



**THE APPLICATION OF PICTURE MEDIA IN VOCABULARY  
LEARNING IN FIRST GRADE AT MAN 2 MODEL MEDAN**

**A THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU  
Medan as Partial Fulfillment of the Requirements for S-1 Program*

**By**

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**FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

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**MEDAN**

**2019**

Nomor : Istimewa

Medan, Agustus 2019

Lamp : -

Kepada Yth;

Prihal : Skripsi

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Assalamualaikum Wr.Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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## ABSTRACT

**JASAR HARTANA M.A, 34153083, THE APPLICATION OF PICTURE MEDIA IN VOCABULARY LEARNING IN FIRST GRADE AT MAN 2 MODEL MEDAN.**

**Thesis. Department of English Education, Faculty of Tarbiyah Science and Teachers Training. The State Islamic University of North Sumatera, Medan 2019.**

Keywords: *Picture, Vocabulary, Application, Learn.*

This research aimed to find out improving of the students' achievement in vocabulary learning by using picture. The subject of this research were the tenth grade of MAN 2 Model Medan which consisted of 35 students. This research applied classroom action research. The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, that were carried out in the end of every cycle. The tests were given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It showed that the mean of orientation test was 64, there were 8 students (22,8%) who got point 75 or more. In the post test of cycle I, the mean was 73,9 (19 students) it was higher than orientation test. There was 54,3% (19 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 54,3%. In the post test II, the mean was 85,6 and the percentage of students who got point 75 or more was 79,3% (35 students). It indicated that the used of picture can improve the students' ability in vocabulary learning.

## **PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan di bawah ini :

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, Agustus 2019

Yang Membuat

Pernyataan

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## ACKNOWLEDGMENTS

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this skripsi entitled “The Application of Picture Median in Vocabulary Learning in MAN 2 Model Medan”.

This thesis written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing this researcher, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's way obviously I would like to thanks to the following people:

1. **Dr. Amiruddin Siahann, M. Pd** as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Department for the facilities that given to me during the completion this thesis.
3. **Dr. H. Amiruddin, MS, MA, MBA, Ph.D** as my first advisor who has given him charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this skripsi. He also gives him warm support and advises me to be more patient on finishing this thesis.
4. **Dr. H. Syaukani, M.Ed.Adm** as my second advisor who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. He also gives his warm support and advises me to be more patient on finishing this thesis.

5. **Muhammad Muslim Nasution, S.Pd.I., M.Hum** as my lecturer who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. He also correct the grammar structure in my thesis. He also gives his warm support and advises me to be more patient on finishing this thesis. He and I like brother and younger brother, and I consider to be my own friend.
6. **All lecturers** in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
7. The principal of MAN 2 Model Medan, **H Irwansyah, M.A.** and the English teacher **Hartini Br Hutabarat, S.Pd, M. Hum**, and all of the students of MAN 2 Model Medan who helped the writer during the research.
8. My beloved Mother **Mrs. Ngateni** and my beloved father **Mr. Drs. Sariman, M.M.** who always give me love, support, advice, motivation, help, goodness, care, and all of things that I need to finish my study. And to my lovely brother **Palah Jayansa** and my younger brother **Zidanni Sewo**. Big thanks for your endless love.
9. All of my beloved friends, **Ulfa Nurhasanah, S.Pd, Ilham Sinaga, S.Pd, Ihda Atira Muis, S.Pd, Ayu Lestari, S.Pd**, and also gives his warm support and advises me to be more patient on finishing this thesis.
10. All my beloved friends in the same struggle PBI-6 stambuk 2015, thank you so much for your motivation, advice and help until the end of present study.
11. My beloved sister **Ruth Damayanti** and her husband **Yudi** in Jl. Harapan pasti always give me place to finish my thesis.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Learning is a complex process that happens to everyone and it lasts a lifetime, since he has been a baby to the grave later. One sign that someone has learned is the change in his behavior. The changes are both knowledge and skills pertaining to values and attitudes.<sup>1</sup>

The process of teaching and learning could not regardless of the media's role in it. The media of instruction is an integral part of the educational process at the school. The position of instructional media is present in the components of the teaching and learning process as one of the efforts to increase the interactions of teachers to students and student interaction to environment.

The process of teaching and learning in fact is a communication process, namely the process of delivery of messages from the source of the messages through the channels/media specific to the recipient of the message. Messages conveyed is teaching or education that exists within the curriculum. Therefore, the media is considered very important and very significant in teaching and learning.

The learning process is the effort to get science and transforming knowledge is as value of education from generation to the generation. Learning seen from space in scope consists of several components. These components include goals, learning materials, teaching, learning activities, methods, tools, learning resources, and

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<sup>1</sup> Arif S. Sadiman, (2005), *Media Pendidikan*, Jakarta: PT Raja Grafindo Persada, p. 2.

evaluation. All components must be interconnected to another to achieve success education based on the intended purpose.

Principles in teaching a foreign language are developed from validity about language. The following principles have been developed from validity where language is a group of sounds with specific meanings and organized by grammatical rules. The syllabus is composed of linguistic structures. Language is first learned as sounds and then associated with meanings. The repetition of the teaching materials is based on linguistics structures.<sup>2</sup>

“Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice” (Kimble & Garnezy). Similarly, teaching which is implied in the first definition of learning may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”<sup>3</sup>

The teaching of second and foreign languages is a major international enterprise. The current status of English has turned a significant percentage of the world’s population into part-time users or learners of English. The widespread need for English as a second or foreign language puts a considerable pressure on the educational resources of many countries. Problems relating to the teaching of English are discussed the world over.<sup>4</sup>

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<sup>2</sup> Ag. Bambang Setiyadi, (2006), *Teaching English as A Foreign Language*, Yogyakarta: Graha Ilmu, p. 10.

<sup>3</sup> Brown H. Douglas, (2000), *Principles of Language Learning and Teaching*, New York: Addison Wesley Longman, Inc, p. 7.

<sup>4</sup> Jack C. Richards, (1985), *The Context of Language Teaching*, United Kingdom: **Cambridge Language Teaching Library, p. 1.**

Some factors that cause unsuccessful learning in English include factors in students who consider English as a difficult subject. Students consider that learning English was difficult because they got difficulty to pronounce. Low learning intentions also made students difficult to learn.

Students are not confident in communicating by using English. In addition, the lack of media and facilities that support students to learn English also made teacher competence lack in teaching English. Facilities can help students and teacher to improve English skills.

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ  
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

The meaning: “God and issuing you your mother's belly in a State of knowing nothing, and he gave you hearing, vision and heart, in order that ye may be grateful” Q.S An-Nahl: 78.<sup>5</sup>

In this verse, Allah Swt asserted that when a human child is born into the world, he doesn't know anything. With His power and His love, God Almighty gives complementary attributes that will work to find out everything that had not been previously known. Attribute-the attribute is in the form of three important elements in the learning process for humans, namely: hearing, vision and heart/sense mind.

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<sup>5</sup> <https://tafsirq.com/16-an-nahl/ayat-78>

Hearing is an important element that was first used for the person learning to understand everything. According to a theory of modern invention, a baby still in the womb can capture messages that are delivered from the outside and he's very sensitive. Then there are experts who suggest that the son would later develop with high intelligence and subtlety, discretion should be over in the womb he often played classical music and rhythm a gentle rhythm. In the context of Islam, baby in the womb is often played verses from the Holy Qur'an, because it is believed that the baby can catch a message through hearing it.

In the process of understanding and learning everything, humans catch it hearing, reinforcing with sight and finally storing in the liver as a science. Finally, after humans realize that their past when they born without anything can be known, then God almighty gave the hearing, vision and heart/mind sense, humans can know everything in his life. Its peak, such awareness was supposed to encourage a sense of grateful that very large to give a ruling that has it all.

The media is one of the components that can stimulate the onset of learning process on student, so it can push the process of teaching and learning. The role of the media is indeed solely to assist teachers in teaching. Various forms of media can be used to enhance the learning experience towards a more concrete, learning with the use of the media not just use words (verbal symbols), so it can be expected to tally the results of experience learning more meaningful to the students. Thus in the process of teaching and learning teachers should choose the appropriate media so that the desired goals can be realized within the students. During the process of teaching and learning takes place will always happen the interaction between teachers, students and media of instruction are used. In this case, the media is not



only understood as props, but also as a carrier of information or messages to the learners.

The word “media” derives from the Latin and is the plural of the word “medium” which literally means an intermediary or introduction. *Medoe* is an intermediary or an introductory message from the sender to the recipient of the message, many restrictions that person give about media.<sup>6</sup>

The support of the media in the process of learning, it will be more attractive, interactive and students will be faster to process an information without having to go through a lengthy process so that indirectly the quality of learning can upgrade to a better direction. In addition, the learning can be done anytime and anywhere as desired. In other words, the presence of the media, the learning process will run more optimally.

The learning channel is used as a medium to convey the subject matter to students. In the process of learning that information may take the form of a number of skills or knowledge that need to be mastered by students. Learning media can augment the effectiveness of communication and interaction between teachers and students. Learning media also is very effective for improving student’s learning motivation that improve student’s learning achievement.

Language learning in the context of English, objects and images is an effective medium to be used especially for the introduction of vocabulary. Image is everything that is manifested visually in the form of a two dimensional and as the outpouring and the mind. The word image includes all forms of paintings or illustrations used and presented in language learning. In the process of learning

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<sup>6</sup> Arif S. Sadiman, op. cit., p. 2.

English, it should be directed to develop of the vocabulary so that students have the adequate (linguistic capital) so that there is the courage to communicate whether oral or writing. The weakness of the students generally is limitedness of vocabulary. Therefore, to facilitate students in learning and understanding the vocabulary, a media to train and teach the vocabulary is needed.

This case is happened to students at MAN 2 Model Medan, some of them do not know some vocabularies. That's why the researcher is interested to study English learning in MAN 2 Model Medan.

Therefore, by conveying material through media picture, it is expected that students in MAN 2 Model Medan can be more excited in learning English and in remembering/ using vocabulary. The image used in the English language learning for mastering the vocabulary is an image in the form of simple and according to reality. Shape and color picture combined based on the quality of the picture, here teacher very pay attention toward picture that will be used before implementing English learning.

Image is indeed an ordinary thing but it's the benefits are great, and it is effectively used in memorizing English vocabulary especially for the level of the Islamic Senior High School because images can concrete something abstract. The image media used for learning English in the aspect of vocabulary are images originated from textbooks, magazines and sometimes using additional images, namely images taken from the internet and adapted to the material to be delivered.

## **B. Identification of the Study**

1. The media especially for vocabulary lessons is lack.
2. The student's vocabulary knowledge is low.
3. The student's interest in learning English is less.

## **C. Formulation of the Study**

1. How is the student's vocabulary learning at MAN 2 Model Medan before the application of picture media?
2. How is the student's vocabulary learning at MAN 2 Model Medan after the application of picture media?
3. Can the picture media improve the student's vocabulary learning at MAN 2 Model Medan?

## **D. Purpose of The Study**

The purpose of this research is expected to find out:

1. To know the student's vocabulary learning in MAN 2 Model Medan before the application of picture media.
2. To know the student's vocabulary learning in MAN 2 Medan Model after the application of picture media.
3. To know picture media that improve the student's vocabulary learning in MAN 2 Model Medan.

## **E. Significant of the Study**

This research is expected to provide significance or influence on the researcher and what he wants to study:

### 1. Theoretical

The results of this study are expected to contribute perspectives or quality of insights about the use of picture media in learning English in MAN 2 Model Medan.

### 2. Practical

#### a. For Schools

Practical benefits for schools is giving ideas to Madrasah, especially English teachers in learning English.

#### b. For Students

Practical benefits for students is the existence of picture media in learning English in aspects of the vocabulary, students are expected to master English vocabulary and can implement it in sentence form.

