



**THE USE OF ANIMATION PICTURES TO IMPROVE
STUDENTS' VOCABULARY OF SEVENTH
GRADE AT MTS TPI SAWIT SEBERANG**

THESIS

*Submitted to faculty of Tarbiyah and Teacher Training UIN-SU Medan as
a Partial fulfillment of the (Degree of Sarjana
Pendidikan) S-1 Program*

By:

RINA HUSNIFA

NIM : 34.13.4.198

**DEPARTEMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF
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Dosen Pembimbing I

Dosen Pembimbing II

Dr. Derliana Marbun, M.Pd

NIP.19540203 198203 2 001

Ernita Daulay, S.Pd M.Hum

NIP. 19801201 200912 2 003

**DEPARTEMEN OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA**

MEDAN

2017

PERNYATAAN KEASLIAN THESIS

Saya yang bertanda tangan di bawah ini:

Nama : RINA HUSNIFA

NIM : 34.13.4.198

Jurusan : Pendidikan Bahasa Inggris

Judul Thesis : The Use of Pictures to Improve Students' Vocabulary of Seventh Grade Students at MTs TPI Sawit Seberang.

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

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

Medan, September 2017

Yang membuat pernyataan

Rina Husnifa
34.13.4.198

ABSTRACT

THE USE OF PICTURES TO IMPROVE STUDENTS' VOCABULARY OF SEVENTH GRADE STUDENTS AT MTS TPI SAWIT SEBERANG.

Skripsi, Medan : Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017.

Keyword: Vocabulary, Classroom Action Research, Animation Pictures.

This Research was aimed to find out the use of pictures to improve student vocabulary. This study was conducted by using classroom action research.

The subject of the research was seventh grade students of MTS TPI SAWIT SEBERANG in the academic years of 2016/2017. There were 39 students taken as subject, consisting of 21 males and 18 females. This research was done in two cycles.

The instrument for collecting data was multiple choice test as quantitative data and observation sheet, interview sheet, and diary notes as qualitative data. Based on the result of data analysis showed from pre-test, post test I and post test II.

It was showed from the mean of pre-test which was 46.3, after directed pictures was applied in the first cycle, there was an improvement of the result of the students mean which was 65.3 and for the second cycle after reflection on the first cycle there was an improvement of students mean which was 83.1. Moreover in the pre-test, there were 2.6% (1 of 39 students) who got score ≥ 75 . In the post test I, there were 33.3% (13 of 39 students) who got score ≥ 75 . In the post test II, there were 84.6% (33 of 39 students) who got score ≥ 75 . So, the total percentage of improvement from the pre-test to post test I to post test II was about 84.6%. It can be concluded that teaching English vocabulary through picture can improve the students vocabulary mastery.

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Medan, September 2017
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34.13.4.198

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an international language is used all over the world. People in some countries speak English as their first language and some other use it as their foreign language. Nowadays, the use of English has increased in our country, specially to face the globalization era that motivate every people learning English with the aim that Indonesian people can communicate with anothers from overseas by using international language.

English is a tool to communicate both oral and written. Beside that English serve as access information and a mean to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in British culture.

To carry out the functions of the government to convene a national education system as stated in Law No. 20 Year 2003 on National Education System.

National education should be able to guarantee equal educational opportunities, improving the quality and relevance and efficiency of education management. Equal access embodied in 9-years compulsory education. Improving the quality of education is directed to improving the quality of Indonesia fully human through careful thought, if the thought, though the flavor and exercise in order to be competitive in the face of global challenges. Increasing the relevance of education intended to produce graduates in accordance with the demands of natural resource-based potential of Indonesia. Increasing the efficiency of education management is done through the implementation of school-based

management and renewal of education management in a planned, purposeful, and sustainable.¹.

Before teaching English language we should have known the element of language such as: grammar, vocabulary, and pronunciation. The third element be fundamental to teaching English. So that, when we are teach about English, we easy to explain to our students.

Vocabulary is the most fundamental thing that should be controlled by a person in learning English is a foreign language for all students and the people in Indonesia. How can one express a language if student does not understand the vocabulary of the language. Especially if it is learned a foreign language, so the vocabulary of the language is something that is absolutely needed by the language learners.

If a student has a sufficient vocabulary, English will automatically give more support to the achievement of the four English languages competent. And vice versa without having the adequate vocabulary of a student will have difficulty in achieving language competence.

However, in fact, many students are less of English vocabulary. They cannot speak English very well. When the researcher tried to speak English with them but they could not respond it well. When the researcher asked the students about greeting “how life”? They just kept silent, without saying anything. In another reaction, the researcher administered vocabulary test. The result showed that the students’ scores of the vocabulary mastery in categorized low namely 6 in

¹Permendiknas No. 22 Tahun 2006, *Tentang standar isi untuk satuan pendidikan dasar dan menengah*.

average. Therefore, the researcher would like to improve the student vocabulary by using animation picture media.

To improve the vocabulary of the student, the student should have many exercises. In addition to extending the exercise to increase vocabulary can also be done by using the media, so the students are not bored.

When we invite the students to think about the media, we are exposing a wide variety of reading texts and animation pictures on them. Television, magazines, websites, social media, video games, advertising is an example.²

According to Hainich, the media as an intermediary that transmits information between source and receiver.³ So, the media is anything that can be used to deliver a message from the sender to the receiver. So as to stimulate the mind, feelings, concerns and interests of students in a way that learning occurs. In teaching English the teacher can use many kinds of media such as: circular cards, flip cards, word cards, and animation picture.

Animation picture is able to offer a more pleasant learning media. Animation picture is able to attract attention, increase students' motivation and thought provoking more memorable. Everything helps in the process reduced the cognitive load of students received something subject matter or message you want to conveyed by educators.

Related of improving the vocabulary of students in English language learning, the researchers want to focus the research subject at school MTs TPI

²Mary Lou Brandvik and Katherine S. McKnight, (2013), *Buku Panduan Guru Bahasa Inggris Berbagai Teknik Siap Pakai dan Materi*, Jakarta : Indeks, edisi 2, P. 297.

³Arsyad, Azhar. (2002). *Media Pembelajaran*. Jakarta: Raja grafindo Persada. P. 4

Sawit Seberang Because of the observation that has been done by researchers there are some difficulties experienced by students in English lessons, especially vocabulary.

The students of the school, English vocabulary is still fairly minimal, it causes them difficulty in learning English. Even though, many ways done by an English teachers at the school, in order to increase students' vocabulary. Starting from extending the exercise, commissioned to memorize, to singing in English.

Referring to the difficulties experienced by the students who have been described above, the researcher wants to implement a new way of improving vocabulary by using animation picture media. With the goal is expected to increase the vocabulary of students learning English.

Based on the problem above, the researcher interested to make the researcher about: **“The Use of Animation Pictures to Improve Students' Vocabulary of Seventh Grade Student at MTs TPI Sawit Seberang”**

1.2 Identification of the study

In relation to the background above, the researcher tries to formulate the research problem into the research question as follows:

1. Most of the students were passive because they are lacking of vocabularies.
2. The student vocabulary is still poor although they seemed having some ideas in their mind, but they could not express their idea because they have lack of vocabulary.
3. Most students who lack of confidence when speaking English because of lack of vocabulary.

4. The main problem is student difficult to memories the word, because the teacher technique used in teaching vocabulary is not interesting or monotonous.
5. The teacher has used various strategies in teaching vocabulary but most students still have low ability to master vocabulary.

1.3 Limitation of the Study

Many of the problems that should be solved as described in the identification of the study, but by the ability of the researcher, this study is limited to see the results of the use of animation pictures to improve student's vocabulary of seventh grade student at MTs TPI Sawit Seberang.

1.4 Formulation of the Study

In line with the background of the research, the researcher formulates the research question as follows:

1. Can animation picture to improve student's vocabulary of first grade students at MTs TPI Sawit Seberang?
2. How is the improvement of animation picture to improve student's vocabulary of seventh grade students at MTs TPI Sawit Seberang?
3. How is the implementation of animation picture to improve student's vocabulary of seventh grade students at MTs TPI Sawit Seberang?

1.5 Objective of the Study

The objective of the study as follows:

1. To know animation picture can improve student's vocabulary of seventh grade students at MTs TPI Sawit Seberang.

2. To know the improvement of animation picture to improve student's vocabulary of seventh grade students at MTs TPI Sawit Seberang.
3. To know the implementation of animation picture to improve student's vocabulary of seventh grade students at MTs TPI Sawit Seberang.

1.6 Significance of the Study

The findings of the research are expected to be useful for the teacher, students and research. It is expected has the result of the study are elaborated below:

1. For the English teachers, the result of this study is expected to be useful for English teachers as one of the alternative technique to teach vocabulary.
2. For the students, the result of this study is expected to be useful to make the students more interested and motivated in improving their vocabulary.
3. For the readers who learn English, the result of this study is expected to be useful for those who are interested in conducting in depth research related.

