THE EFFECT OF STUDENTS' VOCABULARY THROUGH IDENTIFY PICTURE OF THE SEVENTH GRADE STUDENTS AT SMPN 35 MAKASSAR

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PAGE OF APPROVAL

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PERNYATAAN

Dengan ini saya mengatakan bahwa skripsi dengan judul The effect of Students' Vocabulary Through Identify Picture of the Seventh Grade Students at SMPN 35 Makassar beserta seluru isinya adalah benar benar karya saya sendiri, bukan hasil plagiat. Jika ditemukan perbuatan yang menyimpang dari penyusunan in, termasuk klaim dari pihak lain terhadap keaslian karya ini maka saya siap menanggung risiko / sanksi.

Makassar, 2 Maret 2015

Yang membuat pernyataan,

TANGNGIRAU

ABSTRAK

Tangngirau**.** 2014. *The Effect Of Students' Vocabulary Through Identify Picture Of The Seventh Grade Students at SMPN 35 Makassar*. Program Studi pendidikan Bahasa Inggris (di bimbing oleh Herman Mustafa. and St. Haliah Batau).

Penelitian ini bermaksud untuk mengetahui tingkat kemampuan kosakata siswa mengidentifikasi gambar. Penelitian ini menggunakan metode percobaan yaitu dengan memberikan gambar kepada siswa kemudian siswa menulis dan menjawab soal yang telah diberikan.

Penelitian ini dilakukan dengan Memberikan pre–test, treatment and post–test. Subjek penelitian adalah siswa - siswa kelas VII-9 SMPN 35 Makassar yang berjumlah 30 siswa.

Hasil analisis bahwa penggunaan gambar dapat meningkatkan kosakata siswa. Pada (pre-test) nilai rata rata siswa kurang dari 50 dan dikategorikan tergolong rendah. Sedangkan nilai rata rata siswa pada post – test meningkat menjadi 70. Dengan demikian, maka dapat di simpulkan bahwa metode identifikasi gambar dapat meningkatkan kemampuan kosa kata siswa SMP Neegeri 35 Makassar.

Keywords : effect, Vocabulary, vocabulary, identify, picture.

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Special thanks to my beloved parents, brothers, sisters, and Elsy po'nya who always give their materials, prays, motivation and moral encouragment for the coompletion of the writer's study. Also to all friendship English education department.   All the people who have helped the write to finish her study that writer can not mention one by one.

Writer's hope, all the help , guindances , encouragement, and sacrifice that has been given by various parties that allow the completion of this research proposal, worth worship and get a double reward from Allah Amin.
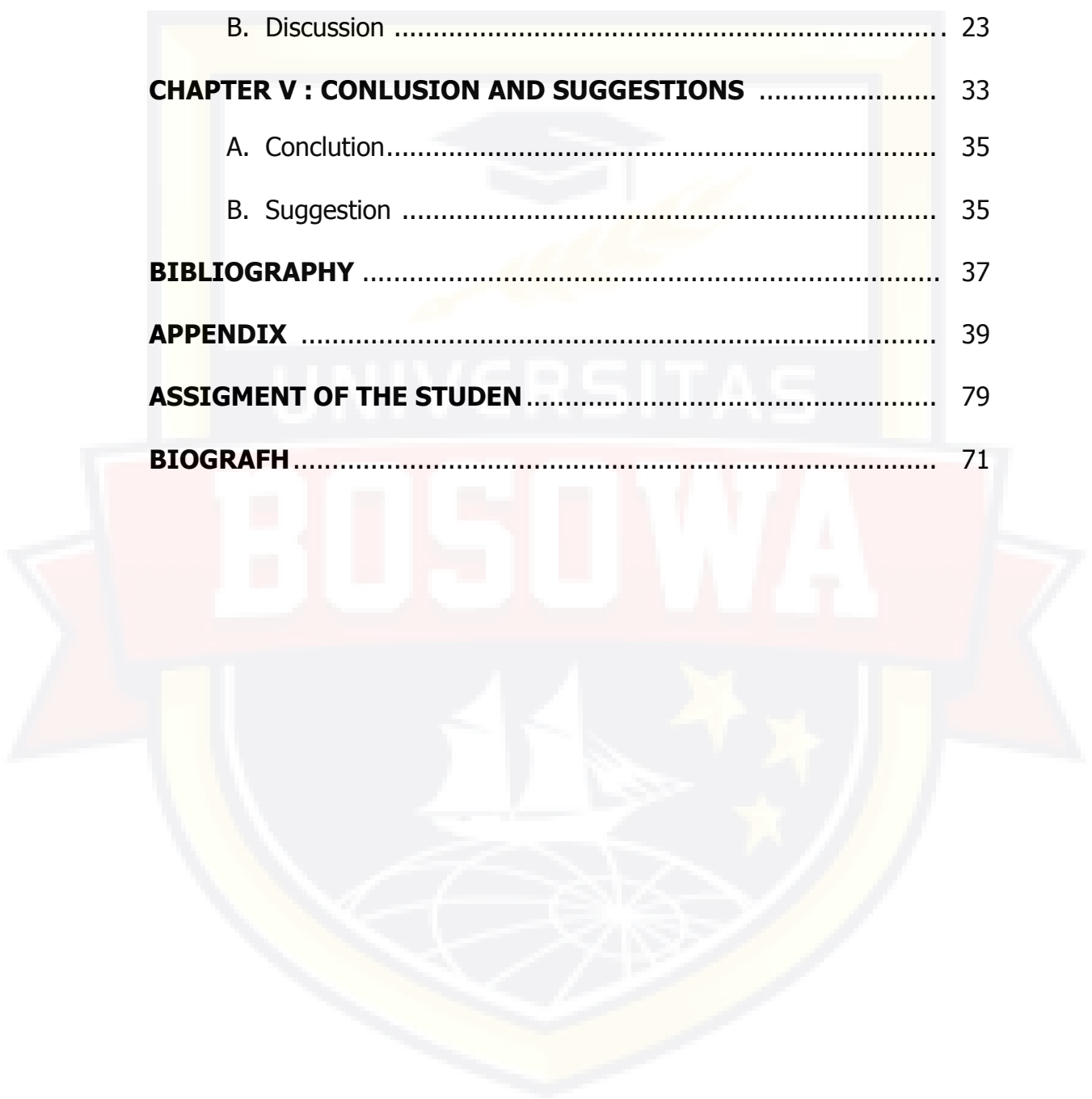
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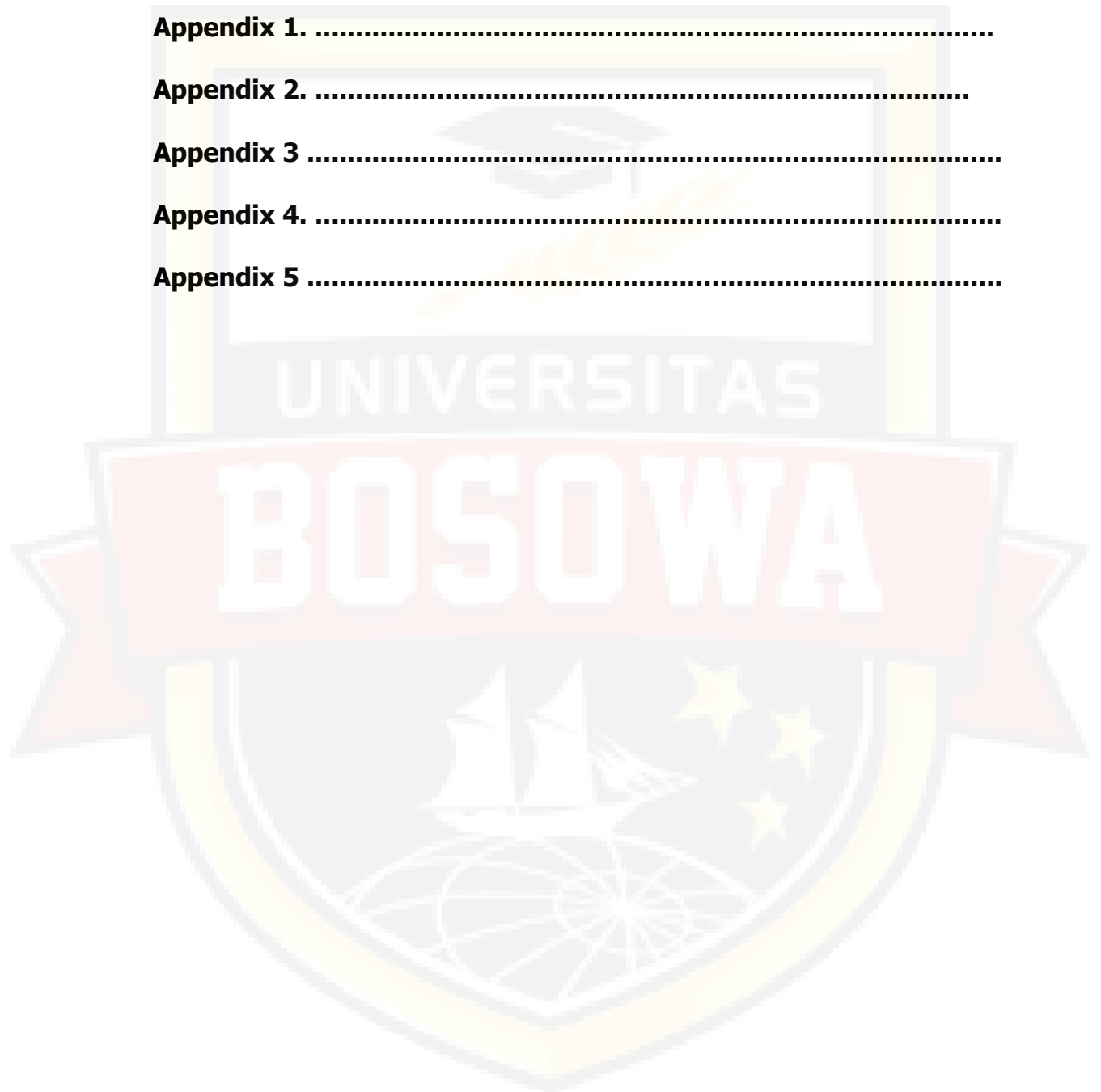The Writer

