

**THE USE OF PICTURE SERIES ON ENGLISH VOCABULARY
TEST AT THE FIRST YEAR STUDENTS OF
SMP NEGERI 17 MAKASSAR**

SKRIPSI

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UNIVERSITAS

BOSOWA



**ENGLISH LANGUAGE EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2017**

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SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial of the
Requirement for the Sarjana Degree



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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi idengan judul“*THE USE OF PICTURE SERIES ON ENGLISH VOCABULARY TEST AT THE FIRST YEAR STUDENTS OF SMPN 17 MAKASSAR*” beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2017

Yang membuat pernyataan

KARTINI

ABSTRACT

KARTINI 2017. *The Use of Picture Series on English Vocabulary Test at the First Year Students of SMPN 17 Makassar.*(supervised by Hj. Restu Januaryy and Andi Hamzah Fansury).

The purpose of the research is to find out whether or not the use of picture series can improve students ability in vocabulary.

This research used pre-experimental design and the writer took one class as a subject of the research. This research conducted at SMPN 17 Makassar in class VII-4 which consists of 36 students. Total population of the research was 396 students from class VII which divided in to 11 classes.

The writer gained the data of the research by gave the students test in pre-test and post-test in order to test the students ability in the vocabulary. Pre-test was given to in the first lesson to measure the students ability before the writer gave treatment and post-test.

The writer analyzed all the data by using t-test. The result of the test showed that the value of t-test was higher than t-table ($15,58 > 2.029$). It can be conclude that the used of picture series can improve students vocabulary at SMPN 17 Makassar.

Keywords : vocabulary, picture series, ability.

ABSTRAK

KARTINI 2017. *The Use of Picture Series on English Vocabulary Test at the First Year Students of SMPN 17 Makassar.*(Dibimbing oleh Hj. Restu Januarty dan Andi HamzahFansury).

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan picture series dapat meningkatkan kosa kata siswa.

Penelitian ini adalah penelitian experiment yang dilakukan pada siswa SMPN 17 Makassar kelas VII-4 yang berjumlah 36 siswa. Jumlah populasi dalam penelitian ini adalah 396 siswa dari kelas VII yang terbagi dalam 11 kelas.

Penulis memperoleh data dari penelitian melalui memberikan siswa test berupa pre-test dan post-test untuk test kemampuan siswa dalam memahami kosa kata. Pre-test diberikan pada pelajaran pertama untuk mengukur kemampuan siswa sebelum penulis memberikan treatment dan post-test.

Penulis mengumpulkan semua data menggunakan t-test. Hasil dari test menunjukkan bahwa nilai dari t-test lebih tinggi dari pada t-table ($15,58 > 2.029$). Dapat di simpulkan bahwa menggunakan picture series dapat meningkatkan kosa kata siswa SMPN 17 Makassar.

Keywords : Kosa Kata, Gambar Seri, Kemampuan.

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Makassar, Agustus 2017

Kartini

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LIST OF ABBREVIATION

Abbreviation 1. Permission Letter from SMPN 17 Makassar

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CHAPTER I

INTRODUCTION

A. Background

There are four language skills that should be achieved in learning English as a foreign language, namely listening, reading, speaking, and writing. From all four language skills supported by the four language components: structure, vocabulary, pronunciation and spelling. However, vocabulary is the first essential to be mastered as an important means to communicate. It is the element which conveys the meaning or sense of what they want to express. The communication will succeed or not it depends on the accurate vocabulary understanding. Students cannot listen, speak, read, and write well if they do not know the vocabulary well.

Vocabulary is very crucial to be directly taught to English language learners, including university students, especially for English students. In academic world, it is not only vocabulary important for communication and studying other fields of studies, but also for achievements in English courses. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, they will get low scores in English courses, and with low scores, students often gradually lose interest in learning it. As argued by Rivers and Ellis (2016:2) that acquisition of an adequate vocabulary is essential for successful second language use.

The mastery of vocabulary is difficult task to do, because vocabulary is complex. This complexity brings difficulties to the students who try to master vocabulary. This probably caused by the word forms, various meaning, and word choice.

The writer hopes that after taking picture series the students are ready to get the bank of vocabulary and it can be actualized to speak English with their friends at the classroom without anxiety and not feeling to be force from other side. Vocabulary is a list of word that we use in our speaking, writing, listening, and thinking.

The title of this skripsi is "The Use of Picture Series on English Vocabulary Test at the First Year Students of SMPN 17 Makassar

B. Research Question

How is the use of picture series on English vocabulary test at the first year students of SMPN 17 Makassar?

C. Objective of the Research

In relation to the research question above, the main objective of the research is to find out:

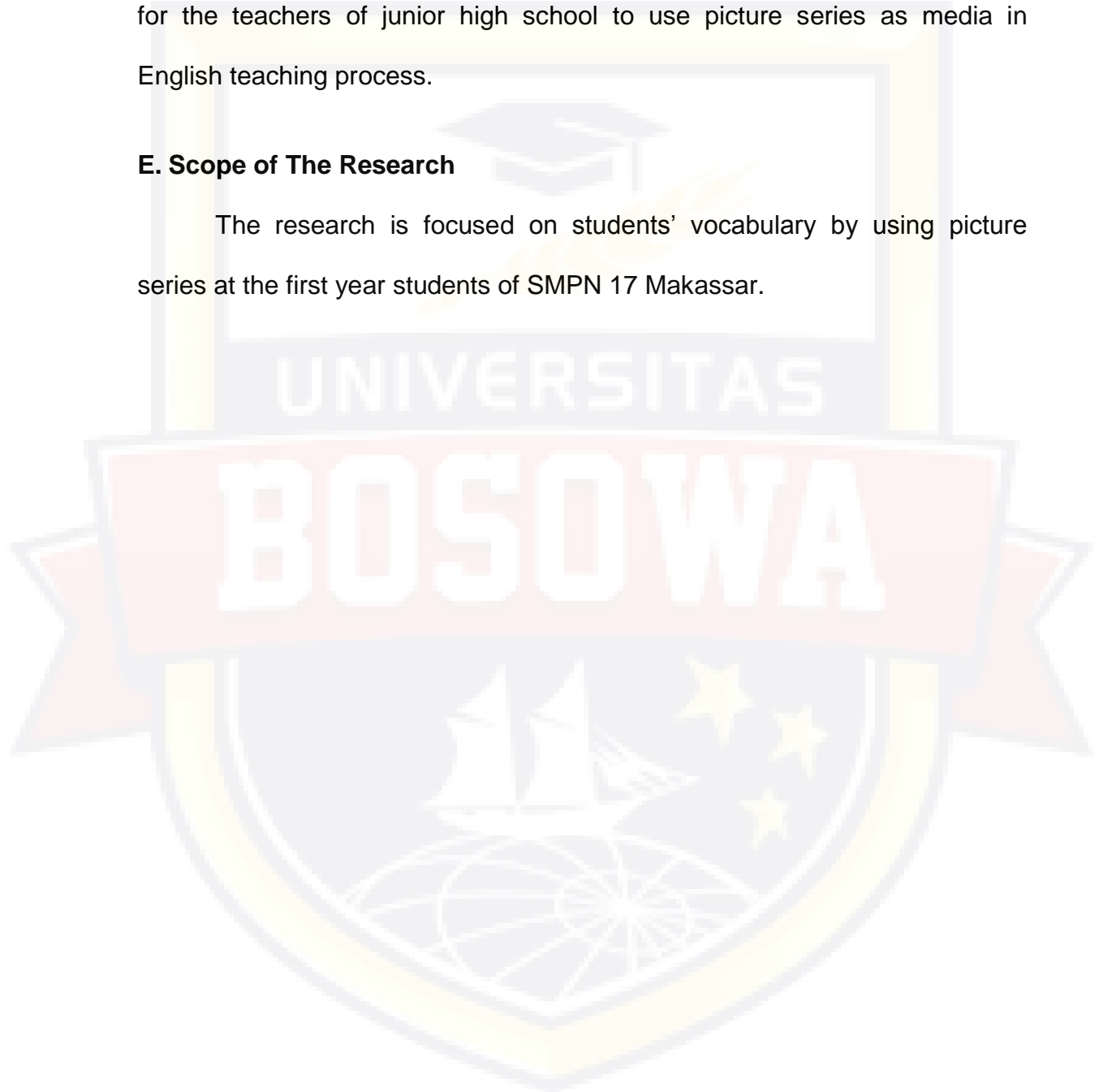
To find out the use picture series on English vocabulary test at the first year students of SMPN 17 Makassar

D. Significance of the Research

The significance of the research is expected to be useful information for the teachers of junior high school to use picture series as media in English teaching process.

E. Scope of The Research

The research is focused on students' vocabulary by using picture series at the first year students of SMPN 17 Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Finding

There are some researcher who have conducted studies on the use of various vocabulary. Some of findings are as follow:

Nikmawaty (2009 : 8) in her research on mastering vocabulary through picture at the first semester of SMPN 2 Kabupaten Wajo found out that learning vocabulary by using picture make the students learn vocabulary more easily and more enjoyable than learning vocabulary through verbal explanation.

Kartini (1998:7) in her research on the ability to compose narrative essay using story picture of the sixth semester students of English department of FPBS IKIP Ujung Pandang found that most of the students have fair ability to compose narrative essay using story picture. It's meant that picture could make the students enjoy and relax in writing process.

Mariyati (2005:12) in her research on teaching English vocabulary using picture to the first year students of SMPN 21 Makassar report that base from her finding can be calculate that: First, using items picture as a media teaching and learning English vocabulary particularly in teaching English nouns will effective to the English vocabulary. Second, color picture can be use to improve the students vocabulary because they can encourage the students in learning vocabulary.

From the cited research findings above, it seems that teaching vocabulary by using media can involve the students' in a more autonomous fashion in their learning, rather than simply having them present with word list select by the teacher.