CHAPTER II

THEORETICAL REVIEW

A. THEORETICAL REVIEW

2.1 Definition of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.⁴

As stated in Harmer the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words. Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.⁵

Talking about vocabulary, Allah also says in Holy Qur'an Q.S Al Baqarah: 31-33:

نِ اءِاؤه ءامسأب يزوؤبئأ ل اؤن ءكؤل اءل اىل ع مهضرع مء اءلك ءامسلأ اءءا مءع و
ن يؤءاص مئئك (٣١)

⁴Thornbury S. (2002), *How to Teach Vocabulary*. United Kingdom : Pearson Education Limited, P. 13.

⁵Harmer J, (1991), *The Practice of English Language Teaching*. London: Longman, P. 2

The meaning: “*And He taught Adam the names all of things, then He places them before the angels, and said : tell them the names of these if you are right (31).*”⁶

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. Hornby mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings.⁷

Allah mention in holy koran in sura Ar- Rahman 1-4.⁸

ن اِیْدَا مِجْع (ن اِسْزِلْ اِ قِیْخ) ۳ (ن اَرْوْلَا مِجْع) ۲ (ن مِجْر لَا) ۴)

Meaning : 1. *(God) the Most merciful*

2. *Who has taught the Koran.*

3. *He created man*

4. *Taught him articulate*

Vocabulary of language in communication must be understood and recognize, because without understanding and recognizing the vocabulary of the target language , the verbal communication will not run well for the learner who are in this effort to master or understands the rules of vocabulary of the target language .

⁶Al-Qur'an dan Terjemahnya. (1971). Jakarta : Al Karim Raja Fahd. Surah Al-Baqarah : 31-33.

⁷Hornby,(1995), *Advance Learner's Dictionary*, New York : Oxford University, P. 1331.

⁸ Al- Qur'an dan Terjemahan, (1983), Jakarta : Yayasan Penyelenggara Penterjemah AL- Qur'an, p. 1079

From the statement above the writer concludes that: vocabulary is a sum of words used to express the idea in other meaning and it can be a communication tools.

In a hadist also there explained about vocabulary. This hadist narrated by Imam al-Bukhari (1427) and Muslim 1053 (124).

مَلَسُو يَلْعَ اللَّهُ يَلْصُ يَبْزِلَا نَعْنَعُ اللَّهُ يَضُرُّ مَارِحٌ نَبْ مَبْكَحٌ نَعْنَعُ
اِبْلَعَالَا دَبْلَا: لَأَقُ نَعْنَعُ قَدُصَلَا رِيخُو، لَوَعْنُ نَمْبُ أَدْبَاو، يَلْنَسَلَا دَبْلَا نَم رِيخُ
هَدَالَا دَنْغِي نَغْنَسِي نَمُو، اللَّهُ هَنْعِي فَنْعَنْسِي نَمُو، يَنْغُ رَهْظُ

From Hakim bin Hizam Radhiyallahu anhu, from the Prophet sallallahu 'alaihi wa sallam, he sallallahu 'alaihi wa sallam said: The above hand is better than the lower hand. And start from the person who becomes your dependent. And the best of charity is that which is expelled from those who do not need it. Whoever takes care of his honor then God will guard him and whoever is enough then Allah will give him sufficiency.

From the hadist above every words that has a meaning. The word and the meaning has correlation. If we make separating of the word, it will be some vocabularies.

Richard and Schmidt argue that a set of lexemes, including single words, compound words and idioms.⁹ Hatch and Brown as the term vocabulary refers to a

⁹Richard, J. C. and Schmidt, R, (2002), *Longman Dictionary of Language Teaching and Applied Linguistic (3th Ed.)*, London : Pearson Education Limited, P. 580.

list or set of words for a particular language or words that individual speakers of language might use.

According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, *father-in-law* and *police office*, which are made up from two or more words but express a single definition or idea.¹⁰ In other case there are also compound words called as multi-word idioms, for example *call it a day*. From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know is a word if they can recognize its meaning when they see it.¹¹ It means that in learning vocabulary learners have to know the meaning of it and also understand can use it in sentence context.

According to John vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

¹⁰ Ur, P, (1996), *A Course in Language Teaching*, Great Britain : Cambridge University Press, P. 60.

¹¹ Cameron L, (2001), *Teaching Languages to Young Learners*. Cambridge : Cambridge University Press, P. 75.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before they English mastery. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant.

Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which have uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearly, Harmer's opinion can be added. In his book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.¹²

a. The Meaning of Vocabulary

The meaning can be classified according to the form they attach. It can be classified into three forms: lexical meaning, morphological meaning, and

¹² J. Harmer, (1991), *The Practice of English Language Teaching*, London: Longman, P. 16.

syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

b. The Use of Vocabulary

According to Nation there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.¹³

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling).The learners

¹³*Ibid.*

have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).¹⁴

d. Pronunciation

According to Hewings pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning).¹⁵

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

According to Ur there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time. From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.¹⁶

¹⁴Ur, P, (1996), *A Course in Language Teaching*, Great Britain : Cambridge University Press, P. 60.

¹⁵Hewings M, (2004), *Pronunciation Practice Activities*, Cambridge : Cambridge University Press, P. 3.

¹⁶Ur, P, (1996), *A Course in Language Teaching*, Great Britain : Cambridge University Press, P. 60.

2.1.1 Types of Vocabulary

Without very little grammar can be conveyed, without vocabulary nothing conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.

While Dellar H and Hocking D in Thornbury, says that you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So , a person may be judged by others based on their vocabulary.¹⁷

1. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

¹⁷Thornbury Scott, (2002), *How to Teach Vocabulary*, Longman: Pearson Education Limited, [Shttp://en.wikipedia.org/wiki/ Vocabulary](http://en.wikipedia.org/wiki/Vocabulary), p. 13

4. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

2.1.2 The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornbury states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.¹⁸

Furthermore, Cameron believes that building a use full vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.¹⁹

¹⁸Thornbury S, (2002), *How to Teach Vocabulary*. United Kingdom : Pearson Education Limited, P. 14.

¹⁹Cameron L, (2001), *Teaching Languages to Young Learners*. Cambridge : Cambridge University Press, P. 72.

To show how important vocabulary, Bromley states that vocabulary holds some important roles in teaching learning process. They are as follows:

a. Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

b. Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

c. Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

d. Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.²⁰

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects.

²⁰Bromley, (2004), *Rethinking vocabulary instruction*, The Learning and Literacy Spectrum, Vol 14 Spring.

This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning.

Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, he or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

2.1.3 The Principle of Vocabulary Teaching and Learning

The teaching of vocabulary is not easy to do. Some people think that vocabulary teach only waste the time because vocabulary number is unlimited. The English teachers had been better teaching English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia vocabulary learning is a central to language acquisition whether the language are first, second, or foreign.²¹

According to Hornby "teaching" is defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.²²

²¹Celce-Murcia, M. (2001), *Teaching English as a second or foreign language*, Boston: Heinle & Heinle, P. 285.

²²Hornby, (1995), *Advance Learner's Dictionary*, New York: Oxford University Press, P. 125.

When teaching or learning vocabulary, several principles should be kept in mind. Cameron writes down the general principles to help children for learning vocabulary:

a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues for the meaning of a new word in a animation picture.

b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.

e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.²³

²³Cameron L, (2001), *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press, P. 93.

Brown proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.²⁴

2.2.1 Media And Animation picture

a. Definition of Media

Media, the plural form of mediator (medium), is a means of communication. Derived from the Latin medium ("between"), this term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people. The purpose of the media is to facilitate communication and learning.²⁵

A media format is the physical form in which the message is included and displayed. Each has its advantages and limitations that vary in the types of messages that can be recorded and displayed. Selecting a media format can be a

²⁴Brown H. D, (2001), *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: Longman, P. 377.

²⁵ Sharon E., Deborah L. & James D, (2011), *Instructional Technology & Media For Learning*, Jakarta: Prenada Media Group, Edisi 9 P. 7.

complicated task. The factors to consider include a large number of media and technology available, the diversity of learners, and the number is to be achieved.²⁶

Allah also says in Holy Qur'an Q.S Al Maidah: 6 explained that the use of media as a guide (understanding) to students who pay attention to the teacher explains:

هَذَا يَوْمَ نَزَّلْنَا إِلَى تَابِطَابًا نَمَّ مَهْجَرُ خَبْرٍ مَلْأَسَدًا لَيْسَ هَذَا وَضُرٌّ عَيْنًا نَمَّ اللَّهُ هَبْ يَدَيْهِ
مُؤْتَسِمًا طَارِصًا إِلَى مَهْدَيْهِ (٦)

The Meaning: *The Book That Allah may guide those who follow His good pleasure to salvation, and (with the book anyway) God remove these people from total darkness to light ablaze with permission from Him, and show them to the street straight.*²⁷

There are several types of educational media commonly used in the teaching process:

1. The free media such as images, photographs, graphics, charts, or diagrams, posters, cartoons, comics and others. Graphic media is often called two-dimensional media, the media has a length and width.
2. The media in the form of three-dimensional models such as solid models (solid model), the model cross-section, stacking models, working models, mock-ups, dioramas and others.
3. Media as a slide projection, filmstrip, movies, use of OHP and others.
4. The use of the environment as a medium of education.²⁸

²⁶*Ibid.*

²⁷Al-Qur'an dan Terjemahnya. (1971). Jakarta : Al Karim Raja Fahd. Surah Al-Maidah : 6

²⁸ Harjanto, (2010), *Perencanaan Pengajaran*, Jakarta: Rineka Cipta, Cet 7, P. 238.