#### c. For Teachers

Practical benefits for teacher is an additional source of insight and reflection to what extent the role of the teacher in the use of picture media in English learning to mastery of vocabulary for students in the learning process.

d. For Researcher

Practical benefits for researcher is to increase knowledge and experience before plunging as an English teacher, especially those related to the use of picture media in learning English for mastery of vocabulary.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Learning Media

##### a. Definition of Learning Media

The word media comes from the Latin language " Medius" which literally means middle, intermediary or introduction. In Arabic media comes from the word (وسئل) which means the delivery of messages from the sender to the recipient of the message. In learning activities, media can be defined as something that can bring information and knowledge in the ongoing interactions between educators and students.<sup>7</sup>

The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. *Medoe* is an intermediary or delivery message from the sender to the recipient of the message. Many restrictions are given by people about the media.<sup>8</sup>

Rossi fan Breidle argues that learning media are all tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines and so on. According to Gerlach in general the media includes people, materials, equipment or activities that create conditions that allow students to gain knowledge, skills and attitudes.<sup>9</sup>

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<sup>7</sup> Azhar Arsyad, (2002), *Media Pembelajaran*, Jakarta: Rajawali Persada, p. 3.

<sup>8</sup> Arif S. Sadiman, op. cit., p. 8.

<sup>9</sup> Wina Sanjaya, (2008), *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, p.163.

Learning media plays an important role in supporting educational facilities used in a teaching and learning process so that the effectiveness and efficiency of learning reaches the teaching goals. Teachers can use films, television, pictures or other media to provide better information to students. Through abstract learning media that will be more concrete. The use of media can also increase student learning motivation so that students' attention to learning material can be increased.

#### b. Functions of Learning Media

##### 1) The Function of Learning Media as A Learning Resource

Technically, learning media is a source of learning. In the sentence "source of learning" this implies the meaning of activity, namely as a distributor, conveyer, liaison and others. The function of learning media as a learning resource is its primary function in addition to the other functions that we will discuss in this paper. So that for some things learning media can replace the function of the teacher especially as a source of learning. Example when the teacher tells students to read textbooks. This, the book replaces the teacher as a student learning resource. By reading books, students get the knowledge and information written there.

Mudhoffir in his book entitled "Principles of Managing Learning Resources" (1992: 1-2) states that learning resources are essentially a component of the instructional system which includes messages, people, materials, tools, techniques and environments that can affect student learning outcomes. Thus learning resources can be understood as all kinds of sources that exist outside of someone and facilitate the learning process. This convenience will certainly make the knowledge transfer process faster and more precise. Example, when teacher in

grade 1 elementary school teaches addition in mathematics. For students who are just starting to recognize addition, it will be difficult to operate through numbers. Given the ability to think of abstract children at that time not yet developed, it would be nice if the teacher uses objects such as pens, sticks, marble. Thus, students can see and understand visually the process of operating the number.

## 2) Semantic function

Semantic function is the ability of the media to add vocabulary whose meaning or meaning is truly understood by students. Language includes the symbol (symbol) of the content that is the mind or feeling that both have become the totality of messages that cannot be separated. The basic elements of the language are "words". So, the tiger image is used as a symbol of courage. The word will be meaningful if it has been referred to a number of certain objects. It is humans who give meaning to words in the context of education and learning. The teacher is the meaning of each word that is conveyed. If the variable word symbols only refer to objects, then communication problems will be a simple problem. So the teacher is not too difficult to explain.

## 3) Manipulative function

This manipulative function is based on general characteristics, namely the ability to record, store, preserve, reconstruct, and transport an event or object. Based on these general characteristics, the media has two capabilities, namely overcoming the boundaries of space and time, overcoming sensory limitations.<sup>10</sup>

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<sup>10</sup> Ummysalam A.T.A Duludu, (2017), *Kurikulum Bahan dan Media Pembelajaran PLS*, Yogyakarta: Budi Utama, p.11-13.



### c. Benefits of Learning Media

Hamalik (1986) suggests that the use of teaching media in the teaching and learning process can generate new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students. In general, the benefits of media in the learning process are to facilitate interaction between teachers and students so that learning will be more effective and efficient. But more specifically there are some of the more detailed benefits of media Kemp and Dayton (1985) for example, identifying some of the benefits of media in learning, namely:

- 1) Submission of subject matter can be uniformed.
- 2) The learning process becomes more clear and interesting.
- 3) The learning process becomes more interactive.
- 4) Efficiency in time and energy.
- 5) Improve the quality of student learning outcomes.
- 6) The media allows the learning process to be carried out anywhere and anytime.
- 7) The media can foster a positive attitude towards the material and the learning process.
- 8) Change the teacher's role in a more positive and productive direction.

In addition to some of the benefits of media as suggested by Kemp and Dayton, of course we can still find many other practical benefits. The practical benefits of learning media in the learning process are as follows:

- 1) Learning media can clarify the presentation of messages and information so as to facilitate and improve learning processes and outcomes.
- 2) Learning media can increase and direct children's attention so that it can lead to motivation to learn, more direct interaction between students and their environment, and the possibility of students to learn on their own according to their abilities and interests.
- 3) Learning media can overcome sensory limitations, space and time.
- 4) Learning media can provide similarities of experience to students about events in their environment, and allow direct interaction with teachers, the community, and their environment for example through tourism. Visits to museums or zoos.<sup>11</sup>

#### d. Types of Learning Media

Arief S. Sadiman (1990) found that the types of media commonly used in teaching and learning especially in Indonesia are as follows:

- 1) Graphic media, this media is a visual media that can convey messages in the form of visual communication symbols. In particular, graphics function to attract attention, clarify the presentation of ideas, illustrate or accustom to facts that might be quickly forgotten or ignored if not graphic. Some of these media types include: pictures or photos,

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<sup>11</sup> Azhar Arsyad, (2007), *Media Pembelajaran*, Jakarta: Raja Grafindo Persada, p. 27.

sketches, diagrams, charts (charts), graphs (graphs), cartoons, posters, maps / globe, panel boards, bulletin boards (bulletin boards).

- 2) Audio media, this media focuses on the sense of hearing. There are several types included in this audio media, namely: radio, magnetic tape recorder, LPs, and language laboratories. Audio media are media that are related to the sense of hearing. The message to be conveyed is expressed in auditive symbols, both verbal (into words / spoken language) and non-verbal. Some types of media included in this group are radios and magnetic tape recorders.
- 3) Project media or visual media. Another term for this media is still a medium that has similarities with graphic media, especially with regard to technical, presentation that focuses more on visual media. The difference is that direct graphic media is used accordingly without projections, while projection media requires a viewing device, namely the projector. Some types of silent projection media include frame film (slide), series of films (film strips), over projector head (OHV), opaque projectors. Visual-based media (image or parable) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visual can also foster student interest and can provide a connection between the content of subject matter and the real world. In order to be effective, visuals should be placed in a meaningful context and students must interact with the visual (image) to ensure that the information process takes place. Included in this group are Image

representations, Diagrams, Maps, Graphics, Overhead Projectors (OHP), Slides, and Filmstrip.

- 4) Audio visual media. This media is a type that integrates the senses of vision and hearing. In other words, both for sound and image elements come from one source. As for the included audio-visual media, among others: films (live images), (bracelet films), television including (TVST) and videos. Audio-visual media are media that have sound elements and image elements. This type of media has a better ability, because it covers both types of (listening) and visual (viewing) media. Media Audiovisual is an audiovisual tool that means material or tool used in learning situations to help writing and words that are spoken in transmitting knowledge, attitudes, and ideas.<sup>12</sup>

## 2. Use of Picture Media

### a. Definition of Pictures Media

The word media comes from the Latin “medius” which literally means middle, intermediary or introduction. In Arabic, the media is the intermediary "wasaaila" or the delivery message from the sender to the recipient of the message. Gerlach and Ely said that media, if understood broadly, is human, material, or events that build conditions that enable students to acquire knowledge, skills or attitudes. In this parts teachers, books, texts, and school environments are media. More specifically, the notion of media is in the teaching and learning process tends

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<sup>12</sup> Ruswandi, Uus dan Badrudin, (2008), *Media Pembelajaran*, Bandung: Cv. Insan Mandiri, p. 37-38.

to be interpreted as tools, graphics, photography or electronics to take capture, process and reconstruct visual and verbal information.

According to Heinich quoted by Azhar Arsyad learning media is an intermediary that carries messages or information aimed at instructional or contains the meanings of teaching between sources and recipients. Whereas the notion of image media is media which is included in a visual form in the form of image representation such as images, paintings, or photographs that show how things appear.<sup>13</sup>

Learning media is everything that can convey and channel messages from planned sources so as to create a learning environment where the recipient can carry out the learning process efficiently and effectively.<sup>14</sup> Same as the opinion of Arief Sadiman, Picture media as well as other media. Media is for delivering messages from the source to the recipient. Channels used regard the sense of sight. The message that will be presented is poured into visual communication symbols. These symbols need to be understood to mean that the process of delivering messages can be successful and efficient.<sup>15</sup>

Picture learning media is one of the active learning models using the help of interesting images. With this learning model, students are expected to be able to increase their interest and learning activities. With an active learning model using

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<sup>13</sup>Azhar Arsyad, (2011), *Media Pembelajaran*, Jakarta: Rajawali Pers, p. 4.

<sup>14</sup> Munadi, (2008), *Media Pembelajaran Sebuah Pendekatan Baru*, Jakarta: Gaung Persada), p. 7.

<sup>15</sup> Arief Sadiman, (2011), *Media Pendidikan*, Jakarta: Raja Grafindo, p. 28-29.

media images, it is expected that students' interest in learning will increase, so the learning outcomes of students will also increase.<sup>16</sup>

#### b. Benefits of Pictures Media

According to Azhar Arsyad (2009: 25-27), the practical benefits of developing picture media in the learning process are as follows:

- 1) Pictures media can clarify the presentation of messages and information so as to facilitate and improve learning processes and results.
- 2) Pictures media can improve and direct children's attention so that it can lead to motivation to learn.
- 3) Pictures media can overcome sensory limitations, space, and time.
- 4) Can provide similar experiences and perceptions to students.<sup>17</sup>

#### c. Various of Pictures Media

According to experts, media or picture is various kinds. Pictures media that are widely used in the learning process include the following:

##### 1) Photo

The definition of the photo in his book Arief S. et al entitled "Media Education: Understanding, Developing and Utilizing" states that images or photos are a visual catch of an object, object or event that is presented through photos / images.

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<sup>16</sup>Suyatno, (2009), *Menjelajah Pembelajaran Inovatif*, Sidoarjo: MasmmediaBuana Pustaka, p. 70.

<sup>17</sup> Azhar Arsyad. (2009), *Media Pembelajaran*, Jakarta: Raja Grafindo Persada Rineka Cipta, p. 25-27.

## 2) Poster

Poster is an illustration of a picture that is made with a large size, aims to attract attention, content or content in the form of persuasion or influence people, contains motivations, ideas, or certain events.

## 3) Cartoon

Cartoons are interpretive images that use symbols to convey a message quickly and concisely. Cartoons can also be used to express attitudes towards certain people, situations and events.

## 4) Chart

Chart is used to present difficult ideas or concepts if only submitted in writing or verbally.

## 5) Diagram

Diagram ia a simple image that uses lines and symbols. The diagram describes the structure of an object in outline.

## 6) Graphs

Graphs are simple images that use dots, lines, and images. Verbal symbols are also often used to complement a graph.

## 7) Map and floor plan

Map is an illustration of the surface of the earth that presents the surface conditions of the earth such as land, rivers, mountains, etc. Maps or plans contain information about a particular area.<sup>18</sup>

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<sup>18</sup> Arief Sadiman, (2011), *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*, Jakarta: Rajawali Pers, p. 29-48.

### 3. Learning English

#### a. Definition of English Learning

Learning English as a second language needs to be well known and understood what language really means. A standard definition of the meaning of language, namely: "Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enables the members of a given community to communicate intelligently with one another." (Brown, 2000: 5). The meaning to be conveyed Brown is a language considered as a system consisting of symbols or sound symbols that can be used to communicate.

Language learning must involve four factors, namely the teacher, language teaching, language teaching methods, and subject matter. These four facts are the most important part of the effort to help and facilitate the process of learning the language.

The teacher is the most important factor in the process of facilitating the learning process. Because the teacher is a facilitator in the learning process that requires methods or methods in learning. So, good teachers, in general, always try to use effective teaching methods, and use the best media tools in carrying out language learning. The search for the most effective method is still done from time to time.