B. Some Pertinent Ideas

1. Some Concept of Vocabulary

a. What is Vocabulary

Vocabulary is very important an a language, when we learn a language; it always means we learn the words of the language, Allen and Rita in Pompo (2016: 10)

Vocabulary is a list of word that we use in our speaking, writing, listening, and thinking. Think in process of arranging word into a good retention in order to find the idea of the speech. While Hornby (1995) in Advance Learners Dictionary of Current English says that vocabulary is:

- 1) All the words that a person knows or use.
- 2) All the words in a particular language.
- 3) The words that people use when they are talking.
- 4) A list of words with their meanings, especially in a book for learning a foreign language.

According to Jhon in Wuriyaan (2016 : 7), vocabulary is knowledge of knowing a synonym, a dictionary-tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know

the meaning of word themselves and can use it in sentences. In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

b. Types of Vocabulary

There are three types of vocabulary, as follows:

1) Active vocabulary,

Number of word which are used by an individual as opposite to number he or she is able to understand.

2) Basic Vocabulary

Words and idiomatic expression necessary for minimal use and working knowledge of a language.

3) Passive Vocabulary

The word we recognize vaguely but are not sure of the meanings. He never uses them in either speaking or writing : he just know that we have seen them before.

Smith in Juliarni (2011: 14) defines vocabulary in two types as follows:

a. General vocabulary that is used in all kinds of students

b. Technical vocabulary that consists of words having special meaning is particular topic areas. Such as, speaking, reading, writing and listening.

Good in Rahantan (2011: 8) divides vocabulary into four kinds, there are:

- a. Oral vocabulary refers to word that persons employ them in expressing ideas orally and actively
- b. Writing vocabulary refers to words that commonly used in writing
- c. Listening vocabulary refers to words that a person can understand when these are heard
- d. Reading vocabulary refers to word that someone can recognize them when he/she finds in writing form.

2. How We Learn Vocabulary

There is no a good standard of expert linguists how to learn vocabulary well and successfully. Nevertheless, there are view points we can use and present in learning such as the Allen in Mardiana (2011: 7) classifies the technique of learning vocabulary as follows:

- a. Let students look at several words that are introduced in the first year text books, words representing nouns, verb, adjective, and other kinds of words such as preposition, conjunction, auxiliaries, and article.
- b. Technique for beginners' class

In some classes for beginning teacher use all these ways to show meanings of vocabulary words:

- 1) Pictures
- 2) Explanation in the students own language

3) Definition is simple English, using vocabulary that the students already know in addition to the there above, we can also use real object such as the body and the part of it, the man, women, boy, and girl who may be present in class.

c. Vocabulary in Intermediate Classes

At this phase, simple English is used to show meanings of words more words for areas of living: words related to food, clothing, shelter and so on.

Pictures (which have already been discussed in connection with vocabulary for beginner) can also be used at the intermediate level in several helpful ways.

3. The Importance of Learning Vocabulary

Learning vocabulary means learning the words of language, because words are the vital organs to a language, so that the people in the corner words can express their feeling and meaning.

Goodman and Mohn.(1991:25) stated that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the next if we do not know most words in the text, this our comprehension will suffer. They stated that the vocabulary is the major parts of almost every standardized test including reading achievement test, college entrances exam, and army and vocational test.

Harmer (1991) said that if you want to describe how you feel at this moment, you have to be able to find a word which reflects the complexity of your feelings. By a good command of vocabulary or language, one can

express ideas effectively and efficiently. Rivers (1991) also argues the acquisition of an adequate vocabulary is essential for successful second language learners because without extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.

4. Function of Vocabulary

Gains and Redman in Risaldi (2013 : 8) conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, and material and later as productive learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legend (1982: 53) that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing.

5. Vocabulary Selection

The English vocabulary test is an important part of a language and it must be done carefully. The English teacher should know which words are important to test because many words will not be useful to the students. Useful words are those that occur frequently in every day English. To select the important vocabulary means that we choose those actual words that can be used by the student. In this case before testing vocabulary, the teacher should have the student vocabulary needed.

This aims vocabulary selection is to remedy or to make the learning process a more efficient one Wilkins in Jefrianus (2009: 13). Before selection the teacher should determine the criteria of selection word.

That the teacher can use the following criteria of selecting words for studying, they are:

- a. Those with high utility in daily life
- b. Those of necessary for comprehension in specific area of interest to the students or needed by the students.

According to the theory above, we can association among the students' vocabulary need means personal need, social need, thinking need, and labeling need.

- a. Personal need

It means that the students need the language for communicating, understanding English picture question test, vocabulary test, sharing information, etc.

- b. Social need

It means the students need a language for communicating with other people where the students live such as work together in a group discussing and talking a speech, etc.

- c. Thinking need

It means that the students need a language for referring to a person, solving problem, speaking, etc.

- d. Labeling need

It means that the students need a language for referring to a person, place, thing, etc. Based on the discussion above, we can see that when we select words and which words will help the students to express their ideas as much as possible and which words must be urgent to the students to know.

C. Concept of Picture Series

1. Definitions of Picture Series

Picture series is kind of visual aids, composed of some series drawing. According Yunus in Agustina (2013:20) states that picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell story of sequence of events.

According to Leny in Agustina, (2013:19) the picture series is a series of a single subject, its function is to tell a story or a sequence of events. Meanwhile, according to Leny in Agustina (2013 :19) picture series is not just an aspect of model but through its representation of place, object and people, it is essential part of the overall experience.

The kinds and number of picture series that the teacher should take with him carry out of the activities in class can be taken from magazines or others and should be interactive and interesting to capture series for the students is to give them an opportunity in practices context the language in the real or in situation in which they can make it to communicate their ideas. (Leny in Agustina, 2013:20)

Heinrich et al, in Rahman (2006:10) state that the function of color picture as the following

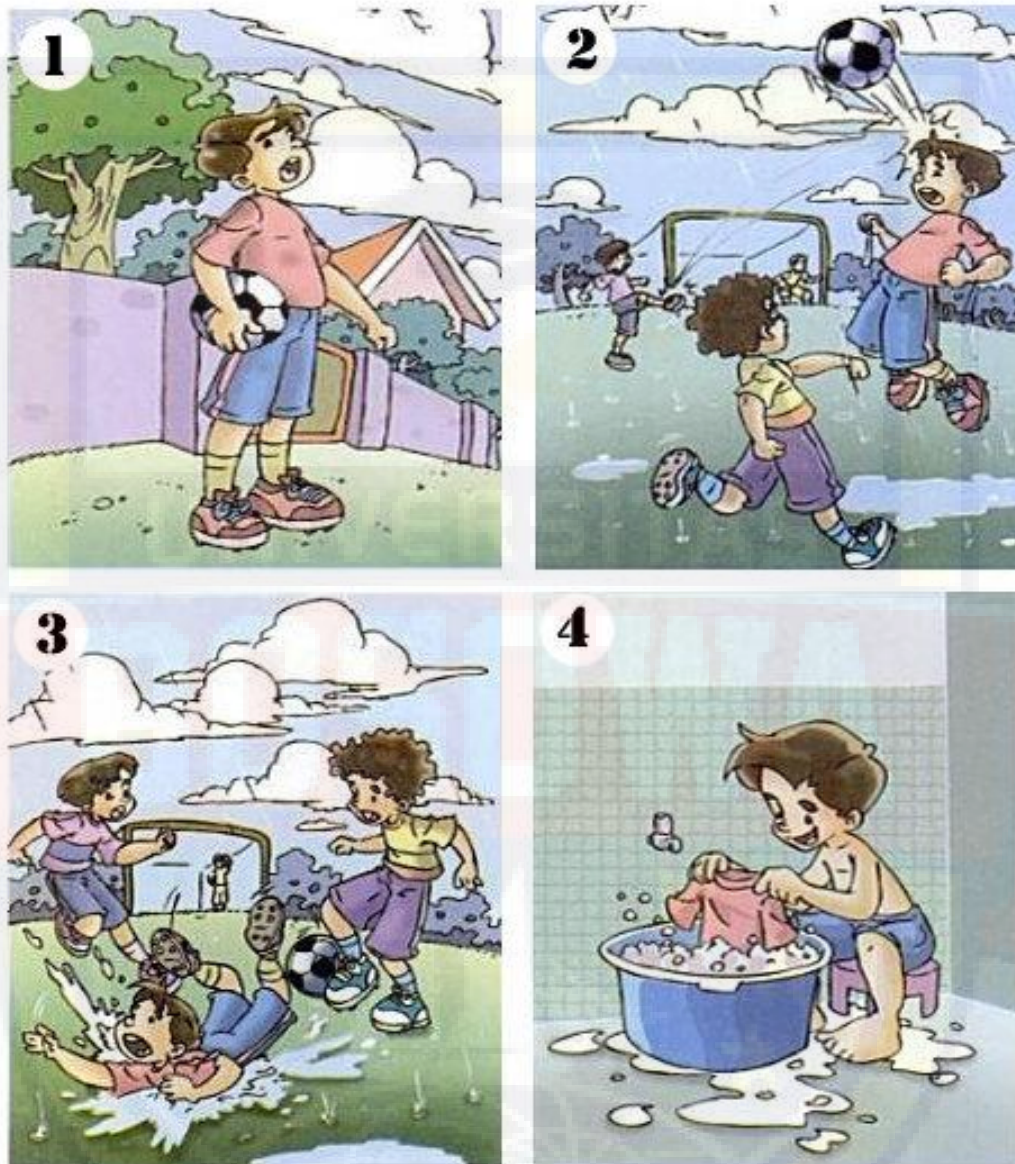
- a. To heighten to realism (fidelity) of the image of depicting its actual color
- b. To point out similarities and differences and highlight important cues (emphasis).
- c. To create a particular emotional response.

Bront in Rahman (2006:10) stated that the picture can be used in many stages:

- 1) To introduce and motivate study of new topic.
- 2) To clarify misconception.
- 3) To evaluate students' progress

From the meaning of picture series above, the researcher concludes that the picture series have exchange and represented the real object in to simple device which has displayed a series of places, object, person or event experience and picture are kind of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach reinforced language skill.

