THE EFFECTIVENESS OF USING PICTURE IN TEACHING ENGLISH VOCABULARY AT SMPN 35 MAKASSAR

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
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Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the Requirements for the Sarjana Degree

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul " The effectiveness of using picture in teaching English vocabulary of SMPN 35 Makassar" beserta seluruh isinya adalah benar-benar karya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini.

Makassar, 02 May 2014

Yang membuat pernyataan

MEGAWATI

ABSTRAK

Megawati. 2014 The Effectiveness of Using Picture in Teaching English Vocabulary at SMP Negeri 35 Makassar, (Di bimbing oleh H. Herman Mustafa dan St. Haliah Batau).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan metode gambar dapat menambah kosakata bahasa inggris siswa SMPN 35 Makassar. Penelitian ini menggunakan desain ekperimental dengan satu kelompok pre-test dan post-test. Sementara instrument penelitian menggunakan metode gambar dengan menggunakan kosakata. Penelitian ini di lakukan di SMPN 35 Makassar dengan memilih kelas VII sebagai populasi pada tahun akademik 2013/2014. Penulis menggunakan gambar dan mengambil kelas VII 4 sebagai sampel penelitian.

Teknik pengumpulan data di lakukan melalui pemberian pre-test dan post-test. Pre-test di berikan untuk mengukur kemampuan awal pada penguasaan kosakata siswa setelah di berikan treatment, dan untuk mengetahui pencapaiansiswa setelah di berikan treatment, penulis memberikan post-test. Variable yang di gunakan dalam penelitian ini yaitu penggunaan gambar sebagai independent variable. Sementara dependent variable adalah pencapaian kosakata siswa.

Dari hasil analisis data pada kemampuan penguasaan kosakata siswa pada pre-test dan post-test menunjukkan bahwa nilai T-test adalah 11,49 dan nilai T-table 1,812, berarti nilai T-test, berarti nilai T-test lebih bagus dari pada T-table atau (11,49 > 1,812). Hal ini menunjukkan bahwa kemampuan penguasaan kosakata siswa meningkat. Hal itu menunjukkan bahwa kemampuan terdapat perbedaan yang signifikan antara pre-test and post-test.

Berdasarkan dari analisis tersebut, maka dapat disimpulkan bahwa penggunaan metode gambar dapat menambah kosakata bahasa inggris siswa SMPN 35 Makassar.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

By reciting Bismillahi Rahmani Rahim, the writer started the process of this activity including the primarily observation, literature review, the writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to the almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this research. Therefore, the writer would like to express her great gratitude and appreciation, expecially to :

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As human being, the writer does realize that what she presents in this skripsi is still far from perfection. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer pray may the almighty God bless all of them. Amin.

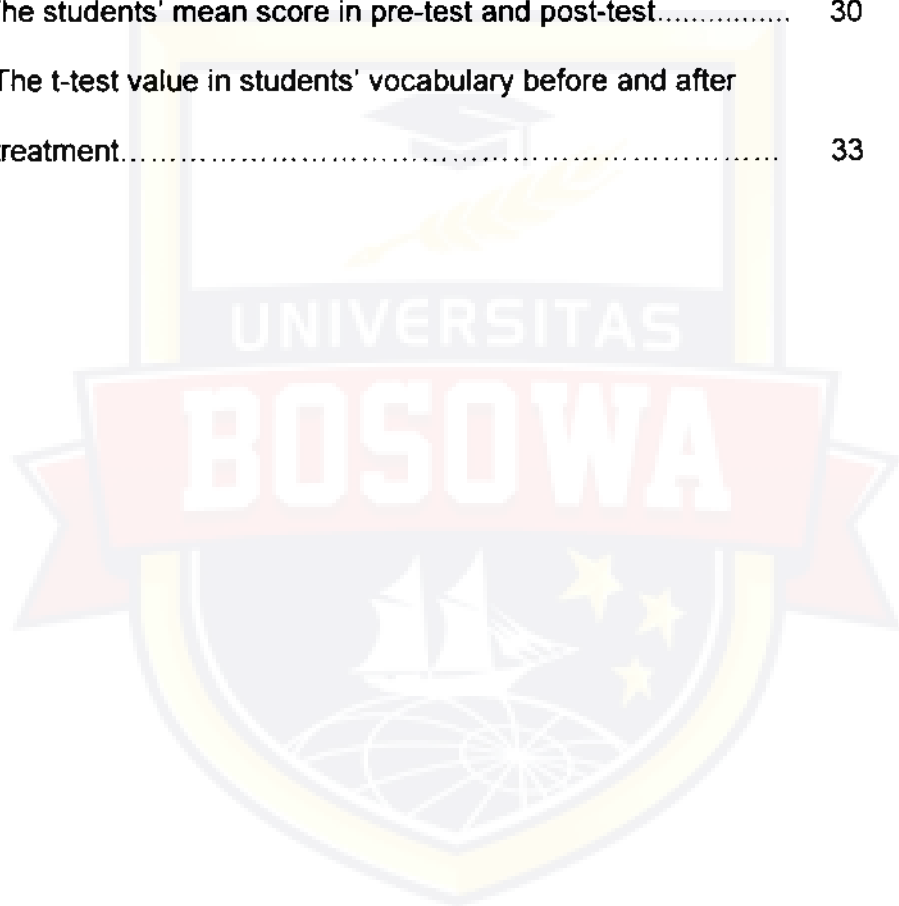Makassar, 02 May 2014

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significant of the research, and the scope of the research.

A. Background

English is taught as a local content to the junior school, has even been introduced in kindergarten level. As the local content or elective subject, it is not obligatory subject for junior schools. The function is as a means of self-development for young learners in science, technology, and culture. For these, they are expected to be intelligent, skillful citizens and have basic knowledge.

At the beginning, the students' interest in studying English is usually spontaneous, and the motivation of students is various, some of them learn English because they need it for their work or future study, and they learn English just because they like it.

Especially for children, they are not self-motivated and do not have an immediate need to learn English. They are not concerned with jobs or university degrees that require knowledge of English. Their world is their daily games, events that are interesting to them.

Therefore, English teacher has been challenged to find ways to attract students' interest in learning English. A teacher should make every effort in order to make cooperation among students. Some ways

that have been done by many teachers are to attract interest of students like studying through songs, storytelling, drawing maps and picture in English.

The writer has the same experience about elementary students' perceptions toward English. When he taught English as the local content in some junior schools in Makassar, most of students joined the class enthusiastically. The writer noted some funny answers, which could become representatives of all the students' answers. Some says that they wanted to learn English because they wanted to go abroad, they wanted to meet David Beckham, and they wanted to be strange people.

Teaching English at junior schools needs some techniques. One of them is through picture. This technique is very important because according to Gleitman, through students' images, they can make the students more interested in learning English and as picture more   vivid then words, they are much to recall than words, and easier to keep in long term memory.

The research chooses the title because she is interested in English education for students and want to know how effective the use of picture in teaching English SMPN 35 Makassar. The research is interested in conducting a research on **"The Effectiveness of Using Picture in Teaching English Vocabulary of SMPN 35 Makassar.**

B. Statement of problem

Based on the description above, the problems that is formulated in this research :

1. Is the use of picture effective in teaching English vocabulary at SMPN 35 Makassar.

C. Objective of Research

This research is aimed to know whether or nor the use of picture is effectiv in teaching English vocabulary at SMP Negeri 35 Makassar.

D. Significance of the Research

The result of this research is expected to be useful information for those who are involved in teaching and learning process of English, especially for English teacher.

The teacher should choose appropriate methods and technique to teach interesting. Using picture are expected to be one technique that teacher can use in teaching English.

E. Scope of the Research

This research is restricted on the "The Effectiveness of Using Picture in Teaching English Vocabulary of SMPN 35 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous related findings, problem statement, objective of the research, significant of the research, and the scope of the research

A. Previous Related Findings

There are some students who have researched about interest in learning. The writer found in the library, they are: Warda (2000 : 5) who found out that the students who are given text white and black picture gain greatest score is 3,84, and 3,23 for text with color pictures, while the lowest is 2,96 for the students who are given the text without picture. It is obvious that text with black and white pictures is more effective than without picture.

Nikmawaty (2009 : 8) found out that learning vocabulary by using picture made the students learn vocabulary by using picture made vocabulary more easily and more enjoyable than learning vocabulary through verbal explanation.

Suriatiratna (2009 : 24) found that for most students, picture were more interesting than verbal title in learning to write English. Writing activities were more enjoyable and the students felt that they wrote more easily.

Sari (2008 : 9) carried out the research for the students of SMP Darul Hikmah Ujung Pandang found that there is a significant difference between the students' reading achievement by using text with picture than who didn't. it was proved by the mean score obtained from their reading text which is only 6,3% for the text with pictures, and 5,66% for the text without picture.

The writers above focused their research on different interest, such as in writing and reading. In this case, the writer will analyze the effectiv using picture in learning English vocabulary, and also will do the research with different subject of research.

B. Some Pertinent Ideas

1. Definition of Effectiveness

Effectiveness may be stated as the level of success in achieving the goal or target (Etzoni, 2000 : 4). It is truly a wider concept including rious factors inside and out of somebody himself. Therefore, by someone's perception or attitude. Besides, it also can be seen by how the satisfaction level achieved (Robbins, 2002 :2).

Effectiveness is very important concept; it can give a description of someone's success is achieving his target or level of which goals have been achieved (Prokoperko, 2009 : 24), or level of achieving goal (Hoy and Maskel, 2001 : 1).

At the same time, learning also can be stated as a planned communication which bearing a change of attitude, skill, and

knowledge in relation with certain target concerns with the attitude form which is needed by the individual to realize certain duty and responsibility completely (Bramly, 2000 : 4).

Hence, the definition of learning effectiveness is the level of achieving training purpose. The achievement of the goal is by the advance of knowledge, skill, and improving attitude by learning process.

By the understanding above, we can disclose the aspect of learning effectiveness, as follows:

a. Advance of knowledge.

b. Advance of skill.

c. Change of attitude.

d. Behavior.

e. Adaptation ability.

f. The increasing of integrity.

g. The increasing of participation.

h. The improvement of cultural interaction

2. Definition of Picture

Picture is visual aid that can be used to the students of English as a foreign language to practice the language in real context or situations in which they can use it to communicate. Using picture is a technique that teacher can apply to stimulate the students' interest as Norton (2009 : 2) states that when young children are asked what

attracts them to book, they frequently mention the illustration. Moreover, according to Rijavec (2001 : 19), the use of picture, makes the content more complex and consequently more interesting than the students` low level of linguistic competence.

Warda (2000 : 5) did her research for the sixth grade students of junior school, she found out that the students who are given texts white and black picture gain greatest score, and the students who are given the text without picture gain low score.

