Diary Notes

Diary notes are used to record the students' achievement while research is taking place, by having diary note, the researcher had some notes about what happen in the classroom when research took place and how the students' achievement improved in every cycle.

d. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher took the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Technique of Analyzing Data

The researcher uses the qualitative and quantitative data as the technique of analysis data. The qualitative data will use to describe the situation during the teaching and learning process.

According to Miles and Huberman, the qualitative data analysis consist of three components, such as data reduction, data display, and conclusion drawing and verification. Those can be explained as follows:[30]

1. Qualitative

a. Data Reduction

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[30] Matthew , B Milles and A. Michael Huberman, 1994, *Qualitative Data Analysis.* USA: Sage Publications. P.10

is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during and after collecting the data as well as analysis the data. The data reduced in this study were data found in the interview transcript.

b. Data Display

The next step in analysis the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

c. Conclusion Drawing and Verification

The last step in analyzing data that was draw conclusion and verification. Form the start of the data collection, the qualitative analysis was beginning to decide what things mean was nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher was get the result and conclusion of the research.

2. Quantitative

The quantitave data used to analyse students' scores. It was aim to know whether there was improved or not in each cycle. The researcher described the formula as below:

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score
$\sum x$ = The total score
N = The number of the students

This formula applied in order to know the mean of the students' score in reading text. But, to categorize the students who are competent read a text, applied the formula:

$$P = \frac{R}{T} \times 100\%$$

Where P = The percentage of those who get the points up to > 75
R = The number of students who get the points up to > 75
T = The total number of the student

F. Truthworthiness of Study

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.[31]

Credibility in qualitative research means that the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants

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[31]Y. S, & Guba, E. G, (2003), *Naturalistic inquiry. Newbury* Park: CA Sage, p. 289

and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the genarilizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher only limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consisted of two sections, they were research findings and discussion. The findings of the research presented the description of the data collected through test, observation sheet, diary notes, and documentation. While discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A. **Research Findings**

The data of this study were quantitative and qualitative data. Quantitative data was obtained from the main score of students in the tests; pre-test, post-test I and post-test II. While qualitative data was obtained from the observation sheet, interview, diary notes and documentations which had been complied by researcher during teaching and learning process. This research was conducted in XI-Science with 17 students. This research was accomplished in two cycles in four meetings. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). Before doing the cycles, the researcher gave the pre-test to the students. So there were five meeting in this research

1. **The Data**

There were two kinds of data in this research. The first data was quantitative data, and the second data was qualitative data.

a. Quantititative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

No	Initial Of Students	Score		
		Pre-test	Post Test I	Post Test II
1.	MFAS	60	65	70
2.	NC	60	70	70
3.	KK	70	80	85
4.	IAG	70	70	70
5.	DAG	65	65	75
6.	RA	60	75	80
7.	SRA	85	85	90
8.	AN	75	80	85
9.	FA	70	80	85
10	MFA	60	70	80
11	DADA	65	75	80
12	SI	75	85	85
13	ASI	60	85	90
14	NS	55	70	80
15	NN	60	70	80
16	MAI	60	70	80

17	NFM	65	70	70
Total		Σx=1.115	Σx=1,265	Σx=1,355
		X= 65,5	X= 74,41	X=79,70

b. Qualitative Data

The qualitative data were collected by using observation sheet, Interview diary notes, and documentation.

1. Observation Sheet

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Picture method was applied to improve the students' vocabulary achievement. It also was done to know how the interaction between the teacher and the students. From the observation, before implemented the method, researcher noted that there are some of students confused in learning vocabulary and some not pay attention when teaching and learning process. But after implemented the technique, the students' were so excited, active, and enthusiastic in learning vocabulary by using Picture

2. Interview

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in

vocabuary. While the second session, they were interviewed about their respond or comments about using picture in teaching Vocabulary.

3. Diary Notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe writer thougts and feelings about teaching learning process. The researcher recorded everything what happened during teaching learning process including reflection and evaluation about the implementation of picture method in teaching learning vocabulary.

4. Documentation

In this research, camera was used to collect all the data. Camera used to take a picture of the students and the researcher while teaching and learning process.