Language teaching involves three disciplines of linguistics, psychology, and education. Linguistic science provides us with information about language in general and certain languages. Psychology describe how people learn something, in the science of education allows one to concoct all the information into one method



or method that is suitable for use in class so as to facilitate the learning process of language by students.<sup>19</sup>

b. Objectives of English Learning

According to the Ministry of Education and Culture (2001: 8) that learning English has the following objectives:

- a. Communication in English Through the use of English for various cultural purposes and contexts, students develop communication skills that familiarize them with interpreting and expressing thoughts, feelings and experiences through various oral and written English texts, to expand their interpersonal relationships to the level international and to gain access to the world of knowledge, ideas and values in English.
- b. Understanding of English as a System Students carry out reflections or reflections on the English language used and the usefulness of English, and raise awareness about the nature of English, and the nature of their mother tongue through comparison. They increasingly understand the language work system, and finally recognize the power of language for humans as individuals and citizens.
- c. Understanding of the own culture develop an understanding of the interrelationships between language and culture, and expand their capabilities to cross cultures, involve themselves in diversity.

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<sup>19</sup> Izzan Ahmad, (2010), *Metodologi Pembelajaran Bahasa Inggris*, Bandung: Humoniora, p. 24.

- d. General Knowledge Students expand their knowledge of language and relate to various ideas related to their interests, world problems and concepts that come from a series of learning areas.

#### 4. Vocabulary Learning in English

##### a. Definition of Vocabulary

According Soedjito vocabulary is interpreted as: All words contained in a language. The riches of words owned a speaker or writer. Words used in a field of science. List of words arranged like a dictionary and brief and practical explanations.<sup>20</sup>

The vocabulary expressed by Richards, Platt and Webber (1985) is a set of lexemes which include single words, compound words, and idioms.<sup>21</sup>

Al Kufaisi states that vocabulary is a vehicle of thought self expression, interpretation, and communication. It can be said that students should have a large number of successful vocational items in educational, intellectual, and professional fields.<sup>22</sup>

According to Suyanto the vocabulary is a collection of words that are owned by a language and give meaning when we use that language.<sup>23</sup>

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<sup>20</sup>Soedjito, (2009), *Kosakata Bahasa Indonesia*, Jakarta: Gramedia Pustaka Utama, p. 24.

<sup>21</sup>Richards, J., Platt, J. & Weber, H. (1985). *Longman Dictionary of Applied Linguistics*, London: Longman.

<sup>22</sup>Al Kufaisi, (1998), *A Vocabulary Building is A Necessity Not A Luxury English*, Teaching Forum, p, 26.

<sup>23</sup> Suyanto Kasihani E, (2008), *English for Young Learners*, Jakarta: Bumi Aksara, p. 43.

## b. Vocabulary Learning in English

Vocabulary learning in learning English is not the only important element. But from the many problems encountered in learning elements of English such as speaking, reading, listening, and writing, it is generally caused by the learner's lack of vocabulary mastery and lack of knowledge from the learner to place vocabulary in the practice of speaking, reading, listening, and writing.

According to J-Harmer (1991) learning vocabulary requires a 'deep experience' or active interaction with the vocabulary learned. This can be done with vocabulary learning that is liked or needed by students. Therefore, it is very necessary for learning methods and media that can create a learning atmosphere in a learning atmosphere that helps students interact with vocabulary or concepts that are being studied intensively (immersed) and interactive.

Vocabulary mastery is very important in language, the richer the vocabulary possessed by a person is the greater a person's skills in language (Tarigan, 1989). Fahrudin and Jamaris (2005) suggest that vocabulary mastery ability is divided into two groups, namely: receptive and productive vocabulary mastery.

Mastery of vocabulary in activities and daily life has a very large role, because one's thoughts can only be clearly understood by others if expressed using vocabulary. Furthermore, Pustejovsky in Fahrudin and Jamaris suggests that one's language capacity is a reflection of his ability to classify and show the meaning of certain words.<sup>24</sup>

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<sup>24</sup> Fahrudin dan Jamaris. M, (2005), *Peningkatan Penguasaan Kosakata Bahasa Inggris Melalui Permainan*, Vol 3. No 2, p. 12.

## **B. Related to the Study**

After the computation on the data of experimental and control groups has been completed, the finding will be formulated by considering the result of data analysis. Since the instruments are applied in this study, the writer will classify the finding into one category, namely: Finding based on the result of computation the scores obtained by both (experiments) groups.

Finding resulted by computing the both groups. From the chapter, it has been found (the evidence) that the result of  $t$ -test (0.0147) is higher than the critical value of it on the degrees of freedom of 60 so that difference between the two scores means is statically significance, and it can reject the null hypothesis. Therefore, it can be concluded that the use pictures media for teaching English to the students is really effective.

Based on the finding, the use of picture media in the teaching learning process of vocabulary at Mts Parteker Pamekasan Madura can be interpreted as follows. The proof can be shown from the different result of the study of experimental and control groups or the means: The experimental group: 83. The control group: 73.75. It means that the experimental group is accepted. To know whether the difference was significance, the best of hypothesis can be found in the last page.

Considering what has been discussed in this research, the researcher draws a conclusion about the effectiveness of picture media for teaching vocabulary on the seventh grade of junior high school. The conclusions of this study are concerned

with the summary of the finding that has been discussed in the chapter IV. Later, several points in the effectiveness of picture media can be concluded as follows:

1. The differences between teaching by using picture media and without using picture media.
2. Picture can be effective for teaching vocabulary at the junior high school.<sup>25</sup>

### **C. Conceptual Framework**

One way to improve the ability of students in English is to introduce English earlier. This program is implemented based on the needs of the students, and this program is not only given in formal schools but is given in several English language courses. In its development, this program faces various problems both from schools, institutions and from teaching teachers. One problem that arises is one of the learning techniques used by the teaching teacher cannot increase the motivation of students who are initially low to high so the ability to speak is that English students tend to be low which also results in student learning achievement being low.

English Vocabulary is one component of language that must be mastered by students in learning English. The mastery of English vocabulary students are able to understand the meaning of English thinking both orally and in writing. Vocabulary is very important in the aspect of learning English, because when students learn English the first aspect to be mastered is English vocabulary. Students will find it difficult when they are unable to cultivate enough English vocabulary.

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<sup>25</sup> Linta Wafdan Hidayah, SS., M.Pd, (2014), *The Effects of Using Picture Media to Reinforce Vocabulary Learning for the seventh of MTs Parteker Pamekasan*, p. 27-28.

Suroso's opinion on vocabulary mastery is very important, because with good vocabulary mastery, good English language skills will be formed. The role of English according to Yanti can be proven by looking at the fact that English is recommended from elementary school to college, because it is a foreign language, English needs to be learned and mastered. Four English skills that need to be mastered are reading, speaking, writing and listening. The four skills depend on one component of language, the vocabulary needed to master all four skills.

English vocabulary learning at the elementary school level has a huge influence on the next level of the learning English, students will be able to understand English in their daily lives in listening, speaking, reading and writing activities. English vocabulary learning in students has a very important role, because the teacher must know how to teach English correctly, so that students are able to receive the delivered information easily.

When a person has a low level of English vocabulary mastery, his ability to use English will also experience obstacles. Many factors cause difficulties for students to master English vocabulary (vocabulary), one of which and the main cause is the lack of reading interest by students. This factor is most urgent, because it relates to the character of students who are not accustomed to reading early by Tunga.

One reason why teachers teach vocabulary is to facilitate students in increasing their understanding of reading. Knowledge about vocabulary is the center of expertise in language. Therefore, vocabulary learning is very important. In vocabulary learning procedures and approaches are needed. Vocabulary learning in this case concerns teaching and learning vocabulary.

#### **D. Research Hypothesis**

Hypothesis is an approximate answer to a temporary problem from a study. This temporary allegation is sometimes true and sometimes wrong after being supported by facts from the results of field research.<sup>26</sup> While the understanding of the hypothesis according to the formulation of Cholid Narbuka is, statements that is still weak in truth and still need to be proven in reality or truth.

The concept of a more complete hypothesis was put forward by S. Margono: The hypothesis is a guess that might be true and might be wrong. The hypothesis is rejected if it is false or false, and accepted if the facts justify it. Rejection and acceptance of hypotheses is very dependent on the results of the investigation of the facts and data collected.<sup>27</sup>

Thus the hypothesis is a conclusion that has not been verified with certainty. This means that it still has to be verified. The hypothesis that the authors propose in this study is “The Application of Picture Media in Vocabulary Learning in First Grade at MAN 2 Model Medan”

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<sup>26</sup> Muchammad Fauzi, (2009), *Metode Penelitian Kuantitatif: Sebuah Pengantar*, Semarang: Walisongo Press, p. 129.

<sup>27</sup> S. Margono, (2003), *Prosedur Penelitian Pendidikan*, Jakarta: Gramedia Pustaka Jaya, p. 63.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **B. Approaches and Types of the Research**

Based on type of this research, it used classroom action research, with an educational and linguistic approach. According to Kemmis PTK is a form of reviewing or inquiring through reflection of self, carried out by participants of certain educational activities (e.g. teachers or principals) in social situations (including education) to improve the rationality and truth and validity of;

1. The social education practices they do themselves.
2. Their understanding of these practices.
3. The institutional situation in which these practices are implemented.<sup>28</sup>

#### **C. Subject of The Research**

Research subjects or respondents are people who are asked to provide information about a fact or opinion. As explained by Arikunto, the research subject was the subject to be researched by the researcher. So, the subject of the study was a source of information that was explored to reveal the facts in the field.<sup>29</sup>

Hendrarso in Suyanto explained that the research subject would be an informant who would provide various kinds of information needed during the research process. The informants of this study included two types, namely key informants (research subjects), and additional informants. Key informants are those who know, have a variety of basic information needed in research and are directly

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<sup>28</sup>Arikunto, suharsimi, (2006), *Prosedur Penelitian*, Jakarta: Rineka Cipta, p. 108.

<sup>29</sup> Ibid, p. 145.



involved in the social interactions studied. While additional informants are those who can provide information even though they are not directly involved in the social interactions studied.<sup>30</sup> The subjects in this study were students class X MAN 2 Model Medan.

#### **D. Place and Time the Research**

The research place in conducting this research is at Madrasah Aliyah Negeri 2 Model Medan. Time of the research used by researcher for this research is carried out since the date of issuance of research permits in approximately 1 (one) month. Where data are collected, processed, and presented in form of thesis as long as guidance process takes place.

#### **E. Procedure of The Observation**

According to the Kemmis and Mc Taggart models in Arikunto, the research flow consists of four main activities, namely planning, implementation, observation, and reflection. The model can be described as follows:<sup>31</sup>

##### **1. Plan**

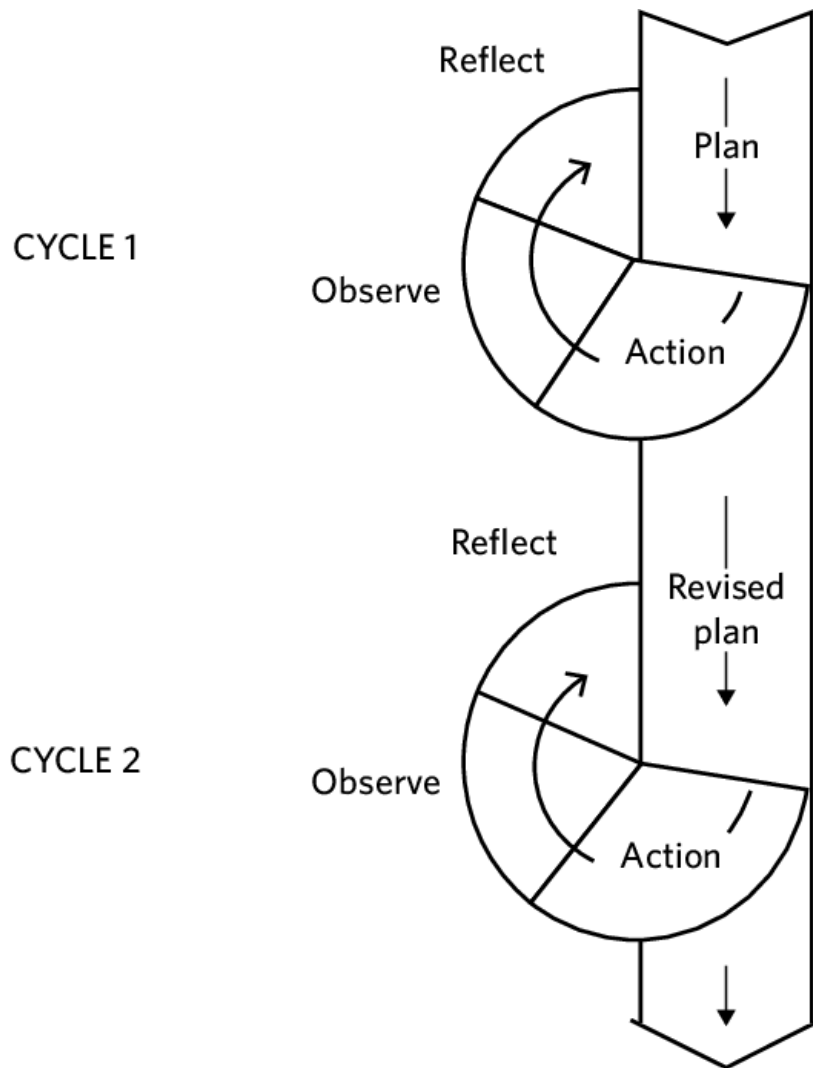
Planning for corrective action is the initial stage that the teacher must do before learning. The learning plan must be made for one cycle based on the analysis of the faced problem. The action plan is directed at resolving

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<sup>30</sup>Suyanto Bagong, (2005), *Metode Penelitian Sosial: Bergabai Alternatif Pendekatan*, Jakarta: Prenada Media, p. 171.