Klasek (2002 : 13) give definition of picture as follow:

"the picture is still a medium which can suggest motion, emphasize keys ideas and impression and be studied individually by students, are flexible in use and can be found to visualize almost any subject, concept or instructional objective. They can be any size or color, representative or abstract"

The following are definition of picture, which may clearly give description about pictures as follow :

a. Hornby (2007 : 16) states that pictures are :

    1) Pictorial representation of individual painting or drawing.

    2) Visual impression

b. Latuheru (2003 : 11) states that picture is a photograph or like that indicates people, things and places.

3. Advantage of Picture

The use of visual aids to compliment printed instruction material has become a common instructional technique. From these picture, someone can see something that picture aften show the events of

the past degree or in the same way. Picture also serve their basic information function as follow us to see object or scenes that are or not in our immediate surroundings. Picture for vocabulary learning come from many sources. They can be found almost in everywhere in magazines, albums, text book, etc. picture may be drawn, printed, or photographically processed. From these picture, someone can see something happened in the past since picture show it in the different way. Picture also serve their basic information function as allow us to see object or scenes that are not in our immediate surroundings.

Picture as visual aids can help the teacher of English to bring more variety in language lesson may be better in stimulation students' interest to learning English. Some advantages using picture in teaching English are:

a. Picture can stimulate student to learn

b. Picture give students motivation to use their ability

c. Singer (2008 : 25) in Nikmawati states that motivating a learning of new words by showing picture is useful

d. Picture can arouse the student attention to guess the meaning of unfamiliar words

e. Picture vitalizes learning simply because students like them. Picture also clarifies vague or incorrect ideas about something, place, customs, and their ideas removed from one's immediate environment.

According to Gerlach and Ely (2004 : 20) the advantages using picture are :

a. Picture is inexpensive and widely available

b. Picture can help to prevent and correct misconceptions

c. The visual details make it possible to study subject, which would otherwise be impossible.

d. They help to focus attention and to develop critical judgment

e. Picture is easy to find and to use, and it can be used for every level and interesting for the students.

According to Klasek (2002 : 13), there are some advantages using picture in learning. They are:

a. Picture is inexpensive, familiar medium of communication

b. Although it is seldom in a fixed sequence, it can be arranged in sequence and adapted to many subject.

c. Collecting picture can be a student's activity, but can also be an on-going activity of the teacher, librarian, materials specialist for pictures file

d. The picture has a multiplicity of uses-by individual students, on bulletin board in opaque projector or flannel boards

e. Picture can assist in prevention of and correction of, misconception

f. Picture can translate word symbols, record event, explain process, extended experiences, make comparison, shoe contrast, show continuity focus attention and develop critical/ judgment

g. Picture can also enrich and stimulate reading, review material and test learning.

Harmer (2004 : 39) states that picture can be board drawings. Picture can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures just as easily as hats, coats, walking, sticks, cars, smile, frowns, etc.

Harmer (2004 :39) also states that picture could be used in many stages of the instructional procuress; to clarifr misconception, to communicate basic information, and to evaluate students' progress and achievement. Furthermore, he suggested several ways of using picture in the classroom base on the teacher's purposes and intended learning outcmes such as:

a. Displaying the picture in front of class, commenting upon or asking question about and later passing them for individual study.

b. Placing them in a file or box where students can examine them indvidually and detail.

c. Arranging on a bulletin board or prop them in a chalk board tray.

d. Projecting them in the form of flat picture, with opaque projector for group viewing and discussion.

Wright (2007 : 37) states that picture can play a key role in moivating students, contrxtualizing that language they are using, giving them a reference and in helping to dicipline the activity. While Lee and Coppen (no year) state that picture can brighten up the classroom and bring more variety and interest in to language class. Picture can also stimulate the students to speak the language as well as to read and write it.

1. Vocabulary

Vocabulary is very important in a language. When we learn a language, it always means we learn the words of the language, (Allen in Rita, 2001). Hornby (2007) states that vocabulary is:

2. The total number of words that make up the language

3. Body of words known to a person or used in particular book.

4. List of word with their meaning, specially on which accompanied a text book in foreign language.

Another definition is from Urdang and Flexner (2008) who state that vocabulary is the stock or words used by or known to particular person. Good (2005) defines vocabulary as:

a. The content and function words of language, which are learnt so throughly that they become a part of understanding speaking, and later reading and writing vocabulary.

b. The words having meaning when heard or seen even though it is not produced by the individual himself.

Webster (2006) states taht vocabulary is a list of words, and sometimes phrases, usuually arranged in alphabetical order defines; a dictionary, glossary, or lexicon. All the words used by a particular person, class, profession, etc. Sometimes, all the words recognized and understood by particular person although it is not necessary used by them.

Based on the various definition above, it can be concluded that vocabulary is a list of words which has meaning, arranged alphabetically, recognized and understood by particular person in reading, speaking, listening, and writing.

4. Types of Vocabulary

Harmer (2002 :39) distinguishses vocabulary in active and passive. Active vocabulary refers to vocabulary that students learnt and which they expected to be able to use. Besides passive vocabulary refers to words which students will organize when they meet but they will probably to be able to produce.

Similarly, Rahman (2004 :22) states that vocabulary is the stock of the lexical items in a language. For the purpose of teaching and learning activities, we classify the lexical items in to receptive (passive) and productive (active) vocabulary. Receptive vocabulary refers to words or lexical items which can only be recognized and comprehended in the context of reading and listening material, while

productive vocabulary refers to words which can recall and use appropriately in writing and speech.

In addition, Whorter (2002 :14) points out that, actually we have four different vocabulary levels, reading, writing, listening, and speaking although they range widely in both size and content. For example, there are words that you recognize and understand as you read, but you never use in your writing. Similarly, there are words that you understand when you are hearing them, but you do not use when you are speaking, most likely when you are listening or reading vocabulary. In other words, you already know a large number of words, but many of them do not use it.

Thomas in Rita divided vocabulary division into four kinds as follows:

a. Oral vocabulary, they consist of words actively used in speech. They are the words that come readily to the tongue of one's conservation. The more often a person utters a word, the more readily it will come to his tongue.

b. Writing vocabulary, they are the words that come readily to one's finger vocabulary.

c. Listening vocabulary, they are teh stock of words to which one responese with meaning understand in speaking others.

d. Reading vocabulary, tehy are words which one responese with meaning and understanding in writing of others.

Based on the description above, it is clearly that both active and passive vocabularies are very important. Active vocabulary is used for speaking and writing, passive vocabulary is the words that can be understood in listening and reading.

5. General Principle in Selecting Vocabulary

One of the problems in teaching and learning is how to select words, Harmer (2002) presents criteria, which are rather scientific and have been used in word selection as follows:

a. Frequency

In teaching vocabulary, words, which are most commonly used, are the ones we should present first.

b. Coverege

A word is more useful if it covers more meaning than if it has one very specific meaning. Besides, Wallace indicates i detail nine principle of teaching and learning vocabulary as follows:

➤ **Aims**

In teaching vocabulary, it has to be known about the aims, how many of vocabulary listed that learners are expected be able to know. If it is clear on this point, it will be difficult to asses how successful the vocabulary has been learnt.

➤ **Quantity**

Having decided on what extend the vocabulary is learnt, it is decided on the quantity of vocabulary to be taught the number

of new words that the students can learn. The actual number will depend on number of factors varying from class to class and from learner to learner. When there are too many words, the students may become confused.

➤ **Need**

In most cases, in choosing vocabulary taught the students, the teachers use the course book or sylllabus. In any case, the teachers in choosing teh vocabulary taht are going to be taught will relate to the aims of the course and objective of individual lesson.

➤ **Frequent Exposure and Repetition**

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learnt the learning has been done is by seeing whether the students can recognize the target words and identify their meaning.

➤ **Meaningful Presentation**

In presenting the vocabulary, teh students must have a clear and specific understanding of what words donate or refer to. This requires teh references and denotation of words that are presented in such a way are correctly unambigous.

➤ **The situation of Presentation**

The words presented are appropriate to the students' situation.

➤ **Presenting in context**

Words seldom occur inisolation, so it is important for the students to know the usual collocation that a word occur in. So, from the very beginning, the word must appear in its natural environment as it were, among the words it normally collocates with.

➤ **Learning Vocabulary in Mother Tongue and in the Target Tongue**

Wallace in Rita (2004) states some consideration to learn or to achieve vocabulary in the mother tongue and the target language as follows:

• There is felt meed.

• The mother tongue learner mostly controls his own rate of learners.

• The mother tongue learner is exposed an enermous quantity of his own language and has tremendous scope for repetition of what the learners.

• The language is nearly always encountered in an appropriate situation and in the appropriate context.

• Since the words learnt as they arise out of a felt need in particular situation, they usually a clear denotation.

➢ **Interference (guessing) Procedures in Vocabulary learning**

Guessing is one way in learning vocabulary. Guessing leads the students to think the meaning of the new words taught. Students guess the meaning of words by hearing them used in a certain situation, or sometimes by reading them in a certain context.

➢ **Why is that research is of important**

Research is it important to anticipate in the study , the research have the goal to be achieved with a view to find common ground with relevance to answer the above problems as for the purpose of research that is :

a. For determine the application of public relations with SMPN 35 Makassar.

b. For determine students achievement subject English class VII 4 SMPN 35 Makassar.

c. For determine whether the effect of the application of public relations with the school to lern students achievement in the subject of English students of class VII 4 SMPN 35 Makassar.

C. Theoretical Framework

A good earning process in elementary school or in high school actually has a target that must be achieved by the teacher based on curriculum. Effectiveness means succeed, appropriate. Effectiveness shows the level of achievement of the purpose. Something can be stated as effectiv if it can achieve the target or the purpose.

Effectiveness can be measured with rarely absolute, for example, X is 60% successful in achieving one purpose Y. The writer will used some picture as learning material in doing the learning process, and to measure the effectiv of the learning process, it will be compared between the result of pre-test and post-test.

Therefore the effectiveness of problem solving strategies depens simultaneously on three factors a scientifically relevant to the problem (credibility), an adequate treatment of stakeholders' interest and values during the research and problem –solving process (legitimacy), and adequate design of problem-solving practices that take into consideration the constraints and options of the implementing of the effectiv science-based societal problem-solving depends. The causal understanding of the problem.