2. Data Analysis

There were two kinds of data analysis in this research. The first was data analysis for quantitative data, and the second was data analysis for qualitative data.

a. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data was explained in the following table:

Table 4.2 The Result of Students' Score for Pre-Test

No.	Initial of Students	Pre-Test	
		Score	Successful Criteria ≥ 75
1	MFAS	60	Unsuccessful

2	NC	60	**Unsucessful**
3	KK	70	**Unsuccessful**
4	IAG	70	**Unsucessful**
5	DAG	65	**Unsuccessful**
6	RA	60	**Unsucessful**
7	SRA	85	**Successful**
8	AN	75	**Successful**
9	FA	70	**Unsuccessful**
10	MFA	60	**Unsucessful**
11	DADA	65	**Unsuccessful**
12	SI	75	**Successful**
13	ASI	60	**Unsuccessful**
14	NS	55	**Unsucessful**
15	NN	60	**Unsuccessful**
16	MAI	60	**Unsucessful**
17	NFM	65	**Unsuccessful**
	Total	**1.115**	
	Mean	65.5	

From the table of pre-test, the students that got success the test was 3 students and the students did not get success was 14 students. In addition, the total score of the students was 1115 and the number of the students who took the test was 17 students. So, the mean of the students was :

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1115}{17}$$

$$\overline{X} = 65,5$$

From the analysis above, the students vocabulary still low. The mean of the students" score was 65,5. The percentage of the students who got success in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T}x\ 100\%$$

$$P1 = \frac{3}{17}\ x\ 100\%$$

$$= 17.64\ \%$$

And

$$P = \frac{R}{T}x\ 100\%$$

$$P2 = \frac{14}{17}\ x\ 100\%$$

$$= 82.35\%$$

Table 4.3 Table the Percentage of Students Score in Pre-Test

Criteria		Total Students	Percentage
P1	Successful	3	17.64%
P2	Unsuccessful	14	82.35%
Total		17	100%

From the table above, the students'vocabulary is low. It could be seen from the mean of the students' score was 66.5. The percentage of the students

score was 3 students got success or it was 17.64%. In the other hand, 14 students got unsuccess score or it was 82.35%. It can be concluded that the students'vocabulary in pre-test stilll low. Therefore, the researcher would do post-test in the first cycle.

Table 4.4 The Result of Students' Vocabulary (Post-Test1 in Cycle I)

No.	Initial of Students	Pos-Test I	
		Score	Successful Criteria ≥ 75
1	MFAS	65	Unsuccessful
2	NC	70	Unsuccessful
3	KK	80	Successful
4	IAG	70	Unsuccessful
5	DAG	65	Unsuccessful
6	RA	75	Successful
7	SRA	85	Successful
8	AN	80	Successful
9	FA	80	Successful
10	MFA	70	Unsuccessful
11	DADA	75	Successful
12	SI	85	Successful
13	ASI	85	Successful
14	NS	70	Unsuccessful
15	NN	70	Unsuccessful
16	MAI	70	Uuccessful
17	NFM	70	Unccessful

	Total	Σx=1,265	
	Mean	X = 74.41	

From the table of post-test in the first cycle, the students who got success the test was 8 students, and the students did not get success was 9 students. Total score of the students was 1265 and the number of students who took the test was 17 students, so the mean of the students was:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1265}{17}$$

$$= 74.41$$

From the data analysis above, the students"vocabulary in the post test I was still low. It could be seen of the mean score of the students was 7341. It's mean that the score did not get success categorize. The percentage of students who got success in vocabulary was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{8}{17} \times 100\%$$

$$= 47.05\%$$

And

$$P = \frac{R}{T} \times 100\%$$

P2 = 9 x 100%

‾‾‾

17

= 52.94%

4.5 Table of the Percentage of Students Score (Post-Test I in Cycle I)

Criteria		Total Students	Percentage
P1	Successful	8	47.05%
P2	Unsuccessful	9	52.94%
Total		17	100%

From the table above showed that the students" score was low.It could be seen from the mean of the students"score was 74.41. There were 8 students passed the test and 9 students are failed in the test. Because the students" vocabulary post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

Table 4.6 The Result of Students' Vocabulary (Post-Test II in Cycle II)

No.	Initial of Students	Post-Test (CycleII)	
		Score	Successful Criteria (>75)
1	MFAS	70	Unsuccessful
2	NC	70	Unsuccessful
3	KK	85	Successful
4	IAG	70	Unsuccessful

5	DAG	75	**Successful**
6	RA	80	**Successful**
7	SRA	90	**Successful**
8	AN	85	**Successful**
9	FA	85	**Successful**
10	MFA	80	**Successful**
11	DADA	80	**Successful**
12	SI	85	**Successful**
13	ASI	90	**Successful**
14	NS	80	**Successful**
15	NN	80	**Successful**
16	MAI	80	**Successful**
17	NFM	70	**Unccessful**
	Total	1355	
	Mean	79.70	