<sup>31</sup> Arikunto, suharsimi, Op.cit, p. 97.

the cause of the problem, forward-looking, and flexible to receive unexpected effects.



Picture: Kemmis and Mc Taggart model<sup>32</sup>

## 2. Action

Actions are the implementation of planning that has been made to overcome the problems that have been identified and analyzed for their

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<sup>32</sup>[https://www.researchgate.net/figure/Kemmis-and-McTaggart-model-198811-14-cited-in-Burns-2010\\_fig1\\_282201927](https://www.researchgate.net/figure/Kemmis-and-McTaggart-model-198811-14-cited-in-Burns-2010_fig1_282201927)

causes at an early stage. The stages of implementing these actions must be pursued in accordance with the learning plan that has been prepared.

### 3. Observation

Observation is needed to see and to collect data document, and process of implementing the action.

### 4. Reflection

Reflection activities are intended to find the strengths and weaknesses of the actions taken, identifying the obstacles faced, and analyzing the effects that occur by taking action.

Researcher plan to use two cycles in this research process. In the first cycle the researcher looks at the abilities of the students. In the second cycle the researcher will see the students' progress towards the learning material. The researcher carried out the stages that are in accordance with the classroom action research procedure.

## **F. Technique of Data Collecting**

To collect data obtained in this study, the researchers used several research instruments including:

### 1. Observation

Observations were made to find out the high learning difficulties for students in the class. Observation is done using the prepared observation sheet. Observations were also made to obtain the condition of the school or the description of the location of the study carried out in the MAN 2 Model Medan.

## 2. Interview

Interview is used in order to acquire important information to the main research. Interview is data collection instruments that require direct communication between researchers and subjects of research / resource persons. The researcher asked a set of question orally to English teacher and to the students who can give the information to complete the data.

## 3. Documentation

Documentation is used to obtain data by looking and researching or notes in the form of photos or writing. In this study the documentation used by photos taken during the learning process takes place. Documentation used to strengthen the data obtained is in observation, interviews.

## 4. Diary notes

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

## 5. Test

Tests are carried out twice during the research process, namely the initial test (pre test) and the final test (post test), the purpose of is to know the results of the action or application of the method researcher had carried out and draw a conclusion from the two test results.

## **G. Technique of Data Analysis**

The technique of data analyzed of this study is applied by using qualitative and quantitative data. The qualitative data are analyzed from observation, diary notes and interview which described the improvement of students' achievement in vocabulary learning by using pictures.

To find out the class mean score of every meeting, the data is analyzed by applying the following formula:

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

$X$  = the mean of the students

$\sum x$  = the total score

$N$  = the number of students

To categorize the number of master students, the following formula is applied:

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

$P$  = percentage of students whose score reaching the KKM 75

$R$  = number of students whose score reaching the KKM 75

$T$  = total number of students taking the test

The data analysis technique used qualitative data analysis technique from Miles and Huberman. Broadly speaking Miles and Huberman divide the data analysis into three stages, namely data codification, data presentation and conclusion. First, the data codification stage is the coding stage for data. Data coding is the researcher giving the name or naming the results of the research. Second, the data presentation stage is an advanced stage of analysis where the

researcher presents research findings in the form of categories or groupings. Miles and Huberman suggested using matrices and diagrams to present research results. Third, conclusions or variations are an advanced stage where at this stage the researcher draws conclusions based on the findings of the data. This is an interpretation of the findings of an interview or a document.<sup>33</sup>

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<sup>33</sup> Milles dan Huberman, (1992), *Analisis Data Kualitatif*, Jakarta: Universitas Indonesia Press, p. 16.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Findings

This research was analyzed by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and book notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 35 students from --- population number of tenth grade students MAN 2 Model Medan. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

##### 1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

##### a. Pre-Test

The researcher gave a test. The test was given for the students before treatment of using video. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle. Below the students' score of Pre-test as follow:

**Table 4.1 The Students' Score of Pre-Test**

No	Initial of Student	Pre-Test	Criteria of Success $\geq 75$
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1	ANF	60	<b>Unsuccessful</b>
2	AW	60	<b>Unsuccessful</b>
3	ARH	70	<b>Unsuccessful</b>
4	ARA	75	<b>Successful</b>
5	AMS	65	<b>Unsuccessful</b>
6	AM	60	<b>Unsuccessful</b>
7	FIL	70	<b>Unsuccessful</b>
8	FFA	65	<b>Unsuccessful</b>
9	FNS	65	<b>Unsuccessful</b>
10	FK	55	<b>Unsuccessful</b>
11	HR	45	<b>Unsuccessful</b>
12	HFS	75	<b>Successful</b>
13	LSMD	65	<b>Unsuccessful</b>
14	ML	55	<b>Unsuccessful</b>
15	MH	65	<b>Unsuccessful</b>
16	MN	55	<b>Unsuccessful</b>
17	MNT	60	<b>Unsuccessful</b>
18	MRAS	70	<b>Unsuccessful</b>
19	MRAM	75	<b>Successful</b>
20	MR	80	<b>Successful</b>
21	NMA	65	<b>Unsuccessful</b>
22	NAD	60	<b>Unsuccessful</b>
23	NCB	60	<b>Unsuccessful</b>



24	NFN	65	<b>Unsuccessful</b>
25	NWF	60	<b>Unsuccessful</b>
26	NA	75	<b>Successful</b>
27	SF	75	<b>Successful</b>
28	SNA	75	<b>Successful</b>
29	SAH	60	<b>Unsuccessful</b>
30	SR	70	<b>Unsuccessful</b>
31	SASP	65	<b>Unsuccessful</b>
32	TH	55	<b>Unsuccessful</b>
33	TAA	45	<b>Unsuccessful</b>
34	WA	45	<b>Unsuccessful</b>
35	YPR	75	<b>Successful</b>

From the table of pre-test, the students that got success the test was 8 students and the students did not get success was 27 students. In addition, the total score of the students was 2240 and the number of the students who took the test was 35 students. So, the mean of the students was:

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

$$\bar{X} = \frac{2240}{35}$$

$$\bar{X} = 64$$

From the analysis above, the students ability in Vocabulary was low. The mean of the students' score was 64. The percentage of the students who got success in writing test was calculated by applying the following formula:

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

$$P1 = \frac{8}{35} \times 100\%$$

$$= 22,8\%$$

And,

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

$$P2 = \frac{27}{35} \times 100\%$$

$$= 77,2 \%$$

**Table 4.2 Table the Percentage of Students Score in Pre-Test**

	Criteria	Total Students	Percentage
P1	Successful	8	22,8%
P2	Unsuccessful	27	77,2 %
Total		35	100%

From the table above, the students' ability in writing news item text was low. It could be seen from the mean of the students' score was 64. The percentage of the students score was 8 students got success or it was 22,8%. In the other hand, 27 students got unsuccess score or it was 77,2 %. It can be concluded that the students' vocabulary in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

#### **b. Post Test I**

The researcher gave the test in post-test I, the test was given after applied the video. The researcher found improvement of the students' score in post-test of the first cycle. The students' score of post-test in the first cycle can be seen in the table below :

**Table 4.3 The Students' Post Test I**

<b>No</b>	<b>Initial of Student</b>	<b>SIKLUS 1</b>	<b>Criteria of Success <math>\geq 75</math></b>
1	ANF	75	<b>Successful</b>
2	AW	70	<b>Unsuccessful</b>
3	ARH	80	<b>Successful</b>
4	ARA	80	<b>Successful</b>
5	AMS	75	<b>Successful</b>
6	AM	75	<b>Successful</b>
7	FIL	85	<b>Successful</b>
8	FFA	70	<b>Unsuccessful</b>
9	FNS	70	<b>Successful</b>
10	FK	65	<b>Unsuccessful</b>
11	HR	60	<b>Unsuccessful</b>
12	HFS	85	<b>Successful</b>
13	LSMD	80	<b>Successful</b>
14	ML	65	<b>Unsuccessful</b>
15	MH	75	<b>Successful</b>
16	MN	60	<b>Unsuccessful</b>
17	MNT	65	<b>Unsuccessful</b>

18	MRAS	85	<b>Successful</b>
19	MRAM	80	<b>Successful</b>
20	MR	90	<b>Successful</b>
21	NMA	70	<b>Unsuccessful</b>
22	NAD	75	<b>Successful</b>
23	NCB	70	<b>Unsuccessful</b>
24	NFN	70	<b>Unsuccessful</b>
25	NWF	70	<b>Unsuccessful</b>
26	NA	85	<b>Successful</b>
27	SF	75	<b>Successful</b>
28	SNA	85	<b>Successful</b>
29	SAH	80	<b>Successful</b>
30	SR	85	<b>Successful</b>
31	SASP	70	<b>Unsuccessful</b>
32	TH	60	<b>Unsuccessful</b>
33	TAA	55	<b>Unsuccessful</b>
34	WA	65	<b>Unsuccessful</b>
35	YPR	80	<b>Successful</b>

From the table of post-test in the first cycle, all of the students got success the test. Total score of the students was 2585 and the number of students who took the test was 35 students, so the mean of the students was:

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

$$\bar{X} = \frac{2585}{35}$$

$$\bar{X} = 73,85$$

From the data analysis above, the students' vocabulary in the post test I was still low. It could be seen of the mean score of the students was 73,85. It's mean that the score did not get success categorize. The percentage of students who got success in vocabulary was calculated by applying the following formula:

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

$$P1 = \frac{19}{35} \times 100\%$$

$$= 54,3 \%$$

And,

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

$$P2 = \frac{16}{35} \times 100\%$$

$$= 45,7 \%$$

**Table 4.4 The Percentage of Students Score in Post-Test I**

	Criteria	Total Students	Percentage
P1	Successful	19	54,3 %
PI	Unsuccessful	16	45,7 %
Total		35	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 73,85. There were 35 students passed

the test. Because the students' ability in vocabulary post-test I in the first cycle was categorized success, the researcher would continue in the second cycle.