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┌─────────────────────────┐
│    TEACHING ENGLISH     │
└─────────────────────────┘
        │
   ┌────┴─────────────────────────┐
   ▼                              ▼
┌──────────────┐          ┌──────────────┐
│  Vocabulary  │          │   Grammar    │
└──────────────┘          └──────────────┘
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┌──────────────────┐
│ Teaching Method  │
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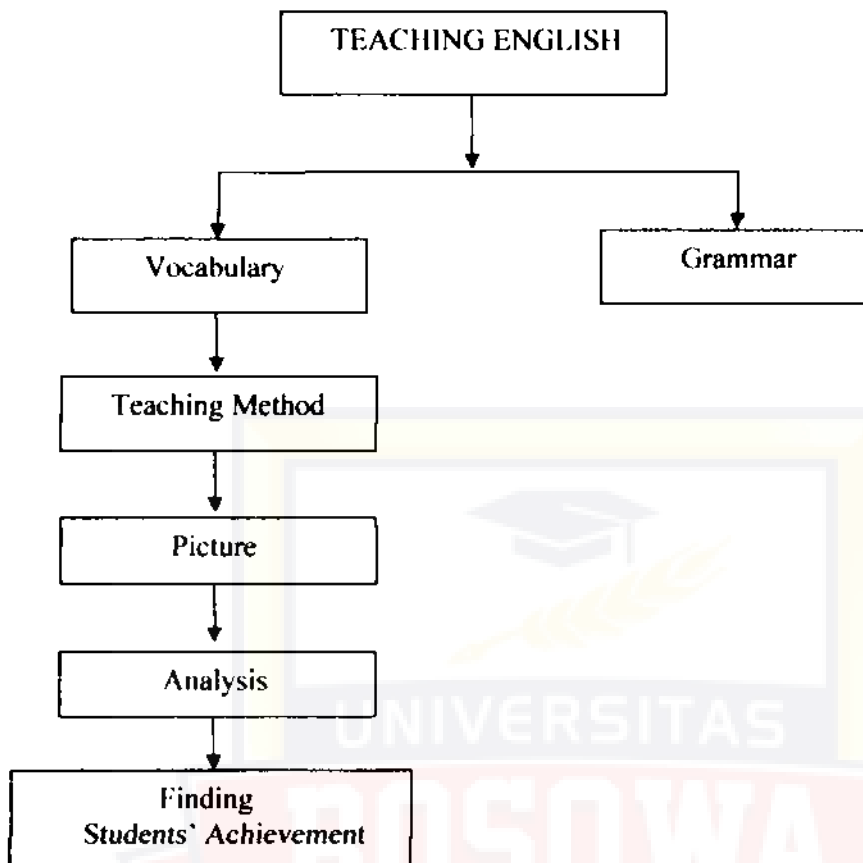
D. Hypotesis

Using picture in teaching English can improve the students' vocabulary of the seventh grade students at SMPN 35 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter consists of the research method, problem statement, objective of the research, significant of the research, and the scope of the research

A. Research Method

In this research, the writer used experimental design.It aims to analyze whether or not the use of picture (as independent variable) has influence in vocabulary mastery of students (as dependent variable). This research will applied pre-test, post-test .

$$O_1 \longrightarrow X \longrightarrow O_2$$
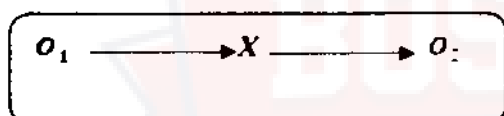
<div align="right">Saniati (2005 : 21)</div>

Note :

O_1 = Pre-test

O_2 = Post-test

X = Treatment by using pictures

B. Research Variables

There were two variables used in this research, namely independent variable and dependent variable. Independent variable is

E. Data Collecting Procedure

The data were collected for twice.through pre-test and post-test. The data from pre-test were taken before the treatment, while the data from post-test were taken after the students join the treatment for twice. The procedure can be seen in the following :

1. **The Pre-test**

   The pretest gave before giving treatment. The pre-test consist of 20 questions of multiple choices test.

2. **The Treatment**

   After doing pre-test, the students receive treatment by using caricatures picture that the writer applied in the classroom as the following steps:

   a. Writer gave explanation about caricature.

   b. Writer gave example about caricature.

   c. The writer gave explation about kinds of caricature

   d. Writer gave explanation about the materials.

   e. The writer taught the material with matching questions.

   f. The writer 20 number exercises or affirmative test to the students.

3. **The Post-test**

   After giving treatment, the last step was giving the post-test to the group which supplied the same test as the pre-test namely 20 questions in the form of multiple choices where all namely matching questions.

F. Technique of Data analysis

The data collected from the test analyzed quantitatively. The steps undertaken in the quantity and analysed as follows:

1. Scoring the students' prestest and posttest using this formula

$$The\ students\ final\ score = \frac{Students'\ total\ points}{The\ total\ score\ of\ the\ test} X\ 100$$

2. Classifying the students' score into levels, as follows:

   96 – 100 is classified as excellent

   86 – 95 is classified as very good

   76 – 85 is classified as good

   66 – 75 is classified as fairly good

   56 – 65 is classified as fair

   46 – 55 is classified as poor

   0 – 45   is classified as very poor

   (Kanwil & Depdikbud, 2000 : 14)

3. Finding out the students' mean score

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

   Where : X   : Mean score

   $\sum X$: Total of individual score

   N   : Total number of individual score

   (Gay in Galuh, 2006:41)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research and discussion. The finding consists of the description of the result of data collected through test and discussion consists of explanation about the finding.

A. Findings

The findings consist of the rate percentage and frequency of the pretest and post-test scores, and mean score of the pre-test and post-test, t-test value and hypothesis.

1. The Development of students' vocabulary

Table 1 : The students' score classification in pre-test

No	Name of Students'	Pre – test	Classification
(1)	(2)	(3)	(4)
1	Arsyil Yusuf	50	Poor
2	Mario	60	Fair
3	Nadia Fitri Aulia	50	Poor
4	Nova Indira	60	Fair
5	A.Nur Azairy	60	Fair
6	Fikri Meydianto	40	Very Poor
7	Nurul Anisa	40	Very Poor
8	Waldi	40	Very Poor
9	Syafiqah Usnah K	40	Very Poor
10	Muh.Firdiansyah	50	Poor

1. Pre – Test

X1 = 930

$\bar{X} = \frac{\Sigma x}{N}$

$\bar{X} = \frac{930}{20}$

$\bar{X} = 46,5$

Table 2 : The students' score classification in post-test

No	Name of Students'	Post-test	Classification
(1)	(2)	(3)	(4)
1	Arsyil Yusuf	80	Good
2	Mario	80	Good
3	Nadia Fitri Aulia	80	Good
4	Nova Indira	68	Fairly Good
5	A.Nur Azairy	80	Good
6	Fikri Meydianto	80	Good
7	Nurul Anisa	80	Good
8	Waldi	70	Fairly Good
9	Syafiqah Usnah K	80	Good
10	Muh.Firdiansyah	80	Good
11	Muh Rais	70	Fairly Good
12	A.Nur Vikasari	68	Fairly Good
13	Asrul Abdullah	68	Fairly Good
14	Derosi Samuel	68	Fairly Good

Table 6. The T-test Value in Students' Vocabulary Before and After Treatment

t – test	t-table	Comprehension	Different
11,49	1.812	t-test>t-table	Significant

The result of t-table value in English vocabulary indicated that the t-test value of vocabulary were greater that t-table value (11,49 > 1.812), this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (Hi) was accepted. It means that, in this research, automatically the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected.

Based on the result above, finally the researcher concluded that the effectiveness by using picture at SMPN 35 Makassar in teaching and learning process was effective to improve the students' reading comprehension.

B. DISCUSSION

This part describes about the effectiveness of picture in improving students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar. The part consist of the students' result in pre-test and post-test, the frequency and rate percentage of

The difficult that the students faced was they didn't know the meaning of the word, so that, they can match the word with the part of body. That's why the writer conducted the treatment, after the pre-test. In treatment, the writer tried to solve the students' problem (vocabulary) by explaining the words or translating the words that used in the part of human body, besides that the writer also gave explanations about the picture (part of the human body). In treatment also, the writer gave explanation about how to answer or how to do the questions well.

After giving treatment, the writer gave the post-test to the students by giving the same test with pre-test. The aim of the post-test is to know the students' result after giving the treatment. In fact, the students' result in post-test is higher than the students' result in pre-test, event thought, none of students got excellent and very good categories but the students' score in good category. It can be seen by the frequency and rate percentage of students' score in post-test, there were 10 students (50%) got good category and 7 students (35%) got fairly good category, 2 students (19%) got fair category, 1 students (5%) got poor category and none of students got very poor category. Event thought, there were some students still got the fair and poor categories but most of students' score is good. The data shows that there was students' improvement after giving the treatment. It means that, the use of picture is effectiveness in improving the students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar.

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6	Fikri Meydianto	80	Good
7	Nurul Anisa	80	Good
8	Waldi	70	Fairly Good
9	Syafiqah Usnah K	80	Good
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10	Muh.Firdiansyah	80	Good
11	Muh Rais	70	Fairly Good
12	A.Nur Vikasari	68	Fairly Good
13	Asrul Abdullah	68	Fairly Good
14	Derosi Samuel	68	Fairly Good

(1)	(2)	(3)	(4)
15	Sukriadi	50	Poor
16	Johan. A	60	Fair
17	Aidela Ramadhany	70	Fairly Good
18	Hendra Gunawan	80	Good
19	Fadhil Harezky	80	Good
20	Fikri. S	60	Fair
	Total	1452	
	Mean Score	72,6	Good

Source : SMPN 35 MAKASSAR

Based on the table 2 above in post-test, there were 10 students classified as good, 7 students classified as fairly good, 2 students classified as fair, 1 students classified as poor. The table 2 above show that the classification of the students based on the post-test of experiment class is 1452 and their mean score is 72,6. It show that students' vocabulary achievement is low before applied effectiveness using picture at SMPN 35 Makassar.

To know the mean scores analysis for reading comprehension test, the writer was calculated all score by used formula are as follows

2. Post – Test

X2 = 1452

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

$$\bar{X} = \frac{1452}{20}$$

$$\bar{X} = \textbf{72,6}$$

Table 3 : The Rate Percentage of the Students in Pre-Test

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	-	-
4	Fairly Good	-	-
5	Fair	4	20%
6	Poor	3	15%
7	Very Poor	13	65%
	Total	20	100%

Source : SMPN 35 MAKASSAR

Based on table 3 above, before the students were treated by effective using picture method at SMPN 35 Makassar, there were 13 student classified as very poor (65%), 4 students classified as fair (20%), and 3 students classified as poor (15%).

Table 4 : The Rate Percentage of the Students in Post-Test

No	Classification	Post – test	
		X2	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	10	50%

(1)	(2)	(3)	(4)
4	Fairly Good	7	35%
5	Fair	2	10%
6	Poor	1	5%
7	Very Poor	-	-
	Total	20	100%

Source : SMPN 35 Makassar

Based on the data at table 4 above, after applied using picture method at SMPN 35 Makassar, there were 10 students classified as good (50%), 7 students classified as fairly good (35%), 2 students classified as fair (10%), 1 students classified as poor (5%), and none of the students classified as excellent, very good and very poor.

The result of the post – test was higher than pre- test after the writer gave the treatment to the sample of the research. The writer concluded that by teaching using picture method was effective to improve students vocabulary at SMPN 35 Makassar.