2. The Sample of Picture Series



(<http://www.kumpulangambarseri.com>)

3. The Types of The Picture Series

Through the picture series presentation, people are able to reach outside their minds. Picture that they can see always lead to the reality of their minds but the realities that have been presented by picture depends on

the types of the pictures. There are two kinds of picture according to Brazyna Szyke in Agustina (2013:22) find especially useful as teaching aids, they are:

- a. Picture of individual person or thing may be used mainly the elementary level, to introduce or test vocabulary items. For example: a man, and car. Portraits, picture showing people in close details, are useful in intermediate and advance learners. The students can be asking question about the age and profession of the model.
- b. Picture of situation in which person and object are in action, between object and car perfect teaching aid for introducing or review grammatical or structures.

General types of picture series according to Wright in Agustina (2013: 23)

- a. Picture series of single object.
- b. Picture series of person picture/picture of several person.
- c. Picture series in place
- d. Picture series with lot information.
- e. Picture series of the news.

Based on the description above, the writer concludes that picture will be useful to teach some learner language skills, which language the language teacher help the students enter to imaginative experience beyond the classroom by using picture series.

4. Function and Characteristics of Picture Series

a. Function of picture series

The main function of the picture series media is a tool of learning which is used by teacher to convey the material. Setiawan, (2010:18) stated that there are several functions of picture series. First function, it can provide visual illustrations that interesting for students. Second function, it can be explain what cannot be described verbally. Third picture can motivate the students and make them want to pay attention and want to take apart.

Picture can be described an objective way or interpreted or responded to subjectively and it can cue responses to questions or cue substitutions through control practice. The last function of picture it can stimulate and provide information to be referred to in conversation, discussion and storytelling.

b. Characteristics of Picture as Good Media Education

Daryanto states (2010:5), there are some characteristics of the picture media:

- 1) Picture must be authentic, it means that it can describe an object or event as if the students see it directly
- 2) Picture must be simple, its composition must quite clearly shows the main parts in the picture
- 3) Picture must have a proposition size, so that students will be easier to imagine the real size of the object

4) Picture must combine beauty with suitability to achieve learning objectives.

In the other words, picture have to appropriate with the learning objectives

5) Picture must have message. Not all the picture media are good media.

The best one is the picture must easy to understand.

5. The Advantages of Picture Series

Picture series can be rise up interested language or medium of communication, it can properly where foreign words can not be understood carefully selected picture can fell the story, Harmer (1991:30) states that picture series can be used to explain the meaning of vocabulary item and illustrate the concept.

Through picture series, the students can travel many places and meet famous person. More over picture series could illustrate the image of the consisted time that will facilitate the student to know the past.

Some advantages of picture series which are stated by Vemon in Mariyati (2005:9) as follow:

- a. Picture inexpensive aids widely available.
- b. They are easily manipulated.
- c. Picture can help to correct misconception
- d. They provide common experience for entire group
- e. They help to focus attention and develop critical judgment
- f. The visual detail makes is possible to study subject which would other wise be impossible

Based on the introduction above, it is clear that the advantages of picture series in testing vocabulary, picture give more clarification to the teacher's explanation and are helpful for the students to imagine, and to plan what the information should be written. Besides the number of advantages of using picture in teaching furthermore Wright in Mariyati (2005:12) points out some rules of picture in learning process, they are:

- a. Picture can motivation the students make him or want to pay attention and want to take
- b. Picture contribute to the context in which the language is being the world in to the classroom
- c. Picture can be describe, interpret or respondent in an objective way.
- d. Picture can stimulate and provide information be referent to in conversation, discussion or story telling

6. Teaching Vocabulary through Picture Series

Teaching vocabulary through picture series, beside the teacher can use media to teach English, especially vocabulary. Using Picture it can be more easier to teach the vocabulary, teacher can teach about everything around us. It makes the students get more knowledge, get spirit or motivation and they will enjoy their learning process. For the teacher, they explored their creations or innovations to make or to found media in teaching English, especially for vocabulary. Teacher taught the vocabulary through picture series includes noun, verb, adjective and adverb. Teaching process was used the series of picture and taught about pronunciation and meaning

of the words. For example, the researcher taught about Pets, she explained and showed the picture one of animals and also about its activity.

Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot understand the meaning of sentences or cannot understand what the people say. From the explanation above, we as a teacher should be able to make the children get the spirit in learning foreign language vocabulary, so they want to study hard. In addition to providing motivation, we as teachers must also have a special way to deal with children who are less enthusiastic or not in the learning process.

The teacher must be able to get innovation, to find the methods or techniques that are suitable to teach and able to improve students' knowledge. For example, teaching vocabulary using picture or flash card. Picture is a thing that can make us understand about something. We can use it as media in learning English. We can find pictures from books or the internet.

There are many kinds of pictures which can help the teachers to teach vocabulary in the learning process. It is very interesting because teacher and student will get benefit from that method. Beside that, the student will enjoy in the learning process. Sometimes they are difficult to study, but they want to playing and playing. As a teacher, we must able to control and get innovation how to handle this condition.

For example, teaching vocabulary using pictures as media. "Picture and pictures stories: many communication activities can be stimulated through the use of pictures (e. g. Spot the differences, memory test, sequencing pictures to tell a story)." (Nunan, 2004: 58). It means that the picture will make the students easy to remember and to understand the vocabulary.

Teaching vocabulary using pictures will make students easy to understand because they know directly the things or subject, for example there is a car. The teacher shows the picture of car. This way will make students easy to remember what they learn about. Teaching vocabulary using pictures series is the branch of Direct Method. It is because teaching using picture as media is explain about something to the students that showing the picture as the meaning of something without translation. In this term, when the teacher will introduce the new words, the teacher should not translate the meaning of word, but the teacher should use the other ways, such as show the real things, describe the things, show the pictures, show use the gesture, and the other.

D. Conceptual Framework

The mastery vocabulary becomes very essential since it is place and important role to make language work. The teaching and learning technique by using picture question strategies can be applied to approach student vocabulary building. The main focus in this research is to the application of picture question in learning vocabulary.

The kinds of activities are expected to engage students attention in learning. It also helps to ensure that where input before output there for students can be profited with a suitable in before they produce words through four skills for instance: listening, speaking, reading, and writing, and output will be the student's mastery on vocabulary by using some command picture question technique, the theoretical frame work underline this research is give in the following diagram:

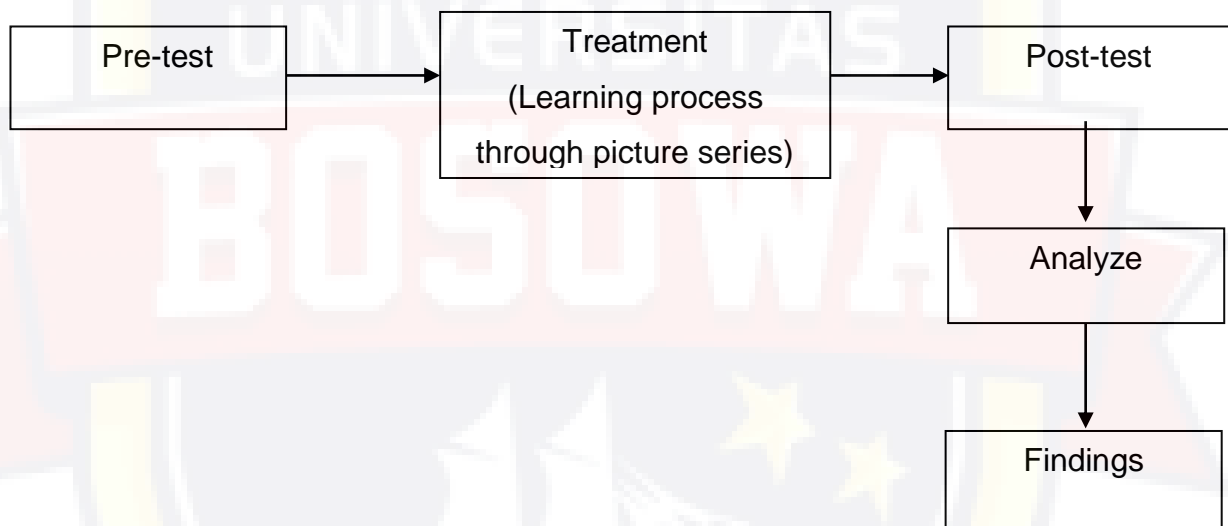
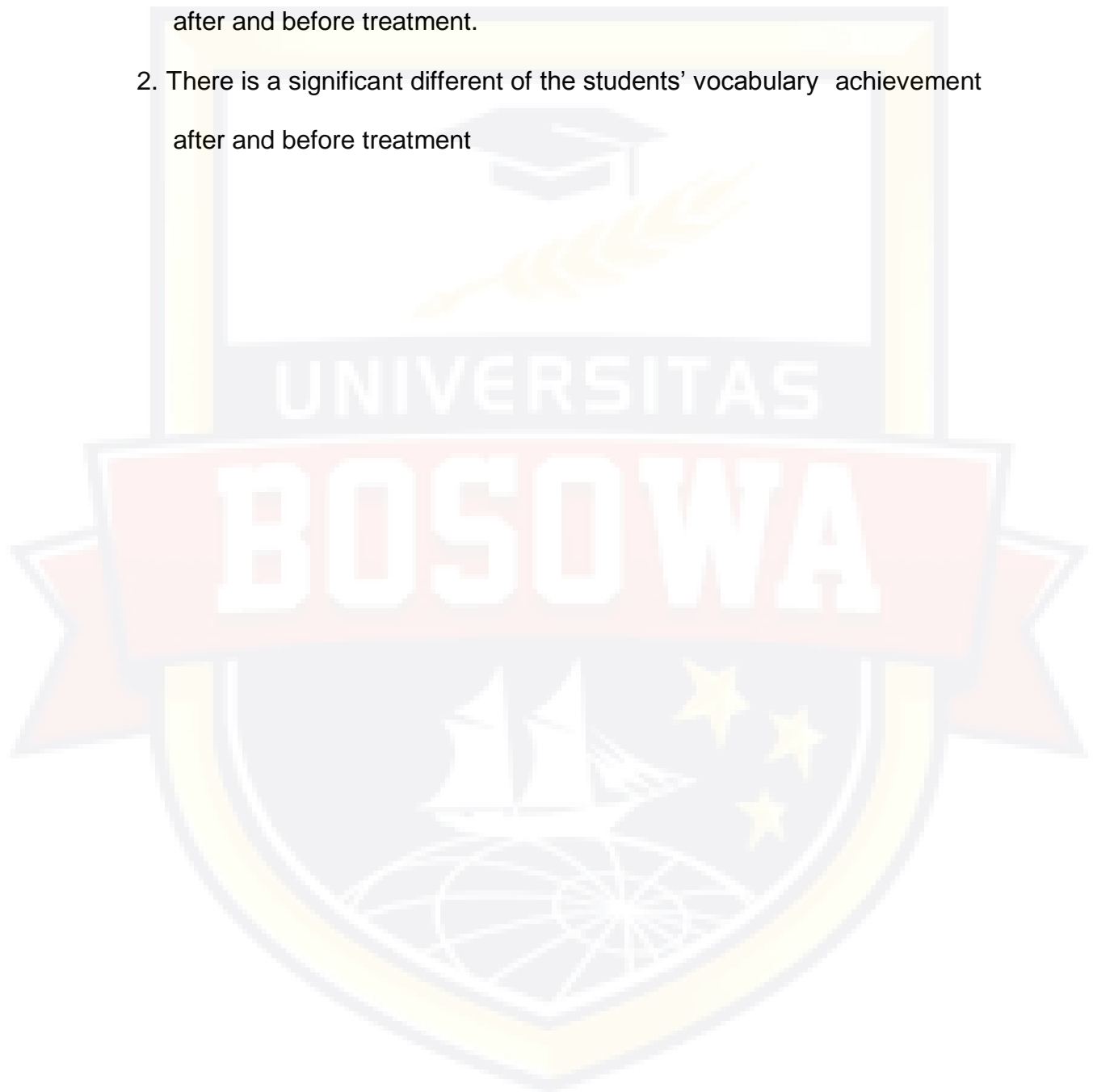