**c. Post Test II**

The researcher was continued the research in cycle two. The aim was to improve the students' score in vocabulary by using picture after doing post-test in the first cycle. The students' score of post-test 2 in the second cycle can be seen from the table below:

**Table 4.5 The Students' Score Post -Test II**

No	Initial of Student	SIKLUS 2	Criteria of Success $\geq 75$
1	ANF	85	Successful
2	AW	89	Successful
3	ARH	90	Successful
4	ARA	90	Successful
5	AMS	88	Successful
6	AM	80	Successful
7	FIL	95	Successful
8	FFA	85	Successful
9	FNS	75	Successful
10	FK	80	Successful
11	HR	75	Successful
12	HFS	90	Successful
13	LSMD	85	Successful

14	ML	85	Successful
15	MH	90	Successful
16	MN	80	Successful
17	MNT	75	Successful
18	MRAS	90	Successful
19	MRAM	95	Successful
20	MR	95	Successful
21	NMA	85	Successful
22	NAD	85	Successful
23	NCB	90	Successful
24	NFN	95	Successful
25	NWF	75	Successful
26	NA	93	Successful
27	SF	83	Successful
28	SNA	95	Successful
29	SAH	83	Successful
30	SR	95	Successful
31	SASP	85	Successful
32	TH	75	Successful
33	TAA	80	Successful
34	WA	75	Successful
35	YPR	85	Successful

From the data above, all of the students that got success the test. The total score of the students was 2996 and the number of students who took the test was 35 students, so the mean of the students was:

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

$$\bar{X} = \frac{2996}{35}$$

$$\bar{X} = 85,6$$

From the analysis data above, the students' ability in vocabulary in post-test II was improved. It could be seen of the mean score of the students was 85,6. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

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

$$P1 = \frac{35}{35} \times 100\%$$

$$= 79,3\%$$

**Table 4.6 The Percentage of Students Score in Post-Test II**

	Criteria	Total Students	Percentage
P1	Successful	35	1
Total		35	100%

From the table above, the researcher concluded that the students' ability in vocabulary was improved. It could be seen from the mean of the students' score was 73.8. In the other hand, all the students got success score in the post test 2 the tudent got mean 85,6. It can be concluded that the students' ability in vocabulary



post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

**Table 4.7 The Percentage of Students who got point up to 75**

<b>Competence test</b>	<b>Percentage</b>
Pre –test	22,8%
Post –test I	54,3%
Post- test II	100 %

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing news item text by using Video. It was showed from the mean of pre-test was 64 the mean of post-test I in the first cycle was 73,8 and the mean of post-test II in the second cycle was 85,6. The percentage of the students' score in pre-test who got point up to 75 was 8 students. It means that there was improvement about 22,8%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 19 students. It means that there was improvement about 54,3%. Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 35 students. It means that improvement was about 100 %.

From the data, it indicated that by using picture in learning vocabulary was effective. In addition, by using picture also can make the students' more enjoyable and interested in learning vocabulary and the data above can be concluded that the student's ability in vocabulary have been increased by the picture.

## **2. The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. This research used two cycles of class action research, which in each cycle there were four stages of planning, implementation, observation, and reflection. The result of this reflection was used as the basis to determine the next cycle.

Research process in the class, research did pre-test. At this pre-cycle researcher conducted trials on the level of students ' ability to understand English lessons through lecture methods. The next meeting became cycle 1 followed by cycle 2.

At the pre-cycle stage, covering stages:

### **1. Planning**

In the pre-cycle, the material presented was descriptive text which was the subject of first semester. This material was submitted for 4 times, because it had 2 KD that each KD requires 2 meetings. Therefore, the researcher implements the lecture method.

Through learning with lecture methods, it is hoped that students could obtain score based on KKM (Minimal submission criteria).

### **2. Action**

Implementation on the learning starts at 12.00 WIB. The activity was begun by the teacher to welcome greetings, prayers, introductions, motivational learning, presenting a pre test, achievement information of learning outcomes.

In this activity, the learning was conveyed using lecture, question and answer methods. The material presented is descriptive text, from first KD to KD the last in the chapter in first semester.

In the final activity was filled with a post test by knowing the level of student's ability to ward material that had been conveyed, because in 1 SK (standart competency) there is only one chapter in the reviewer, then the researcher takes the result of study or replay at the end of chapter 1 that has been delivered all. This pre test activity researchers take when implementing the first meeting. And at each meeting when the covering of the learning activities is to conclude with the greeting of Hamdalah

### **3. Observation**

Observations was conducted to determine how the students ' activities follow the process of learning by applying lecture methods. In this observation, there were 4 components of attitudes that ere used as reference to observe the activities of students, curiosity of students during the study, interest in following English language study, active students in the question, and students ' courage expressed opinion.

### **4. Reflection**

In the class action research model, the first step was planning. In this implementation, there was activity observation during learning, and it is continued by analysis and reflecting. If the method was success, it could be immediately

drawn conclusions, but if the method that was done still needs improvement, next plan was done, it need to repeat until the method used was completely successful.

The first step before the reflection was performed, the researcher must perform the preview. This activity was conducted to determine the ability of students before next step.

At the preview stage, researchers reflect the English language learning. The results showed that:

1. The material taught was often heard by students, so that many students were undertaking.
2. The method is less able to involve all students in learning.
3. On the basis of that fact, only a small part of the students who were active during the KBM took place.

At this stage of the preview, researcher gave preliminary tests for the purpose of knowing the ability of students in the English language. This early stage focuses on aspects of memory, understanding, application, and analysis.

From the results of the test, the activity is known that students had not fully absorb the lessons that had been delivered, so that researcher with teacher formulated alternative actions and drafted learning plans using the picture media.

#### **a. Cycle I**

The cycle I action is performed when conducting the Precycle or the preview that had been analyzed and rearranged. This action aimed to gain students'

achievements or daily returns. This action used medium-simple picture. Picture that contain short words or sentences. It is meant that students can express their ideas. Increasing students' ability could be known when answering repeated questions in memory, comprehension, application, and analysis.

### **1. Planning**

The planning of Action I includes creating study scenarios, preparing tools or materials needed during the course of learning. In MAN 2 Model Medan, competency has been implemented based on curriculum, then the beninning steps researchers prepare syllabus. In learning there were some questions that pertain to the lesson. In this cycle, researcher taught descriptive text because in this chapter, students were required to be able to remember many vocabularies, understand content to analyze an event or event.

### **2. Actions**

The actions taken in this cycle I are learning activities using the picture media. The use of this method is as early as the implementation of the action, because in using of the picture there are only core words that would later be spelled out after discovering the group. In this description students would present their ideas so that they will train students to dare to speak in front of their friends.

When in class, the learning activities were not much different from the pre cycle, such as to say greeting, convey the pre test, information on the achievement indicators of learning outcomes. On the core activities the teacher reminded back

the material that is relevant to Descriptive Text. And the closing activity is to deliver the post test.

### **3. Observation**

The activity of cycle I was, conducted to know the improvement of vocabulary learning. In the process of teaching and learning by using the picture media which is a new method applied in English language learning. The aspect that was assessed was the same as the pre-cycle observation that was on the aspect of curiosity of students during the study, interest in following English language study, active students in the question, and students ' courage expressed opinion.

### **4. Reflection**

At this stage researcher and teacher collaboratively hold the following activities:

- 1) Observing the learning techniques that had been done.
- 2) Identifying barriers and ease of learning by applying picture media.
- 3) Formulating an alternative action to be carried out next.

After observing the action I, the analysis of action was performed I. It still needs improvement to improve the performance of students who were still not finished.

From the results of analysis could be concluded that, learning used the method of picture media is less successful. The use of methods on actions I still

lack can help improve students achievement. Based on the results of Evaluation and reflection that aspects must be improved, namely aspects of analysis and reasoning. Therefore, further learning is raised to improve student's achievement.

### **b. Cycle II**

When cycle I was carried out, it could be known that aspects must be repaired based on the results of evaluation and reflection, namely:

A. Students are less able to express their ideas based on their picture.

B. Time to make descriptive text students look still confused.

Based on the outcome of cycle I, factor causing problem is used method can't help student to express their idea.

From the results of analysis and reflection on the action I, it is known aspects that need fixing. So researchers plan for action II.

### **1. Planning**

Action II is performed after the execution of actions I analyzed and reflected. As for the purpose of action II is the continuation of the action I less successful so the reearcher takes the next step.

On cycle I, students wrote descriptive text, students look confused and little took longer, so in this cycle II students write descriptive text about tourist attraction on the paper that I share. The students later explain or describe what is in the picture as an idea to multiply the vocabulary they had. A strategy that was used less can be

a student's attention because student only cheat the outcome of his friend, discuss each other and ask some vocabularies. The strategy could not develop the student's idea or mind so that in cycle II this used strategy is to use a clearer picture media because with a clearer picture students would better understand.

## **2. Action**

Action on cycle II is done using the strategy by giving the keyword first. The way is same with action I in the first activity. The core activity in this action II is to give the student paper. Next, students create a descriptive text about tourism places or historical buildings. In making a description text, students simply create a text from something common to specific with the help of an picture. What students expect to explain more about the details and remember what's in the place. After that students gave results from the description of the place they made to researcher.

## **3. Observation**

Researchers and teachers observe the application of picture media in improving students ' understanding that the goal is to increase student achievement. Researchers are also observing changes occurring in action II. The aspect that was assessed is the same as the observation of Action I on the aspect of curiosity students when learning, the student's interest in following English language learning, the student's activity in the question, the courage of students Opinions, and most importantly, students had many vocabularies and were not confused anymore in making a descriptive text.

## **4. Reflection**



From the results of analysis and reflection on action II, it was known that students' achievements increase with the results of exam scores that could meet the KKM determined by the school party, so no further action was required, because the guidance of learning students had reached 100% and in the observation of the KBM when applying the image media has reached good criteria.

Based on the results of the observation of researcher to the value gained by students both before and after the implementation of the picture media method is that the implementation of the image media method can improve the learning performance of students grade X IPA 9 MAN 2 Model Medan Year Lesson 2019/2020.

## **B. Discussion**

This research was conducted to find out the improvement of the students' ability in vocabulary learning by using picture. It is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in vocabulary learning. The research that had been done by the researcher indicated that the picture was effective and could be used in teaching English. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, the picture helped the students to understand the subject easily.

Based on quantitative data could be seen the students' ability in writing descriptive text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 64, the mean of the students'

score in post-test I was 73,9, and the mean of the students' score in post-test II was 85,6.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary notes, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about descriptive text, Exercise as the instrument of collecting data by applied the picture. Furthermore, the action of researcher explained the material that is descriptive text, gave the example of descriptive text by using the picture, and applied the picture.

The students paid attention to the researcher during teaching learning process in the classroom. The students' also feel interested and keep spirit in doing the task by using picture. It showed that picture could be motivated the students became more interested in learning English especially in English writing.

It could be concluded that the result of the research showed that picture could improve the students' ability in vocabulary learning. It can make the students more excited in learning English. It could be proven by the quantitative data which showed the students' score get more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle 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 pay attention in vocabulary learning.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The application of picture media in vocabulary learning in first grade at MAN 2 Model Medan, the researcher gave test in the cycle I and II to know how far the students' ability, it could be concluded that:

1. Before implementing picture, the students felt difficulties to learn English, and students still had low ability at writing descriptive text. Before implementing picture, the researcher gave tests to the students. The result of the analysis data showed that mean of the pre-test was 64 and only 8 students (22,8%) who got score 75 and passed the test.
2. The student's response in teaching learning process after implementing picture, the students were more active in teaching learning process, and the students felt interesting and enjoyed at writing descriptive text by using picture. When using picture, the researcher gave test to the students. The result of analysis data showed that mean of post-test I was 73,9 and only 19 students (54,3%) who got score 75 and passed the test.
3. The students' ability in writing descriptive text after implementing picture, the students felt enjoy and happy in teaching learning process by using picture. This strategy made the students more active and did the test well on their understanding. The result of analysis the data showed that the mean of the students' writing skill post test II was 85,6 and 35 students (79,3%) who got score 75 and passed the test. The score continuously improved from the

first evaluation to the third evaluation. The observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the picture in third meeting.

## **B. Suggestion**

Some suggestions were offered namely:

1. For Principal of MAN 2 Model Medan, it encourage the teacher to apply picture as a media in teaching and learning English.
2. For the English teacher, it is useful to apply picture as one of alternative strategies in teaching vocabulary.
3. The resarcher should develop picture in teaching writing descriptive text, because the students' ability at writing can improve especially in vocabulary learning.
4. For the other researcher, it is useful as additional reference that relates to research about vocabulary learning.