2.2.2 Definition of Animation picture

Animation picture itself comes from the Latin is "anima" meaning soul, life, spirit. While the character is a person, animal or other tangible object that is poured in the form of 2D and 3D images. So, that the character animation picture can be interpreted as containing an image of the object as if a life, it is the caused by a collection of images that change irregularly and alternately displayed . Objects in the animation pictures can be text, shapes, colors and special effects.

According KBBI (Dictionary of Indonesian) is an animated television show in the form of a series of paintings or drawings that mechanically actuated electronically so that it appears on the screen becomes moving.

a. According to experts

According to Agus Suheri, "animation picture" is a collection of images were processed such that the movement. The Animation picture realized the illusion (illusion) for movement by presenting or displaying a sequence of images that change little by little (progressively) at high speeds. Animation picture is used to describe the movement of an object for something. Animation picture allows something fixed or static objects can be moved and looked as if alive. Multimedia animation picture is motion the process of formation of various media or objects that varied with effects and filters, transitions movement, voices in harmony with the animated motion.

According to Vaughan, animation picture is an attempt to create a static presentation to life. Animation picture is visual changes over time that gave great power on multimedia projects and web pages are created. Many multimedia applications provide animation picture facilities.

According Utami, D. Media animation picture is quite interesting media used in teaching in an elementary school, but certainly there are advantages and disadvantages which is owned by the animation picture media as a characteristic of the animation picture medium itself.

Animation picture is a process of creating the effect of motion or change within a certain period, it can also be a change in the color of an object role in a certain period and can also be said to be a change in the shape of an object to other objects within a certain period.²⁹

Another understanding of the animation picture is the making of images or content that is different in every frame, the frame is run into a string of motion or movement so it looks like a movie.³⁰

Meanwhile, according to Andreas Andi Suciadi, animation picture is an object or objects appear to move across the stage or deform, change size, change colors, change rotation, changing other properties. Broadly speaking, animation picture is an interesting display, static and dynamic graphics, which are caused by changes in each frame (frame by frame), change the position of moving (motion twin) as well as changes in the form followed the movement (motion shape).³¹

Animation pictures in a multimedia application can promise a more visually dynamic and appealing to the audience because the animation picture

²⁹Bustaman Burmansyah, (2001), *Web Design dengan Macromedia Flash mx 2004*, Yogyakarta: Andi Offset, P. 32 -33.

³⁰Zembry, (2001), *Animasi Web dengan Macromedia Flash 8*, Jakarta: Elex Media Komputindo, P. 43.

³¹Andreas Andi Suciadi, (2003), *Menguasai Pembuatan Animasi dengan Macromedia Flash MX*, Jakarta: Dinastindo, P. 9.

allows the impossible or the applicable complex in real life is in our application. Effectiveness of animation picture in learning not only dealing with how the animation picture was accepted and conceptualized, but also how the animation picture was designed. The development of computer animation picture today's rapidly take decades in the process of creation. The Animation picture literally brings life or general move. In animate an object is an object that moves from the object to be a live, animation picture known since the popularity of the television media that is able to present an image - moving image recording activity of living beings, both human, animals, and plants.

There is Development since the advent of television development. Animation picture originally created based on the animated two-dimensional (2D Animation picture). Concrete realization of the development of two-dimensional animation picture made quite a revolutionary form of cartoons. Making animated cartoons were originally done by sketching an image-driven one after another, so the conclusion animation picture is an image of an object that can move. Designing of computer animation picture in the room at as more commonly called by animators, between key frames need only animate objects no longer need to create animation pictures frame by frame as in the making of animated image after the image in the manufacture of conventional movie cartoons.

While the frame - frame between the key frames will be translated by the computer into a motion animator as desired. The development of computer animation picture now very rapidly, especially since the creation of the animation picture-based three-dimensional (3D Animation picture) having length, width, and height (Z-axis) then the object and its movement is almost realistic original. It's

just that the object was made the virtual world (virtual reality). This development is also equipped with a variety of software support such as Macromedia Flash, GIF animation picture and Corel RAVE as software - software support while the two-dimensional animation picture 3D Studio MAX, called Wave Front AMA, Light Wave, and 4D cinema, as the -Software popular core software support three-dimensional animation picture.

Media motion animation picture is so set text in a way that is attractive and looks more alive. Animation picture is a series of images that form a movement one of the advantages of animation picture is the ability to describe an event systematically in every time of change. This is very helpful in explaining the procedure and sequence of events.

2.2.3 The Advantages and Disadvantages of Media Animation picture

Media animation picture from existing sources, there are some advantages and disadvantages which is owned by media animation picture, namely:

1. Excess Media Animation picture
 - a. Media animation picture is able to convey something complex concepts visually and dynamically. This can make the actual relationship between wearing a concept or process complex visual and dynamic. This can make the actual relationship between a concept or complex processes easier to mapped into the minds of students and so assist in the process of understanding.
 - b. The digital animation picture to attract the attention of students with ease. Animation picture is able to convey a message better compared

with other media usage. Students also provide a longer memory to the media that are dynamic in the appeal of media that is static.

- c. The digital animation picture is also capable in use to help provide virtual learning. This is primarily to circumstances in which the estimate is actually difficult or cannot be provided, harm or may involve high costs.
- d. Animation picture is able to offer a more pleasant learning media. Animation picture is able to attract attention, increase student motivation and thought provoking more memorable. Everything helps in the process reduce the cognitive load of students receiving something subject matter or message you want conveyed by educators.
- e. The visual and dynamic offering provided by the animation picture technology is able to facilitate the process of applying the concept or demonstration.

2. Weakness Media Animation picture

- a. Requires special equipment.

Material and material for animation picture is difficult for the fox if at any time can be a mistake or the information contained in it, it is difficult to include in order to attract the attention of students if used properly, but otherwise the animation picture may also divert attention from the substance of the material conveyed to animate for name and that just do not matter.

2.2.4 The Basic Principle of Animation picture

The principle of the animation picture is to create an illusion for the movement by presenting or displaying a sequence of images that change little by

little at high speeds or can be inferred that the animation picture is projected to be a stationary object moves so it looks alive. Animation picture is one of the computer-based instructional media that aims to maximize the visual effects and provide sustained interaction thus increasing understanding of teaching materials.

Animation picture is built on its usefulness as a medium used for a variety of purposes, including:

- a. Media entertainment, animation picture is used to entertain the users of these animation pictures, thus providing satisfaction. Animation picture as a medium of entertainment is usually dealt with very seriously because as a product that has a sale price merchandise. As a medium of entertainment, animation picture worked as a project, such as movies, video clips, games, etc.
- b. Media presentation, animation picture is used to create the attention of its target audience or participants presentation of the material submitted by the presenter. With the addition of animation picture on media presentation brings the atmosphere of the presentation becomes rigid
Animation picture function in the presentation include:

- 1) Draws attention to the movement and sound in tune Beautify presentation display.
- 2) Facilitate the arrangement of the presentation.
- 3) Facilitate the depiction of a material
- 4) On the advertising media, animation picture built in such a way that viewers are interested in buying or owning or following delivered in the storyline of the animation picture. example:

- 1) Add products.
- 2) Health education
- 3) Public service ads

c. Media science, animation picture has ability to be able to explain something complicated to be explained only with animation pictures or words alone. With this capability, the animation picture can be used to describe a material that obviously cannot be seen by the eye, by visualizing the materials described can be portrayed. Besides the animation picture as a medium of science can be used as a teaching tool that is ready at any time to teach the material that has been animated, especially with interactive technology at this time either through computers or other electronic devices. On this computer devices known as term CAI (Computer Aided Instruction). Example :

- 1) Animated documentary dinosaurs.
- 2) Physics Education.
- 3) Learning how to read the prayer and Koran.
- 4) Travelling in cyberspace.
- 5) Encyclopedia universe.
- 6) The blood in the human body.

d. Media aids, animation picture is used as a guiding device or user in doing something. As an auxiliary media, animation picture will stand out or leave the appeal or to bring a new focus to something that needs to be assisted. Example :

- 1) Guidelines for the use of TV and electronic appliance

- 2) Instructions on how to use the application
 - 3) Instructions ordinances product usage
- e. Media complementary, animation picture is used as a complement or decoration on a display that is used to beautify or pull on objects that are displayed. Example :
- 1) Button animation picture
 - 2) Banner
 - 3) Frame / frame
 - 4) Posts

2.2.5 Types of animation picture

Judging from its manufacture animation picture techniques available today can be categorized into three, namely:

a. Stop-motion animation picture

Stop-motion animation picture is sometimes called clay animation picture for the development, type of animation picture is Often used clay (clay) as the object is moved. Technique of stop-motion animation picture is an animation picture generated from capture images of objects (stuffed or otherwise) that is moved step by step. In the process of this technique has a difficulty level and requires patience.

b. Traditional Animation picture (Traditional animation picture)

Traditional animation picture is an animation picture technique that is most commonly known to date. Named for the traditional animation picture technique is used when animation picture was first developed. Traditional animation picture is also often referred to as call animation

picture technique process is done on transparent celluloid that at first glance very similar to the OHP transparency that we often use. In the manufacture of traditional animation picture, each stage of the movement are drawn one by one at the top of the cell. With the development of computer technology, the manufacture of traditional animation picture has been done using the computer.

c. Computer Animation picture

As the name implies, this overall animation picture is done by using a computer. From the character creation, set the move "player" and the camera, voting, and effect special everything was done with a computer. With computer animation picture, things may not initially illustrated with animation picture becomes possible and easier. For example, a spacecraft traveling to a planet can be clearly delineated, or the occurrence of a tsunami.