From the data above, the students that got success the test were 14 students, and the students did not get success were 3 students. The total score of the students was 1355 and the number of students who took the test was 17 students, so the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1355}{17}$$

$$= 79.70\%$$

From the analysis data above, the students' vocabulary in post-test II was improved. It could be seen of the mean score of the students was 79.70. It means that the score was categorized success. The percentage of students who were success in vocabulary was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{14}{17} \times 100\%$$

$$= 82.35\%$$

And

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{3}{17} \times 100\%$$

$$= 17.64\%$$

4.7 Table of the Percentage of Students Score in Post-Test II

Criteria		Total Students	Percentage
P1	Successful	14	82.35%
P2	Unsuccessful	3	17.64%
Total		17	100%

From the table above, the researcher concluded that the students' vocabulary was improved. It could be seen from the mean of the students' score

was 79.70. The percentage of the students' score was 14 students got success or it was 82.35%. In the other hand, 3 students got unsuccess score in the post test 2 or it was 17.64%. It can be concluded that the students' vocabulary post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 4.8 The Percentage of Students Who Got Point up to 75

Competence test	Percentage
Pre–test	17%
Post–test I	47%
Post-test II	82%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score $\geq$ 75 were 3students of 17 students (17.64 %). In the second test (post-test cycle I) the students who got the score $\geq$ 75 were 8 students of 17 students (47.05%). In the third test(post-test cycle II) the students who got the score $\geq$ 75 were 14 students of 17 students (82.35%). The increasing of the pre-test to the post-test of cycle I was about 64 % and the increasing of post-test of cycle I to the post-test of cycle II was about 82%. It can be concluded that vocabulary achievement through picture method worked effectively and efficiently in helping students' vocabulary achievement at the eleventh grade of MAS Al-Washliyah 67 PematangSiantar, and this learning has applied successfully and able to increased students'

vocabulary achievement.

b. Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet The research was done in to cycles, and each cycle consists of two meetings and one test.

1. Cycle I

The first cycle was done in two meetings, the detail was below:

a. Planning

Planning; The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan based on the teaching material,The researcher also prepared vocabulary test for pre-test, post-test I and post-test II, prepared observation sheet in two cycles prepared interview sheet for cycle I and II and also prepared form of diary notes.

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The teacher asked the students to open theirEnglish

book (2) The teacher explained about vocabulary and it's effect in English (3) The teacher explain about the material (4) The teacher explained the picture method(5) Giving the test to all the students' and (6) Asking the students to find difficulties (7) The teacher guided the students' to find the meaning of the word they had added by looking up the dictionary or by using context to guess (8) Teacher guided the students' to find the word in picture. And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The teacher asked thestudents' difficulty (2) The teacher gave the conclusion about the lesson (3) The teacher closed the lesson

    c. Observation

Observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students' had participated effectively during teaching and learning process and some of them still lack and of understanding about vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

    d. Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more increasing in their vocabularies to solve their problems in material because some of them still confused and difficult to understand.

    2. Cycle II

After doing first cycle, researcher continued to the second cycle.

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. The lesson plan with the new material.

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was Started the lesson by said a prayer. (2) The researcher checked the students' attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The teacher asked the students to open their English book (2) The teacher explained about vocabulary and it's effect in English (3) The teacher explain about the material (4) The teacher explained the picture method (5) Giving the test to the students' and asking them to finish it (6) Asking the students to find difficulties in vocabulary(7) The teacher guided the students' to find the the word they had added by looking up the dictionary or by using context tongues. And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The teacher asked the students' difficulty (2) The teacher gave the conclusion about the lesson (3) The teacher closed the lesson.

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed.

d. Reflection

After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the students' score improved after checked the students' test.

B. Discussion

Based on the calculation and analysis of the data, obtained finding of the research are: Based on the quantitative data, the result of research was indicated that there were improvement on the students' vocabulary achievement through picture method. It was proved by the data; the students' score in pre-test, the lowest score was 55 and the highest one was 85; the students' score in post-test I, the lowest score was 65 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 90. In the pre-test, there were 17% (3 of 17 students') who got score ≥ 75. In the post-test I, there were 47 % (8 of 17 students') who got score ≥ 75. In the post-test II, there were 82% (14 of 17students') who got score ≥ 75.

Based on the qualitative data from interview, observation, diary notes and documentation also showed the students' vocabulary achievement was improved in using picture. All of these data was indicated that the students gave a good attitude and response during teaching learning process. The students' were also interested to studied vocabulary through picture.