TANGNGIRAU

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CHAPTER I

INTRODUCTION

There are some points in this chaptherwhich is the writer explain, the are backgroud, statetments of the problem, objective of the research, adventage of the research, scope of the problem, significance of the reseach

A. Background

English is a popular language in the world. As an international language, English has an important role in doing communication with native speaker. In Indonesia, English has a good position as foreign language. English has been though in every level of school to support the students' understanding the material which is writing in English. By looking out of this reality, English has a significant role enlarging the knowledge of Indonesians' students.

In other to get success in learning English, the Indonesian learners must have a good interpretation not only to the meaning but also the purpose of utterance they have heard or spoken by narrative speakers.

One of the language elements that are very important in mastering English is vocabulary. The important of vocabulary is to support the mastery of English skills; they are listening, reading,

reading, speaking, and writing. Vocabulary is needed to convey what people wishes to say that organized by grammar. The ability to communicate with our social needs much vocabulary.

Teaching vocabulary as foreign language classroom is not easy. Maybe some of students like to study, but some of them are possibly not. Therefore, the teacher has to motivate all of them to have some perception about the importance of English today. They should be learning English vocabulary because it will help them to understand English easily both spoken and written.

Most of the students are still poor of vocabulary, some researchers found that students experienced many difficulties in expressing their ideas the ideas to or from someone and catching the words from native speakers because of limited vocabulary.

There are some reasons why the students should be study the vocabulary. Learning vocabulary has a strong impact on students' comprehension of what they are reading. High frequency of word lists help students to read, write, and speaking as soon as possible in their school career. The more words that students recognize automatically have a big influence to their level of reading fluency and comprehension.

Based on some reasons above, The writer will try to solve the problems, especially of the seventh grade students at SMP 35 makassar. So that, the writer select the title "Improving Students'

Vocabulary through Identify Picture of the Second Grade Students at SMPN 35 Makassar".

B. Problem Statement

Referring to the background above, the Writer formulated the main problem of the research: Does the use of identify picture can improve the students' vocabulary of the seventh grade students at SMPN 35 Makassar

C. Objective of the Research

The objective of the study is to find out the level of student vocabulary and how many students' vocabulary by identifying picture of the seventh grade students at SMP 35 Makassar

D. Significance of the Research

Some significances of the research:

1. The students, especially the seventh grade students at SMP 35 Makassar have a good vocabulary. Beside words, the students have many words that can help them to construct the sentence for communicating.

2. The Teacher are expected to use pictures as media in teaching vocabulary, because by using pictures, the students not only read

or hear the word but they also can see the thing that the teacher means.