Table 5. The Students' Means Score in Pre –Test and Post – Test

Pre - test (XI)	Post - test (X2)	Improvement
46,5	72,6	56,1%

Based on the table 5 above, it indicates that the students' improvement of the seventh grade students who taught through using picture at SMPN 35 Makassar was success because the result of the

mean score of the students' pre - test 46,5 and post - test 72,6. The effectiveness using picture in teaching English vocabulary at SMPN 35 Makassar 561%.

1. To know the students improvement score analysis for reading test, the writer used formula are as follows :

$$\% = \frac{X2 - X1}{X1} \text{ X 100}$$

$$\% = \frac{72,6 - 46,5}{46,5} \text{ X 100}$$

$$= 56,1\%$$

2. To know the significant between t-test and t-table for analysis for reading comprehension test, the writer was calculated by used formula are as follow :

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

X1   = 930

X2   = 1452

ΣD   = 522

ΣD²   = 15516

$$\overline{D} = \frac{\Sigma D}{N} = \frac{522}{20} = 26,1$$

$$t = \frac{26,1}{\sqrt{\dfrac{15561 - \dfrac{(522)^2}{20}}{20(20-1)}}}$$

$$t = \frac{26,1}{\sqrt{\dfrac{15561 - \dfrac{272484}{20}}{20(19)}}}$$

$$t = \frac{26,1}{\sqrt{\dfrac{15561 - 13624}{380}}}$$

$$t = \frac{26,1}{\sqrt{\dfrac{1973}{380}}}$$

$$t = \frac{26,1}{\sqrt{5,19210}}$$

$$t = \frac{26,1}{2,27}$$

$$t = \mathbf{11,49}$$

Table 6. The T-test Value in Students' Vocabulary Before and After Treatment

t – test	t-table	Comprehension	Different
11,49	1.812	t-test>t-table	Significant

The result of t-table value in English vocabulary indicated that the t-test value of vocabulary were greater that t-table value (11,49 > 1.812), this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (Hi) was accepted. It means that, in this research, automatically the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected.

Based on the result above, finally the researcher concluded that the effectiveness by using picture at SMPN 35 Makassar in teaching and learning process was effective to improve the students' reading comprehension.

B. DISCUSSION

This part describes about the effectiveness of picture in improving students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar. The part consist of the students' result in pre-test and post-test, the frequency and rate percentage of

students' score in pre-test and post-test and the t-test value and t-table value of the students' score in pre-test and post-test. The data is collected by applying three steps : they are pre-test, treatment and post-test. The pre-test is giving to the students before the treatment and the post-test is giving to the students after the treatment.

The pre-test conducted on 17th January 2014. The aim of pre-test is to know the students basic vocabulary before giving the treatment. After giving the pre-test, the writer did the treatment. The treatment conducted on 20th January 2014. After giving the treatment, the writer did the post-test. Post-test. Post-test conducted on 24[th]January 2014. The aims of post-test are to know the students' vocabulary after giving the treatment and to know the influenced of the treatment to the students' result.

In pre-test, the students still have low level of vocabulary. It can be seen by the students' score in pre-test. None of students got the excellent category, very good category, good category, and fairly good category. There were only 4 students (20%) got fair category, 3 students (15%) got poor category and the others got very poor category. Its show that most of the students of the seventh grade students at SMPN 35 Makassar are still low. In short, the students' basic vocabulary of the seventh grade at SMPN 35 Makassar is still low level.

The difficult that the students faced was they didn't know the meaning of the word, so that, they can match the word with the part of body. That's why the writer conducted the treatment, after the pre-test. In treatment, the writer tried to solve the students' problem (vocabulary) by explaining the words or translating the words that used in the part of human body, besides that the writer also gave explanations about the picture (part of the human body). In treatment also, the writer gave explanation about how to answer or how to do the questions well.

After giving treatment, the writer gave the post-test to the students by giving the same test with pre-test. The aim of the post-test is to know the students' result after giving the treatment. In fact, the students' result in post-test is higher than the students' result in pre-test, event thought, none of students got excellent and very good categories but the students' score in good category. It can be seen by the frequency and rate percentage of students' score in post-test, there were 10 students (50%) got good category and 7 students (35%) got fairly good category, 2 students (19%) got fair category, 1 students (5%) got poor category and none of students got very poor category. Event thought, there were some students still got the fair and poor categories but most of students' score is good. The data shows that there was students' improvement after giving the treatment. It means that, the use of picture is effectiveness in improving the students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar.

The students' improvement can also be seen by the mean score and standard deviation of students pre-test and post-test. The students' mean score in pre-test is 46,3 and the students' mean score in post-test is 72.6. It shows that the mean score of students' post-test. Is greater than the mean score of students' pre-test. It shows that, the students' standard deviation in post-test is higher than the students' standard deviation pre-test. It means that the students' vocabulary is better after giving the treatment. In short, picture is effectiv to use for improving the students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar.

Besides the students' score in pre-test and post-test, mean score and standard deviation, frequency and rate percentage of students' pre-test and post-test, the students' improvement can also be seen by the t-test value. Because of the sample of the research are students 20 students, so the level of significant that the writer used is 0,05. The previous chapter shows that the t-test value is 11,49 and t-table value is 1,812. It shows that, the students' result in pre-test and post-test of the research reach the level of significant. It means that the research that the writer has done by applying three steps, namely pre-test, treatment and post-test by using picture to improve students' vocabulary especially of the seventh grade students at SMPN 35 Makassar is success.

Based on the result of the research above, the writer can say that the students' vocabulary of the seventh grade students at SMPN 35 Makassar can be improved by using picture. In another words, picture is one of methods that can use in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with suggestion. The conclusion based on the findings and discussion while the suggestions are based on the conclusion

A.CONCLUSION

After calculate and giving explanations of the students' result of the research, the writer comes to the conclusions that focused to the students' improvement by using picture improving students' vocabulary of the seventh grade students' at SMPN 35 Makassar.

Some of the conclusions can be seen below :

1. The students' vocabulary was improved by using picture. It can be seen by the students' score in pre-test and psot-test.

2. The students' mean score in pre-test and post-test also improved. It can be seen by the value of mean score in pre-test and post-test.

3. The frequency and rate percentage of the students' score in pre-test and post-test. Also described that students' vocabulary before the treatment is still low and after giving the treatment, the students score is high.

4. The t-test value also shows that the students result reach the level of significant

B. SUGGESTIONS

Based on the conclusion above the writer suggestion as follow:

1. The use picture is success in improving students' vocabulary, especially of the seventh grade students at SMPN 35 Makassar. Therefore the writer suggests that picture is one of the reasonable methods that can use in teaching English, especially vocabulary skill in the classroom to the junior high school.

2. During the writer conducted the research by using picture improving students' vocabulary, the writer found that this methods was effectiv in improving students' vocabulary of the seventh grade students at SMPN 35 Makassar, because there was improvement of students' vocabulary. So that, the writer can says that picture is one of the effectiv methods in teaching vocabulary. Then, the writer suggest to the teachers to use picture in teaching English vocabulary.

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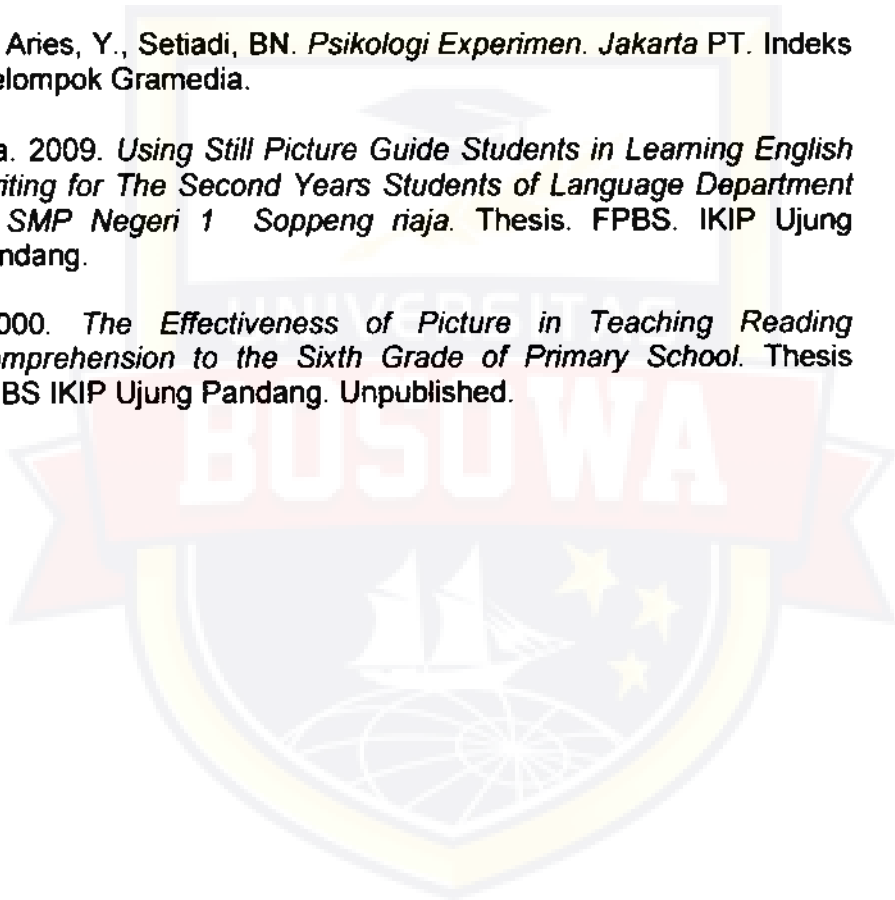
APPENDICES

Appendix 1. INSTRUMENT PENELITIAN

JUDUL : The Effectiveness of Using Picture in Teaching English Vocabulary at SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa di ucapkan terimah kasih.

Nama : ....

Nis : ....

Kelas : ....