Figure 2.1 Conceptual Framework

The researcher give pre-test to know the basic knowledge of the students' vocabulary and then the researcher give treatment and applying picture series method in the classroom after that post-test to find out the result of students vocabulary of noun, adverb and verb achievement after treatment.

E. Hypothesis

1. There is no significant difference of the students' vocabulary achievement after and before treatment.
2. There is a significant different of the students' vocabulary achievement after and before treatment



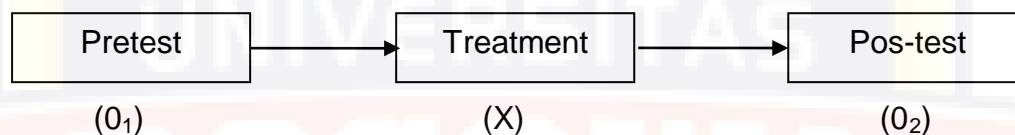
CHAPTER III

METHODOLOGY OF THE RESEARCH

This section consists of research design, variable, population and sample, instrument of the research and technique of data analysis.

A. Research of the Design

The design research is pre-experimental method with one group pretest and posttest design. The design can be described as follow:



Where:

O_1 : is pre-test

X : is treatment

O_2 : is post-test

Gay in Mbusa (2014: 30)

B. Location and Time of the Research

This research conducted at the first year of SMPN 17 Makassar. The research held on July 2017.

C. Variable and Operational Definition

1. Research Variable

There variable of the research namely the independent variable and dependent variable. The dependent was picture series. The independent variable was students' vocabulary.

2. Operational Definition

picture series was a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell the story of a sequence of events.

D. Population and Sample

1. Population

Population was the first students of SMPN 17 MAKASSAR in academic year 2017/2018 which consists of 11 classes. Total numbers of students was 330 students,

2. Sample

In determining the sample of the research, the writer used total sampling technique. The total numbers of sample were 36 from class (VII-4).

E. Instrument of the Research

To collect the data, the writer was used only one kind of instrument, namely an objective vocabulary test, is used as pre-test and post-test. The test consists of multiple choices. The treatment was given to the students in one meeting.

F. The Procedure of Data Collection

The technique of collecting data is presented as follows:

1. Pre-test

Before doing the treatment the writer was gave pre-test to find out the basic knowledge of vocabulary. In this case the writer gave vocabulary test.

- a. The writer distributes the test of students
- b. The writer explains to the students how to work out the test
- c. The students do the test 60 minutes
- d. The writer collects the test

2. Treatment

After giving the pre-test, the writer was gave treatment by picture series, the procedure of treatment as follow:

- a. The writer was explained about picture series.
- b. The writer showed picture series to the students.
- c. The writer was gave picture series to the students.
- d. After that students looking for the verbs, noun, and adverb which in the pictures and Write all of the verbs, noun, and adverb that they found and translate.
- e. The writer collection the students answer.
- f. The writer gave correction to the students answer

3. Post-test

After giving treatment about vocabulary through picture series, the writer give post-test, it was intend to find out the vocabulary test.

G. Technique of Data Analysis

In analyzing the data that have collected through the pretest and posttest, the researcher used the procedure as follows:

1. The scale of the students score achievement

Score	Classification
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Fairly good
50-59	Fair
40-49	Poor
0-40	Very poor

Depdiknas (2000: 36)

2. Finding out the means score of the students answer by using formula:

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

Where:

\bar{x} : Mean score

$\sum x$: Total score

n : The number of students

Gay in Sule (2016: 26)

3. To know the significant different between the score of the pre-test and post-test, the writer calculation the value of the test by using the following

formula:

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

Where:

t = test of significance

\bar{D} = the meant score

$\sum D$ = the sum of total score

D = the square of the sum score of difference

N = total number of students

(Gay in Sule 2016: 27)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two section, the finding of the research and the research and discussion of the findings.

A. Findings

This part explained about the result of the research which focused on picture series on English vocabulary test.

The data analyzed about the students' improvement in vocabulary especially at class VII SMPN 17 Makassar by using picture series on English vocabulary test. The data about the students' improvement also can be described as follows:

1. Students Score

Table 1. The students' score and classification in pre-test

NO (1)	Names of Students (2)	Pre-Test (3)	Classification (4)
1	K.W.	60	Fairly good
2	R	35	Very poor
3	A.S.R.R	50	Fair
4	N.F.H	35	Very poor
5	W	25	Very poor
6	N.N.I	35	Very poor
7	I.A	55	Fair
8	N.A.A	75	Good
9	A.A.A.S	45	Poor
10	S.N.A	60	Fairly good

To be continued

Continuation

(1)	(2)	(3)	(4)
12	G.T.E	60	Fairly good
13	P.A	80	Very good
14	M.A	75	Good
15	N.K	55	Fair
16	S.W	55	Fair
17	I.L.P	45	Poor
18	I.F	50	Fair
19	E.A.R	50	Fair
20	M.Z.S	70	Good
21	A.F	45	Poor
22	A	40	Poor
23	R.Z	85	Very good
24	M.S.S	60	Fairly good
25	H.M	75	Good
26	A.Z.Z	65	Fairly good
27	F.M.A	30	Very poor
28	M.F	35	Very poor
29	F	45	Poor
30	M.A.K	60	Fairly good
31	M.R.R	35	Very poor
32	M.N.F	30	Very poor
33	M.B.A.K	30	Very poor
34	I	55	Fair
35	D	65	Fairly good
36	M.S	60	Fairly good
Total		1900	
Mean Score		52,77	

2.The students' score and classification in post-test

NO	Names of Students	Post-Test	Classification
1	K.W.S	85	Very good
2	R	60	Fairly good
3	A.S.R.R	80	Very good
4	N.F.H	70	Good
5	W	50	Fair
6	N.N.I	65	Fairly good

To be continued

Continuation

(1)	(2)	(3)	(4)
7	I.A	75	Good
8	N.A.A	95	Excellent
9	A.A.A.S	65	Fairly good
10	S.N.A	75	Good
11	A.C	85	Very good
12	G.T.E	80	Very good
13	P.A	95	Excellent
14	M.A	85	Very good
15	N.K	80	Very good
16	S.W	75	Good
17	I.L.P	65	Fairly good
18	I.F	70	Good
19	E.A.R	60	Fairly good
20	M.Z.S	90	Excellent
21	A.F	50	Fair
22	A	65	Fairly good
23	R.Z	100	Excellent
24	M.S.S	70	Good
25	H.M	80	Very good
26	A.Z.Z	75	Good
27	F.M.A	60	Fairly good
28	M.F	65	Fairly good
29	F	75	Good
30	M.A.K	75	Good
31	M.R.R	70	Good
32	M.N.F	60	Fairly good
33	M.B.A.K	55	Fair
34	I	75	Good
35	D	80	Very good
36	M.S	80	Very good
Total		2640	
Mean Score		73,33	

2. The students' classification pre-test and post-test

Table 3. The rate percentages of vocabulary score in pre-test

No.	Classification	Score	Pre-test	
			F	%
1	Excellent	90-100	0	0%
2	Very good	80-89	2	5.56%
3	Good	70-79	5	13.89%
4	Fairly good	60-69	8	22.22%
5	Fair	50-59	7	19.44%
6	Poor	40-49	5	13.89%
7	Very poor	0-40	9	25%
Total			36	100%

On the table 1 above, the result of pre-test show that none of got excellent. Classification there was 2 students (5.56%) got very good classification, 5 students (13.89%) got good classification, 8 students (22.22%) got fairly good classification, 7 students (19.44%) got fair classification, 5 students (13.89%) got poor classification, 9 students (25%) got very poor classification.

Table 4. The rate percentages of vocabulary score in post-test

No.	Classification	Score	Post-test	
			F	%
1	Excellent	90-100	4	11.11%
2	Very good	80-89	9	25%
3	Good	70-79	11	30.56%
4	Fairly good	60-69	9	25%
5	Fair	50-59	3	8.33%
6	Poor	40-49	0	0%
7	Very poor	0-40	0	0%
Total			36	100%

On the table 3 above, the result of post-test for the students show 4 students (11.11%) got excellent classification, 9 students (25%) got very good classification, 11 students (30.56%) got good classification, 9 students (25%) got fairly good classification, 3 students (8.33%) got fair classification, none of students got poor, very poor.