E. Scope of the Research

This research is limited by the use of identifying picture in improving students' vocabulary of the seventh grade students at the SMPN 35 Makassar.
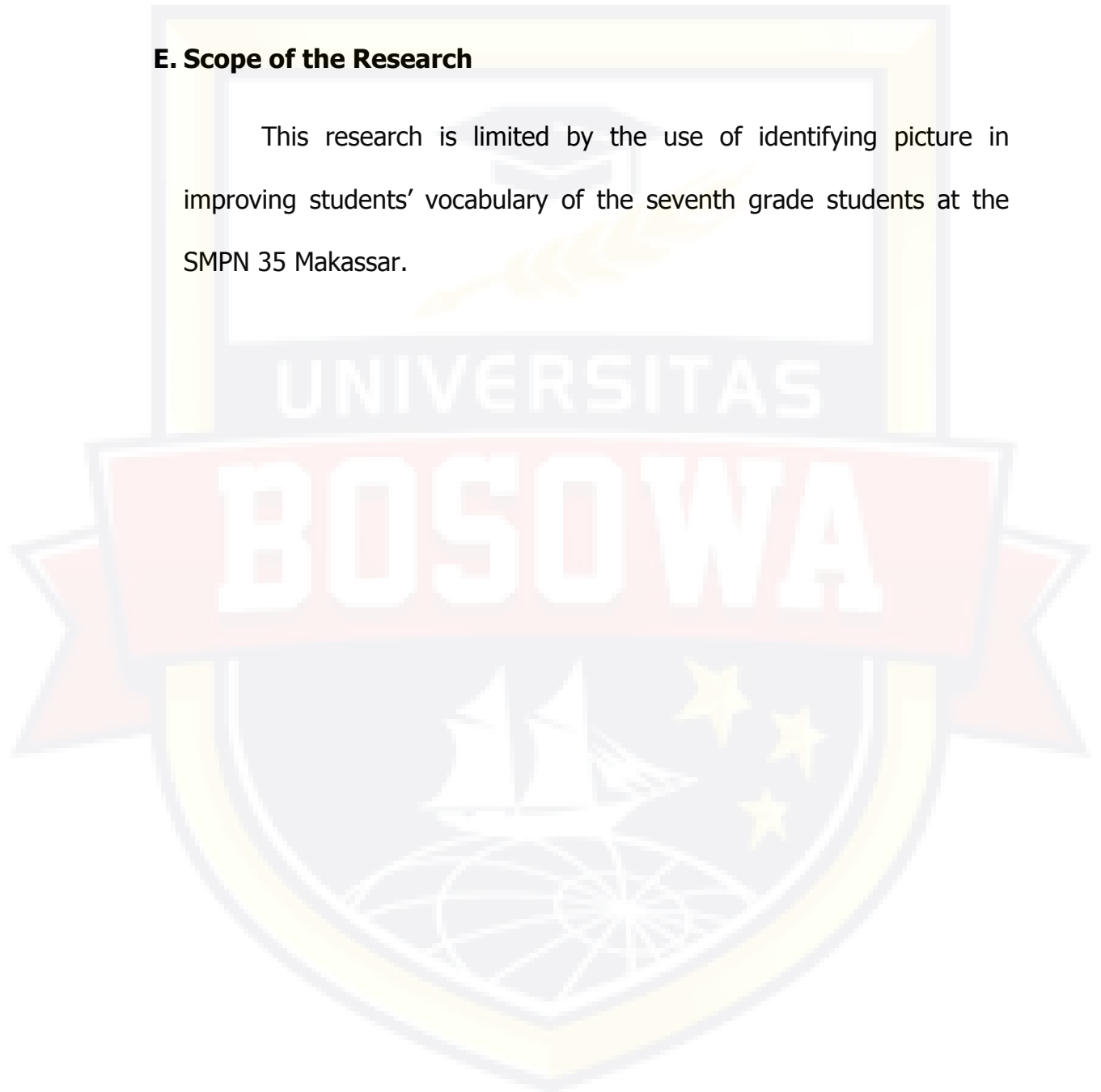
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the literary involves the previous related findings, and theories related to the vocabulary and picture, and theoretical framework and hypothesis.

A. Previous of Related Literature

1. The Concepts of Vocabulary

a. Definition of vocabulary

Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. According to Webster's New School and Office Dictionary (1958 : 818) Vocabulary is a collection words of a language, science, etc, arranged alphabetically and explained; number of words a person uses in speech or writing.

Based on the definition of these five sources, vocabulary is a team of words that has in a language that categorizes or characterize the language it self. Vocabulary is not merely a word but it also a meaning of the words that other people need to know and understand.

1.) Vocabulary is the context and function of words in language which are learned so roughly that they become a part of child's understanding speaking, letter reading and writing vocabulary.

1) Vocabulary is the words that have meaning when heard and seen even though not produced by the individual him or herself communication with others.

2) Vocabulary is the total numbers of words that make up the language.

3) Vocabulary is the words with their meanings.

According to Good (2002: 62) vocabulary is the contect and function ofwords in language which are learned thoroughly, so that they become a part of child's understanding, speaking, reading letter and writing letter.

b. **The importance of vocabulary learning.**

Gains and Redman (1986 : 154)concluded that by the learning vocabulary , the learners can recognized comperhen the context of reading, listening, material and later as productively as the learners can recall and use them appropriately in speech and writing in this case, the statement noted by Legget (1992) that by vocabulary the learners can recognized all the word in written and oral context and finally they can used them daily in speaking.

c. **Type of vocabulary.**

Vocabulary is the stock of lexical items in a language for the teaching and learning actives. Related to the definition above, there are two kinds of vocabulary, namely receptive and productive skill.

Receptive vocabulary refers to the words or lexical items which can be recognized and comprehended in the context of reading, while productive vocabulary refers to words that use in writing and speaking.

According to Schalt in Nurmala (2005 : 33) every person has three types of vocabulary, they are:

1. Active vocabulary is the words that customrily use in speaking.

2. Reserved vocabulary is the words that we know but we rarely use them in writing letter

In addition, Harmer in Ahmad (1991:82) states that stock of the lexical can be divided into two kinds, they are:

1. Receptive (passive) vocabulary refers to words or lexical items which can only recognized and comprehen in the context of listening and reading materials, but they will probably not be able to produced in speaking and writing.

2. Productive vocabulary refers to words which we recall and recognized to use appropriately in speaking and writing.

d. **Selecting vocabulary**

One of the problems of vocabulary teaching is how to select the words to teach. There are some principles in selecting words for teaching. According to Harmer (1991:159)

1. Teaching more concrete words. It means the words that the students can see or imagine or the thing that familiar to the students. So that, they can identify the things that the teacher mean. For example: house, tree, car, etc.

2. Frequency

We can decide which the words we should teach on the basic of how frequently the word is used by the speaker of language. The words that are commonly used we should teach firstly. In order to know which the words are most frequently, we can see the list of words, read in the English book or listen to a lot of English conversations.

e. **Principles in teaching and learning vocabulary**

In relation to the teaching vocabulary, Wallace (1996:22) there are some principles of teaching and learning vocabulary, they are:

1. Aims

Learning vocabulary means learning the words of the language, and learning the words of language means learning everything about the words such as the pronouncation, the writing, and the meaning.

2. Quantity

In teaching vocabulary, the teacher has to calculate the number of words to teach and master by the students at the time. Teaching too large words to the students will not be effective to the students, who are low in words or vocabulary. Therefore, the teacher has to think and compare the words to teach to the students that the quantity of words suit both of the high and low level of the students. so that, the teaching and learning will be effective.

3. Need

The teaching vocabulary requires the teacher to select and teach only the words that are important or need by the students. In other words, the vocabulary selection must be satisfy and suit to the learners' need to use in communicating each other.

f. **What students need to know ?**

There are some vocabularies items that the students need to know, they are:

1. Letter

The first thing that the students need when they want to know the vocabulary is how the letter of the word. Because there are some students say that the difficult of English is the difference between pronunciation and the letter of the words.

2. Pronouncation

Pronunciation is the important thing when the students want to have a good communication. A correct or a good of pronunciation helps the students to make the listeners understand what they are saying.

3. Meaning

After the students know about the letter and pronouncastion, the students also have to know the meaning of the words. It will make them easily to know what the related words to use in the condition.

g. **How to learn vocabulary ?**

As a speaker, the students have to have many vocabulary, so that, they have to learn them. There are some techniques in learning vocabulary.