Petunjuk Pengisian

1. Bacalah petunjuk dengan baik sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar !
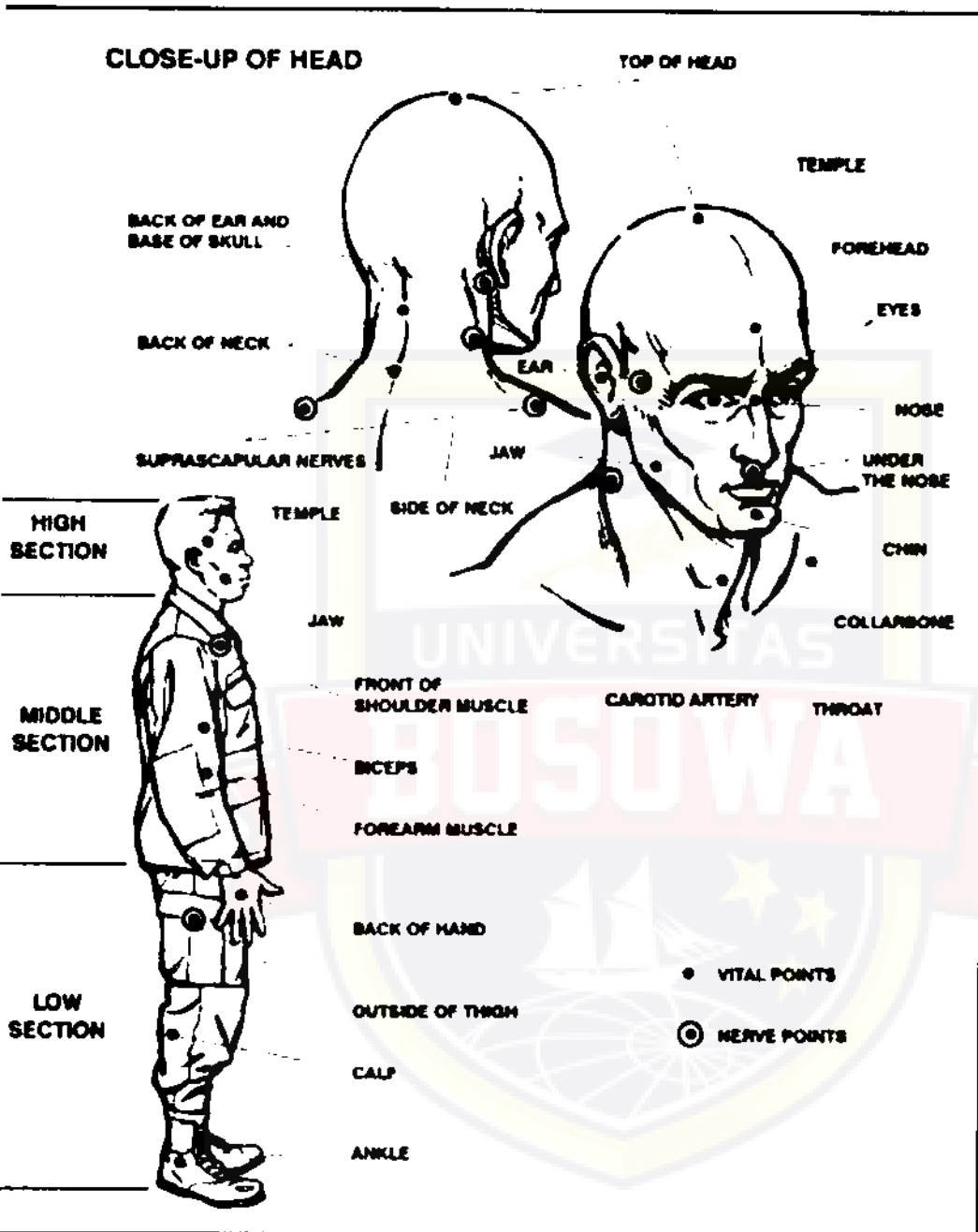
Figure 4-1. Vital targets.

Back of ear base of skull

Back of neck

Suprascapular Nerves

Temple

Jaw

Front shoulder Muscle

Biceps

Forearm Muscle

Back of Hand

Outside of thigh

Calf

Ankle

Side of Neck

14. Ear

15. Top of Head

16. Temple

17. Forehead

18. Eyes

19. Nose

20. Under the nose

21. Chin

22. Collarbone

23. Jaw

24. Throat

25. Carotid Artery

Appendix 2. The Students' Result in Pre-test

JUDUL: The Effectiveness ofUsing Picture in Teaching English Vocabulary at   SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Nadia Fitri Autra

Nis :

Kelas : VII 9

Petunjuk Pengisian

1. Bacalah petunjuk dengan baik sebelum anda menjawabnya.
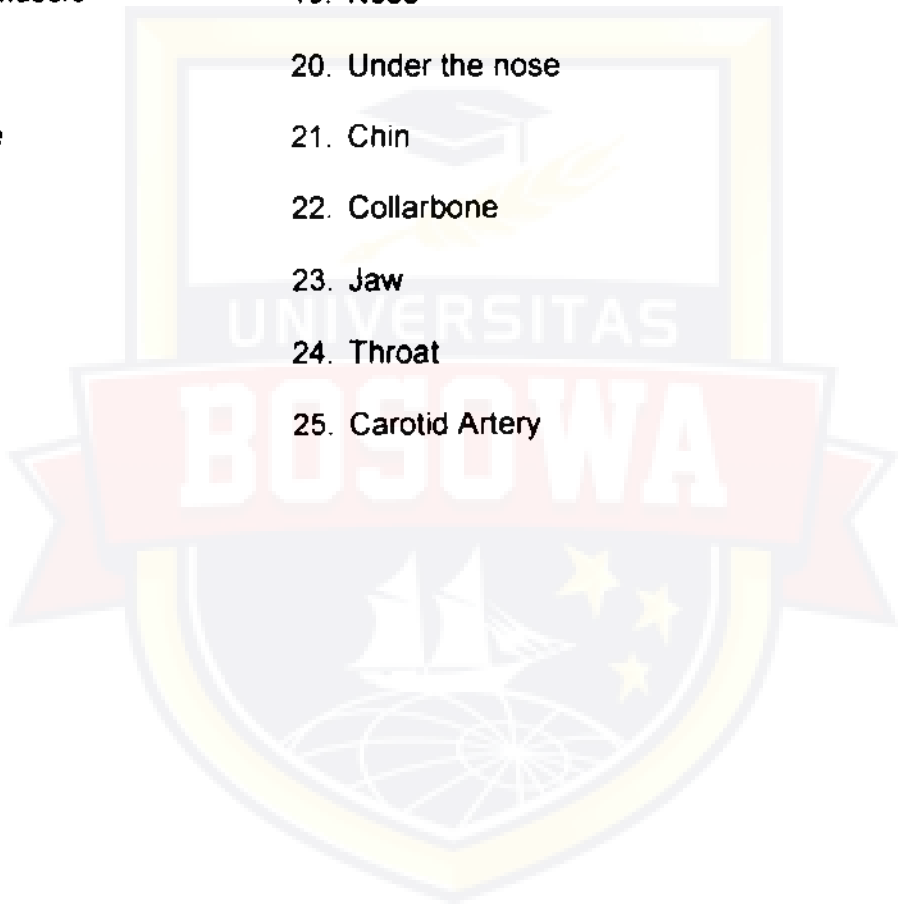
2. Jawablah dengan jawaban yang benar!

Match the parts of picture below with the correct word!

CLOSE-UP OF HEAD

2 Top of Head

Back of ear bone of skull

3 Temple

4 forehead

1

5 eyes

Neck

12

ear

6 nose

shoulder

13

7 lip

temple

15

8 chin

17 jib   14

HIGH SECTION

18 cheeks

9 collarbone

MIDDLE SECTION

19 front of shoulder muscle

11 carotin artery

10 throat

20 Biceps

21 Back of Hand

22 outside of thigh

LOW SECTION

23 Thigh

24 calf

25 ankle

B : 20

S : 5

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck
14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery

Students' Result in Pre-test

JUDUL: The Effectiveness ofUsing Picture in Teaching English
Vocabulary at SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi

   pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris

   Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini

   dengan jujur.

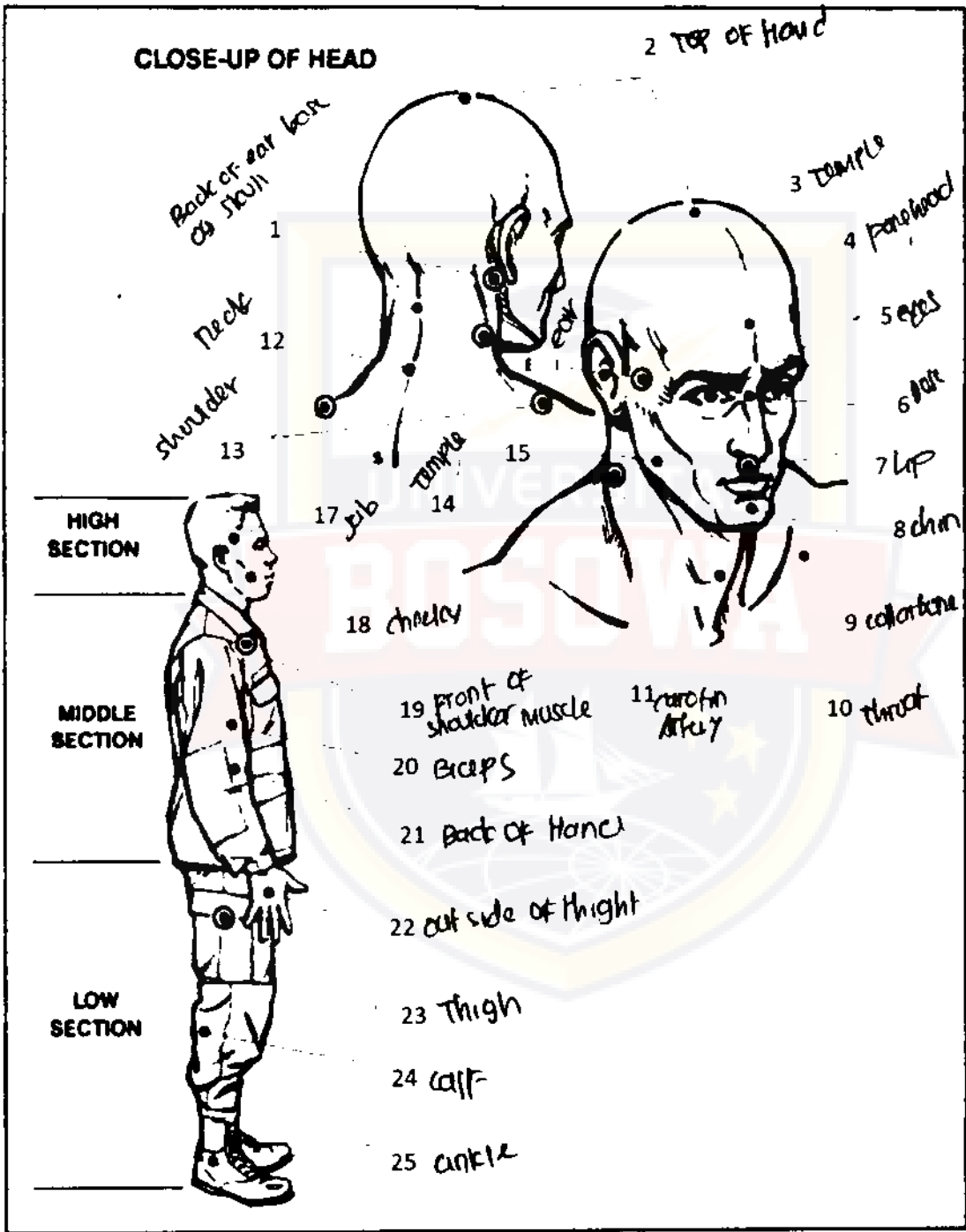3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Muh Rais

Nis : 0013919319

Kelas : VII 9

Petunjuk Pengisian

1. Bacalah petunjuk dengan baik sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

Match the parts of picture below with the correct word!