B. Related Study

1. The research about Bingo Game has done by Retno Supiyani that was *"Improving Students' Vocabulary Using Vocabulary Bingo Game Strategy(Classroom Action Research at SMPN 1 Jenangan Ponorogo)"*. This research explains about the application of Bingo Game in teaching vocabulary. She conducted the research started on April 4th to April 20th 2011. She used Bingo Games to teach vocabulary in order to improve the students' vocabulary mastery, because by using this media is more effective than just memorizing the words. In fact, the result of the data shows that the result score of students' test that had improvement in each

cycle. The average score of students' test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using vocabulary Bingo strategy. By using Bingo Game, the researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.

2. The study about vocabulary has done by Ellis Ekawati Nahampun that was "The Effect of Using Frayer Model on Student's Vocabulary Mastery". This study was conducted as an attempt to find out the effect of using Frayer Model on Student's Vocabulary Mastery. Third study used the experimental design. The population of this study was the students of SMA Parulian 1 Medan. This study was conducted with two randomized groups namely experimental group and control group. To obtain the reliability of the test, the researcher used Kuder-Richardson (KR-20) formula. The calculation shows that reliability was 0.73 (High). The data were analyzed by using t-test. The conclusions show that observed (5.41) is higher than t-table (2.00) at the level of significance (α) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the teaching vocabulary by using Frayer Model has more significant effect than teaching vocabulary by using conventional method.

C. Conceptual Framework

Vocabulary is the most basic things that must be mastered by someone learning English is a foreign language for all students and the people of Indonesia.

How can one express language if students do not understand the vocabulary. Especially when learning a foreign language, so the vocabulary is something that is absolutely required by the language learners.

If a student has a vocabulary sufficient English will automatically give more support to the achievement of four English of competence. And vice versa without having an adequate vocabulary of a student will have difficulty in achieving language competence.

However, if they want to has the ability in the English. For example, if someone wants to explain how to say something, of course, they have to master the vocabulary, the more people have more vocabulary they can do good in speaking, reading, writing and listening.

As a foreign language, English is not used every day in the community, the English language is difficult to learn. For reduce the difficulty in learning English we need new approaches and strategies that will be used, so that learning English would be easy and interesting.

The students of the school, English vocabulary is still fairly minimal, it causes them difficulty in learning English. Even though, many ways done by an English teachers at the school, in order to increase student vocabulary. Starting from extending the exercise, commissioned to memorize, to singing in English.

To improve students' vocabulary, students have a lot of practice. In addition to expanding the exercise to increase vocabulary can also be done by using the media, so as not to make students become bored.

Media as an intermediary that transmits information between source and receiver. So, the media is anything that can be used to convey a message from the

sender to the receiver. So as to stimulate thoughts, feelings, concerns and interests of students in the way learning happens. One good medium used to improve students' vocabulary is an animated animation picture.

Animation picture is able to offer a more pleasant learning media. Animation picture is able to attract attention, increase student motivation and thought provoking more memorable. Everything helps in the process reduce the cognitive load of students receiving something subject matter or message you want conveyed by educators.

In this research, the researcher will apply the animation picture to improve English vocabulary, because media animation picture is really interesting and good way for improve student vocabulary.

Related to improve the vocabulary of students in English language learning, researchers want to focus the research subject at school MTs TPI Sawit Seberang. Because of the observation that has been done by researchers there are some difficulties experienced by students in English lessons, especially vocabulary..

Referring to the difficulties experienced by the students who have been described above, the researcher wants to implement a new way of improving vocabulary by using media animation picture. With the goal is expected to increase the vocabulary of students learning English.

Animation picture is able to offer a medium of learning more fun. Animation picture is to attract attention increase student motivation and thought provoking more memorable. Everything helps in the process of reducing cognitive

load of students receiving something subject matter or message to be conveyed by educators.

With animation picture student so much easier to remember new vocabulary they get. Because they see the direct vocabulary they are learning and also more easily recorded in their memory.

Through it, little by little the vocabulary of students will increase, and enabling them to learn English, because they have a lot of vocabulary to speak, and even wrote down their ideas in English

D. Action Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved.³²

The researcher proposes the hypothesis that:

Ha : There is improvement on students' vocabulary achievement after being taught by using Animation picture.

Ho : There is not improvement on students' vocabulary achievement after being taught by using Animation picture.

³² Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, Edisi Revisi VI, P. 71.

CHAPTER III

METHOD AND RESEARCH

3.1 Location and Time Research

The study was conducted in the second semester of academic year 2016/2017. The Researcher has got on the school schedule, particularly Schedule of English class VII MTs TPI Sawit Seberang.

The reason the researchers chose these classes include:

1. The student vocabulary is still poor although they seemed having some ideas in their mind, but they could not express their idea because they have lack of vocabulary.
2. Most students who lack confidence when speaking English because of lack of vocabulary

3.2 Research Design

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success, of certain activities and procedures.³³ Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.³⁴

³³Jeremy Harmer, (2003),*The Practice of English Language Teaching*, England: Longman, P. 344.

³⁴Syamsudin AR and Vismaia S. Damaianti, (2006), *Metode Penelitian Pendidikan Bahasa*, Bandung: PT Remaja Rosdakarya, P. 161.

Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.³⁵ Kemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.³⁶

From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through debate, this data was analyzed through two cycles in action.

3.2.1 The Characteristics of Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

³⁵Suharsimi Arikunto, et. al, (2008),*Penelitian Tindakan Kelas*, Jakarta: PT Bumi Aksara, P. 104.

³⁶David Nunan, (1993), *Research Method In Language Learning*, Cambridge: CambridgeUniversity Press, P.18.

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researcher.
- b. It is collaborative.
- c. It is aimed at changing things.³⁷

3.2.2 The Aim of Classroom Action Research

There are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types.

We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁴⁵ In other words, can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. Hey have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching speaking.

³⁷*Ibid*, P. 17.

3.2.3 Procedures of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.³⁸

Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some procedures and steps as follows:

1. Initial observation

In initial observation, the researcher intended to find out:

- a. Data collected such as documentation includes the number of the students, students' list, and the course plan.
- b. Observer the class.
- c. Identify the problem.

Based on observation, the researcher can identify the problem of teaching learning process second semester at MTs TPI Sawit Seberang. The problem of this research is students' vocabulary skill was still low. So researcher plans the action to improve it.

³⁸Jeremy Harmer, Op.Cit, P. 345

2. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

a. Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

b. Action

The planning strategy will be applied in teaching learning process.

c. Observation

Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

d. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.³⁹

³⁹SuharsimiArikunto, et. Al, (2008), *Op.cit*, Jakarta: PT BumiAksara, P. 75-80.

3.3 The Subject of The Study

The subject of this study was the grade seven, exactly the student of the class VII MTs TPI Sawit Seberang.

Table 3.1
Population and Sample

Population and Sample	Class	Student	Total
Population	VII ¹ VII ² and VII ³	39+40+40	129
Sample	VII ¹	39	39

Table 3.2
Gender of Sample

Gender	Class	Student
Male	VII ¹	21
Female	VII ¹	18

3.4 Source of the Data

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, animation picture, or statistical data. In quantitative research, source of primary data are the information or explanation which is expressed in the form of numbers or figures. The researcher collected the source of the data related to this research from observation and test which is conducted in every cycle.

3.5 Technique of The Data Collection

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, Diary notes, interview, documentation, test, and etcetera.

1. Questionnaire

The questionnaire is a technique of data collection is done by providing a set of questions or statements in writing to the respondent's answer, which the researchers did not directly ask respondents.

2. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.⁴⁰ In this classroom observation, the objects of observation are students' activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students' activities and response or happening which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through Animation picture to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

3. Diary Note

Dairy note are personal notes about observations, sensations, perceptions, interpretations, reflections, hunches, hypotheses and

⁴⁰David Nunan, *Op. cit*, P. 93.

explanations. Note not only report incidents of everyday tasks, but also express the feeling what it is like to participate in classroom action research.

4. Interview

Interview technique is an attempt to gather information by asking a number of questions verbally to-be answered orally also with the main characteristics in the form of direct contact with the face (face to face relationship) between the information seeker (interviewer or information hunter) with resources (interviewee)

5. Documentation

Documentation is the source of the data used to complete the research, both in the form of written sources, movies, animation pictures (photos), and monumental works, all of which give more information to the research process.

6. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.⁴¹ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.⁴² The

⁴¹J. B. Heaton, (1975), *Writing English Language Tests*, London: Longman Group Limited, P. 1.

⁴²Douglas Brown, (2001), *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, San Francisco: Longman Inc, 2nd Ed, P. 401

researcher used an achievement test to measure the student's progress in speaking. The forms of tests are spoken test in the form of debate. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

- a. Pre test can also be interpreted as a test activity level of students' knowledge of the material to be delivered, the pre-test activities performed before teaching activities given. The benefits of holding Pre test is to determine the ability of the students' initial lessons delivered.
- b. Post test is a form of questions provided after lessons / material has been delivered. In short, post test is evaluation end when the material taught that day was given in which a teacher provides post test with a view whether the students already know and understand about the material just given on the day. The benefits of holding this post test is to obtain a description of capabilities are achieved after the end of the lesson delivery.

In this research, the researcher will use the multiple choice test, with about as many as 20 questions that vary the level of difficulty.

3.6 Procedure of the Study

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.⁴³ There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and

⁴³Rochiati Wiriadmadja, (2005), *Metode Penelitian Tindakan Kelas*, Bandung: PT Remaja Rosdakarya, P. 13.

reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher will collaborate with the speaking lecturer who teaches in class VII.

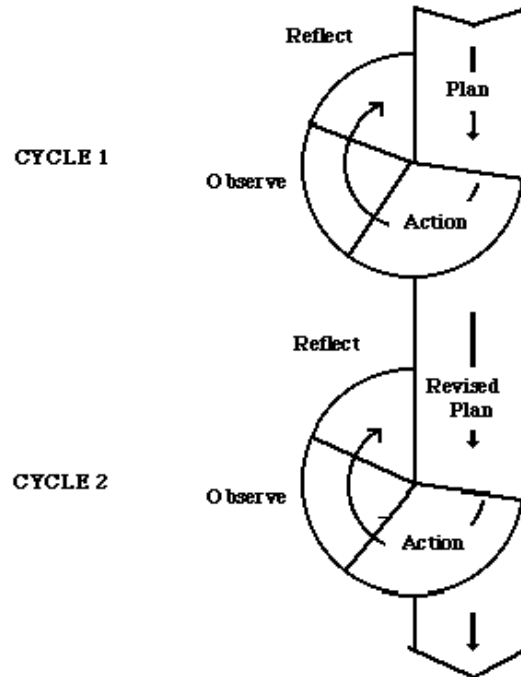


Figure 1. Action Research Cycle⁴⁴

The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in speaking class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in speaking.

⁴⁴Bruce J. Howden, 2005. Using Action Research to Enhance The Teaching of Writing, (<http://education.curtin.edu.au/iier/qjer14/howden.html>) accessed on 04 March 2017 11.20 PM

2. Cycle 1

The teacher uses Animation picture in teaching speaking. The topic was expressing agreement and disagreement. The procedure as followed:

a. Planning

Planning was the arrangement for doing something considered in advanced. The plan had to be flexible because it depended on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher worked together to plan everything needed in order to solve the students' problem. So the researcher prepared everything related to her teaching and learning process.

- 1) Arranging lesson plan
- 2) Preparing the media related to the material.
- 3) Preparing teaching material.
- 4) Preparing checklist observation
- 5) Making the test material.

b. Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

- 1) Teacher explains the material.
- 2) Teacher introduces Animation picture to the students.

3) Teacher asks students to make group and conduct Animation picture based on the topic given.

c. Observation

The observation is done to check:

- 1) The students' activity in classroom.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

- 1) Identify the problem and make the solution for the problem.
- 2) Arranging lesson plan.
- 3) Preparing the media related to the material.
- 4) Prepare teaching material.
- 5) Prepare checklist observation.
- 6) Make the test material.

b. Action

After being revised, the teacher began to teach vocabulary by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the English text that was given by teacher and asked some of them to read the text.

- 1) Teacher explains the material.
- 2) Teacher introduces Animation picture to the students.
- 3) Teacher asks students to make group and conduct Animation picture based on the topic given.
- 4) Observation

The observation is done to check:

- 1) The students' activity in classroom.
- 2) The students' response during the teaching and learning process.
- 3) The students' speaking skill improvement.

c. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

3.7 Instrument of the Study

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic

in order to make the data easy to be processed.⁴⁵ An instrument could be in form of questionnaire, observation list, test, etc. In this study the researcher used observation checklist, document, and test.

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Test

In this research, the researcher uses an achievement test to measure the student's speaking skill improvement. The researcher uses oral test in the form of debate. There are four elements of speaking that used to assess students' speaking ability, there are: pronunciation, vocabulary, grammar, fluency and comprehension. With this form, the scoring can be done quickly and easily.

3.8 Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using Animation picture in improving speaking skill. The data from observation are grouped based on students' behavior and

⁴⁵ Arikunto Suharsimi, (2003), *Prosedur Penelitian, Suatu Pendekatan Praktek*, Jakarta: PT. RinekaCipta, P. 136.

students' response that can be taken as a clue or indicator for students' activeness when the Animation picture technique is introduced.

1. Qualitative Data

The qualitative data was collected from interview, observation, diary notes and documentations. Then, the researcher will analyze the data by using data display technique. All of information from observation and interview will be arranged and then take the conclusion as the final qualitative data. For the qualitative data will present in narrative form and chart. This presentation of qualitative data will make readers easy to read the final qualitative data of this research.

2. Quantitative Data

The researcher use Quantitative Descriptive Analysis. Data collected at each observation activity of Classroom Action Research implementation cycle were analyzed descriptively using percentages technique to see trends in learning activities. The researcher determine learning outcomes' by analyze average value of daily tests then categorized on classification of very high, high, medium, low and very low. Then, the researcher determine students' activity in teaching-learning process by analyzing the students' level activity in the teaching-learning process and categorize in classification of very high, high, medium, low and very low.

Table 3.3
Ranges of students' vocabulary mastery score

Number	Range of Score	Category	The Quality
4	80-100	Very high	A
3	70-79	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very low	E

The improvement of students' score in vocabulary through animation picture also could be seen from the mean of the students' score during the research. The researcher applies the following formula:

$$x = \frac{\sum x}{n}$$

Where :

x = The mean of the students

$\sum x$ = The total score

N = The number of students

Next the number of student will calculate by applying the formula:

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

In which:

P = The percentage of students who get point 75

R = The number of students who get point up 75

T = The total of number students who do the test

The percentage of the improvement through media or the method can be seen as follows :

Table 3.4
The Percentage of Students Test

No	Percentage	Number of Students
1	0 %	Student Pre-test
2	0 %	Student Post-test I
3	0 %	Student Post-test cyle II

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The findings of this research exist in the preliminary study and two cycles

4.1.1 Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' achievement in vocabulary.

In this preliminary study, the researcher gave the test, interview, and observation. Multiple choice test is used to evaluate students' vocabulary and how the scores that they achieved. The English teacher made 75 as minimum standard *Kriteria Ketuntasan Minimal* (Minimum Passing Grade) in that school.

The number of the students who took the test was 39 from the result of vocabulary test in pre-test, the total score of the students was 1808 and the mean of the students' score 46.4.

Based on the test result, it is indicated that the students' achievement in vocabulary was low. It can be seen from the mean score of the students was 40.93, and the percentage of the students' score of the test was 1 students who succeeded or got score up to 75, it was only 2,6 %. On the other hand, 38 students unsuccessful or didn't get score up to 75 and it was 97,4%. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching vocabulary test was the inappropriate use of teaching media. The interviewer also found that the students still had difficulties in following the lesson especially in learning vocabulary. It is shown from the result of interview with the English teacher as follows: "They are difficulties to follow the lesson well, they are not serious in studying".

From the result of interview with the English teacher showed that she had difficulties in teaching English especially in vocabulary, the teacher stated that the students were very difficult to be focus in following the lesson. It was also strengthened by the result of interview with the students as follows: "According to me, sometimes English vocabulary is easy and sometimes it is difficult. there are many words that are difficult to be remembered by me". It means that the student still feel difficult in understanding the vocabulary, especially for the word that is complicated to be pronounced and remembered.

Another student said that "I think studying English is difficult miss, I feel so difficult to read". It means that the student feels difficult in studying English especially in reading. Another student said that "According to me, learning vocabulary is difficult if we are not serious in learning it". It means that the student is difficult to be focus, and when he/she do not focus, it will influence the student's result in learning vocabulary.

From the quantitatively and qualitatively data above, it can be seen that the students' ability is still low in comprehending English especially in vocabulary. So, the research should be continued to the cycle I.

4.1.2 Cycle I

Based on the researcher's observation, the students' response in teaching and learning process was good. It could be seen on the list of the observation sheet that has done by the English teacher as a collaborator in the class. The collaborator got the point that the students felt little difficult in understanding the vocabulary, the atmosphere of the class was not enjoy and quiet, many students felt difficult in reading and pronouncing the vocabulary, and they did not pay attention while learning. It was not just from the students, but also the teacher. When the researcher did interview to the teacher, and the teacher said that the problem of the students in learning English was they did not take attention more when the teacher explained the matery in front of the class. In the other hand, the teachers' media when teaching English especially vocabulary was not suitable, so they felt very difficult and bored in learning process.