According to Rivers in Jurmawati (2008 : 14) we can't teach vocabularies, but we just describe, present and explain the form, the content, and the use of it in all of activities, place, and times. It should be learned individually, because the different individual will have a different command of concept and number of vocabulary. Event thought, the vocabulary can't be teaching but there are some stage about how to teach vocabulary:

1. First stage

Let the students look at several words that introduced, textbook or the words that representing noun, verbs, adjective and another kinds of words such as preposition, conjunction, articles, and auxiliary. In some classes for beginner, teacher use all these ways to explain meaning of vocabulary, they are :

a. By showing picture

b. Explain in the students' own language

c. Definition of simple English, using vocabulary that the students already know.

Besides some ways above, we can also use the real objects such as car, house and the human and all of the things that may be present in the classroom.

According to Cowlindarson in Yusriani (2007:13) there are also some general procedures for teaching vocabulary:

1) Select the important new words and phrase.
2) Explain the words carefully through the clear illustration or demonstration.
3) Ask the students to repeat the words or the phrase.

B. Some Concepts of Picture

1. What is picture

There are some definitions of pictures

According to Brown (1993: 1095) definitions of picture are:

a. The art or process of pictorial representation; painting and drawing.

b. Painting and drawing collectively

c. A flat or surface representation of something that visually resembles it or is meant to evoke; a painting, drawing, a photograph.

d. A portrait, now esp. a photograph of a person or group.

e. A person strongly resembling another ; the image of a person.

f. A beautiful or picturesque person or thing.

g. A mental image or impression of something ; a concrete illustration.

h. A vivid written or spoken description.

i. A visible image produced by an optical or electronic system.

According to Hornby (1974:8: picture is pictorial representation of individual painting or drawing. While according to Latuheru (1988: 17) picture is photograph or something that indicated people, thing or concept.

According to Urdang and Flexner(1974: 104) picture is the representation of person, object or scene as a painting or photograph.

2. Types of picture

a. Picture of single objects

- Pictures of place

- Pictures of person

- Pictures of fantasies

- Pictures of map and symbols

3. Why Picture

There are many ways that the teachers can use in teaching English, especially in teaching vocabulary to help their students in developing their ability. One of the ways is using picture. Because of

using picture, the students not only imagine the words that the teachers are teaching but they also can see the thing that the teacher means. So that, the students can remembers the words.

4. The Advantage of Using Picture

There are some benefits of the media picture that the researcher has are:

a. Picture can helps the researchers to solve the students in teaching vocabulary, because the researcher cannot bring the real material so the classroom to teach vocabulary.

b. Picture helps the students to memorize easy and always remember it.

c. The students to get wrong perception of the vocabulary but they will get real and understand the vocabulary.

d. They are easily manipulated.

According to Gerlach and Ely (1990: 277), the advantages of using picture :

1. Picture is inexpensive and widely available.

2. The visual details make to possible and misconceptions.

3. The visual details make to possible study subject which would otherwise be impossible.

4. Pictures help to focus attention and develop critical judgment.

According to Wright (1989 : 3) there are some advantages of using picture :

1. Easy to prepare

2. Easy to organize

3. Interesting

4. Meaning and authentic

5. Inefficient amount of language

5. The Advantage of Using Picture

According to Finacchiaro Urbanus (1988 : 2) a file of pictures of both individual objects and situation:

a. Motivating learning

b.

c. Clarifying words and concept

d. Reducing learning associating sound and concept without lengthy explanation

e. Making varied practice possible

C. Theoretical Framework

This research is about teaching of vocabulary by using picture method, and the focus of this research is using picture to improve students' vocabulary at seventh grade students of SMPN 35 Makassar.

In this method to inproving the students' vocabulary, The writer fokus fron the T eacing Englist, vocabulary, picture , analyis and findint the students' vocabulary.

The framework of the method.

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┌─────────────────────────────┐
│     TEACHING ENGLISH        │
└─────────────────────────────┘
              │
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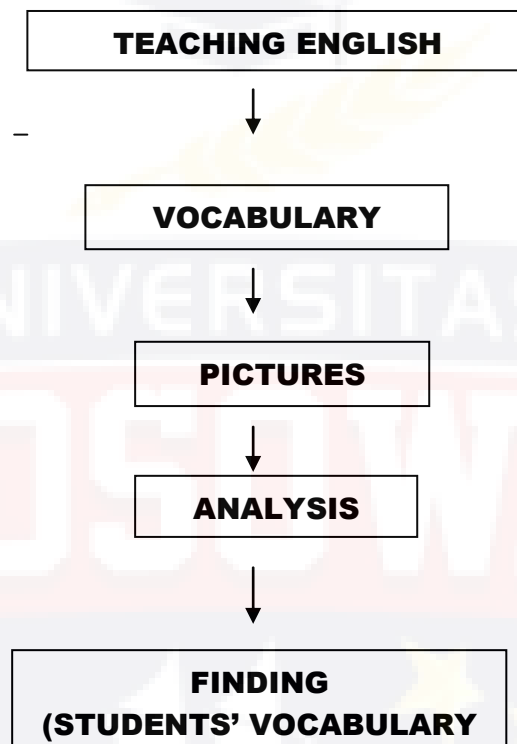
D. Hypothesis

The use of identify picture can improve the students' vocabulary of the seventh grade students at SMP Negeri 35 Makassar

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, research variable, population and sample of the research, instrument of the research, procedure of collecting data, and technique of the data analysis.

A. Research Design

This research employed pre-experimental research design involving a single group design. It consisted of pre-test followed by treatment p ost-test. The design written as follows :

T1	X	T2

Notation:

T1 : Pre-test

T2 : Post-test

X : Treatment by using pictures

B. Research variable

The variables of the research consist of independent variable and dependent variable. Independent variable is the use of identify picture and dependent variable is students' vocabulary.

C. The population and sample

1. Population

The population of this research is the seventh grade students of SMPN 35 Makassar The total of population is 204 students which consisted of six classes.

2. Sample

This Research applied total random sampling technique. The Writer will chosed one class as the sample. Namely class VIII-9 the total of sample is 30 students

D. Instrument of the Research

In this research, the Writer used test as instrument for collecting data. This test consist of match the picture with the vocabulary.

E. Procedure of Collecting Data

The data collected for twice through pre-test and post-test. The data at pre-test take before the treatment, while the data at post-test took after giving the treatment to the students. The procedure of the collecting data can be seen in the following:

1. Pre-test

For the first meeting, the Writer a give the test to the students without give them explanation. It is about 10 kinds of pictures. It lasted for 2 x 45 minutes. The activities in pre-test are :

- The Writer distributed the students' sheet which consist of the 15 questions.
- The Writer a give the time to the students to do the test and the Writer as controller.
- The Writer collected the students' sheets.
- The Writer did the assessment.

2. Treatment

In the treatment, the researcher a give explanation to the students related to the test. The activities in treatment are :

- First , the Writer explained the test.
- The Writer explained every picture to the students.
- The Writer asked the students' about the material.

3. Post-test

After giving the treatment, the Writer applyed post-test by giving the same test to the students. the aim of the test is to know the influence of treatment to the students' result. In short, whether or not the treatment can improve students' vocabulary.