Therefore, based on the result of the quantitative and qualitative data, it can be concluded that students' vocabulary achievement was improved through

picture method at the XI grade of MAS Alwashliyah 67 PematangSiantar.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis in chapter IV, the conclusion was drawn as following:

1. Picture can improve students' vocabulary showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students like picture. It proven by their participation in the class.

2. The students were more active and participated in the teaching-learning process of vocabulary. Therefore, picture can be alternative strategy for teacher in teaching vocabulary which can improve and keep their vocabulary. In the first test (pre-test) the students who passed the KKM 75 were 3 students of 17students (17%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 8 students of 17 students (47%). In the third test (post-test 2) the students passed KKM 75 were 14 students of 17students (82%).

B. Suggestion

This research showed that the implementation of Picture method could improved students' vocabulary achievement especially at eleventh grade of MAS Al-Wasliyah 67 PematangSiantar. There were following suggestion offered:

1. For the English teacher, it is useful to apply picture as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.

2. For the students, they will feel spirit, interest and motivated so that they can understand the material.

3. For the other researcher, who wants to develop all information and knowledge about picture method for those who have interest in doing research related the topic are able to make research in other discipline.

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SH2013%282.4-23%29.pdf

APPENDIX I
LESSON PLAN CYCLE I

School Name   : MAS Al-Washliyah 67 PematangSiantar

Subject   : English

Class   : XI

Material   : Adjective

Time Allocation   : 2 X 45 Minutes

A. Core Competencies

K1: Respect and appreciate the teachings of religion.

K2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement.

KI	Basic Competencies	Indicators of Competency Achievement.
1	1.1 Thankful for theopportunity to learn English as the language	1.1.1 Have gratitude with the opportunity to learn English.

	of international communication that is manifested in the spirit of learning.	
2	2.1 Shows courteous and caring Behavior In carrying out interpersonal communication with teachers and friends	2.1.1 Be caring about others by giving the right compliment.
3	3.8 Understand the meaning of Vocabulary In every expression and writing in the context of2 everyday life.	3.8.1 Students are able to identify new vocabulary related to the picture. 3.8.2 Reveals oral vocabulary with correct speech

C. Learning Objectives

- Students can pronounce vocabulary with correct pronunciation.
- Students can improve their vocabulary which can be applied in daily life.

D. Learning Material

- Adjective
- Students can identify adjectives that are displayed using visual media.
- the researcher corrects the students' mistakes and gives the student the opportunity to return to identify the words displayed orally.
- Students are able to answer the test given by the researcher.

E. Learning Media, Tools and Sources

Media   : Picture

Tools   : Whiteboard markers , eraser and laptop

Lesson Soucre: Module/ Teaching Material

F. Learning Activities

Activities	Activities Description	Time
Pre-Teaching Activities	- Greetings - Perform a prayer before starting the lesson. - Check the presence of students - Provide motivation and apperception. - Deliver the objectives of today's meeting learning.	5 minutes
Whilst Teaching activities.	**First Meeting** **Exploration** - The teacher give the pre-test to the students - The researcher explains the adjective definition, describes the characteristics. provide examples of adjectives involving students. **Elaboration** - The researcher show picture an adjective Then ask students to answer an adjectives in the picture. - The researcher show the picture again and ask the students to guess the adjectives in the picture 3 Times - The researcher give students the test with the aim of measuring the extent to which the students were familiar with the vocabulary that had been display. - While students are working on it, the researcher surrounds the students - Then the researcher corrects the students' mistakes in terms of vocabulary writing. **Confirmation** - The researcher yhen provides reinforcement and conclusions through the performance of researcher and students **Closing** - The researcher corrects the mistakes made by students (mistakes include guessing and mentioning vocabulary). - Researcher assess students' work in answering questions. - Researcher provide motivational words to students.	30 minutes

Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

PematangSiantar,   August 2021

Approved by,
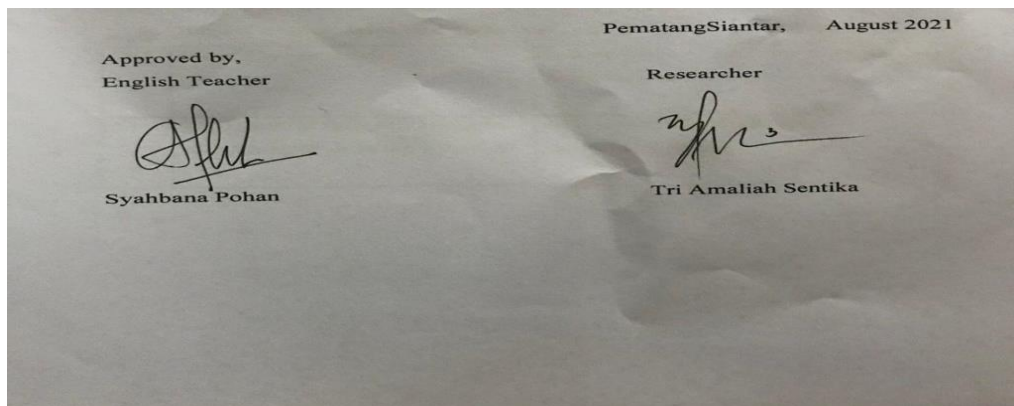
English Teacher   Researcher