CLOSE-UP OF HEAD

2 Head

3 Temple

4 forehead

5 eyes

6 nose

7 lip

8 chin

9 shoulder

10 neck

11 carotid Artery

eat and skull bore 1

Back of neck 12

suprascapular nerves 13

14 side of neck

15 jaw

17 Temple

s

HIGH SECTION

MIDDLE SECTION

LOW SECTION

18 front of shoulder muscle

19 Biceps

20 forearm muscle

21 Back of hand

22 outside of thigh

23 thigh

24 calf

25 ankle

B : 19

S : 6

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck

14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery

Students' Result in Pre-test

JUDUL: The Effectiveness ofUsing Picture in Teaching English Vocabulary at   SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Arsyil Yusuf

Nis :

Kelas : VII G

Petunjuk Pengisian

1. Bacalah petunjuk dengan baik sebelum anda menjawabnya.
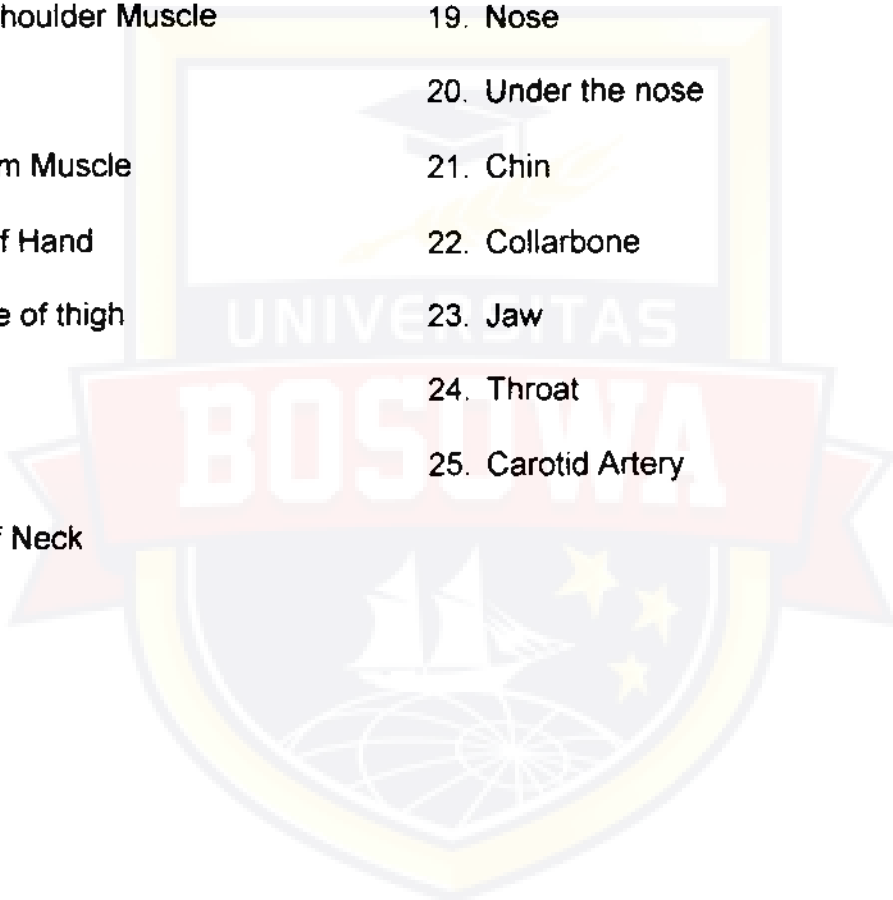
2. Jawablah dengan jawaban yang benar!

Match the parts of picture below with the correct word!

CLOSE-UP OF HEAD

2 TOP OF head

Bade of ear head
of skull
1

3 temple

4 forehead

5 eyes

6 Nose

back of neck
12

7 LiP

Suprascapular
nerves 13

8 chin

15 Jaw

HIGH
SECTION

17

14 side
of neck

18 Jaw

9 shoulder

MIDDLE
SECTION

19 front of shoulder
muscle

11 carotid
Artery

10 neck

20 Biceps

21 forearm muscle

22 Back of Hand

LOW
SECTION

23 outside

24 calf

25 Ankle
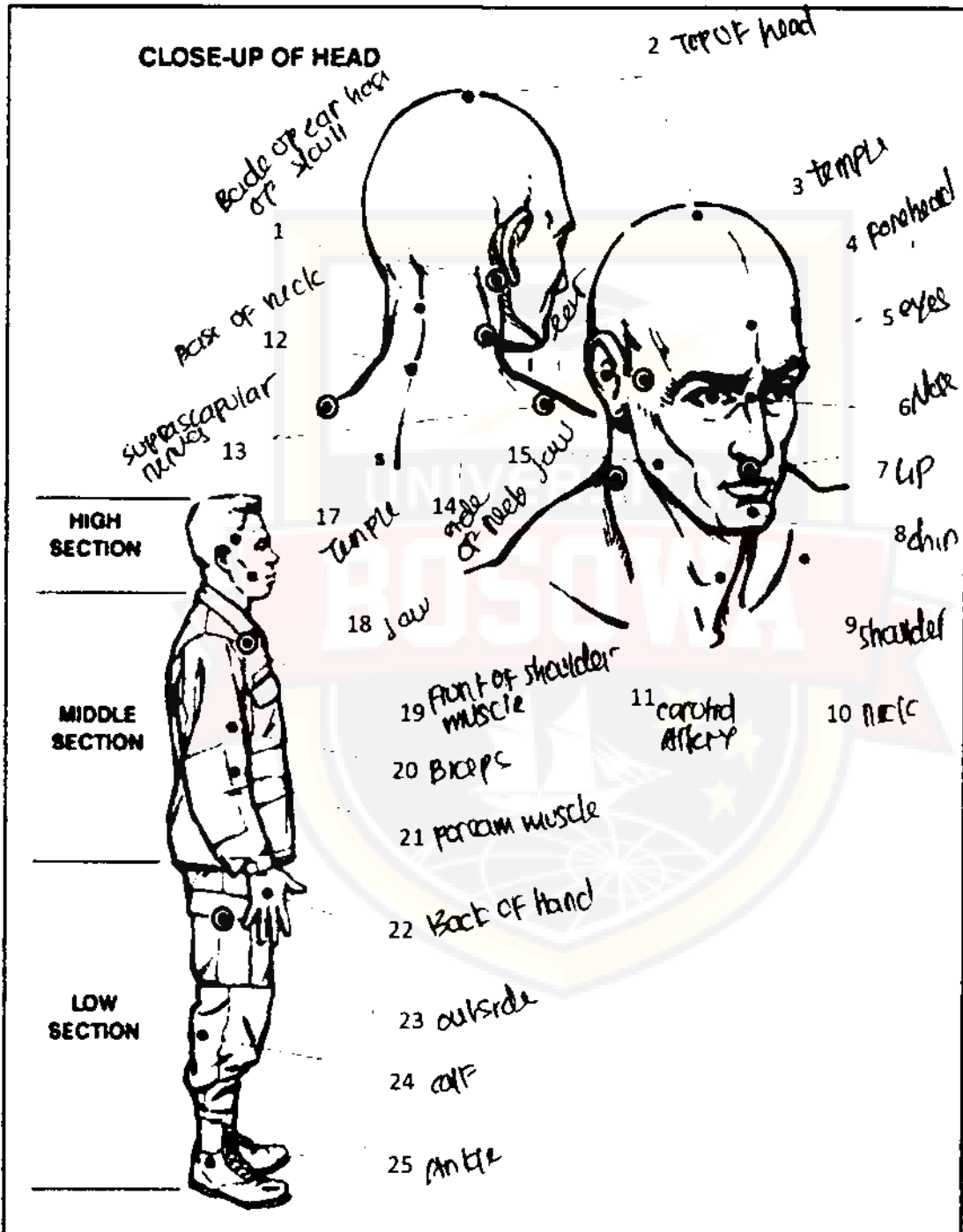
B : 16
S : 9

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck
14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery
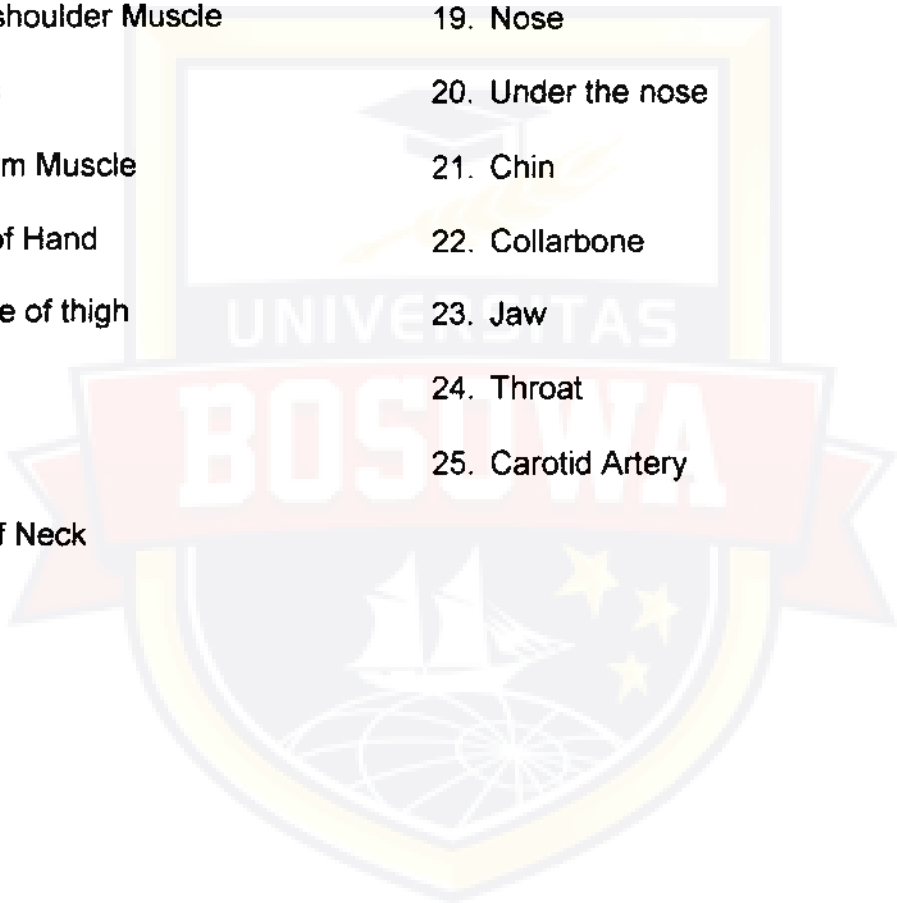
Appendix 3. Students' Result in Post- test

JUDUL: **The effectiveness of using picture in teaching English vocabulary at SMPN 35 Makassar.**

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Nadia Ftri Aulia

Nis :

Kelas : VII A

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

Match the parts of picture below with the correct word!