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## APPENDIX I

### LESSON PLAN

School	: MAN 2 MODEL MEDAN
Class	: X
Subject	: English Language
Material	: Descriptive Text; Tourist Attractions and Famous Historic Buildings
Time	: 2 x 45 minutes (4 meetings)

#### A. Core Competence

- KI-1 and KI-2: Live and practice the teachings of the religion they adhere to. Live and practice honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nation, country, regional region, and international region ".
- KI-3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge to the field of study that is specific to their talents and interests to solve problems
- KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

#### B. Basic Competencies and Indicators of Achieving Competence

Basic Competencies	Indicator
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<p>3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information regarding famous tourist attractions and historic buildings, short and simple, according to the context of their use.</p>	<ul style="list-style-type: none"> <li>• Identify the skills of giving and requesting information regarding tourist attractions and famous historical buildings</li> <li>• Identify the different ways of disclosure from each context</li> <li>• Understand the text structure of the phrase giving and asking for information regarding tourist attractions and famous historical buildings</li> <li>• Understand the linguistic elements of the expression of giving and asking for information regarding tourist attractions and famous historical buildings</li> </ul>
<p>4.4 Descriptive text</p> <p>4.4.1 Capturing contextually meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings</p> <p>4.4.2 Compose short oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking</p>	<ul style="list-style-type: none"> <li>• Arrange sentences asking for information regarding tourist attractions and famous historical buildings</li> <li>• Answering questions about famous tourist attractions and historic buildings submitted to him</li> <li>• Develop oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context</li> </ul>

<p>into account social functions, text structures, and linguistic elements, correctly and in context</p>	
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### C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identify the skills of giving and requesting information regarding tourist attractions and famous historical buildings
- Identify the different ways of disclosure from each context
- Understand the text structure of the phrase giving and asking for information regarding tourist attractions and famous historical buildings
- Understand the linguistic elements of the expression of giving and asking for information regarding tourist attractions and famous historical buildings
- Arrange sentences asking for information regarding tourist attractions and famous historical buildings
- Answering questions about famous tourist attractions and historic buildings submitted to him
- Develop oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context

### D. Learning Materials

- ❖ Social Function
  - Pride, sell, introduce, identify, criticize, etc.
- ❖ Text Structure
  - Can include
    - Identification (overall name and section)
    - Nature (size, color, number, shape, etc.)
    - Functions, benefits, actions, habits
- ❖ Language elements

- Vocabulary and terms related to famous tourist attractions and historic buildings
- Adverb related properties such as quite, very, extremely, etc.
- Decalogue and interrogative sentences in correct tense
- Singular and plural nouns appropriately, with or without a, the, this, those, my, their, etc.
- Speech, word pressure, intonation, spelling, punctuation, and handwriting

❖ Topic

Description of tourist attractions and historic buildings that can foster behavior contained in KI

**E. Learning Methods**

- 1) Approach: Scientific
- 2) Learning Model: Discovery learning, Problem Based Learning (PBL)
- 3) Methods: Questions and answers, interviews, discussions and role playing

**F. Learning Media**

**1. Media**

- ❖ Worksheet (students)
- ❖ Assessment sheet

**2. Tools/ Media**

- ❖ Markers and whiteboards
- ❖ Picture



## G. Learning Resources

- ❖ 2013 Curriculum Support Books for Grade X English Subjects, Ministry of Education and Culture, Revised 2016
- ❖ English Dictionary
- ❖ Experience of students and teachers

## H. Learning Steps

1. Meeting 1 (2 x 45 Minutes)
Preliminary Activities (10 Minutes)
<p><b>Teacher :</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"><li>● Opening with the opening greetings, thanking God and praying to begin learning</li><li>● Check the attendance of students as a discipline</li><li>● Prepare physical and psychological learners in initiating learning activities.</li></ul> <p><b>Aperpeption</b></p> <ul style="list-style-type: none"><li>● Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities</li><li>● Recall the prerequisite material by asking.</li><li>● Asking questions that are related to the lesson that will be done.</li></ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"><li>● Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li><li>● If the material / project works well and is really well mastered, students are expected to be able to explain the material: <i>Definition of descriptive text, examples and uses.</i></li><li>● Deliver the learning objectives at the meeting that takes place</li><li>● Asking question</li></ul>

### Giving Reference

- Inform the subject matter that will be discussed at the meeting at that time.
- Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting
- Distribution of study groups
- Explain the mechanism for implementing learning experiences according to the learning steps.

### Core Activities (70 Minutes)

<b>Learning Model Syntax</b>	<b>Learning Activities</b>
<b>Stimulation (stimulation / gift stimulation)</b>	<p><b><u>LITERATION ACTIVITIES</u></b></p> <p>Students are given motivation or stimulation to focus attention on material topics Understanding descriptive text, examples and their use by:</p> <p>→ <b>Viewing (without or with Tools)</b></p> <p>Display relevant images / photos / videos.</p> <p>→ <b>Observe</b></p> <ul style="list-style-type: none"><li>• Material worksheets Understanding descriptive text, examples and uses</li><li>• Giving examples of material Understanding descriptive texts, examples and their use to be developed by students, from interactive media, etc.</li></ul> <p>→ <b>Read.</b></p> <p>This literacy activity is carried out at home and at school by reading material from textbooks or other supporting books, from the internet / material related to the definition of descriptive texts, examples and their use.</p> <p>→ <b>Write</b></p>

	<p>Write a resume from the results of observations and related reading Understanding descriptive text, examples and uses</p> <p>→ <b>Hear</b></p> <p>Giving material Understanding descriptive texts, examples and their use by the teacher.</p> <p>→ <b>Listening</b></p> <p>An introduction to the outline / global activities on subject matter about the material:</p> <p><i>Definition of descriptive text, examples and uses</i></p> <p>To train gratitude, sincerity and discipline, thoroughness, seek information.</p>
<p><b>Problem statement (question/ identification problem)</b></p>	<p><b><u>CRITICAL THINKING</u></b></p> <p>The teacher provides opportunities for students to identify as many questions as possible related to the images presented and will be answered through learning activities, for example:</p> <p>→ <b>Asking questions about material:</b></p> <p><i>Definition of descriptive text, examples and uses</i></p> <p>What is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning.</p>
<p><b>Data collection</b></p>	<p><b><u>LITERATION ACTIVITIES</u></b></p> <p>Students gather relevant information to answer questions that have been identified through activities:</p> <p>→ <b>Observing objects / events</b></p>

Look closely at the material Understanding descriptive text, examples and uses that are being studied in the form of pictures / videos / slide presentations presented and try to interpret them

→ **Read other sources besides text books**

Discipline literacy activities by searching and reading various references from various sources in order to increase knowledge and understanding of the material Understanding descriptive texts, examples and their uses being studied.

→ **Aktiviti**

Arrange a list of questions for things that cannot be understood from the activities of seeing and reading that will be submitted to the teacher relating to the material Understanding descriptive texts, examples and their use being studied.

→ **Interview / question and answer with resource person**

Asking questions related to the material Understanding descriptive texts, examples and uses that have been compiled in the questionnaire to the teacher

### COLLABORATION

Students are formed in several groups to:

→ **Discuss**

Learners and teachers together discuss examples in textbooks about material Understanding descriptive texts, examples and uses

→ **Gather Information**

Record all information about the material Understanding descriptive text, examples and uses that have been obtained in notebooks with neat writing and using good and correct Indonesian

→ **Presenting Again**

	<p>Students communicate orally or present material with confidence Understanding descriptive text, examples and their use in accordance with their understanding.</p> <p>→ <b>Exchange information about materials :</b></p> <p><i>Definition of descriptive text, examples and uses</i></p> <p>by being actively responded to by students from other groups so that a new knowledge can be obtained which can be used as material for group discussion later, by using scientific methods found in the student handbook or on worksheets that are provided carefully to develop meticulous, honest, polite attitude, respecting the opinions of others, the ability to communicate, applying the ability to gather information through various ways learned, developing learning habits and lifelong learning.</p>
<p><b>Data processing</b></p>	<p><b><u>COLLABORATION and CRITICAL THINKING</u></b></p> <p>Students in their groups discuss processing observational data by:</p> <p>→ <b>Discuss</b> data from the Material:</p> <p>Definition of descriptive text, examples and uses</p> <p>→ <b>Processing information</b> from the material Understanding descriptive texts, examples and their use that have been collected from the results of previous activities / meetings as well as the results of observing activities and activities for gathering information that is ongoing with the help of questions on the worksheet.</p> <p>→ Students work on several questions about the material Understanding descriptive texts, examples and their use</p>
<p><b>Verification</b></p>	<p><b><u>CRITICAL THINKING</u></b></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theory in the source book through activities:</p> <p>→ <b>Increase the breadth and depth</b> to the processing of information that is looking for solutions from various sources that have different</p>



opinions to the contrary to develop honest, thorough, disciplined, obedient rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving about material:

**Definition of descriptive text, examples and uses**

**Among other things with:** Students and teachers together discuss the answers to the questions that have been done by students.

**Generalization**

**COMMUNICATION**

Students discuss to conclude

→ Delivering the results of the discussion about the material Understanding descriptive text, examples and their use in the form of conclusions based on the results of the analysis verbally, in writing, or other media to develop an honest, thorough, tolerant, ability to think systematically, express opinions politely.

→ Presenting the results of group discussions classically about the material:

*Definition of descriptive text, examples and uses*

→ Express opinions on the presentations made on the material of descriptive text understanding, examples and uses and responded to by the group that presented.

→ Asking for presentations about the material Understanding descriptive texts, examples and their use is done and other students are given the opportunity to answer them.

**CREATIVITY**

→ Conclude about important points that appear in the new learning activities in the form of:

Reports of written observations about material:

Definition of descriptive text, examples and uses

- Answering questions about the material of descriptive text understanding, examples and uses contained in the student handbook or worksheets provided.
- Ask questions about things that have not been understood, or the teacher throws a few questions to students related to the material Understanding descriptive texts, examples and their use that will be finished being studied
- Complete the competency test for descriptive text material, examples and uses contained in the student handbook or on worksheets that have been provided individually to check students' mastery of the subject matter.

**Note: During learning Understanding descriptive texts, examples and their use takes place, the teacher observes the students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, behaving honestly, resilient in facing problems of responsibility, curiosity, environmental care**

### **Closing Activity (10 Minutes)**

Learners :

- Creating a resume (CREATIVITY) with the guidance of the teacher about important points that arise in learning activities about the material of understanding descriptive texts, examples and their recent use.
- Schedule homework for the subject matter of descriptive text understanding, examples and uses that have just been completed.
- Schedule material / assignments for projects / products / portfolios / performance that must be learned at the next meeting outside school hours or at home.

Teacher:

- Checking students' work that is completed is immediately examined for subject matter Understanding descriptive text, examples and uses

- Students who finish working on project / product / portfolio / performance assignments are correctly given initials and are given a sequential number ranking, for assignment assessment
- Give awards for descriptive text subject matter, examples and uses for groups that have good performance and cooperation.

2.	Meeting 2 (2 x 45 Minutes)
<b>Preliminary Activities (10 Minutes)</b>	
<p><b>Teacher :</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>● Opening with the opening greetings, thanking God and praying to begin learning</li> <li>● Check the attendance of students as a discipline</li> <li>● Prepare physical and psychological learners in initiating learning activities.</li> </ul> <p><b>Aperpeption</b></p> <ul style="list-style-type: none"> <li>● Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities</li> <li>● Recall the prerequisite material by asking.</li> <li>● Asking questions that are related to the lesson that will be done.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>● Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li> <li>● If the material / project works well and is really well mastered, students are expected to be able to explain the material: <i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></li> <li>● Deliver the learning objectives at the meeting that takes place</li> </ul>	

- Asking question

### Giving Reference

- Inform the subject matter that will be discussed at the meeting at that time.
- Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting
- Distribution of study groups
- Explain the mechanism for implementing learning experiences according to the learning steps.