3. The mean score and standard deviation of pre-test and post-test

Table 5. The mean score and standard deviation in pre-test

Test	Mean score	Standard deviation
Pre-test	52,77	15,87

The data above show the result of mean score in pre-test is 52,77 and standard deviation is 15,87.

Table 6. The mean score and standard deviation of post-test

Test	Mean score	Standard deviation
Post-test	73,33	75,31

The data above show the result of mean score in post-test is 73,33 and standard deviation is 75,31.

4. T-test value

Table 7. T-test value of the students

Variable	T-test value	T-table at $p=0,05, df=N-1$
X2-X1	15,58	2.029

The table 5 above shows that the t-test value of the students achievement in vocabulary test through picture series a was greater than that the t-table value (2.029) at the level of significance $p=0,05$, degree of freedom $df=N-1$ ($36-1=35$). It can be conclude that there was a significance different between the students' pre-test and the post-test. This means that the directed activities can improve the students' vocabulary.

B. Discussion

The writer described that data collected through picture series. It was support by the post-test, standard deviation and the significant the students score after attending in teaching vocabulary through picture series was better than before giving to the students treatment. The writer used lesson plan to made the research have a direction and more focus to data collection.

As the explanation above, the observation result when the writer conducted teaching practice in SMPN 17 Makassar. Only a few of students can comprehend or can understand what they have study especially vocabulary. because many factors such as the students consider that English is adjective, noun, verb and adverb. The other factor is the teacher always uses the same media to teach English adjective, noun, verb and adverb. It is also make the students more bore to study English. The writer also discussed the media which applied in the observation activity. English teacher SMPN 17 Makassar received this media as a new media which applied in the classroom. It also make the research in class VII-4 which almost of their students in this class has a low ability in vocabulary by using

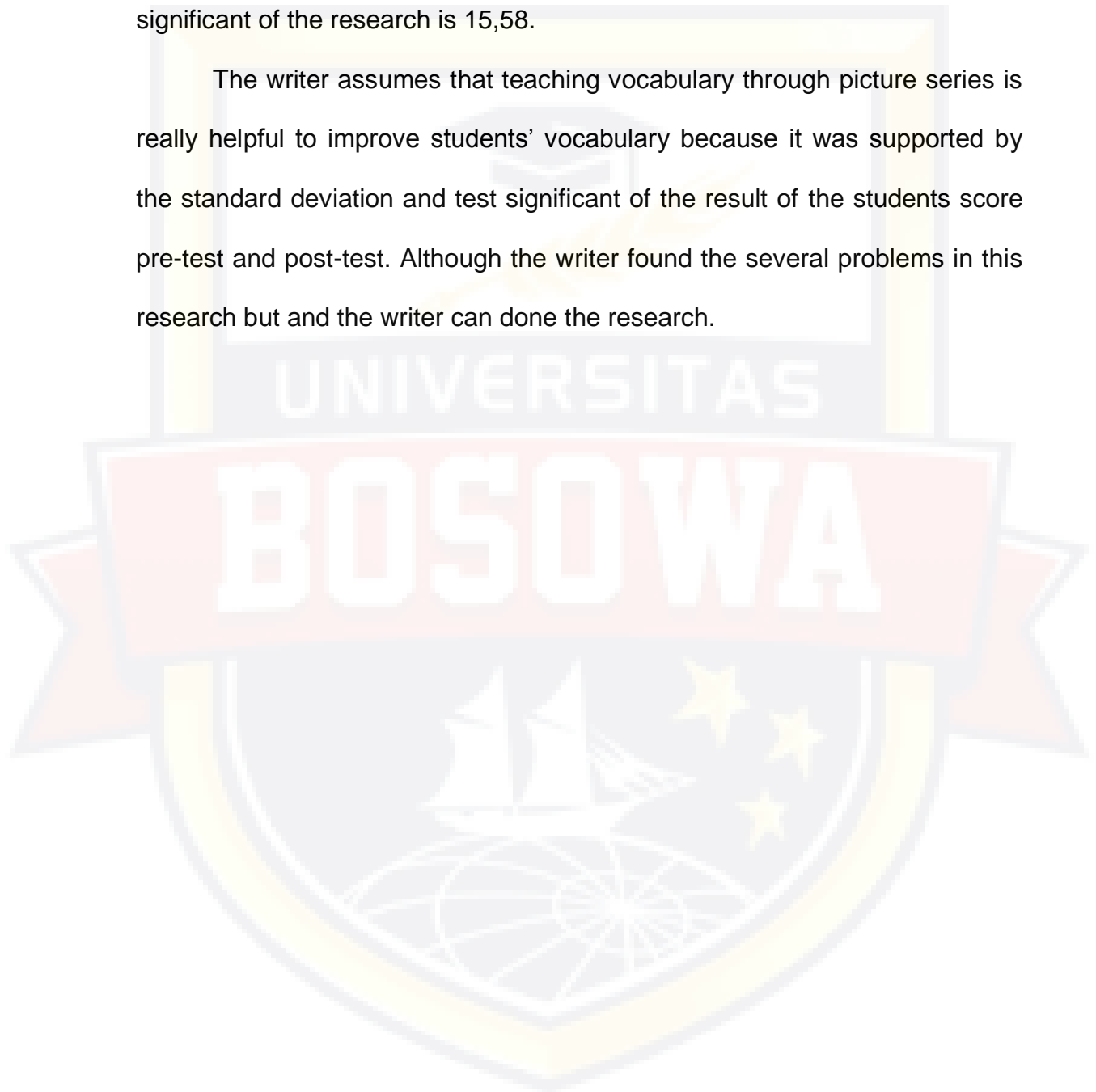
picture series material. The writer also gave some vocabulary to know the students ability before conducted the research.

The research aims to determine the use of picture series in teaching vocabulary at class seven Of SMPN 17 Makassar. This research used pre-experimental media by chose One class to give pre-test, treatment, post-test. The population of this research was students class VII which consist of 396 students. The sample of this research was class VII-4 which consist of 36 students. The instrument of this research was by vocabulary test. The test question in picture series is tested twice in the form of pre-test and post-test. In the pre-test students had to answer 20 questions. The means score of their vocabulary test in pre-test was 52,77. The writer conducted treatment to improve students vocabulary by using picture series.

And later treatment the writer will teach vocabulary or explain the return of the pre-test. The topic is vocabulary. After giving treatment the writer conducted pos-test to know the students vocabulary achievement. The questions were still the same with pre-test. From the result of students post-test showed that their vocabulary achievement improved. It was supported by showing the means score of pre-test 52,77 and theirs means score of post-test 73,33. It means that the use of picture series give positive in students' vocabulary. So it can conclude that the use picture series was effective in teaching vocabulary at the class VII of SMPN 17 Makassar.

Beside shows the standard deviation of the pre-test is 15,87, while the standard deviation of the post-test is 75,31 from table score of data. And test significant of the research is 15,58.

The writer assumes that teaching vocabulary through picture series is really helpful to improve students' vocabulary because it was supported by the standard deviation and test significant of the result of the students score pre-test and post-test. Although the writer found the several problems in this research but and the writer can done the research.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, it was written about the conclusion and suggestion based on the research, which includes the researcher's research.

A. Conclusion

Based on the research finding and discussion in the previous chapter, the writer comes to the following conclusion: The use of picture series on English vocabulary test at class VII SMPN 17 Makassar was improved of the students' achievement significantly. The findings indicated that the mean score of post-test was higher than in the pre-test.

B. Suggestions

Based on the result of the research and the conclusion above, the writer was like to propose some suggestions as follows:

1. It is suggested that English teachers which were used picture series as media in teaching process since the result of this research has shown that the students' vocabulary achievement was higher after being taught by using picture series.
2. In teaching vocabulary through picture series, the teachers should introduce and explain the meaning of the words using picture series. The teachers should choose an interesting picture which is appropriate

with the learning material which will be taught. She/ he should explained about the content of words, they are; noun, verb, adjective, and adverb.



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APPENDIXES



Appendix 1. Instrument of the research

Choose the right answer for number (1-3) as the picture beside.

1. What does he do?
 - a. Sleep
 - b. Wake Up
 - c. Eat
 - d. Walk
2. Where did he sleep?
 - a. Bathroom
 - b. Room
 - c. Park
 - d. Tree
3. With whom he is in the room?



- a. Father
- b. Mother
- c. Alone
- d. Sister

Choose the right answer for number (4-6) as the picture beside.

4. What does he hold?
 - a. Water
 - b. Head
 - c. bucket
 - d. Brush teeth
5. What does he wash?
 - a. Ball
 - b. Face
 - c. Teeth
 - d. Hair
6. what he is holding on, except brushing teeth?
 - a. Bucket
 - b. Pipe
 - c. Scoop
 - d. Washbasin