CLOSE-UP OF HEAD

2 Head

Back of ear bone og slow 1

3 Temple

4 forehead

5 eyes

Back of neck 12

shoulder 13

6 nose

7 lip

8 chin

17 jaw 14

15

HIGH SECTION

18 cheek

9 collarbone

19 front of shoulder muscle

11 carotid Artery

10 neck

MIDDLE SECTION

20 biceps

21 foream muscle

22 Hand

23 outside of thigh

LOW SECTION

24 cuff

25 Ankle

B : 20

S : S

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck
14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery

Students' Result in Post- test

JUDUL: The effectiveness of using picture in teaching English vocabulary at SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Muh Rais

Nis : 0018919314

Kelas : VII 4

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

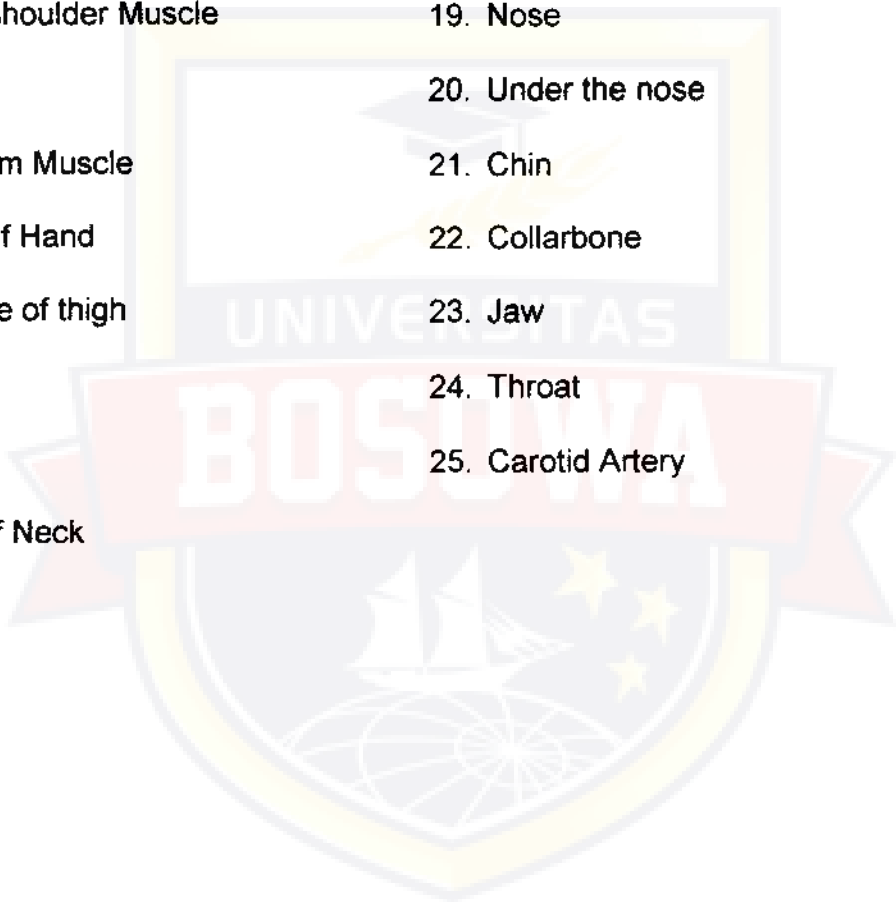**Match the parts of picture below with the correct word!**

CLOSE-UP OF HEAD

2 Top of Head

Back of ear base of skull

1

3 Temple

4 forehead

- 5 eyes

Back of Hand
12

ear

6 nose

7 under the nose

Suppcospular nerves, 13

15 jaw

8 chin

HIGH SECTION

17 Temple   14 side of head

9 collarbone

18 front of shoulder muscle

MIDDLE SECTION

19 Biceps

11 carotid Artery

10 throat

20 forearm muscle

21 Back of Hand

22 outsight of thigh

LOW SECTION

23 jaw

24 calf

25 anker

B : 18

S : 7

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck

14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery

Students' Result in Post- test

JUDUL: The effectiveness of using picture in teaching English vocabulary at SMPN 35 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Aisyil Yusuf

Nis :

Kelas : VII G

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
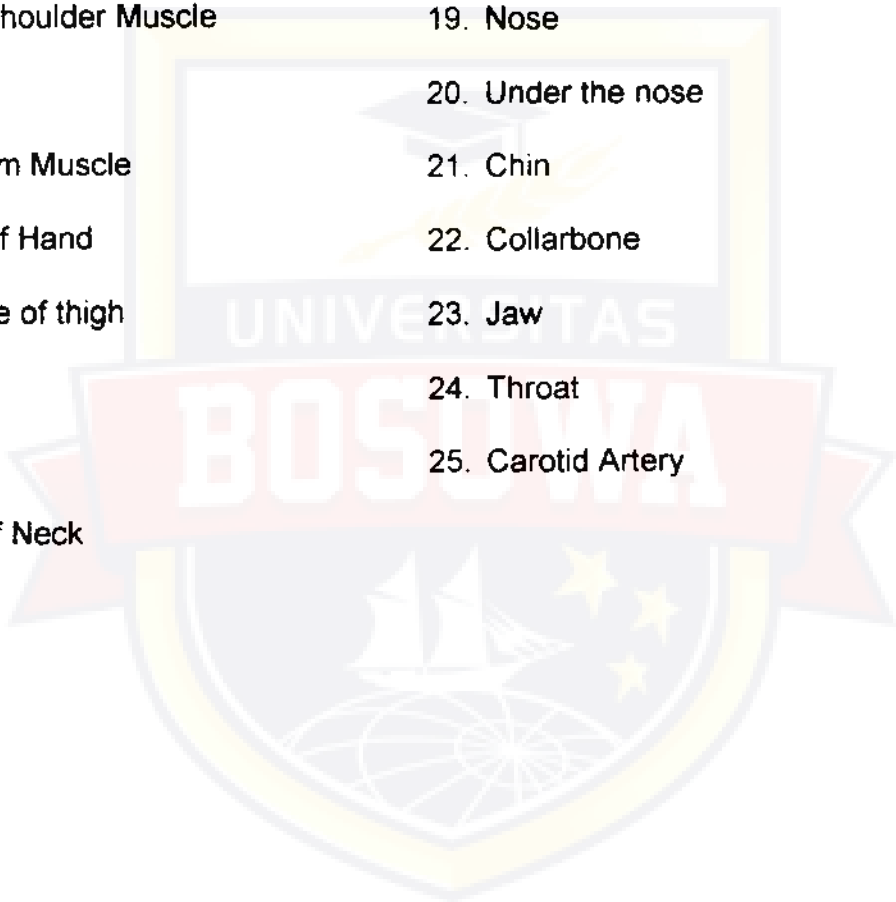
2. Jawablah dengan jawaban yang benar!

Match the parts of picture below with the correct word!

CLOSE-UP OF HEAD

2 Top of Head

Back of ear base of skull
1

3 Temple

4 forehead

5 eyes

Back of neck
12

6 outer nose

Suprascapular Nerver
13

7 nose

15

8 chin

17 Temple 14

9 collarbone

HIGH SECTION

18 Hand

MIDDLE SECTION

19 clar muscle   11   10 neck

20 Herain muscle

21 Back of Hand

22 Back of Hand

LOW SECTION

23 outside of thigh

24 calf

25 Ankle

B : 13

S : 12

1. Back of ear base of skull
2. Back of neck
3. Suprascapular Nerves
4. Temple
5. Jaw
6. Front shoulder Muscle
7. Biceps
8. Forearm Muscle
9. Back of Hand
10. Outside of thigh
11. Calf
12. Ankle
13. Side of Neck
14. Ear
15. Top of Head
16. Temple
17. Forehead
18. Eyes
19. Nose
20. Under the nose
21. Chin
22. Collarbone
23. Jaw
24. Throat
25. Carotid Artery

Appendix 4.The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name of Students'	Pre-test	Post – test	Gain D	D^2
(1)	(2)	(3)	(4)	(5)	(6)
1	Arsyil Yusuf	50	80	30	900
2	Mario	60	80	20	400
3	Nadia Fitri Aulia	50	80	30	900
4	Nova Indira	60	68	8	64
5	A.Nur Azairy	60	80	20	400
6	Fikri Meydianto	40	80	40	1600
7	Nurul Anisa	40	80	40	1600
8	Waldi	40	70	30	900
9	Syafiqah Usnah K	40	80	40	1600
10	Muh.Firdiansyah	50	80	30	900
11	Muh Rais	40	70	30	900
12	A.Nur Vikasari	40	68	28	784
13	Asrul Abdullah	40	68	28	784
14	Derosi Samuel	40	68	28	784
15	Sukriadi	40	50	10	100
16	Johan. A	40	60	20	400
17	Aidela Ramadhany	60	70	10	100
18	Hendra Gunawan	60	80	20	400
19	Fadhil Harezky	40	80	40	1600
20	Fikri. S	40	60	20	400
	Total	930	1452	522	15516
	Mean Score	46,5	72,6	26,1	775,8

Appendix 5. The Distribution of Critical Values-t

df	Level of Significance					
	(1)	(2)	(3)	(4)	(5)	(6)
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	**1.812**	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

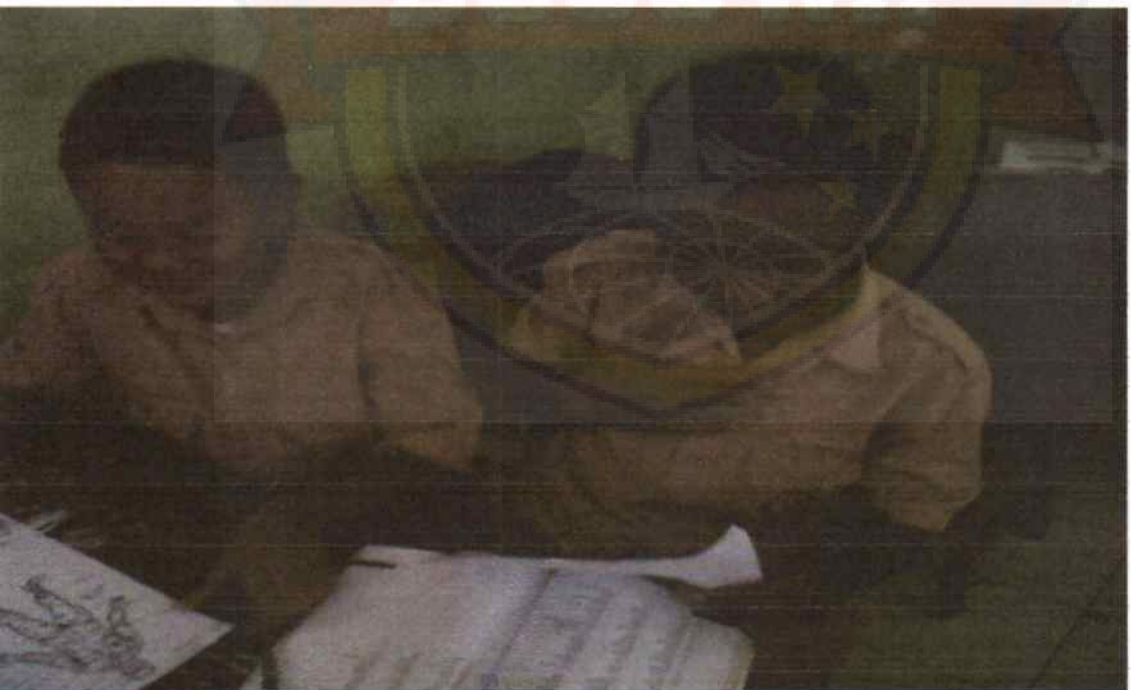http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).