Syahbana Pohan, M.Pd   Tri Amaliah Sentika

LESSON PLAN

School Name   : MAS Al-Washliyah 67 PematangSiantar

Subject   : English

Class   : XI

Material   : Adjective

Time Allocation   : 2 X 45 Minutes

A. Core Competencies

K1: Respect and appreciate the teachings of religion.

K2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

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	of international communication that is manifested in the spirit of learning.	
2	2.1 Shows courteous and caring Behavior In carrying out interpersonal communication with teachers and friends	2.1.1 Be caring about others by giving the right compliment.
3	3.8 Understand the meaning of Vocabulary In every expression and writing in the context of2 everyday life.	3.8.1 Students are able to identify new vocabulary related to the picture. 3.8.2 Reveals oral vocabulary with correct speech

C. Learning Objectives

- Students can pronounce vocabulary with correct pronunciation.
- Students can improve their vocabulary which can be applied in daily life.

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- Adjective
- Students can identify adjectives that are displayed using visual media.
- the researcher corrects the students' mistakes and gives the student the opportunity to return to identify the words displayed orally.
- Students are able to answer the test given by the researcher.

E. Learning Media, Tools and Sources

Media   : Picture

Tools   : Whiteboard markers , eraser and laptop

Lesson Soucre: Module/ Teaching Material

F. Learning Activities

Activities	Activities Description	Time
Pre-Teaching Activities	- Greetings - Perform a prayer before starting the lesson. - Check the presence of students - Provide motivation and apperception. **Arception** - Researcher provide a little motivation to learn for them and explain the importance of the material to be studie	5 minutes
Whilst Teaching activities.	**Exploration** - The researcher explains the definition of a person or profession, describes the characteristics. provides examples of vocabulary for people or professions **Elaboration** - The researcher show person picture or profession Picture - ask the student to reveal what person or profession is in the picture - The researcher show the picture again and ask the students to guess the person or profession in the picture 3 times with the aim - When show the picture, if there any mistake, when students guess the word or when pronouncing it, the researcher helps them correct the students' mistakes. - The researcher give students the test with the aim of measuring the extent to which the students were familiar with the vocabulary that had been display. - Then the students correct the students mistakes **Confirmation** - The researcher yhen provides reinforcement and conclusions through the performance of researcher and students	30 minutes

	Closing	
	- The researcher corrects the mistakes made by students (mistakes include guessing and mentioning vocabulary).	
	- Researcher assess students' work in answering questions.	
	Researcher provide motivational words to students.	

Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

PematangSiantar,   August 2021
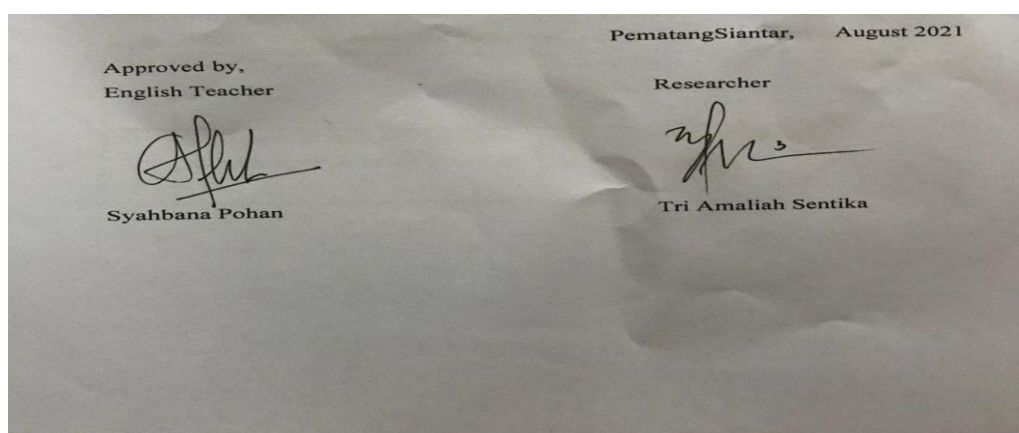
Approved by,

English Teacher   Researcher

Syahbana Pohan, M.Pd   Tri Amaliah Sentika

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APPENDIX II

Material in Cycle I - Adjective

Pre-Test

How many word of picture that can you give name?