Choose the right answer for number (18-20) as the picture beside

18. What is the teacher doing?

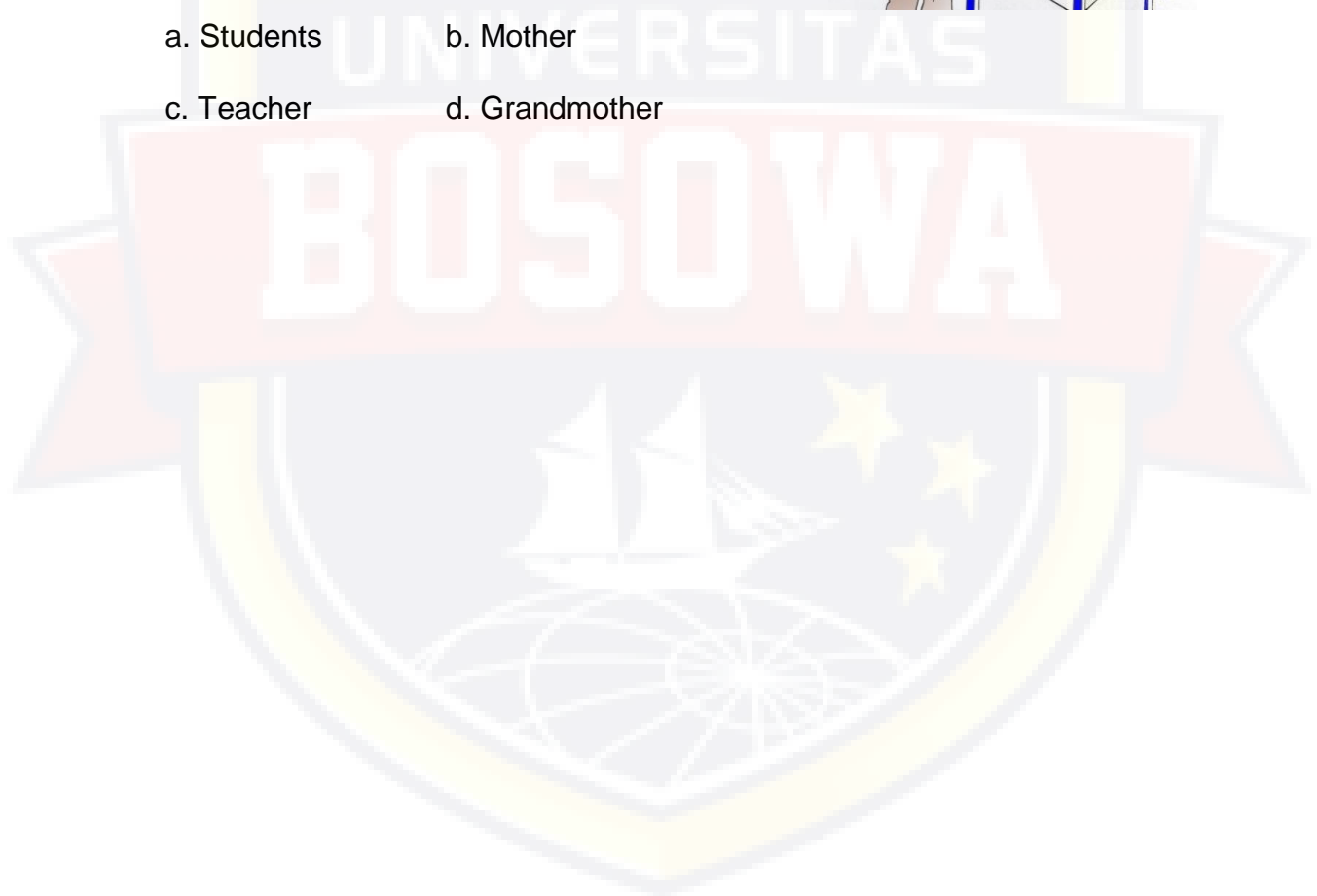
- a. Teach b. Play
c. Pray d. Swim

19. What is the teacher holding on?

- a. Bag b. Book
c. Ruler d. Marker

20. Who is standing in the picture?

- a. Students b. Mother
c. Teacher d. Grandmother



Appendix 2. Key answers

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. B | 12. A |
| 3. C | 13. A |
| 4. D | 14. C |
| 5. C | 15. A |
| 6. C | 16. A |
| 7. A | 17. C |
| 8. D | 18. A |
| 9. D | 19. B |
| 10. C | 20. C |



Appendix 3. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 17 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi:

Mengungkapkan makna dalam teks tertulis fungsional dan sangat sederhana yang berbentuk pertanyaan bergambar dan procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar:

Merespon makna yang terdapat dalam teks tertulis fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator :Memberi teks secara tertulis yang berkaitan dengan kosa kata

Aspek/Skill : Vocabulary

A. Tujuan Pembelajaran

Siswa dapat:

- Menentukan jawaban berdasarkan gambar
- Memilih jawaban yang tepat berdasarkan gambar
- Menambah kosa kata baru

B. Materi Pembelajaran

Materi tentang: Vocabulary

- Gambar seri
- Menggunakan gambar seri melalui test tertulis

C. Metode Pembelajaran

Picture series on English vocabulary test

D. Media, Alat Pembelajaran

Media : gambar

Alat : Whiteboard, boardmarket, etc

Sumber belajar : 1. Gambar-gambar yang relevan
2. Buku teks yang relevan

E. Langkah-Langkah Pembelajaran

1. Pendahuluan:

- Mengucapkan salam menyapa siswa dan berdoa
- Mengecek kehadiran siswa
- Memberikan motivasi dan apersepsi

- Menginformasi tujuan pembelajaran

2. Kegiatan Inti:

1. Melibatkan peserta didik untuk menjawab pertanyaan menggunakan gambar seri melalui test terlulis
2. Menjelaskan kepada peserta didik apa yang di maksud dengan gambar seris melalui test tertulis
3. Memberikan kesempatan kepada peserta didik untuk bertanya

3. Penutup

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran.
- “thank you very much for you participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?”
- Berdoa sebelum mengakhiri pembelajaran.

F. Penilaian

1. Teknik Penilaian : Observasi (sikap), tes tertulis (pengetahuan), dan unjuk kerja (keterampilan).
2. Instrument penelitian
 - a. Penilaian sikap (tanggung jawab, peduli, kerjasama)

No.	Waktu	Nama	Sikap	ket

b. Penilaian Pengetahuan.

- ❖ Teknik : Test tulis
- ❖ Instrument : Multiple choices
- ❖ Kisi-kisi

No.	Indikator	Jumlah soal
1	Disajikan soal bentuk pilihan ganda (siswa dapat memilih jawaban yang benar sesuai dengan petunjuk yang ada dalam teks berdasarkan gambar)	20

Rubrik penilaian

No.	Kriteria	Skore
1	Jika jawaban benar	1
2	Jika jawaban salah	0

Kriteria

$$\text{Nilai} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$$

Appedix 4 . Students' scores of pre-test and pos-test

NO	Names of Students	Pre-Test	Post-Test
1	Kiki Wulan Sari	60	85
2	Rianti	35	60
3	Ayu Sri Rhayu.R	50	80
4	Nurul Faiza Hayya	35	70
5	Wahdaniah	25	50
6	Nadiyah Nur Istiqama	35	65
7	Indri Anggraeni	55	75
8	Nadilah Auliyah. A	75	95
9	Andi Adel Auliyah. S	45	65
10	Sitti Nur Aisyah	60	75
11	Andi Cahaya	70	85
12	Getzy Tisca Eldina	60	80
13	Putri Amanda	80	95
14	Meisyah Afiah	75	85
15	Nur Karimah	55	80
16	Sri Wahyuni	55	75
17	Ildha Liana Putri	45	65
18	Ifa Febrianti	50	70
19	Edo Adrian Rianto	50	60
20	Muh Zhezha. S	70	90
21	Achmad Fauzan	45	50
22	Anugrah	40	65
23	Rayhan Zahri	85	100
24	Muh. Sigit Sugiharto	60	70

To be continued

Continuation

25	Haidir Mattayang	75	80
26	Achmad Zaqi Zul Fikri	65	75
27	Fadel Muhammad Azmi	30	60
28	Muh. Faiz	35	65
29	Firman	45	75
30	Muh. Arya Kusuma	60	75
31	Muh. Reza Rifaldi	35	70
32	Muh. Nur Fajri	30	60
33	Muh. Bilal Al Kadir	30	55
34	Irwandi	55	75
35	Dimas	65	80
36	Muh. Shiham	60	80
Total		1900	2640

Appedix 5. Table of total score

sample	Pre-test	Pos-test	$(X_1)^2$	$(X_2)^2$	$\sum D$	$\sum D^2$
	(X_1)	(X_2)				
Kiki Wulan Sari	60	80	3600	7225	20	400
Rianti	35	60	1225	3600	25	625
Ayu Sri Rhayu.R	50	80	2500	6400	30	900
Nurul Faiza Hayya	35	70	1225	4900	35	1225
Wahdaniah	25	50	625	2500	25	625
Nadiyah Nur Istiqama	35	65	1225	4225	30	900
Indri Anggraeni	55	75	3025	5625	20	400
Nadilah Auliyah. A	75	95	5625	9025	20	400
Andi Adel Auliyah. S	45	65	2025	4225	20	400
Sitti Nur Aisyah	60	75	3600	5625	15	225
Andi Cahaya	70	85	4900	7225	15	225
Getzy Tisca Eldina	60	80	3600	6400	20	400
Putri Amanda	80	95	6400	9025	15	225
Meisyah Afiah	75	85	5625	7225	10	100
Nur Karimah	55	80	3025	6400	25	625
Sri Wahyuni	55	75	3025	5625	20	400
Ildha Liana Putri	45	65	2025	4225	20	400
Ifa Febrianti	50	70	2500	4900	20	400
Edo Adrian Rianto	50	60	2500	3600	10	100

Muh Zhezha. S	70	90	4900	8100	20	400
Achmad Fauzan	45	50	2025	2500	5	25
Anugrah	40	65	1600	4225	25	625
Rayhan Zahri	85	100	7225	10000	15	225
Muh. Sigit Sugiharto	60	70	3600	4900	10	100
Haidir Mattayang	75	80	5625	6400	5	25
Achmad Zaqi Zul Fikri	65	75	4225	5625	10	100
Fadel Muhammad Azmi	30	60	900	3600	30	900
Muh. Faiz	35	65	1225	4225	30	900
Firman	45	75	2025	5625	30	900
Muh. Arya Kusuma	60	75	3600	5625	15	225
Muh. Reza Rifaldi	35	70	1225	4900	35	1225
Muh. Nur Fajri	30	60	900	3600	30	900
Muh. Bilal Al Kadir	30	55	900	3025	25	625
Irwandi	55	75	3025	5625	20	400
Dimas	65	80	4225	6400	15	225
Muh. Shiham	60	80	3600	6400	20	400
Total	1900	2640	109100	198750	735	17175
Mean score	52,77	73,33	3030,55	5520,83	20,41	477,08