F. Technique of the Data Analysis

The data collected though the test, and analyze. Some steps of data analysis are follows :

1. Scoring the students' answer by using the following formula :

$$\text{Score} = \frac{Student's\ Correct\ Answer}{Total\ Number\ of\ test}\ x\ 100$$

2. Classifying the students' scores

    The students' score are classifying into six levels as follows :

    - Score 91 – 100   =   excellent
    - Score 81 – 90   =   very good
    - Score 71 – 80   =   good average
    - Score 61– 70   =   average
    - Score 51– 60   =   poor
    - Score 40–50   =   very poor

3. Calculating the students' score of the vocabulary ability

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

    Where : X : Mean score

    ΣX : Total of individual score

    N : Total number of individual score

    (Gay, 1981:41)

4. Rate percentage of the students' vocabulary achievement

$$\% = \frac{F}{n}$$

Where: % : Percentage

F : Frequency

N : Total respondentt

(Ridwan, 2003:41)

5. Finding out the significant difference between the mean score of the

pre-test and post-test by calculating the value of test. the following

formula :

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

Where: $\overline{D}$: Mean score of deviation

$\sum D$: The total number of difference

N : Total number of student

(Gay, 1981:330)

6. Calculating standard deviation of pre-test and post-test

$$SD = \sqrt{\frac{\sqrt{\sum X^2 - (\sum X^2)}}{N}}{N-1}$$

Where: SD : Standard Deviation

$\sum X^2$: Total Row Scoreh

N : Total Number of Students

7. Calculating the value of test to indicate the significance for non-

independent sample, the formula is as follow:

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

Where:

t   = Test of Significant

D = The mean of difference between
    pretest and post test (X2-X1)

∑D = the sum of difference score

N   = Total number of sample.

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter present the result of the research and discussion. It consist two section : the first section is the pre -test. the second section is the post- test.

A. Findings

The findings of this research deal with the students' score of pre – test and post test, the frequency and rate percentage of the students' score and hypothesis testing of the paired sample. the findings are described as follows :

1. Scoring classification of the students' pre –test and post-test

Students' score of pre- test and post-test were classified into some criteria, and percentages of the students' pre - test and post - test scores based on the frequency of the score. The table shows the clasification of the student' pre - test and post - test and also the percentage of the students' score frequency.

Through the table, we found the diffrentiation number of the students' score in pre–test and post- test. It was indicated there was a progress of the students' score.

As it has been mentioned in chapter three. gthe writer used and field research. He held research by tolking of the score of students as an experiment test and analyzed those score in other to find out about increasing students vocabulary through an image picture. So, in total there are sample had set of scores.

The classification, range, frequency and percentage of the students' score are as follow :

Table. 1, classification of the students' pre - test and post – test scores.

No.	Classification	Range	Pre-test		Post- test	
			Freq	Perc (%)	Freq	Perc (%)
1	Excellent	91-100	0	0	1	3,3
2	Very Good	81-90	7	23,3	11	36,6
3	Good average	71-80	11	36,6	12	40
4	Poor	61-70	11	36.6	6	20
5	Poor	51-60	0	0	0	0
6	Very poor	40- 50	0	0	0	0
	Total		30	100	30	100 %

Data source : SMP Negeri 35 Makassar

Nota :

: Freq : Stand for Frequency

: Perc : Stand for Percentage

The data in the table. 1 shows the rate percentage and frequecy of students' pre –test and post- test in vocabulary ability. On he coloum of the students' pre- test, there are various score. They have already had ability i n vocabulary it can be seen that non if them got very good score 7 (23.3%) student got good score, 12 (40 %)student got fair score 11(36,6%) student got poor score , and non of them got less score. And the rate percentage and frequency of the students' post – test in vocabulary ability by using identify picture technique. From this table , it can seen that there were 1 (3,3%) students got very good score, 12 (40%) students got good score , 11(36,6%)students got fair score , 6(20%) students got poor score, and non of them got les score

Based on he result, it can be concluded that rate percentage in post – test was higher than the percentage in pre- test, and indicated that students' got less score.

2. Mean score and standard deviation of pre- test and post- test

The research did pre- test and post-test to the sample at begining of the research and post –test at the end of the research.pre–test did to

know students' vocabulary ability before treat by using identify picture technique. By the result of the pre- test and post – test it could help to know the mean score and standard deviation as the indicator of the research.

After calculating the result of the students' pre -test and post -test the mean score and standard deviation are presented in the following.

Table. 2. Mean score of the students' pre–test and post – test

Type of Test	Mean Score	Standard Deviation
Pre–test	47.5	8,5
Post – test	69,9	3,2

Table. 2 shows that the mean score of the students' pre–test was 50,1 and the mean score of the post- test 59.6 the standard deviation of pre- test 2,9 while the standard deviation of post – test was 3,19. The mean of the students' pos test was higher than the mean score of the pre test, while the standard deviation of the students' post – test is lower than the standard deviation of the students' pre- test. When the mean score of post – test was higher than in pre test, it indicated that was an improvement of the students' vocabulary ability after treat by the using identify picture technique and when the standard deviation in pre–test it

indicated than was an improvement of students' vocabulary through an image picture

3. Test of the signiffcance

In other to know whether there is or no diffrence between the mean score of the pre- test and the mean score of pos- test was significant, the writer used the t-test statistical analysis for dependent sample.

T =   The mean score and the standard deviation of pre-test and past-test

$$X = \frac{\sum x1}{N}$$

Where:

X =Mean score

$\sum x1$ = The total raw of student= 1425

N = Number a sample= 30

X $= \frac{1425}{30}$

X = 47.5

The mean score of pre–test = 47.5

The standard deviation of pre–test =

$$SD=\sqrt{\frac{SS}{N}}$$

Where:

$$SS=\sum_x 2=\frac{(\sum x)\,2}{N}$$

$\sum_x 2$ = .75.20.

$\sum x1 = 1425$

N = 30

$$SS = 47.5^2 \cdot \frac{(47.5\ldots)^2}{30}$$

$$= 2256. -.\frac{2256}{30}$$

$$= 2256 -75.20$$

$$= 2181$$

$$Sd=\sqrt{\frac{2181}{30}}$$

$$=\sqrt{72.7}$$

$$= 8.53$$

The standard deviation of pre-Test is= 8.53

The mean score of post-test

$$X=\frac{\sum x_2}{N}$$

Where

X = Mean score

$\sum x_2$ = The total raw of student= 2097

N   = Sample

$$X = \frac{2097}{30}$$

X =69.9.

The mean score of post test is = 69.9

The standard deviation of post test

$$SD = \sqrt{\frac{SS}{N}}$$

Where=......

$$SS = \sum_x 2 - \frac{(\sum x_2)^2}{N}$$

$\sum_x 2 = 69.9$

$\sum x_2 = 2097$

N= 30

$$SS = 69.9^2 - \frac{(2097)^2}{30}$$

   = 4,886 -146,6

   = 2,2

The t-test analysis

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(\square N - 1)}}}$$

Where: $\bar{D} = \frac{\sum D}{N} = \frac{672}{30} = 22.4$

$\sum_D 2 = 23504$

$\sum D = 672$

N= 30

$t = \dfrac{672}{\sqrt{23504 - \dfrac{(\ldots672.)^2}{30..(30.-1.)}}}$

$t = \dfrac{672}{\sqrt{\dfrac{\ldots23504..- 451.58}{30.(19)}}}$

$t = \dfrac{672}{\sqrt{\dfrac{23504 - 451.58}{870}}}$

$t = \dfrac{672}{t\sqrt{\dfrac{23.058}{870}}}$

t = 28.6

The table. 3 shows the variable follow by t-test and t-table that used to compare the number of each t- test and t-table.