1.

2.

3.

4.

5.

Keep Calm, everything will be Okay

6.

7.

8.

9.

10.

11.

12.

13.

SHORT PEOPLE PROBLEMS #16
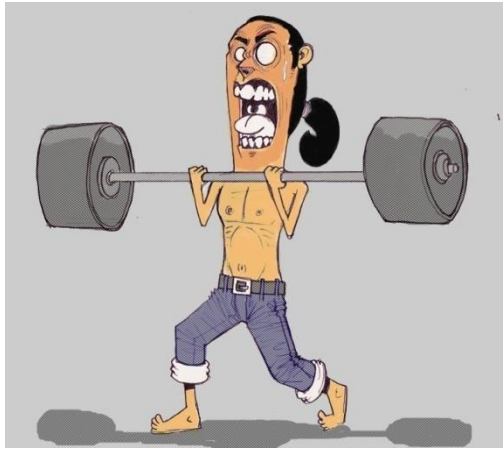Sometimes a wall is the greatest view you can get

14.

15.

16.

17.

18.

19.

20.

Material in Cycle II

Post Test 1

Vocabulary of Adjective

Blind

Smart

Vocabulary of Noun (Person or Profession)

Post-Test II

Complete these sentences by using the words in the box and you do not forget to write meaning words in the box!

| Doctor | Bricklayer | Journalist | Fisherman | Nurse | Baker | Fireman |
| Butcher | Electrician | Chef |

Actor	Singer	Policeman	Photographer	Painter

Football Player	Teacher	Dancer	Postman	Driver

1. A person who fits and repairs electrical equipment is an _____
2. A person who take care are ill or injured people usually in a hospital is a _____
3. A person who cooks in restaurant or hotel is a _____
4. A person who has been trained in medicine is a _____
5. A person who bakes and sell bread is a _____
6. A person who cuts up and sell meat is a _____
7. A person who catches fish is a _____
8. A person who writes for newspapers, magazines, television or radio a _____
9. A person who extinguishs fire is a _____
10. A person who takes rubbish is a _____
11. A person who plays a movie is a _____
12. A person who manages traffic is a _____
13. A person who teaches in class is a _____
14. A person who drives car is a _____
15. A person who delivers letters is a _____
16. A person who likes to sing is a _____
17. A person who likes to take photos is a _____
18. A person who draws using a brush and paint is a _____
19. A person who plays football on a field is a _____
20. A person who dancing on the stage is a _____

Observation Teacher

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The teacher come to the class on time	☐☐	
2.	The teacher greats the students	☐☐	
3.	The teacher does orientation	☐☐	
4.	The teacher gives chance to the students to answer the question	☐☐	
5.	The teacher open the teaching learning process	☐☐	
6.	The teacher is serious in teaching learning process	☐☐	
8.	The teacher concludes the material	☐☐	
9.	The teacher monitor all the groups	☐☐	

Observation Student

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The students come to the class on time	☐☐	
2.	The students answer enthusiastic in teaching Learning Process		☐☐
3.	The students are enthusiastic in teaching learning Process	☐☐	
4.	The students make noisy in the class	☐☐	
5.	The students listen to the teacher"s explanation and Attentively		☐☐
6.	The students do all the task cooperatively	☐☐	

Observation Teacher

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
8.	The teacher concludes the material		✓
9.	The teacher monitor all the groups		✓

Observation Student

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The students come to the class on time		✓
2.	The students answer enthusiastic in teaching Learning Process		✓
3.	The students are enthusiastic in teaching learning Process	✓	
4.	The students make noisy in the class		✓
5.	The students listen to the teacher"s explanation and Attentively	✓	
6.	The students do all the task cooperatively		✓

Transcript of interview with the English teacher before treatment

Researcher : Bagaimana kondisi kelas saat pembelajaran bahasa Inggris berlangsung? Apakah mereka aktif memakai bahasa Inggris?

Teacher : Siswa kurang aktif dalam belajar dan merasa malu jika disuruh menggunakan bahasa Inggris. Mereka masih bingung bagaimana mengungkapkan apa yang mau mereka bicarakan karena keterbatasan kosakata.