The researcher's feeling when teaching and learning process was still unsatisfaction. The researcher felt unhappy in the first meeting because the students' attention was still low. Most of the students were still noisy in the class and the students' score when giving test was still low.

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used picture media, preparing observation sheet. And the researcher also prepared the lesson plan to teach.

In this step, there were some activities had been done by the researcher, they are: Making lesson plan consist of the action, preparing the teaching material of picture media that was needed in action, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1)The teacher opened the class. (2)The teacher explained the objectives and the learning procedure. (3) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students' understanding about vocabulary especially adjective to describe parts of body

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained the matery about adjective to describe parts of body (2) The teacher used some picture as a part of supporting media to make the students understood more especially for the vocabulary (3)After that the teacher mentioned one by one the pronunciation of the words and mentioned the meaning that provided in the picture. (4)The teacher repeated her reading, so that

the students followed her again, in the same time she showed the picture one by one. (5) To sharp students' understanding and memorization, the teacher showed the picture anymore, and asked the students to mention the words in Bahasa, then they were demanded to mention the words in English based on their memorization, so that it trained their understanding and memorization of the words. (6) To know the students' understanding with the matery, the teacher made a game, to speak the picture that put in front of the class. (9) In the game, the teacher explained the rules of the game. (10) In this section, the teacher asked some questions based on the matery explained with the picture. (11) The students sat in separated place by holding HVS paper, pen as a equipment for each student. The teacher started to show the picture and asked them to mention what word of the picture was. (12) then, the students are demanded to answer the question in five seconds. (13) After five seconds, the students had to put the paper up to show that they had finished the answer. (14) If they put the paper up more than five secods, they were disqualified. (15) Then the teacher checked the answer , if they made wrong answer, they were asked to leave the game area, and for them who had right answer, they could continue the game until the end.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) The teacher and the students concluded the material.

Observation

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle showed that the achievement of students increased when used picture media in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in vocabulary but many students were still not active and were not interested while the teacher taught them about the matery. Although some of the students had did the activities seriously and they could understand well about the matery and 13 students still got 75 below.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2545 and the number of the students who succeeded the test still 13 from 39 students. So, the mean of the students' score of the test was 65.3. It can be seen that the students' score in vocabulary was increased but still low. The percentage of the students' score of the test was 13 students succeeded and got score 75 or up to 75 it still 33,3%. So, post-test of the first cycle was categorized unsuccessfull. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done after conducting the first cycle. The interviewer found that the students still did not have good understanding in learning English vocabulary. It is shown from the result of interview with the students as follows: "I still do not understand miss about how to pronounce the words, the written is different with the pronunciation". It means that the student still feel confuse in pronouncing the vocabularies. The student thinks that learning vocabulary is difficult because the written is not same like the pronunciation.

The data above was strengthened by the result of the interview with the student as follows: "I think it is easy for the materly, but I am difficult in memorizing the words". It means that the student has difficulties in memorizing the words related to the English. That is the reason why the student are low in answering the question.

The data above was strengthened by the result of the interview with the student as follows: "Actually I enjoy the materly. But my friend who sits beside me makes noise, and I can't your explanation clearly". It means that the student gets the interferences from the environment, so that the student can't listen the teacher's explanation clearly.

From the quantitatively and qualitatively data above, it can be concluded that the students' ability is still low in comprehending English especially in vocabulary. So, the research should be continued to the cycle II.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning simple present tense through picture media, the students' difficulties and problem while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the researcher knew the problems and the result of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written in appendix.

From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in vocabulary by using picture media.

4.1.3 Cycle II

The researcher choose to continue the research in cycle two. The aim was to improve the students' score in vocabulary after doing post-test in the first cycle. The students' response while vocabulary improvement. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning simple present tense by using picture media. The phenomenon in the class also changed. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen of the additional activities that have been done by the researcher while teaching simple present tense in four steps, planning, action, observing and reflection.

Planning

In this cycle, the researcher prepared new planning added some activities in the activities of learning such as: changing the matery as continuing lesson, giving an ice breaking and treating them who won the game with a bowl of meatbowl. So that, they enjoyed the game and they more active in learning vocabulary.

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students' understanding about things in the classroom.

In core activity, there were some activities had done by the researcher, such as: (1) The teacher explained the matery about things in the classroom(2) The teacher used picture as a part of supporting media to make the students understood more especially for the vocabulary (3)After that the teacher mentioned one by one the pronunciation of the words and mentioned the meaning that provided in the picture. (4)The teacher repeated her reading, so that the students followed her again, in the same time she showed the picture one by one. (5) To sharp students'

understanding and memorization, the teacher showed the picture anymore, and asked the students to mention the words in Bahasa, then they were demanded to mention the words in English based on their memorization, so that it trained their understanding and memorization of the words. (6) To know the students' understanding with the matery, the teacher made a game, namely smart guess game. (9) In the game, the teacher explained the rules of the game. (10) In this section, the teacher asked some questions based on the matery explained with the picture. (11) The students sat in separated place by holding HVS paper, pen as a equipment for each student. The teacher started to show the picture and asked them to mention what word of the picture was. (12) then, the students are demanded to answer the question in five seconds. (3) After five seconds, the students had to put the paper up to show that they had finished thw answer. (14) If they put the paper up more than five secods, they were disqualified. (15) Then the teacher checked the answer , if they made wrong answer, they were asked to leave the game area, and for them who had right answer, they could continue the game until the end.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) The teacher and the students concluded the material.

Observation

The observation was done for the second cycle. The students' activity during the teaching learning process had been observed. (1) Many students were

more effective in learning vocabulary by using picturemedia and answered the teachers' questions. (2) The students were seriously during learning process (3) The mean score of the students was categorized successful namely 83,1

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in second cycle. The result of the post-test in the second cycle show that the achievement of students increased when used picturemedia in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in learning vocabulary.

Quantitatively, the result of the post-test of the second cycle, it showed that the total score of the students was 3240 and the number of the students who succeeded the test was 33 students. So, the mean of the students' score of the test was 83,1. It can be seen that the students' score was increased. The percentage of the students' score of the test was 33 students succeeded and got score 75 or up to 75 it was 84,6%. So, post-test of the second cycle was categorized succesfull. Here is the data:

Table 4.1
The Percentage of students' Vocabulary Ability

Meeting	Students who get score > 75	Percentage
Pretest	1	2.6 %
Cycle I	13	33.3 %
Cycle II	33	84.6%

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 1 of 39 students (2.6 %). In the post-test of cycle I, the students who got the score 75 or more were 13 of 39 students (33.3 %). In the post-test of cycle II, the students who got the score 75 or more were 33 of 39 students (84.6 %). In the first test there was 92.6 % (1students) who got the score 75 or more. In the second second test there was 33.3 % (13 students) who got score 75 or more. It means that there was an improvement about 30.7 %. In the third test there was 84.6 % (33 students) who got score 75 or more. There was improvement about 51.3 % from the second test, and about 82 % from the first test to the third test. Most of students' score increased from first test to the third test.

Based on the quantitative data above it can be stated that picturemedia could improve the students' vocabulary ability in learning English.

The quantitative data above was also strengthened by the qualitative data as what one of the studentsaid: "No miss. There are pictures, I like it". It means that the student actually like this game in learning English because there a pictures provided.

The data above was strengthened by the result of the interview with the student as follows: "It is easy miss learning vocabulary, you will enter the class again tomorrow, won't you miss?, I hope you will". The student said that thay hoped for the next meeting the researcher would come and used the variety media in teaching, so that they did not feel board in learning English.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: "It is very creative, and motivate them to study". It means that the game media that applied by the researcher can motivate the students in learning English vocabulary.

Based on the qualitative and quantitative data, it can be concluded that picturecan improve students' vocabulary ability.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) Having checked the students' test, the researcher found that he students' score showed the improvement. Based on the observation sheet,

the teacher' vocabulary ability in learning English showed the improvement, too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' score, the students who got the score 75 or more were 1 of 39 students (2.6 %). In the post-test of cycle I, the students who got the score 75 or more were 13 of 39 students (33.3 %). In the post-test of cycle II, the students who got the score 75 or more were 33 of 39 students (84.6 %). In the first test there was 2.6 % (1students) who got the score 75 or more. In the second second test there was 33.3 % (13 students) who got score 75 or more. It means that there was an improvement about 30.7 %. In the third test there was 84.6 % (33 students) who got score 75 or more. There was improvement about 51.3 % from the second test, and about 82 % from the first test to the third test. Most of students' score increased from first test to the third test. It made the researcher felt that the cycle could be stopped because the students' achievement in learning vocabulary was improved by picturemedia.

4.2 Discussion

The research was conducted to find out the students' achievement in using vocabulary by using picturemedia. Picturemedia is one of the media that can improve students' vocabulary ability in learning English.

This research had proved that picturemediawas effective to be used in teaching English vocabulary. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of a picturemediamade more help the students' understanding in

learning vocabulary. The teacher was also easy to apply picturemedia in teach English vocabulary.