Table. 3 test of significance

Variable	T-test	t- table
X1x2	28.6	69,9

The table above indicates that the value of t- test (28,6).was greater than the value of t- table (2,04). It means that there was a significance between the pre test and post –test of the students' in vocabulary ability by using identify picture. In other words, the use of an identify picture was effective to increasing the students' vocabulary ability.

To clarify the students' attitude toward the teaching learning of vocabulary through identify picture .the following which based on the row data in appendix, were represented.

Table. 4. The use of caricature as an effective approach.

Item	Option	Preq	Perc (%)
The students' attitude toward the use of identify picture support the students' vocabulary	a. Strongly angree	12	40%
	b. Agree	17	56.6%
	c. Weakly angree	0	0
	d. Disagree	1	3.3%
		30	100 %

Table. 5. Students interesting in the use of caricature in

vocabulary class

Items	Option	freq	Perc (%)u
I am very interested in the teaching using identify picture in vocabulary class	a. trongly agree	8	26.6%
	b. agree	17	56.6%
	c. weakly agree	5	16.6%
	d. disagree	0	0
		30	**100 %**

Whether, the students were interested in the vocabulary class in which the use of identify picture in teaching vocabulary method was applied. The table above stated that 11(36.3%) students said strongly agree 16(53.3%) students said agree. 3 (10%) students said weakly agree, and non of them sain disagree. It means that most students were interest to the use of identify picture in teaching vocabulary class.

Table. 6. The use of identify picture an motivated students

Item	Option	preq	Perc (%)
The use of identify picture can motivated students in learning vocabulary	a. strong agree	17	56.6 %
	b. agree	10	33.3%
	c. weakly	2	6.6 %
	d. disagree	1	3.3 %
		30	100

With rigard to the statetment that used if identify picture can motivated students in learning vocabulary, the table above stated that 17 students (56%) said strong agree, 10 students (33.3%) students said agree, 2 students (6.6%) said weakly, and 1 students (3.3%) students said disagree, it means that they were motivated by using identify picture.

Table. 7. Students participation of identify picture vocabulary class.

Items	Option	freq	Perc (%)
I am always active to participate in the use of identify picture vocabulary	a. Strongly agree	9	30(%)
	agree	18	60(%)
	weakly agree	3	10(%)
	disagree	0	0
		30	100 %

Whether the students always active to participate in the use if identify picture in vocabulary class, the table above indicated that 9 (30%) students said strongly agree, 8 (60%) students said agree, 3 (10%) students said weakly agree, and non of them said disagree, the diffrence percentage students of each item describe that most of students of the seventh grade student at SMPN 35 Makasssar could participate actively in the use of identify picture in vocabulary class.

B. Discussion

Based on the description of the collected data through vocabulary test as axplained in the previous section, it showed that students' vocabulary increasing. it was proven by the frequency and rate percentage material by using identify picture techniques was better than before the treatment was give to the students.

In the students' pre–test, can be seen that of students' 1(3,33 %) good average score, 5 (16,66%) students' poor score , 7 (23,33%) students' very poor score 17 (56,66%) and non of them got less score.

On the other hand, the students' post – test shows that there were 1 (3,33 %) students excellent score, 6 (20 %) students' very good score, 10(33,33 %) students average score, 4 (13,33 %) students poor score, 2 (6,66) very poor, 7 (23,33)students' good averagr score and non of them were clasififield into less score.

The mean score ofthe students'pre–test is 47,5 and post – test is 69,9 it shows that the mean score of the post – test isgreated that of post – test the mean score of gain (D) is 22,4 it shows that improvement after treatment standard deviation of the students' pre - test is 8,53 and post - test 32,9. Is shows that date of post- test better that pre- test.

Volue of the t- test is also greater than value of the t – table (69,9 >28,6). Based on this result , the researcher found that there was a significance, diffrence between the result of pre–test and post – test. In other words. the use of the through an identify picture

Is effective to increasing the vocabulay ability of the second year students of SMPN 35 Makassar. In this research, sevent students have score is very good of pre–test and eleven students have score average on post – test, eleven students have score average on pre–test, and 12 students have score average on post – test.

After looking the students score on pre - test and post – test, the writter can be concluded that, in using picture for study, is very effective in increasing the students vocabulary. The other side, study about the picture is very easy, because wherever the student can looking the picture.

In this method the students can get the good score because the students can be easy to remember the picture, so the picture as sample, must be interest and the part of the picture must be clear.

CHAPTER V

CONLUSION AND SUGGESTIONS

This chapter consist of two parts. The first parts deals with the conclusion of the findings and the second parts deals with suggestions.

A. Conclusion.

Based on findings and discussion of the research, it can be concluded the students of class VII 9 have ability of vocabulary which through identify picture. We know by pre- test, treatment and post- test. After students got pre-test, treatment, and post- test the students' score was improve and more interested with the method. some students gave suggestion to their English teacher in other use the some method because the have never got identify picture technique before the writer did this research and some students interested in English.

B. Suggestion

The succes in teaching doesn't depend on the Lesson program only, but more important is how to teacher present the lesson and uses various technique to manage the class more lively and enjoyable.

Regarding to the teaching vocabulary by using identify picture, the researcher gives some suggestion for the teacher and students as follow :

1. The teacher should choose the materials that are appropriate and not too difficult for the students

2. The English teacher is expected to give various activities to their students in teaching vocabulary in order the students to not get bored in learning activities.

3. Before assigning the caricature technique to the students, the teacher should make sure that the students have fully understood and have the information they need.

4. The teacher should keep control the students activities.

5. The teacher should present the language in an enjoyable, relaxed and understanble way.

For the students :

1. The students are hoped to be active and creative in enriching their vocabularies.

2. The students should part much in learning process.

3. the students should ask to the teacher if there is something that they don't understand regarding to the learning activities.

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APPENDICES

APPENDIXES 1. Intrument of Research

Instrument Penelitian

Judul : **THE EFFECT OF STUDENTS' VOCABULARY THRUGH IDENTIFY PICTURE OF THE SEVENTH GRADE STUDENTS'   AT SMPN 35 MAKASSAR**

Keterangan :

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

2. Hasil penelitian in di harapkan dapat meningkatkan kosa kata siswa dalam   berbahasa inggris

3. Atas partisipasi siswa diucapkan banyak terima kasih.

Instrument of the pre-test.

1. looking the picture and Mention part of the picture

a. zebra   f.(........................)

b. zoo   g.(........................)

c.animals   h. (........................)

d.blester   i. (........................)

e. vertebrates   j. (........................)

2.

a. panorana   f.(..............................)

b. plowers   g. (..............................)

c. manggoes   h. (..............................)

d. fishpond   i. (..............................)

e. park   j. (..............................)