### Core Activities (70 Minutes)

Learning Model Syntax	Learning Activities
<b>Stimulation</b> (stimulation / gift stimulation)	<p><b><u>LITERATION ACTIVITIES</u></b></p> <p>Students are given motivation or stimulation to focus attention on material topics Understanding descriptive text, examples and their use by:</p> <p>→ <b>Viewing (without or with Tools)</b></p> <p>Display relevant images / photos / videos.</p> <p>→ <b>Observe</b></p> <ul style="list-style-type: none"> <li>• Material worksheets Understanding descriptive text, examples and uses</li> <li>• Giving examples of material Understanding descriptive texts, examples and their use to be developed by students, from interactive media, etc.</li> </ul> <p>→ <b>Read.</b></p> <p>This literacy activity is carried out at home and at school by reading material from textbooks or other supporting books, from the internet / material related to the definition of descriptive texts, examples and their use.</p> <p>→ <b>Write</b></p>

	<p>Write a resume from the results of observations and related reading Understanding descriptive text, examples and uses</p> <p>→ <b>Hear</b></p> <p>Giving material Understanding descriptive texts, examples and their use by the teacher.</p> <p>→ <b>Listening</b></p> <p>An introduction to the outline / global activities on subject matter about the material:</p> <p><i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></p> <p>To train gratitude, sincerity and discipline, thoroughness, seek information.</p>
<p><b>Problem statement (question/ identification problem)</b></p>	<p><u><b>CRITICAL THINKING</b></u></p> <p>The teacher provides opportunities for students to identify as many questions as possible related to the images presented and will be answered through learning activities, for example:</p> <p>→ <b>Asking questions about material:</b></p> <p><i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></p> <p>What is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to form questions to form critical thoughts that need to live smart and lifelong learning.</p>
<p><b>Data collection</b></p>	<p><u><b>LITERATION ACTIVITIES</b></u></p> <p>Students gather relevant information to answer questions that have been identified through activities:</p> <p>→ <b>Observing objects / events</b></p>

Look closely at the material Understanding descriptive text, examples and uses that are being studied in the form of pictures / videos / slide presentations presented and try to interpret them

→ **Read other sources besides text books**

Discipline literacy activities by searching and reading various references from various sources in order to increase knowledge and understanding of the material Understanding descriptive texts, examples and their uses being studied.

→ **Aktivitiy**

Arrange a list of questions for things that cannot be understood from the activities of seeing and reading that will be submitted to the teacher relating to the material Understanding descriptive texts, examples and their use being studied.

→ **Interview / question and answer with resource person**

Asking questions related to the material Understanding descriptive texts, examples and uses that have been compiled in the questionnaire to the teacher

### COLLABORATION

Students are formed in several groups to:

→ **Discuss**

Learners and teachers together discuss examples in textbooks about material Understanding descriptive texts, examples and uses

→ **Gather Information**

Record all information about the material Understanding descriptive text, examples and uses that have been obtained in notebooks with neat writing and using good and correct Indonesian

→ **Presenting Again**

	<p>Students communicate orally or present material with confidence Understanding descriptive text, examples and their use in accordance with their understanding.</p> <p>→ <b>Exchange information about materials :</b>  <i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></p> <p>by being actively responded to by students from other groups so that a new knowledge can be obtained which can be used as material for group discussion later, by using scientific methods found in the student handbook or on worksheets that are provided carefully to develop meticulous, honest, polite attitude, respecting the opinions of others, the ability to communicate, applying the ability to gather information through various ways learned, developing learning habits and lifelong learning.</p>
<p><b>Data processing</b></p>	<p><b><u>COLLABORATION and CRITICAL THINKING</u></b></p> <p>Students in their groups discuss processing observational data by:</p> <p>→ <b>Discuss</b> data from the Material:  <i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></p> <p>→ <b>Processing information</b> from the material Understanding descriptive texts, examples and their use that have been collected from the results of previous activities / meetings as well as the results of observing activities and activities for gathering information that is ongoing with the help of questions on the worksheet.</p> <p>→ Students work on several questions about the material Understanding descriptive texts, examples and their use</p>
<p><b>Verification</b></p>	<p><b><u>CRITICAL THINKING</u></b></p> <p>Students discuss the results of their observations and verify the results of their observations with data or theory in the source book through activities:</p>

	<p>→ <b>Increase the breadth and depth</b> to the processing of information that is looking for solutions from various sources that have different opinions to the contrary to develop honest, thorough, disciplined, obedient rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving about material:</p> <p><b>Definition of descriptive text, examples and uses</b></p> <p><b>Among other things with:</b> Students and teachers together discuss the answers to the questions that have been done by students.</p>
<p><b>Generalization</b></p>	<p><u><b>COMMUNICATION</b></u></p> <p>Students discuss to conclude</p> <p>→ Delivering the results of the discussion about the material Understanding descriptive text, examples and their use in the form of conclusions based on the results of the analysis verbally, in writing, or other media to develop an honest, thorough, tolerant, ability to think systematically, express opinions politely.</p> <p>→ Presenting the results of group discussions classically about the material:</p> <p><i>expressions of giving and asking for information regarding tourist attractions and famous historical buildings</i></p> <p>→ Express opinions on the presentations made on the material of descriptive text understanding, examples and uses and responded to by the group that presented.</p> <p>→ Asking for presentations about the material Understanding descriptive texts, examples and their use is done and other students are given the opportunity to answer them.</p> <p><u><b>CREATIVITY</b></u></p>



→ Conclude about important points that appear in the new learning activities in the form of:

Reports of written observations about material:

expressions of giving and asking for information regarding tourist attractions and famous historical buildings

→ Answering questions about the material of descriptive text understanding, examples and uses contained in the student handbook or worksheets provided.

→ Ask questions about things that have not been understood, or the teacher throws a few questions to students related to the material Understanding descriptive texts, examples and their use that will be finished being studied

→ Complete the competency test for descriptive text material, examples and uses contained in the student handbook or on worksheets that have been provided individually to check students' mastery of the subject matter.

**Note: During learning Understanding descriptive texts, examples and their use takes place, the teacher observes the students' attitudes in learning which include attitudes: nationalism, discipline, self-confidence, behaving honestly, resilient in facing problems of responsibility, curiosity, environmental care**

### **Closing Activity (10 Minutes)**

Learners :

- Creating a resume (CREATIVITY) with the guidance of the teacher about important points that arise in learning activities about the material of understanding descriptive texts, examples and their recent use.
- Schedule homework for the subject matter of descriptive text understanding, examples and uses that have just been completed.

- Schedule material / assignments for projects / products / portfolios / performance that must be learned at the next meeting outside school hours or at home.

Teacher:

- Checking students' work that is completed is immediately examined for subject matter Understanding descriptive text, examples and uses
- Students who finish working on project / product / portfolio / performance assignments are correctly given initials and are given a sequential number ranking, for assignment assessment
- Give awards for descriptive text subject matter, examples and uses for groups that have good performance and cooperation.

## I. Assessment of Learning Outcomes

### 1. Attitude

- Observation Assessment

Assessment of observations is based on observing the attitudes and behaviors of everyday students, both related to the learning process and in general. Observations are made directly by the teacher. The following are examples of attitude assessment instruments

No	Name of Students	Aspects of Behavior that are Assessed				Total Score	Attitude Score	Value Code
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Information:

- BS : Cooperate
- JJ : Honest
- TJ : Responsible
- DS : Discipline

Note:

1. Behavior aspects are assessed by criteria:

100 = very Good

75 = Good

50 = Enough

25 = Less

2. Maximum score = number of attitudes assessed multiplied by number of criteria =  $100 \times 4 = 400$

3. Attitude score = number of scores divided by the number of attitudes assessed =  $275 : 4 = 68.754$ .

4. Code value / predicate:

75,01 – 100,00 = Very Good (SB)

50,01 – 75,00 = Good (B)

25,01 – 50,00 = Enough (C)

00,00 – 25,00 = Less (K)

5. The above format can be changed according to the aspects of the behavior you want to assess

-Self-assessment

As the learning center shifts from the teacher to the students, the students are given the opportunity to assess their own abilities. But for the assessment to remain objective, the teacher should first explain the purpose of this self-assessment, determine the competencies to be assessed, then determine the assessment criteria to be used, and formulate the assessment format. So, the assessment format is prepared by the teacher first. The following are examples of rating formats:

No	Statement	Yes	No	Total Score	Attitude Score	Value Code
1	During the discussion, I participated in proposing ideas / ideas.	50		250	62,50	C

2	When we discuss, each member gets the opportunity to speak.		50			
3	I participated in drawing conclusions from the group discussions.	50				
4	...	100				

Notes:

1. Assessment score Yes = 100 and No = 50
2. Maximum score = number of statements multiplied by the number of criteria =  $4 \times 100 = 400$
3. Attitude score = (number of scores divided by maximum score multiplied 100) =  $(250 : 400) \times 100 = 62,50$
4. Value / predicate code:
  - 75,01 – 100,00 = Very Good (SB)
  - 50,01 – 75,00 = Good (B)
  - 25,01 – 50,00 = Enough (C)
  - 00,00 – 25,00 = Less (K)
5. The above format can also be used to assess knowledge and skills competencies

- Peer Assessment

This assessment is done by asking students to assess their own friends. Similar to the assessment, the teacher should explain the intent and purpose of the assessment, make the assessment criteria, and also determine the format of the assessment. The following are examples of peer assessment formats:

Name Observed : ...

Observer : ...

No	Statement	Yes	No	Total Score	Attitude Score	value Code
1	Want to accept the opinions of friends.	100		450	90,00	SB
2	Providing solutions to problems.	100				
3	Imposing one's own opinion on group members.		100			
4	Angry when given criticism.	100				
5	...		50			

Note:

1. Scoring scores Yes = 100 and No = 50 for positive statements, while for negative statements, Yes = 50 and No = 100
  2. Maximum score = number of statements multiplied by the number of criteria =  $5 \times 100 = 500$
  3. Attitude score = (number of scores divided by maximum score multiplied 100) =  $(450 : 500) \times 100 = 90,00$
  4. Value / predicate code:
    - 75,01 – 100,00 = Very Good (SB)
    - 50,01 – 75,00 = Good (B)
    - 25,01 – 50,00 = Enough (C)
    - 00,00 – 25,00 = Less (K)
- *Journal Evaluation (See attachment)*

## 2. Knowledge Assessment

### *Knowledge Aspect Assessment Table*

No	Rated Aspect	Criteria	Score 1-5	Score 1-4	
1	Aim Communicative	Very understanding	5	4	
		Understand	4	3	
		Just understand	3	2	
		Lack of understanding	Almost not Understand	2	1
		Do not understand		1	
2	Grievance Text	The text structure used is very Coherent	5	4	
		The text structure used is coherent	4	3	
		The structure of the text used is quite coherent	3	2	
		The text structure used is less coherent	The structure of the text used is hardly coherent	2	1
		The text structure used is not coherent		1	
3	Selection Vocabulary	Very varied and precise	5	4	
		Varied and precise	4	3	
		Quite varied and precise	3	2	
		Less varied and precise	Almost not varied and precise	2	1
		Not varied and precise		1	

4	Choice of Grammar	The choice of grammar is very appropriate	5	4	
		The right choice of grammar	4	3	
		The choice of grammar is quite appropriate	3	2	
		The choice of grammar is not right	The choice of grammar is almost incorrect	2	1
		The choice of grammar is not right		1	

### 3. Skills Assessment

#### a. Presentation / Monologue Assessment

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

No.	Rated Aspect	Good	Not Good
1.	Organization presentation (introduction, contents, conclusions)		
2.	Content presentation (depth, logic)		
3.	Language coherence and fluency		
4.	Language:		
	Sayings		
	Grammar		
	Vocabulary		
5.	Presentation (gaze, facial expressions, body language)		
<b>Score achieved</b>			
<b>Maximum score</b>		<b>10</b>	

**Information:**

*Good gets a score of 2*

*Poor score 1*

**b. Rubric for Performance Appraisal**

<b>AKTIVITIES</b>	<b>CRITERIA</b>		
	<b>LIMITED</b>	<b>SATISFACTION</b>	<b>EXCELLENT</b>
Observing	The implementation is not clear	Some activities are clear and detailed	All activities are clear and detailed
Role Play	Read scripts, limited vocabulary, and non-fluency	Smooth and vocabulary and sentences develop, and there is a transition	Smoothly achieves social functions, complete structure and appropriate linguistic elements
Simulation	Social function is not achieved, expressions and elements of language are not appropriate	The social function is not achieved, the language and language elements are not right	Social functions are achieved, appropriate language and phrases
Presentation	Not smooth, the topic is unclear, and does not use presentation slides	Smooth, clear topics, and using presentation slides but less interesting	Very smooth, clear topic, using interesting presentation slides
Do a Monologue	Reading text, lacking social functions,	Substandard, social functions are achieved, structure	Smoothly achieves social functions,



	expressions and linguistic elements are inaccurate, and not smooth	and elements of language are correct and sentences develop, and there is a transition	complete structure and appropriate linguistic elements, sentences develop, and there is a transition
--	--	---	--