Researcher : Menurut ibu kesulitan apa saja yang dihadapi siswa dalam pengusaan vocabulary?

Teacher : Banyak siswa yang kesulitan dalam menghapal vocabulary yang baru dan bagaimana cara penggunaannya didalam berbicara. Siswa juga kurang percaya diri untuk berbicara dengan menggunakan bahasa inggris karena minimnya kosakatanya yang mereka miliki.

Transcript of interview with the students before treatment

With student 1

Researcher : Kamu suka pelajaran bahasa Inggris tidak?

Student1 : Kurang suka miss.

Researcher : Pernah tidak kamu menghapal kosakata bahasa Inggris?

Student1 : PernahMiss.

Researcher : Menurutmu bagaimana menghapal kosakata bahasa Inggris ? Gampang atau susah?

Student 1 : Susah miss, karena begitu dihapal besoknya sudah lupa.

With Student 2

Researcher : Pernah diajari cara menghapal kosakata dengan cepat tidak?

Student2 : Tidak miss. Kami hanya belajar apa yg di buku saja.

Researcher : Kamu suka tidak memperbanyak kosakata kamu dengan menghapal kosa kata baru?

Student2 : Tidak miss, karena saya tidak suka belajar bahasa inggris miss apa lagi menghapal kosakata.

Key Answer:

Pre-test

1. Blind
2. Lazy
3. Foolish
4. Angry
5. Sad
6. Calm
7. Afraid
8. Smart
9. Happy
10. Tall
11. Sick
12. Crazy
13. Short
14. Tired
15. Hungry
16. Dilligent
17. Rich
18. Strong
19. Beautiful
20. Stupid

Post-Test I

Adjective

1. Blind
2. Lazy
3. Angry
4. Diligent
5. Sad
6. Smart
7. Stupid
8. Strong
9. Happy
10. Foolish
11. Rich
12. Afraid
13. Crazy
14. Excited

Noun (Profession)

15. Doctor
16. Fireman
17. Builder
18. Mechanic
19. Chef
20. Painter

Post-Test II

1. Electrician
2. Nurse
3. Chef
4. Doctor
5. Baker
6. Butcher
7. Fisherman
8. Journalist
9. Fireman
10. Bricklayer
11. Actor
12. Policeman
13. Teacher
14. Driver
15. Postman
16. Singer
17. Photography
18. Painter
19. Football player
20. Dancer

DIARY NOTES

Tuesday, July 13th 2021 (Meeting 1)

It was the first meeting. The condition of the class at that time was noisy because the students' thought that the researcher was a new English teacher. To handle that situation, the researcher introduced herself and informed the purpose of her coming. After that, researcher given them a pre-test. During the test, many of them seemed difficult to do the test because they did not have good preparation. They really very surprised gave a test for them and prohibited them to read the dictionary and work cooperatively. Some students' were busy to do other activities, made noisy, and didn't do the testseriously.

Wednesday, July 14th 2021 (Meeting 2)

It was the second meeting. That was the first of teaching-learning process begun. The researcher prepared all the materials needed. The researcher explained about Adjective. The researcher explained the picture as media to the students. The lesson was focused on understanding of adjective and the example aadjective by using picture. The researcher asked the opinion of the students' about the material.But the students have some difficult in vocabulary. In the end of lesson we practice and one by one stand up in front of the student to memorize some vocabularies.In the previous day, the researcher had done the interview with the teacher and some students'. The researcher found that there are some problem that were faced by the students'. The students' mostly did not understand about the teacher instruction and explanation because the teacher always taught the students in English. Therefore, the writer used English and Bahasa Indonesia in the

teaching and learning process to have all the students' understood about the lesson. Many of them wanted to participate in that especially the braver student.

Wednesday, July 21ᵗʰ 2021 (Meeting 3)

It was the third meeting with the students, they still be taught about the adjective and use the picture. The researcher opened the class with greeting and told about the lesson before. The researcher asked the one or two students' to mention adjective of the picture.students' were mention the wrong pronunciation while they asked to mention the word of adjective on the picture , so the researcher gave correction.

Tuesday, July 27ᵗʰ 2021 (Meeting 4)

In this meeting, before started the lesson the teacher greated the students'. The researcher gave them apperception by asking them about a new vocabulary from the material and how to said. The researcher explained about Noun (Person or Profesion). The researcher explained of the picture as media to the students. The students' were enthusiast and more active in doing the task.