Based on the result of the quantitative data, the result showed that the students improved their achievement in English vocabulary. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 46.4. It was low because only 1 students who got the score 75 and more. The mean of the students' score in the post-test I was 65.3 and post-test II was 83.1. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was three of thirty two students (2.6 %). The percentage of the students' who got the score 75 and more in the post-test I was sixteen of thirty two students (33.3 %). The percentage of the students' who got the score 75 and more in the post-test II was twenty eight of thirty two students (84.6 %). The improvement of the competent students percentage from the pre-test to the post-test I was 30.7 % from post-test I to post-test II was 51.3 %, pre-test to post-test II was 82 % It indicated that the improvement of the students' achievement in vocabulary was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the

improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of picturemedia could motivate the students became more enthusiastic in learning vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of picturemediacould improve the students' achievement in vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result and discussion about the implementation of smart guess game media to improve students' ability in learning English at MTs. TPI SawitSeberang could be concluded that:

1. Preliminary Study

Quantitatively, the students' ability in vocabulary is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 46.4. It can be seen from the total score of the students was 1808 and the percentage of the students' score of the test was 1 students who succeeded or got score up to 75, it was only 2.6 %. On the other hand, 38 students unsuccessful or didn't get score up to 75 and it was 97.4 %.

Qualitatively, the students' vocabulary ability is still low. The data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching vocabulary was the inappropriate use of teaching media. The interviewer also found that the students still had difficulties in studying English vocabulary.

2. Cycle I

Quantitatively, the students' ability in vocabulary is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 65.3. It can be seen from the total score of the students was 2545 and the percentage of the students' score of the test was 13 students who succeeded or got

score up to 75, it was only 33.3 %. On the other hand, 26 students unsuccessful or didn't get score up to 75 and it was 66.7 %.

Qualitatively, based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in comprehending English vocabulary but many students were still not active and were not interested while the teacher taught them about the matery. Although some of the students had did the activities seriously and they could tell the story briefly and 13 students still got 75 below. So it would continue to second cycle.

3. Cycle 2

Quantitatively, the students' ability in vocabulary has improved by using smart guess game media. It can be seen from the result of the post-test of the second cycle, it showed that the total score of the students was 3240 and the number of the students who succeeded the test was 33. So, the mean of the students' score of the test was 81.3. It can be seen that the students' score in learning vocabulary was increased. The percentage of the students' score of the test was 33 students succeeded and got score 75 or up to 75 it was 84.6 %. So, post-test of the second cycle was categorized succesfull.

Qualitatively, basedon the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the

improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of pictures media could motivate the students became more enthusiastic in learning English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of picture media could improve the students' achievement in English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning English vocabulary.

5.2 Suggestion

The results of the research of the study show that the use of the picture can contribute to the improvement of the student vocabulary mastery. In line with conclusion, some suggestion directed to:

1. English Teachers

The English teachers are suggested to use picture as teaching media to stimulate the students learning vocabulary spirit in the teaching vocabulary process.

2. Students

To increase their vocabulary, students should read colorful picture put on the wall of the classroom. By looking at the picture, they will understand and

memories the lesson well. Because the colorful of pictures is more interesting for the students' to learn vocabulary.

3. Other Researcher

Other researcher recommended to conducts this type of this research with different population. In order to enrich research finding on teaching of vocabulary.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The findings of this research exist in the preliminary study and two cycles

4.1.1 Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' achievement in vocabulary.

In this preliminary study, the researcher gave the test, interview, and observation. Multiple choice test is used to evaluate students' vocabulary and how the scores that they achieved. The English teacher made 75 as minimum standard *Kriteria Ketuntasan Minimal* (Minimum Passing Grade) in that school.

The number of the students who took the test was 39 from the result of vocabulary test in pre-test, the total score of the students was 1808 and the mean of the students' score 46.4.

Based on the test result, it is indicated that the students' achievement in vocabulary was low. It can be seen from the mean score of the students was 40.93, and the percentage of the students' score of the test was 1 students who succeeded or got score up to 75, it was only 2,6 %. On the other hand, 38 students unsuccessful or didn't get score up to 75 and it was 97,4%. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching vocabulary test was the unappropriate use of teaching media. The interviewer also found that the students still had difficulties in following the lesson especially in learning vocabulary. It is shown from the result of interview with the English teacher as follows: "They are difficulties to follow the lesson well, they are not serious in studying".

From the result of interview with the English teacher showed that she had difficulties in teaching English especially in vocabulary, the teacher stated that the students were very difficult to be focus in following the lesson. It was also strengthened by the result of interview with the students as follows: "According to me, sometimes English vocabulary is easy and sometimes it is difficult. there are many words that are difficult to be remembered by me". It means that the student still feel difficult in understanding the vocabulary, especially for the word that is complicated to be pronounced and remembered.

Another student said that "I think studying English is difficult miss, I feel so difficult to read". It means that the student feels difficult in studying English especially in reading. Another student said that "According to me, learning vocabulary is difficult if we are not serious in learning it". It means that the student is difficult to be focus, and when he/she do not focus, it will influence the student's result in learning vocabulary.

From the quantitatively and qualitatively data above, it can be seen that the students' ability is still low in comprehending English especially in vocabulary. So, the research should be continued to the cycle I.

4.1.2 Cycle I

Based on the researcher's observation, the students' response in teaching and learning process was good. It could be seen on the list of the observation sheet that has done by the English teacher as a collaborator in the class. The collaborator got the point that the students felt little difficult in understanding the vocabulary, the atmosphere of the class was not enjoy and quiet, many students felt difficult in reading and pronouncing the vocabulary, and they did not pay attention while learning. It was not just from the students, but also the teacher. When the researcher did interview to the teacher, and the teacher said that the problem of the students in learning English was they did not take attention more when the teacher explained the matery in front of the class. In the other hand, the teachers' media when teaching English especially vocabulary was not suitable, so they felt very difficult and bored in learning process.

The researcher's feeling when teaching and learning process was still unsatisfaction. The researcher felt unhappy in the first meeting because the students' attention was still low. Most of the students were still noisy in the class and the students' score when giving test was still low.

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used picture media, preparing observation sheet. And the researcher also prepared the lesson plan to teach.

In this step, there were some activities had been done by the researcher, they are: Making lesson plan consist of the action, preparing the teaching material of picture media that was needed in action, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1)The teacher opened the class. (2)The teacher explained the objectives and the learning procedure. (3) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students' understanding about vocabulary especially adjective to describe parts of body

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained the matery about adjective to describe parts of body (2) The teacher used some picture as a part of supporting media to make the students understood more especially for the vocabulary (3)After that the teacher mentioned one by one the pronounciation of the words and mentioned the meaning that provided in the picture. (4)The teacher repeated her reading, so that

the students followed her again, in the same time she showed the picture one by one. (5) To sharp students' understanding and memorization, the teacher showed the picture anymore, and asked the students to mention the words in Bahasa, then they were demanded to mention the words in English based on their memorization, so that it trained their understanding and memorization of the words. (6) To know the students' understanding with the matery, the teacher made a game, to speak the picture that put in front of the class. (9) In the game, the teacher explained the rules of the game. (10) In this section, the teacher asked some questions based on the matery explained with the picture. (11) The students sat in separated place by holding HVS paper, pen as a equipment for each student. The teacher started to show the picture and asked them to mention what word of the picture was. (12) then, the students are demanded to answer the question in five seconds. (13) After five seconds, the students had to put the paper up to show that they had finished the answer. (14) If they put the paper up more than five secods, they were disqualified. (15) Then the teacher checked the answer , if they made wrong answer, they were asked to leave the game area, and for them who had right answer, they could continue the game until the end.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) The teacher and the students concluded the material.

Observation

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle showed that the achievement of students increased when used picture media in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in vocabulary but many students were still not active and were not interested while the teacher taught them about the matery. Although some of the students had did the activities seriously and they could understand well about the matery and 13 students still got 75 below.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2545 and the number of the students who succeeded the test still 13 from 39 students. So, the mean of the students' score of the test was 65.3. It can be seen that the students' score in vocabulary was increased but still low. The percentage of the students' score of the test was 13 students succeeded and got score 75 or up to 75 it still 33,3%. So, post-test of the first cycle was categorized unsuccessfull. This data can be seen in the appendix.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done after conducting the first cycle. The interviewer found that the students still did not have good understanding in learning English vocabulary. It is shown from the result of interview with the students as follows: "I still do not understand miss about how to pronounce the words, the written is different with the pronunciation". It means that the student still feel confuse in pronouncing the vocabularies. The student thinks that learning vocabulary is difficult because the written is not same like the pronunciation.

The data above was strengthened by the result of the interview with the student as follows: "I think it is easy for the materly, but I am difficult in memorizing the words". It means that the student has difficulties in memorizing the words related to the English. That is the reason why the student are low in answering the question.

The data above was strengthened by the result of the interview with the student as follows: "Actually I enjoy the materly. But my friend who sits beside me makes noise, and I can't your explanation clearly". It means that the student gets the interferences from the environment, so that the student can't listen the teacher's explanation clearly.