Appendix 6. the mean score

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

Pre-test	Post-test
$\frac{1900}{36} = 52,77$	$\frac{2640}{36} = 73,33$

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Appendix 7. Standar deviation of the pre-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{109100 - \frac{(1900)^2}{36}}{36 - 1}}$$

$$= \sqrt{\frac{109100 - \frac{3610}{36}}{35}}$$

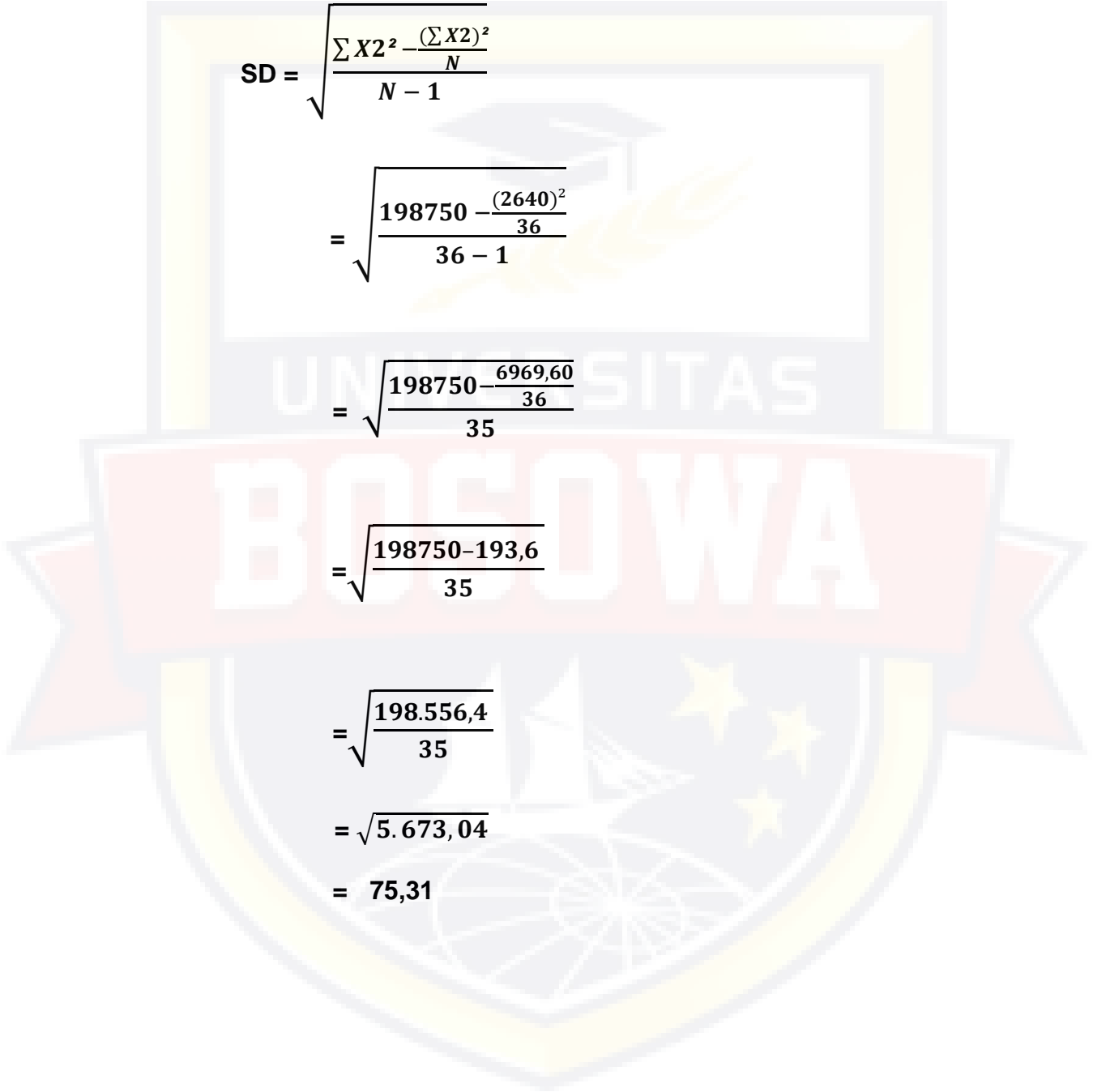
$$= \sqrt{\frac{109100 - 100,277}{35}}$$

$$= \sqrt{\frac{8.823}{35}}$$

$$= \sqrt{252,08}$$

$$= 15,87$$

Appendix 8. Standar deviation of the post-test


$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{198750 - \frac{(2640)^2}{36}}{36 - 1}} \\ &= \sqrt{\frac{198750 - \frac{6969,60}{36}}{35}} \\ &= \sqrt{\frac{198750 - 193,6}{35}} \\ &= \sqrt{\frac{198.556,4}{35}} \\ &= \sqrt{5.673,04} \\ &= 75,31 \end{aligned}$$

Appendix 9. Test of Significance (T-test)

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

$$X1 = 1900$$

$$X2 = 2640$$

$$\sum D = 735$$

$$\sum D^2 = 17175$$

$$\bar{D} = \frac{(\sum D)}{N} = \frac{735}{36} = 20,41$$

$$t = \frac{20,41}{\sqrt{\frac{17175 - \frac{(735)^2}{36}}{36(36-1)}}$$

$$t = \frac{20,41}{\sqrt{\frac{17175 - \frac{540.225}{36}}{36(35)}}$$

$$t = \frac{20,41}{\sqrt{\frac{17175 - 15.003}{1.260}}$$

$$t = \frac{20,41}{\sqrt{\frac{2.168,7}{1.260}}}$$

$$= \frac{20,41}{\sqrt{1,72}}$$

$$= \frac{20,41}{1,31}$$

$$= 15,58$$

Appendix 10. The Distribution of t-table

df	Level of Significance					
	0.2	0.1	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.62
2	1.886	2.92	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	8.61
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.44	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	1.86	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.25	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	1.35	1.771	2.16	2.65	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.14
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.12	2.583	2.921	4.015
17	1.333	1.74	2.11	2.567	2.898	3.965
18	1.33	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	3.85
21	1.323	1.721	2.08	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	2.5	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.06	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.05	2.473	2.771	3.69
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	1.31	1.697	2.042	2.457	2.75	3.646
31	1.309	1.695	2.039	2.455	2.746	3.64
32	1.308	1.693	2.036	2.45	2.74	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.03	2.447	2.73	3.63

35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.44	2.72	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	2.43	2.71	3.56
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2	2.39	2.66	3.46
120	1.289	1.658	1.98	2.355	2.617	3.373



Appendix 11. The picture of the research



Picture 1: The writer was giving pre-test of the students



Picture 2: The students were doing the pre-test



Picture 3: The writer was giving treatment of the students



Picture 4: The students were doing the treatment



Picture 5: The writer was giving post-test of the students



Picture 6: The students were doing the post-test

Nama : NURUL FAIZA HAYATI
Kelas : VIII A

Appendix 12. Students' result in pre-test

Choose the right answer for number (1-3) as the picture beside.

✓ 1. What does he do?

a. Sleep ✗ Wake Up

c. Eat d. Walk

✗ 2. Where did he sleep?

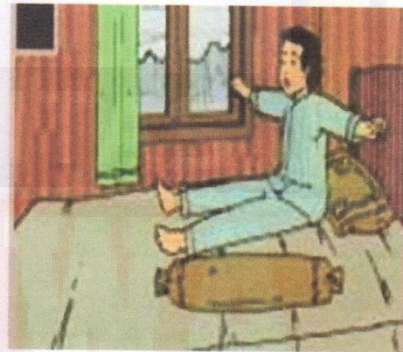
a. Bathroom b. Room

✗ Park d. Tree

✗ 3. With whom he is in the room?

✗ Father b. Mother

c. Alone d. Sister



$$\frac{7}{20} \times 100 = 35$$

Choose the right answer for number (4-6) as the picture beside.

✗ 4. What does he hold?

a. Water ✗ Head

c. bucket d. Brush teeth

✓ 5. What does he wash?

a. Ball b. Face

✗ Teeth d. Hair



✓6. what he is holding on, except brushing teeth?

a. Bucket b. Pipe

Scoop d. Washbasin

Choose the right answer for number (7-9) as the picture beside

7. What does he do?

a. Eat b. Walk

c. Fly Stand up

8. Where does he eat?

a. In the living room b. In the office

In the room d. In the dining room



✓9. How much the food in the picture

a. 3 b. 2

c. 1 4

Choose the right answer for number (10 and 11) as the picture beside

10. Who are in the picture?

Father b. Mother

c. Father, Mother, and a child d. A child

11. What is the child doing?

a. Hailing Kissing



- c. Seeing d. Holding

Choose the right answer for number (12-15) as the picture beside

X 12. What is the boy doing?

- a. Walking ~~X~~ Jumping
c. Seeing d. Running

✓ 13. Is there any tree in the picture?

- ~~X~~ Yes, it is. b. Does not.
c. No, it is. d. Yes, it does

X 14. Where is the boy walking?

- a. In front of the house ~~X~~ In front of the tree
c. In the road d. In the terminal



✓ 15. Where does he go?

- ~~X~~ At school b. At café
c. At terminal d. At supermarket

Choose the right answer for number (16 and 17) as the picture beside

X 16. Where is the boy position?

- a. In the classroom ~~X~~ In the library
c. In the café d. In the hospital

X 17. Who are in the picture?

- a. Mother ~~X~~ A teacher
c. A student d. A boy and a teacher



Choose the right answer for number (18-20) as the picture beside

✓ 18. What is the teacher doing?

- a. Teach b. Play
c. Pray d. Swim

X 19. What is the teacher holding on?

- a. Bag b. Book
c. Ruler d. Marker

X 20. Who is standing in the picture?

- a. Students b. Mother
c. Teacher d. Grandmother



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Nama : Rayhan Zahri

Kelas : VII.4

Choose the right answer for number (1-3) as the picture beside.

✓1. What does he do?

- a. Sleep Wake Up
c. Eat d. Walk

✓2. Where did he sleep?

- a. Bathroom Room
c. Park d. Tree

✓3. With whom he is in the room?

- a. Father b. Mother
 Alone d. Sister



$$\frac{17}{20} \times 100 = 85$$

Choose the right answer for number (4-6) as the picture beside.

✓4. What does he hold?

- a. Water b. Head
c. bucket Brush teeth

✓5. What does he wash?