3.

A, school.	f.(................................)
B, field .	g. (................................)
c.studends.	h. (................................)
d. teacher.	i. (................................)
e,library.	j. (................................)

4 .

a. gorilla	f.(...........................)
b.tree.	g. (...........................)
c. animal	h. (...........................)
d. danger	i. (...........................)
e. black	j. (...........................)

Instrument of the post-test.

1. looking the picture and Mention part of the picture

a. zebra   f.(.......................)

b. zoo   g.(.......................)

c.animals   h. (.......................)

d.blester   i. (.......................)

e. vertebrates   j. (......................)

2.

a. panorana   f.(...........................)

b. plowers   g. (...........................)

c. manggoes   h. (...........................)

d. fishpond   i. (...........................)

e. park   j. (...........................)

3.

A, school.	f.(................................)
B, field .	g. (................................)
c.studends.	h. (................................)
d. teacher.	i. (................................)
e,library.	j. (................................)

4 .

a. gorilla	f.(............................)
b.tree.	g. (............................)
c. animal	h. (............................)
d. danger	i. (............................)
e. black	j. (............................)

Appendix 2. Data analysis

1. The students' clasification of pre- test

No	Initial of the students	Pre - test	Clasification
1	AP	75	Good average
2	AO	21	Very Poor
3	AA	57	Poor
4	AMR	68	Average
5	AR	38	VeryPoor
6	BAP	60	Poor
7	DVA	61	Average
8	JA	50	Very Poor
9	MR	49	Very Poor
10	MAS	22	Very Poor
11	MSR	45	Very Poor
12	MI	44	Very Poor
13	MM	60	Poor
14	MRA	59	Poor
15	MT	61	Average
16	MM	40	Very Poor
17	AW	17	Very Poor
18	AN	58	Poor
19	AAS	40	Very Poor
20	AKN	30	Very Poor
21	DD	33	Very Poor
22	DRR	40	Very poor
23	FB	56	Poor
24	GF	50	Very Poor
25	H	66	Average
26	HS	57	Poor
27	MDS	40	Very Poor
28	WMJ	30	Very Poor
29	SNP	37	Very Poor
30	YR	61	Average
	Total	1425	

Mean score	47,5	Very poor

2. **The Students' clasification of Post- test**

No	Initial of Students	Post – test	Clasification
1	AP	99	Excellent
2	AO	75	Very good
3	AA	70	Average
4	AMR	82	Very good
5	AR	60	Poor
6	BAP	82	Very good
7	DVA	84	Very good
8	JA	70	Average
9	MR	61	Average
10	MAS	51	Poor
11	MSR	63	Average
12	MI	64	Average
13	MM	72	Good average
14	MRA	71	Good average
15	MT	80	Good average
16	MM	69	Average
17	AW	33	Very poor
18	AN	77	Good average
19	AAS	67	Average
20	AKN	59	Poor
21	DD	61	Average
22	DRR	62	Average
23	FB	72	Good average
24	GF	86	Good average
25	H	74	Good average
26	HS	70	Average
27	MDS	50	Very poor
28	WMJ	58	Poor
29	SNP	88	Very good
30	YR	87	Very good
	Total	2097	
	Mean score	69,9	Average

2. Mean score of the students' pre- test and post - test

No	Initial of students	Pre- test (X_1)	Post-test (X_2)
1	AP	75	99
2	AO	21	75
3	AA	57	70
4	AMR	68	82
5	AR	38	60
6	BAP	60	82
7	DVA	61	84
8	JA	50	70
9	MR	49	61
10	MAS	22	51
11	MSR	45	63
12	MI	44	64
13	MM	60	72
14	MRA	59	71
15	MT	61	80
16	MM	40	69
17	AW	17	33
18	AN	58	77
19	AAS	40	67
20	AKN	30	59
21	DD	33	61
22	DRR	40	62
23	FB	56	72
24	GF	50	86
25	H	66	74
26	HS	57	70
27	MDS	40	50
28	WMJ	30	58
29	SNP	37	88
30	YR	61	87
N=30		$\sum X = 1425$	$\sum X = 2097$
Mean			

	score			

3. The students' score Of pre test and post test Gain, square of the Gain and Square of the Students' Pre test And Post –Test.

No	Sample	Pre-test (X_1)	X_1^2	Post-test (X_2)	X_2^2	Gain (D) (X_2-X_1)	D^2
1	AP	75	5625	99	9801	24	5726
2	AO	21	441	75	5625	54	2916
3	AA	57	3249	70	4900	13	169
4	AMR	68	4624	82	6724	14	196
5	AR	38	1444	60	3600	22	484
6	BAP	60	3600	82	6724	22	484
7	DVA	61	3721	84	7056	23	529
8	JA	50	2500	70	4900	20	400
9	MR	49	2401	61	3721	12	144
10	MAS	22	484	51	2601	29	841
11	MSR	45	2475	63	3969	18	324
12	MI	44	1936	64	4096	20	400
13	MM	60	3600	72	5184	12	144
14	MRA	59	4071	71	5041	12	144
15	MT	61	372	80	6400	19	361

			1				
16	MM	40	1600	69	4761	29	841
17	AW	17	289	33	1089	16	256
18	AN	58	3364	77	5929	19	361
19	AAS	40	1600	67	4489	27	729
20	AKN	30	900	59	4071	29	841
21	DD	33	1089	61	3721	28	784
22	DRR	40	1600	62	3844	22	484
23	FB	56	3136	72	5184	16	256
24	GF	50	2500	86	7396	36	1296
25	H	66	4356	74	5772	8	64
26	HS	57	3249	70	4900	13	169
27	MDS	40	1600	50	2500	10	100
28	WMJ	30	900	58	3364	28	784
29	SNP	37	1369	88	7744	51	2601
30	YR	61	3721	87	7569	26	676
N=30		$\sum X_1 = 1425$	$\sum X_1^2 = 76165$	$\sum X_2 = 2097$	$\sum X_2^2 = 152675$	$\sum D = 672$	$\sum D^2 = 23504$

4. **The means score and the standard deviation of pre–test and post – test**

X = .

$$X = \frac{\sum x1}{N}$$

Where:

X =Mean score

$\sum x1$=The total raw of student= 1425

N=Number a sample= 30

$X= \frac{1425}{30}$

X= 47.5

The mean score of pre–test = 47.5

The standard deviation of pre–test =

$SD= \sqrt{\frac{SS}{N}}$

Where:

$SS=\sum_x 2=\frac{(\sum x)^2}{N}$

$\sum_x 2= .75.20.$

$\sum x1 = 1425$

N = 30

$$SS = 47.5^2 \cdot \frac{(47.5...)^2}{30}$$

$$= 2256. -.\frac{2256}{30}$$

$$= 2256 - 75.20$$

$$= 2181$$

$$Sd = \sqrt{\frac{2181}{30}}$$

$$= \sqrt{72.7}$$

$$= 8.53$$

The Standard Deviration of pre -Test is = 8.53

The mean score of post-test

$$X = \frac{\sum x_2}{N}$$

Where

X= mean score

$\sum x_2$=the total raw of student= 2097

N=sample

$$X = \frac{2097}{30}$$

$$X = 69.9.$$

The mean score of post - test is = 69.9

The Standard deviation of post test

$$SD = \sqrt{\frac{SS}{N}}$$

Where=......

$$SS = \sum_x 2 - \frac{(\sum x_2)^2}{N}$$

$\sum_x 2 = 69.9$

$\sum x_2 = 2097$

N= 30

$$SS = 69.9^2 - \frac{(69.9)^2}{30}$$

$$= 4886 - 162.87$$

$$= 32.6$$

.