**Information:**

**EVER** gets a score of 3

**SATISFACTION** gets a score of 2

**LIMITED** gets a score of 1

**c. Portfolio Assessment**

Subject: English

Time allocation: 1 semester

Samples Collected: essays

Name of Student: \_\_\_\_\_  
: \_\_\_\_\_

Class

No	Basic competencies	Period	Examples of aspects assessed				Educator's note
			Grammar	vocabulary	Complete ideas	Systematics	
1.	Write descriptive essays	30/7					
		10/8					
		.... soon					
2.		1/9					
		30/9					

	Making Book Review	.... soon					
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**d. Writing Ability Assessment**

No	Rated aspect	Criteria		Score 1-5	Score 1-4
1	Authenticity Writing	Very original		5	4
		Original		4	3
		Quite original		3	2
		Lack of understanding	Almost not original	2	1
		Not original		1	
2	Suitability fill with title	Fill in very much according to the title		5	4
		Fill in according to the title		4	3
		The contents are enough according to the title		3	2
		Fill in less according to the title	The contents are hardly in accordance with the title	2	1
		The contents do not match the title		1	
3	Text wrangle	Text wrinkles are very precise		5	4
		Appropriate text wrinkles		4	3
		Text wrinkles are quite precise		3	2
		Text wrinkles are not right	The contents are hardly in	2	1

		Text wrangling is not right	accordance with the title	1	
4	Selection Vocabulary	The choice of vocabulary is very precise		5	4
		The right choice of vocabulary		4	3
		The choice of vocabulary is quite precise		3	2
		The choice of vocabulary is not right	Vocabulary choices are almost incorrect	2	1
		Incorrect vocabulary choices		1	
5	Choice of grammar	The choice of grammar is very appropriate		5	4
		The right choice of grammar		4	3
		The choice of grammar is quite appropriate		3	2
		The choice of grammar is not right	The choice of grammar is almost incorrect	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Vocabulary Writing	Writing vocabulary is very precise		5	4
		Writing the right vocabulary		4	3
		Writing vocabulary is quite appropriate		3	2

		Writing vocabulary is not right	Writing vocabulary is almost incorrect	2	1
		Writing incorrect vocabulary		1	
7		Writing is neat and easy to read		5	4
		Writing is not neat but easy to read		4	3
		Writing is not neat and not easily read		3	2
		Writing is not neat and hard to read	The writing is neat and almost illegible	2	1
		Writing is not neat and unreadable		1	

**e. Speaking Skill Assessment**

No	Rated aspect	Criteria	Score 1-5	Score 1-4
1	<b>Pronunciation</b>	Almost perfect	5	4
		There are a number of errors, but they don't interfere with the meaning	4	3
		There are some errors and disturbing meanings	3	2
		Many mistakes and disturbing meanings	2	1
		Almost everything is wrong and		

		Too many mistakes and disturbing meaning	interferes with meaning	1	
2	<b>Intonation</b>	Almost perfect		5	4
		There are a number of errors, but they don't interfere with the meaning		4	3
		There are some errors and disturbing meanings		3	2
		Many mistakes and disturbing meanings	Almost everything is wrong and annoying Meaning	2	1
		Too many mistakes and disturbing meaning		1	
3	<b>Fluency</b>	Very smooth		5	4
		Smooth		4	3
		Pretty smooth		3	2
		Not that smooth	Very not smooth	2	1
		Not smooth		1	
4	<b>Accuracy</b>	Very precise		5	4
		Right		4	3
		Right enough		3	2
		Less precise	Almost not right	2	1
		Not exactly		1	

### Value Score

No.	Huruf	Rentang angka
1.	Very Good (A)	86-100
2.	Good (B)	71-85
3.	Enough (C)	56-70
4.	Less (D)	$\leq 55$

#### 4. Enrichment

For students who have achieved the learning target before the allocated time ends, enrichment activities need to be given.

#### 5. Enrichment

For students who have not reached the learning target at the time allocated, remedial activities need to be given

## APPENDIX II

### PRE TEST

Name :

Class :

Please write a descriptive text about tourist attractions (Beach)!

## APPENDIX III

### POST TEST I

**Name :**

**Class :**

Please mention and write some vocabularies from this pictures!



## APPENDIX IV

### POST TEST II

Name :

Class :

Please mention and write some vocabularies from this pictures!





## **Appendix V**

### **INTERVIEW SHEET**

#### **Interview between the researcher and the English teacher.**

The researcher : How long have you been teaching here ?

Teacher : I have been teaching 10 years.

The researcher : What do you think about the students responses in study English?

Teacher : Well, Their response is good. They paid attention when I teach and they always do their task well when I give them exercise. Actually they are smart students, they love asking question, but sometimes they are so noisy because you know that they are still teenagers.

The researcher : What are the problem that you are face in teaching English especially in vocabulary?

Teacher : The problem that I face when I teaching English is the language itself, because so many students didn't know many vocabulary. But when I teach I always give them some new vocabulary.

The researcher : How do you teach English especially vocabulary learning to the students in the classroom?

Teacher : Well, I teach them without my own media, as usual I just use hand book to teach them. Yes, I ask them to read their book by their selves after that I ask them who want to explain about what they read. If there is no one want to read I usually point some of them to tell what he/she knows from it. In the last, I ask one person again to read the definition of the descriptive text aloud in the book then I explain it to them.

The researcher : Have you ever use picture to teach descriptive text mam?

Teacher : I think, I have never used this media yet, and it is still the first time to me to hear and see this media.

The researcher : What do you think about my strategy, using the picture in vocabulary learning writing news item text?

Teacher : I think this media is very good for teaching descriptive text because it make students interesting of it. As we know students love picture and this media appropriate to teach writing. This media also elicite the students mind to explore the material.

The researcher : Do you think the strategy using the picture can improve the students' ability in writing descriptive text?

Teacher : Yes, I think this method can improve the students' ability in writing descriptive text, because this media make enjoy when the students learn together in group and they understand more about descriptive text.

The researcher : Thanks for the support and helping in this research, Mam.

## **Appendix VI**

### **INTERVIEW SHEET**

#### **Interview between the researcher and the students.**

The researcher : Do you like English?

Student 1 : suka Sir.

Student 2 : I no like sir, karena susah dipelajari apalagi tulisan dan cara bacanya berbeda.

The researcher : what about writing, do you like it?

Student 1 : No Sir, I like watching

Student 2 : No Sir, I like listening, apalagi kalau mendengar musik

The researcher : So, do you know about writing?

Student 1 : saya tahu Sir, writing itu menulis kan Sir.

Student 2 : Ya saya tahu Sir, writing adalah menulis menggunakan bahasa Inggris

The researcher : Ya, writing adalah salah satu komunikasi atau penyampaian ide kitakepada orang dalam bentuk tulisan.

Apakah menurut kamu belajar writing itu sulit?

Student 1 : Iya Sir, writing lumayan sulit apalagi nulisnya harus pakai bahasa Inggris. Saya harus bolak-balik buka kamus untuk mencari kosa katanya Sir.

Student 2 : Iya saya setuju dengan dia Sir, Kami harus bawa kamus untuk tahukosa katanya, terkadang waktunya habis karena lama banget mencari artinya di kamus Sir.

The researcher : Have you ever learn memorize vocabulary?

Student 1 : Ya Miss, kami pernah belajar. Tentang cara mengingat kosa kata Sir.

Student 2 : Itu pelajaran bagaimana cara meghafal vocabulary kan sir?.

The researcher : Ya, vocabulary is a word have meaning. Jadi, kosa kata itu adalah sebuah kata yang memiliki arti.

The researcher : Apakah kamu sudah pernah belajar bahasa Inggris dalam menulis dengan menggunakan media Gambar?

Student 1 : Belum pernah Sir,

Student 2 : Belum Sir, kami belajar bahasa Inggris dari buku paket atau LKS saja Sir.

The researcher : Bagaimana pendapat kamu ketika belajar menulis descriptive text dengan menggunakan gambar ini?

Student 1 : Menurut saya belajar menulis menggunakan media video sangatmenyenangkan Sir, karena selain bisa melihat gambar di dalamnya, saya juga suka kalau ada guru pakai media gak capek-capek nulis di papan tulis lagi Sir, di kelas menjadi tidak membosankan Sir.

Student 2 : Sangat mengasyikkan Sir. Belajar dengan gambar sangat membantusaya menemukan ide untuk menulis sebuah tempat, saya juga dapat menggambarkan berita tersebut melalui gambar yang saya lihat tadi Sir.

## Appendix VII

### OBSERVATION SHEET CYCLE I

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students		✓
4	The teacher prepare the teaching material and gives ice breaker to the students		✓
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about descriptive text, generic structure, and language features.	✓	

7	The teacher gives examples by showing the picture	✓	
8	The teacher gives the chance to the students to ask about descriptive text	✓	
9	The teacher responds to the students' question	✓	
10	The teacher shows a picture to the students		
11	The teacher asks the students in group to write a descriptive text by considering the picture	✓	
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher's greeting and listen the motivation	✓	
3	The students pay attention to the teacher's explanation		✓
4	The students sit in the chair and participate actively in the classroom	✓	
5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction		✓
8	The students do the test in group seriously		✓
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process		✓

## Appendix VIII

### OBSERVATION SHEET CYCLE II

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
<b>The Teacher</b>			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students	✓	
4	The teacher prepare the teaching material and gives ice breaker to the students	✓	

5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about descriptive text, generic structure, and language features.	✓	
7	The teacher gives examples by showing the pictures	✓	
8	The teacher gives the chance to the students to ask about descriptive text	✓	
9	The teacher responds to the students' question	✓	
10	The teacher shows a picture to the students		
11	The teacher asks the students in group to write a descriptive text text by considering the picture.	✓	
12	The teacher concludes the material	✓	
<b>The Students</b>			
1	The students come on time to the class	✓	
2	The students respond to the teacher's greeting and listen the motivation	✓	
3	The students pay attention to the teacher's explanation	✓	
4	The students sit in the chair and participate actively in the class	✓	
5	The students make a noisy in the class		✓
6	The students discuss the material given	✓	
7	The students do the teacher's instruction	✓	
8	The students do the test in group seriously	✓	
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process	✓	



## **Appendix IX**

### **DIARY NOTE**

#### **First Meeting (Thursday, 18 July 2019)**

In the first meeting, the researcher introduced himself and explained the purpose of him coming. The students gave a good response of the researchers coming. The researcher made discussion about writing Descriptive text with the students. The students answered by using Indonesian language. And then, researcher explained about writing Descriptive text. After the students understand, researcher given the test and explain the test to the students. The researcher gave thirty minutes to the students to write descriptive text under title "Beach". The students can write Descriptive but stud

ents ask some vocabulary to the researcher. The students write Descriptive text in a paper. After finish it, the researcher collected the students' worksheet.

#### **Second Meeting (Thursday, 25 July 2019)**

In the second meeting, researcher explain material about descriptive text to the students for the next meeting that's post-test 1. The researcher explained the picture as media to the students. The lesson was focused on understanding of descriptive text and the example of descriptive text by using picture. But the students have some difficult in vocabulary. In the end of lesson we practice and one by one stand up in front of the student to memorize some vocabularies.

In the third meeting, the researcher remained the students about writing descriptive text by using picture. The researcher is giving the post-test 1 to the

student. The students look felt interested to write descriptive text by using picture with title “Beach” and the students was very enthusiastic to write decriptive text by using picture. The students finish write descriptive text by using picture, the researcher collected the students’ worksheet.

### **Third Meeting (Thursday, 1 July 2019)**

In this meeting was fun. Students felt enjoy during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explained more deeply again about writing descriptive text by using picture. The students also give nice response with the explanation of the researcher. The students more active in learned process. The researcher gave the exercise for post-test II to the students with title “Mosque”. The students finished write descriptive text, the researcher collected the students’ worksheet.

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation. Picture as a media to improve the students’ achievement in writing descriptive text. Picture can help students to memorize about the vocabularies. The transcript had been written by the researcher in interview sheet.

## Appendix X

### DOCUMENTATION

Explanation about material



Monitoring students



Explanation about picture media



Pre test



## Explanation Vocabulary



## Post test 1







## Explanation Material



Post test 2