From the quantitatively and qualitatively data above, it can be concluded that the students' ability is still low in comprehending English especially in vocabulary. So, the research should be continued to the cycle II.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning simple present tense through picture media, the students' difficulties and problem while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the researcher knew the problems and the result of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written in appendix.

From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in vocabulary by using picture media.

4.1.3 Cycle II

The researcher choose to continue the research in cycle two. The aim was to improve the students' score in vocabulary after doing post-test in the first cycle. The students' response while vocabulary improvement. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning simple present tense by using picture media. The phenomenon in the class also changed. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen of the additional activities that have been done by the researcher while teaching simple present tense in four steps, planning, action, observing and reflection.

Planning

In this cycle, the researcher prepared new planning added some activities in the activities of learning such as: changing the matery as continuing lesson, giving an ice breaking and treating them who won the game with a bowl of meatbowl. So that, they enjoyed the game and they more active in learning vocabulary.

Action

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students' understanding about things in the classroom.

In core activity, there were some activities had done by the researcher, such as: (1) The teacher explained the matery about things in the classroom(2) The teacher used picture as a part of supporting media to make the students understood more especially for the vocabulary (3)After that the teacher mentioned one by one the pronunciation of the words and mentioned the meaning that provided in the picture. (4)The teacher repeated her reading, so that the students followed her again, in the same time she showed the picture one by one. (5) To sharp students'

understanding and memorization, the teacher showed the picture anymore, and asked the students to mention the words in Bahasa, then they were demanded to mention the words in English based on their memorization, so that it trained their understanding and memorization of the words. (6) To know the students' understanding with the matery, the teacher made a game, namely smart guess game. (9) In the game, the teacher explained the rules of the game. (10) In this section, the teacher asked some questions based on the matery explained with the picture. (11) The students sat in separated place by holding HVS paper, pen as a equipment for each student. The teacher started to show the picture and asked them to mention what word of the picture was. (12) then, the students are demanded to answer the question in five seconds. (3) After five seconds, the students had to put the paper up to show that they had finished thw answer. (14) If they put the paper up more than five secods, they were disqualified. (15) Then the teacher checked the answer , if they made wrong answer, they were asked to leave the game area, and for them who had right answer, they could continue the game until the end.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) The teacher and the students concluded the material.

Observation

The observation was done for the second cycle. The students' activity during the teaching learning process had been observed. (1) Many students were

more effective in learning vocabulary by using picturemedia and answered the teachers' questions. (2) The students were seriously during learning process (3) The mean score of the students was categorized successful namely 83,1

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in second cycle. The result of the post-test in the second cycle show that the achievement of students increased when used picturemedia in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in learning vocabulary.

Quantitatively, the result of the post-test of the second cycle, it showed that the total score of the students was 3240 and the number of the students who succeeded the test was 33 students. So, the mean of the students' score of the test was 83,1. It can be seen that the students' score was increased. The percentage of the students' score of the test was 33 students succeeded and got score 75 or up to 75 it was 84,6%. So, post-test of the second cycle was categorized succesfull. Here is the data:

Table 4.1
The Percentage of students' Vocabulary Ability

Meeting	Students who get score > 75	Percentage
Pretest	1	2.6 %
Cycle I	13	33.3 %
Cycle II	33	84.6%

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 1 of 39 students (2.6 %). In the post-test of cycle I, the students who got the score 75 or more were 13 of 39 students (33.3 %). In the post-test of cycle II, the students who got the score 75 or more were 33 of 39 students (84.6 %). In the first test there was 92.6 % (1students) who got the score 75 or more. In the second second test there was 33.3 % (13 students) who got score 75 or more. It means that there was an improvement about 30.7 %. In the third test there was 84.6 % (33 students) who got score 75 or more. There was improvement about 51.3 % from the second test, and about 82 % from the first test to the third test. Most of students' score increased from first test to the third test.

Based on the quantitative data above it can be stated that picturemedia could improve the students' vocabulary ability in learning English.

The quantitative data above was also strenghtened by the qualitative data as what one of the studentssaid: "No miss. There are pictures, I like it". It means that

the student actually like this game in learning English because there a pictures provided.

The data above was strenghtened by the result of the interview with the student as follows: “It is easy miss learning vocabulary, you will enter the class again tomorrow, won’t you miss?, I hope you will”. The student said that thay hoped for the next meeting the researcher would come and used the variety media in teaching, so that they did not feel board in learning English.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: “It is very creative, and motivate them to study”. It means that the game media that applied by the researcher can motivate the students in learning English vocabulary.

Based on the qualitative and quantitative data, it can be concluded that picturecan improve students’ vocabulary ability.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) Having checked the students’ test, the researcher found that he students’ score showed the improvement. Based on the observation sheet, the teacher’ vocabulary ability in learning English showed the improvement, too. The teacher could motivate the students’ score showed the improvement. It can be seen from the mean of the students’ score, the students who got the score 75 or more were 1 of 39 students (2.6 %). In the post-test of cycle I, the students who got the score 75 or more were 13 of 39 students (33.3 %). In the post-test of cycle

II, the students who got the score 75 or more were 33 of 39 students (84.6 %). In the first test there was 2.6 % (1 student) who got the score 75 or more. In the second second test there was 33.3 % (13 students) who got score 75 or more. It means that there was an improvement about 30.7 %. In the third test there was 84.6 % (33 students) who got score 75 or more. There was improvement about 51.3 % from the second test, and about 82 % from the first test to the third test. Most of students' score increased from first test to the third test. It made the researcher felt that the cycle could be stopped because the students' achievement in learning vocabulary was improved by picturemedia.

4.2 Discussion

The research was conducted to find out the students' achievement in using vocabulary by using picturemedia. Picturemedia is one of the media that can improve students' vocabulary ability in learning English.

This research had proved that picturemediawas effective to be used in teaching English vocabulary. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of a picturemediamade more help the students' understanding in learning vocabulary. The teacher was also easy to apply picturemedia in teach English vocabulary.

Based on the result of the quantitative data, the result showed that the students improved their achievement in English vocabulary. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of

the students' score in the pre-test was 46.4. It was low because only 1 student who got the score 75 and more. The mean of the students' score in the post-test I was 65.3 and post-test II was 83.1. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was three of thirty two students (2.6 %). The percentage of the students' who got the score 75 and more in the post-test I was sixteen of thirty two students (33.3 %). The percentage of the students' who got the score 75 and more in the post-test II was twenty eight of thirty two students (84.6 %). The improvement of the competent students percentage from the pre-test to the post-test I was 30.7 % from post-test I to post-test II was 51.3 %, pre-test to post-test II was 82 % It indicated that the improvement of the students' achievement in vocabulary was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of picturemedia could motivate the students became more enthusiastic in learning vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of picturemedia could improve the students' achievement in vocabulary. It could be proven by the quantitative data which

showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result and discussion about the implementation of smart guess game media to improve students' ability in learning English at MTs. TPI SawitSeberang could be concluded that:

1. Preliminary Study

Quantitatively, the students' ability in vocabulary is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 46.4. It can be seen from the total score of the students was 1808 and the percentage of the students' score of the test was 1 students who succeeded or got score up to 75, it was only 2.6 %. On the other hand, 38 students unsuccessful or didn't get score up to 75 and it was 97.4 %.

Qualitatively, the students' vocabulary ability is still low. The data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching vocabulary was the inappropriate use of teaching media. The interviewer also found that the students still had difficulties in studying English vocabulary.

2. Cycle I

Quantitatively, the students' ability in vocabulary is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 65.3. It can be seen from the total score of the students was 2545 and the percentage of the students' score of the test was 13 students who succeeded or got

score up to 75, it was only 33.3 %. On the other hand, 26 students unsuccessful or didn't get score up to 75 and it was 66.7 %.

Qualitatively, based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in comprehending English vocabulary but many students were still not active and were not interested while the teacher taught them about the matery. Although some of the students had did the activities seriously and they could tell the story briefly and 13 students still got 75 below. So it would continue to second cycle.

3. Cycle 2

Quantitatively, the students' ability in vocabulary has improved by using smart guess game media. It can be seen from the result of the post-test of the second cycle, it showed that the total score of the students was 3240 and the number of the students who succeeded the test was 33. So, the mean of the students' score of the test was 81.3. It can be seen that the students' score in learning vocabulary was increased. The percentage of the students' score of the test was 33 students succeeded and got score 75 or up to 75 it was 84.6 %. So, post-test of the second cycle was categorized succesfull.

Qualitatively, basedon the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the

improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of pictures media could motivate the students became more enthusiastic in learning English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the application of picture media could improve the students' achievement in English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning English vocabulary.

5.2 Suggestion

The results of the research of the study show that the use of the picture can contribute to the improvement of the student vocabulary mastery. In line with conclusion, some suggestion directed to:

1. English Teachers

The English teachers are suggested to use picture as teaching media to stimulate the students learning vocabulary spirit in the teaching vocabulary process.

2. Students

To increase their vocabulary, students should read colorful picture put on the wall of the classroom. By looking at the picture, they will understand and

memories the lesson well. Because the colorful of pictures is more interesting for the students' to learn vocabulary.

3. Other Researcher

Other researcher recommended to conducts this type of this research with different population. In order to enrich research finding on teaching of vocabulary.

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