5. The t − test analysis

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

Where: $\bar{D} = \frac{\sum D}{N} = \frac{672}{30} = 22.4$
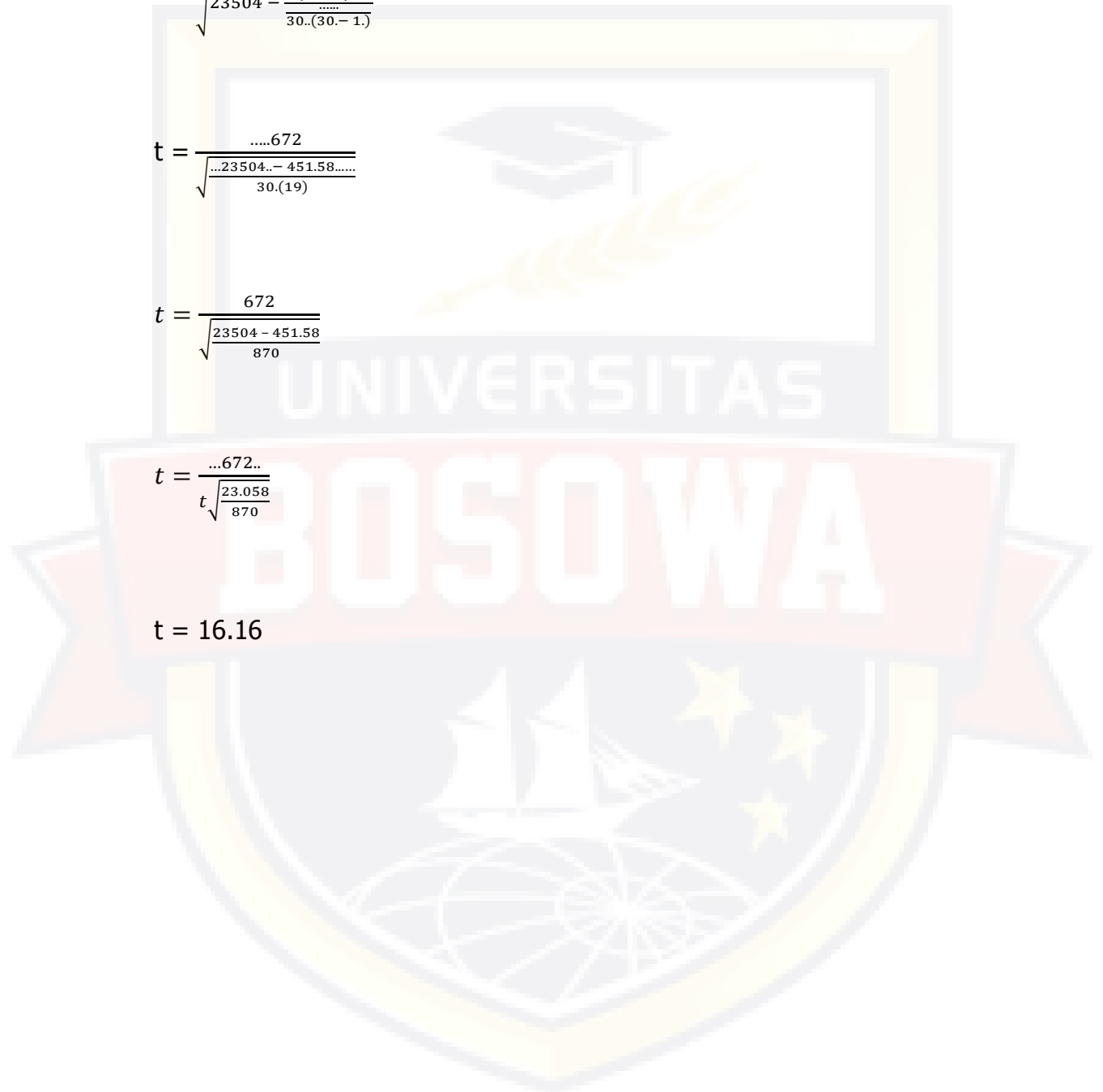
$\sum_D 2 = 23504$

$\sum D = 672$

N= 30

$$t = \frac{672}{\sqrt{23504 - \frac{(\ldots 672.)^2}{30..(30.- 1.)}}}$$

$$t = \frac{\ldots 672}{\sqrt{\frac{\ldots 23504..- 451.58\ldots}{30.(19)}}}$$

$$t = \frac{672}{\sqrt{\frac{23504 - 451.58}{870}}}$$

$$t = \frac{\ldots 672..}{t\sqrt{\frac{23.058}{870}}}$$

t = 16.16

SMP NEGERI 35 MAKASSAR

(Name of Students)

NO	NAME
1	ALHENCY PATANDIANAN
2	AMRUN OZAUQY
3	ANDI ARDIANSYAH
4	ANDI MUH. RAHMAN
5	APRILIANTO RUMENGAN
6	BATARA ALLO P.
7	DI VIERA ARRING
8	JENRI ARIF
9	MUH.REZKY
10	MUH.ALIF SOLIHIM
11	MUH.ILHAM R.
12	MUH.IRMAN
13	MUH.MULYADI
14	MUH.RIZAI ALAMSYAH
15	MUHAMMAD TEGUH
16	MUS MULIADI
17	ALYA WULANDARI
18	AMELIA N.
19	ANDI ALYA S.
20	ANTONIA KARTIKA N.
21	DIAN DIKAROCHA
22	DWI RANTY R.
23	FITRIANI B.
24	GRACE FEBRICHA
25	HILDA
26	HISMA ATI SUKMA N
27	MELISA DESTY S.
28	WINIE MARISA SAMBO
29	SURLIVIA NOVIE PATODINGAN
30	YUYUN RAMADHAN

Picture 1. The writer is answering the students question

Picture 2. The writer is Supervising students in answering pre-test

Picture 3 The writer is giving students treatment

Picture 4 Student are doing post- test

Picture 5 Students Are doing the post-test

Picture 6. The writer answering the students question

Picture 7. After finish doing the assigment.

Picture 7. The writer and students of class VII-9 SMPN 35 Makassar .

BIOGRAFY

Tangngirau was born   in Pinrang, South Sulawesi. 16 th February 1990. He has four sisters. In June 1996 he started His elementary School at SDN 271 Palimbongan, Pinrang. and graduated in 2002. Then , he started His Junior hight school at SMPN 2 Lembang Pinrang and graduated in 2005. After that, he continued to senior high school Negeri 1 Lembang and graduated in 2008

In 2010 he decided to continue His study at University 45 Makassar. He took English Education Department Faculty of Teacher Training and Education and graduated in 2015.