NDIX 6. PICTURE OF THE STUDENTS ACTIVITIES

Students' activities in pre-test (doing the test)
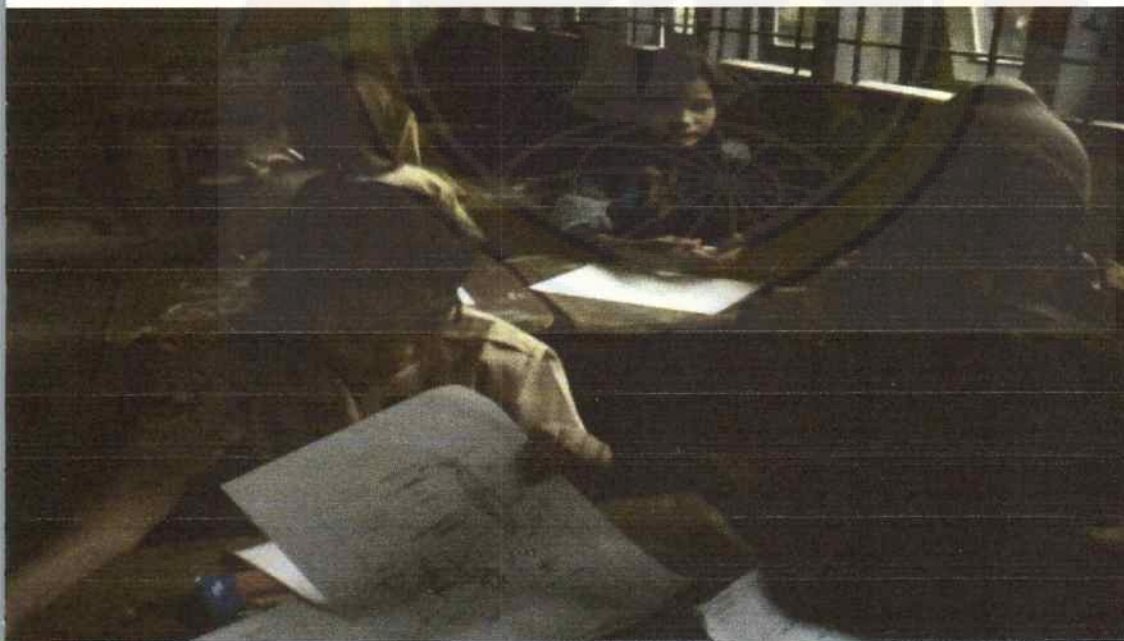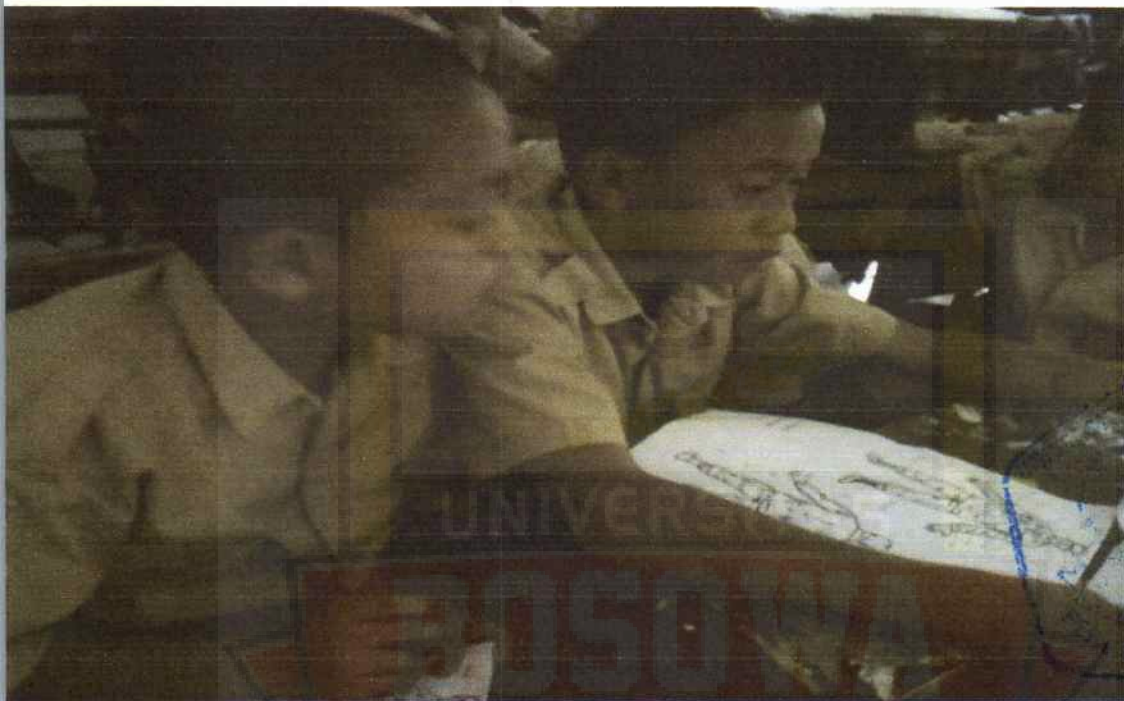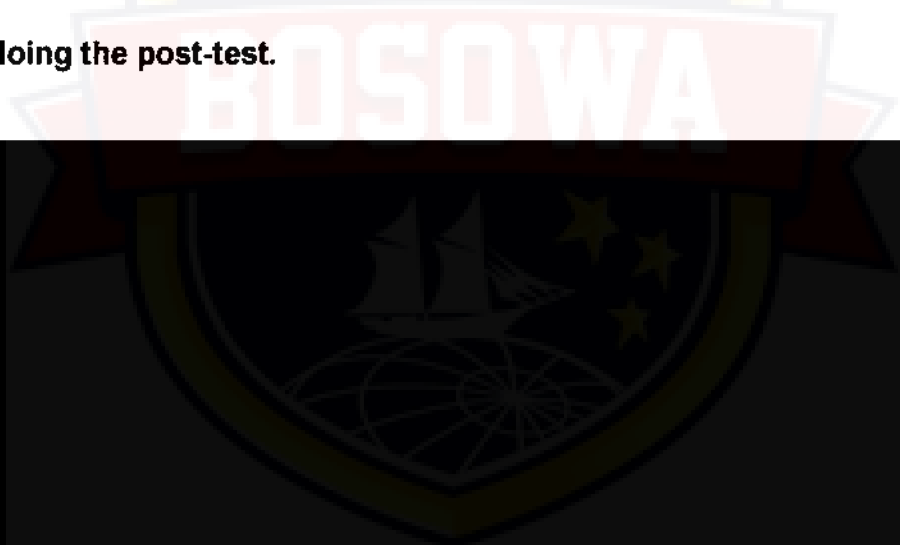
udents was doing the pre-test

udents was doing the post-test

udents were doing the post-test.

udents were doing the post-test

Appendix 7

<center>LESSSON PLAN</center>

Nama Sekolah   : SMPN 35 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII 4

Standard Kompetensi : Mengungkapkan makna dalam percakapan

                           transaksional dan interpersonal sangat sedrhana

                           untuk terinteraksi lingkungan terdekat.

Kompetensi Dasar   : Merespon makna gagasan yang terdapat dalam

                           teks lisan fungsional pendek sangat sederhana

                           secara akurat, lancar dan berterimah untuk

                           berinteraksi dengan lingkungan terdekat.

Indicator   : Mengindetifikasi makna gagasan dalam teks lisan

                           fungsional pendek berupa intruksi

Alokasi Waktu   : 2 X 40 Menit

    A. Tujuan pembelajaran

       -   Siswa dapat merespon interaksi yang tepat

    B. Materi Pembelajaran

       -   Vocabulary (Noun,Verb,Adjective)

C. Metode Pembelajaran

- Human Body

D. Langkah-langkah pembelajaran

1. Kegiatan awal

   - Menyapa Siswa

   - Mengabsen Siswa

   - Menjelaskan tujuan pembelajaran

   - Memotivasi siswa

2. Kegiatan inti

   - Menjelaskan vocabulary yang berhubungan dengan materi

3. Kegiatan akhir

   - Menanyakan kesulitan yang di hadapi siswa

   - Menyimpulkan materi pelajaran

   - Menugaskan siswa menggunakan ungkapkan yang di

     pelajari dalam situasi yang sebenarnya.

E. Penilaian

   A. Pedoman penilaian

   Jumlah skor maksimal keseluruan 100

BIOGRAPHY

Megawati , was born in Carawali on May 12th 1992. She was only child. Her father's name is Aris and her mother's name is Darwati. She started her kindregarden at Dharma Wanita Passeno in 1998 and graduated in 1999. After that, she start her elementary school at SD Negeri 2 Passeno in 2004, Junior High School at SMP Negeri 3 Baranti, then Senior High School 2 of Panca Rijang (Rappang) and graduated in 2010. After that, in 2010 she decided to continue her study to English Education Department of Faculty Teachership and Educational Science University 45 Makassar, S1 program.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 35 MAKASSAR

at: Jl.Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 4771493 Makassar-90245.

SURAT KETERANGAN PENELITIAN
No : 800/026/SMP 35/ I/2014

nda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

N a m a	:	**Megawati**
N I M	:	4510101088
FAK/PROG/Jurusan	:	FKIP/Bahasa Inggris
Pekerjaan	:	Mahasiswa

bersangkutan tersebut diatas telah selesai melakukan penelitian di SMP Negeri 35

ari tanggal 17 s.d. 24 Januari 2014 dengan Judul Skripsi :

HE EFFECTIVENESS OF USING PICTURE IN TEACHING ENGLISH

VOCABULARY OF SMP NEGERI 35 MAKASSAR ''.

urat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana

Makassar, 23 Januari 2014

Kepala Sekolah

Syarifuddin, S.Pd., M.Pd.
angkat : Pembina
N I P   : 19700627 199803 1 014