- a. Ball b. Face
 Teeth d. Hair



6. what he is holding on, except brushing teeth?

a. Bucket b. Pipe

c. Scoop Washbasin

Choose the right answer for number (7-9) as the picture beside

7. What does he do?

Eat b. Walk

c. Fly d. Stand up

8. Where does he eat?

a. In the living room b. In the office

c. In the room In the dining room



9. How much the food in the picture

a. 3 b. 2

c. 1 4

Choose the right answer for number (10 and 11) as the picture beside

10. Who are in the picture?

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11. What is the child doing?

a. Hailing Kissing



- c. Seeing d. Holding

Choose the right answer for number (12-15) as the picture beside

✓12. What is the boy doing?

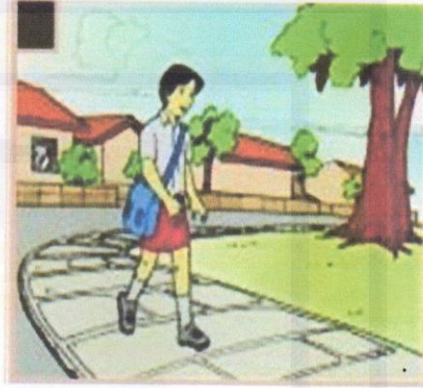
- a. Walking b. Jumping
c. Seeing d. Running

✓13. Is there any tree in the picture?

- a. Yes, it is. b. Does not.
c. No, it is. d. Yes, it does

X14. Where is the boy walking?

- a. In front of the house b. In front of the tree
c. In the road d. In the terminal



✓15. Where does he go?

- a. At school b. At café
c. At terminal d. At supermarket

Choose the right answer for number (16 and 17) as the picture beside

✓16. Where is the boy position?

- a. In the classroom b. In the library
c. In the café d. In the hospital

✓17. Who are in the picture?

- a. Mother b. A teacher
 c. A student d. A boy and a teacher



Choose the right answer for number (18-20) as the picture beside

✓ 18. What is the teacher doing?

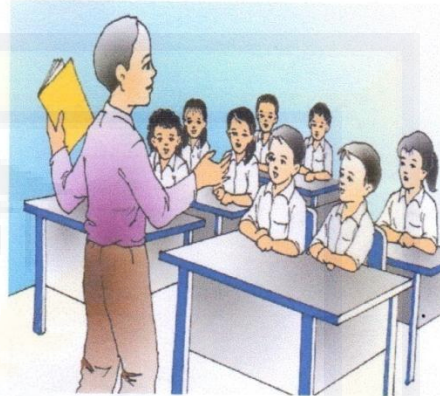
- a. Teach b. Play
c. Pray d. Swim

✓ 19. What is the teacher holding on?

- a. Bag b. Book
c. Ruler d. Marker

✓ 20. Who is standing in the picture?

- a. Students b. Mother
 c. Teacher d. Grandmother



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Nama : Nurul Faiza Hayya

Kelas : VII-4

Appendix 13. Students' result in post-test

Choose the right answer for number (1-3) as the picture beside.

✓ 1. What does he do?

- a. Sleep Wake Up
c. Eat d. Walk

✓ 2. Where did he sleep?

- a. Bathroom Room
c. Park d. Tree

✓ 3. With whom he is in the room?

- a. Father b. Mother
 Alone d. Sister



$$\frac{14}{20} \times 100 = 70$$

Choose the right answer for number (4-6) as the picture beside.

✗ 4. What does he hold?

- a. Water Head
c. bucket d. Brush teeth

✓ 5. What does he wash?

- a. Ball b. Face
 Teeth d. Hair



✓6. what he is holding on, except brushing teeth?

a. Bucket b. Pipe

~~✗~~ Scoop d. Washbasin

Choose the right answer for number (7-9) as the picture beside

✓7. What does he do?

~~✗~~ Eat b. Walk

c. Fly d. Stand up

~~✗~~8. Where does he eat?

a. In the living room ~~✗~~ In the office

c. In the room d. In the dining room



✓9. How much the food in the picture

a. 3 b. 2

c. 1 ~~✗~~ 4

Choose the right answer for number (10 and 11) as the picture beside

~~✗~~10. Who are in the picture?

~~✗~~ Father b. Mother

c. Father, Mother, and a child d. A child

✓11. What is the child doing?

~~✗~~ Hailing b. Kissing



- c. Seeing d. Holding

Choose the right answer for number (12-15) as the picture beside

✓12. What is the boy doing?

- Walking b. Jumping
c. Seeing d. Running

✓13. Is there any tree in the picture?

- Yes, it is. b. Does not.
c. No, it is. d. Yes, it does

✗14. Where is the boy walking?

- In front of the house b. In front of the tree
c. In the road d. In the terminal



✓15. Where does he go?

- At school b. At café
c. At terminal d. At supermarket

Choose the right answer for number (16 and 17) as the picture beside

✗16. Where is the boy position?

- a. In the classroom In the library
c. In the café d. In the hospital

✓17. Who are in the picture?

- a. Mother b. A teacher
 A student d. A boy and a teacher



Choose the right answer for number (18-20) as the picture beside

✓ 18. What is the teacher doing?

- a. Teach b. Play
c. Pray d. Swim

X 19. What is the teacher holding on?

- a. Bag b. Book
c. Ruler d. Marker

✓ 20. Who is standing in the picture?

- a. Students b. Mother
 c. Teacher d. Grandmother



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Nama : Rayhan Zahri

Kelas : VII- 4

Choose the right answer for number (1-3) as the picture beside.

✓1. What does he do?

a. Sleep Wake Up

c. Eat d. Walk

✓2. Where did he sleep?

a. Bathroom Room

c. Park d. Tree

✓3. With whom he is in the room?

a. Father b. Mother

Alone d. Sister



$$\frac{20}{20} \times 100 = 100$$

Choose the right answer for number (4-6) as the picture beside.

✓4. What does he hold?

a. Water b. Head

c. bucket Brush teeth

✓5. What does he wash?

a. Ball b. Face

Teeth d. Hair



✓ 6. what he is holding on, except brushing teeth?

- a. Bucket b. Pipe
~~✗~~ Scoop d. Washbasin

Choose the right answer for number (7-9) as the picture beside

✓ 7. What does he do?

- ~~✗~~ Eat b. Walk
 c. Fly d. Stand up

✓ 8. Where does he eat?

- a. In the living room b. In the office
 c. In the room ~~✗~~ In the dining room



✓ 9. How much the food in the picture

- a. 3 b. 2
 c. 1 ~~✗~~ 4

Choose the right answer for number (10 and 11) as the picture beside

✓ 10. Who are in the picture?

- a. Father b. Mother
~~✗~~ Father, Mother, and a child d. A child

✓ 11. What is the child doing?

- ~~✗~~ Hailing b. Kissing



- c. Seeing d. Holding

Choose the right answer for number (12-15) as the picture beside

✓12. What is the boy doing?

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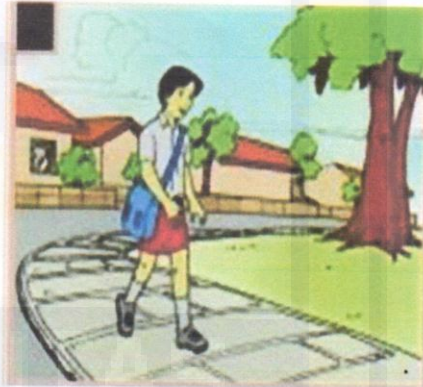
✓14. Where is the boy walking?

- a. In front of the house b. In front of the tree

- ~~✗~~ In the road d. In the terminal

✓15. Where does he go?

- ~~✗~~ At school b. At café
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Choose the right answer for number (16 and 17) as the picture beside

✓16. Where is the boy position?

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Choose the right answer for number (18-20) as the picture beside

✓ 18. What is the teacher doing?

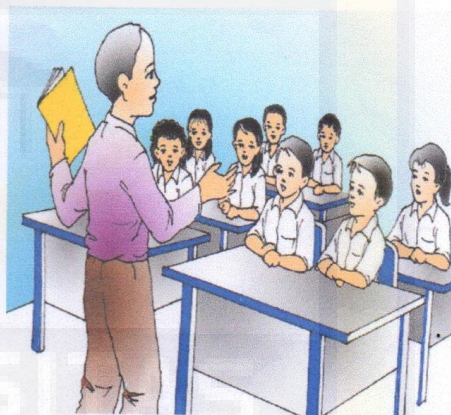
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- a. Bag b. Book
c. Ruler d. Marker

✓ 20. Who is standing in the picture?

- a. Students b. Mother
 c. Teacher d. Grandmother



BOSOWA





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA NEGERI 17
Alamat : Jl. Tamangapa Raya V no. 5 ☉ (492973) Makassar 90235
NSS : 20.11.96.01.01.24 NPSN : 40313403



SURAT KETERANGAN IZIN PENELITIAN
No: 897/224/SMP.17/VIII/2017

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 17 Makassar menerangkan bahwa :

N a m a : KARTINI
NIM : 45 13 101033
Lembaga / Pendidikan : Univ Bosowa Makassar
FAK/PROG./JURUSAN : Pend. Bahasa Inggris

Benar telah mengadakan Penelitian Pada SMP Negeri 17 Makassar pada tanggal 20 Juli 2017. atas dasar Surat Izin dari Dinas Pendidikan Kota Makassar nomor: 070/0169/DP/VII/2017 Tanggal 18 Juli 2017

dengan judul :

“ THE USE OF PICTURE SERIES ON ENGLISH VOCABULARY TEST AT THE FIRST YEAR STUDENTS OF SMP NEGERI 17 MAKASSAR ”

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 29 Agustus 2017

Kepala SMP Negeri 17 Makassar,



SUKARDI, S.Pd
NIP. 19661017 198903 1 013

Curriculum vitae



KARTINI was born in Naru on Mart 15th 1995. KecamatanWera, KabupatenBima, West Nusa Tenggara. She has a brother and two sister from her parents, M.Hasan and Aminah. In 2001 she started her first education in SDN Naru and graduated in 2007. In 2007 she continued in SMPN 7 Kota Bima and graduated in2010. In The same year, she continued her study to High School at SMAN 1 Wera and graduated in 2013. In the same year she was accepted and continued her study in English Language Education Department, Faculty of Teacher Training and Education UniversitasBosowa Makassar and finished in 2017.