Wednesday, July 27ᵗʰ 2021 (Meeting 5)

This was the last meeting. The researcher held the test for the last time. The students' looked confident with their ability. After the test done, the researcher interviewed the teacher and the students'. The teacher admitted that there were some improvement with the students', consisted their enthusiasm to study English, their positive feedback, and their positive attitude. The teacher agreed that picture could help the process of teaching and learning and could be combined with other activities that would make the teaching and learning process become more interaction and enjoyable.

APPENDIX III

Students' Name And Initial

NO	Students' Name	The Initials of The Students
1	Ade Nayla	AN
2	Devi Annisa Ginting	DAG
3	Dhita Aullia Dwi Alfa	DADA
4	Fatimah Annazily	FN
5	Irfan Almukmin Girsang	IAG
6	Karina Kemala	KK
7	Mhd. Arif Ibrahim	MAI
8	Mhd. Fauzi Avanza	MFA
9	Nazma Sukma	NS
10	Nur Cahaya	NC
11	Nurul Fitria Miraza	MFM
12	Nurmalasari	NI
13	Rizky Ananda	RA
14	Salwa Rizki Azmahani	SRA
15	Syahfitri	SI
16	Keke Karina	KK
17	M. Faris Abdillah Simajuntak	MFAS

APPENDIX IV

DOCUMENTATION

Devi Annisa Ginting

RESEARCH INSTRUMENT
In cycle 1

Pre-test
How many word of picture that can you give name?

(60)

1. = Blind ✓

2. = Lazy ✓

3. = Clown ✗

4. = Angry ✓

Rizky Ananda

Material in Cycle II

(75)

Post Test 1
Vocabulary of Adjective

Blind

Lazy ✓

Angry ✓

Sad ✓

Smart

Strong ✓

Happy ✓

Salwa Rizky Azmahani

Post-Test II
Complete these sentences by using the words in the box and you do not forget to write (90)
meaning words in the box!

Doctor Bricklayer Journalist Fisherman Nurse Baker Fireman
Butcher Electrician Chef

| Actor | Singer | Policeman | Photographer | Painter |

| Football Player | Teacher | Dancer | Postman | Driver |

1. A person who fits and repairs electrical equipment is an electrian ✓
2. A person who take care are ill or injured people usually in a hospital is a nurse ✓
3. A person who cooks in restaurant or hotel is a chef ✓
4. A person who has been trained in medicine is a doctor ✓
5. A person who bakes and sell bread is a baker ✓
6. A person who cuts up and sell meat is a butcher ✓
7. A person who catches fish is a fisherman ✓
8. A person who writes for newspapers, magazines, television or radio a journalist ✓
9. A person who extinguishs fire is a fireman ✓
10. A person who takes rubbish is a policeman ✓
11. A person who plays a movie is a actor ✓
12. A person who manages traffic is a bricklayer ✗
13. A person who teaches in class is a teacher ✓
14. A person who drives car is a driver ✓
15. A person who delivers letters is a postman ✓
16. A person who likes to sing is a singer ✓
17. A person who likes to take photos is a photgrapher ✓
18. A person who draws using a brush and paint is a painter ✓
19. A person who plays football on a field is a football player ✓
20. A person who dancing on the stage is a dancer ✓

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MAJELIS PENDIDIKAN
MAS AL WASHLIYAH 67
PEMATANGSIANTAR

NSM : 131212720002 NPSN : 10264763 SK Pendirian : 356 TAHUN 2016 SIOP : 356 TAHUN 2016
Alamat : Jl. Brigjen Rajamin Purba, SH No. 111, Pematangsiantar. Kode Pos 21142

Nomor : 275/MAS-AW-67/PS/VIII/2021   Pematangsiantar, 13 Agustus 2021

Lamp. : -

Hal : **Telah Melaksanakan Riset**

Kepada Yth :
Bapak/Ibu Ketua Program Studi Pendidikan Bahasa Inggris
Universitas Islam Negeri Sumatera Utara
di_
Tempat.

Assalamualaikum wr. wb.

Teriring salam dan do'a kami sampaikan semoga kiranya Bapak/ibu senantiasa dalam lindungan Allah SWT, serta sukses dalam menjalankan aktivitas sehari-hari. Aamiin.

Bersama surat ini kami sampaikan bahwa Mahasiswa an. Tri Amaliah Sentika NIM : 34151016 telah melaksanakan riset mulai tanggal 12 Juli – 12 Agustus 2021 di MAS Al Washliyah 67 Pematangsiantar.

Demikian hal ini kami sampaikan, atas kerjasama yang baik kami ucapkan terimakasih.

Kepala Madrasah,

SUKIMAN, S.Pd