

**IMPROVING STUDENTS' VOCABULARY BY USING PICTURE  
AT SEVENTH GRADE STUDENTS OF SMPN 8 MAKASSAR  
(An Experiment Research at Seventh Grade Students)**

**SKRIPSI**

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FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE  
UNIVERSITY "45" MAKASSAR  
2013**

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**SKRIPSI**

Submitted to the Faculty of Teachership and Educational Science  
in Partial Fulfillment of the Requirements for the Sarjana Degree

UNIVERSITAS

**BOSOWA**

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BY USING PICTURE OF VII GRADE  
AT SMP NEGERI 8 MAKASSAR**  
(An Experiment Research at Seventh Grade Students)

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “Improving Students’ Vocabulary by Using Picture at Seventh Grade Students of SMPN 8 Makassar” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, February 26<sup>th</sup> 2013

Yang membuat pernyataan,

Wirna Sari

# MOTTO AND DEDICATION

“ Determine that the thing can and shall be done, and then we shall find the way ”.

( Abraham Lincoln)

This skripsi is dedicated to :

- ✿ My beloved parents
- ✿ All of my teachers and lectures
- ✿ All of my friends

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The writer would like to express the most appreciation to her big family especially her beloved parents, Kamarullah Wahid and Rosmawaty, who always prepare and give a lot of sacrifices and pray for her save and successful. Mom and Dad, the writer could never repay for all you have done for her, your love and supports is priceless. The writer really appreciate all of your help and hopefully daughter, the writer owe everything to you.

The writer also expressed her special thanks to all best friends (Dheal, Nely, Sahadan Bin Imran, Ani, Juwita, Mifta), her cousin (Mumu) and all friends especially in executive class 2009 for their togetherness, love, help and support. "Love you all"

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

The image contains a large, semi-transparent watermark of the Universitas Bosowa logo. The logo is a shield-shaped emblem with a yellow border. Inside the shield, there is a white graduation cap at the top, a yellow wheat stalk in the middle, and a white sailboat on a globe at the bottom. The word "UNIVERSITAS" is written in white capital letters on a dark blue horizontal band across the middle of the shield. Below the shield, the word "BOSOWA" is written in large, bold, white capital letters on a red banner. The date "Makassar, February 26<sup>th</sup> 2013" is printed in black text to the right of the logo.

Makassar, February 26<sup>th</sup> 2013

Wirna Sari

## ABSTRAK

WIRNA SARI. 2013. *Improving Students' Vocabulary by Using Picture at Seventh Grade Students of SMPN 8 Makassar*. (Dibimbing oleh St. Haliah Batau, dan Rampeng).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan metode gambar dapat menambah kosakata bahasa Inggris siswa SMP Negeri 8 Makassar. Penelitian ini menggunakan desain eksperimental dengan satu kelompok pre-test dan post-test. Sementara instrumen penelitian menggunakan metode matching atau mencocokkan gambar dengan kosakata. Penelitian ini dilakukan di SMP Negeri 8 Makassar dengan memilih kelas VII sebagai populasi pada tahun akademik 2011/2012. Penulis menggunakan teknik klaster sampling dengan mengambil kelas VII.E sebagai sampel penelitian.

Teknik pengumpulan data dilakukan melalui pemberian pre-test dan post-test. Pre-test diberikan untuk mengukur kemampuan awal pada penguasaan kosakata siswa sebelum diberikan treatment, dan untuk mengetahui pencapaian siswa setelah diberikan treatment, penulis memberikan post-test. Variabel yang digunakan dalam penelitian ini yaitu penggunaan gambar sebagai independent variabel. Sementara dependent variabel adalah pencapaian kosakata siswa.

Dari hasil analisis data pada kemampuan penguasaan kosakata siswa pada pre-test dan post-test menunjukkan bahwa nilai T-test adalah **17.40** dan nilai T-table **2.045**, berarti nilai T-test lebih bagus dari pada T-table atau (**17.40 > 2.045**). Hal itu menunjukkan bahwa kemampuan penguasaan kosakata siswa meningkat. Hal ini mengindikasikan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test.

Berdasarkan dari analisis tersebut, maka dapat disimpulkan bahwa penggunaan metode gambar dapat menambah kosakata bahasa Inggris siswa SMP Negeri 8 Makassar.

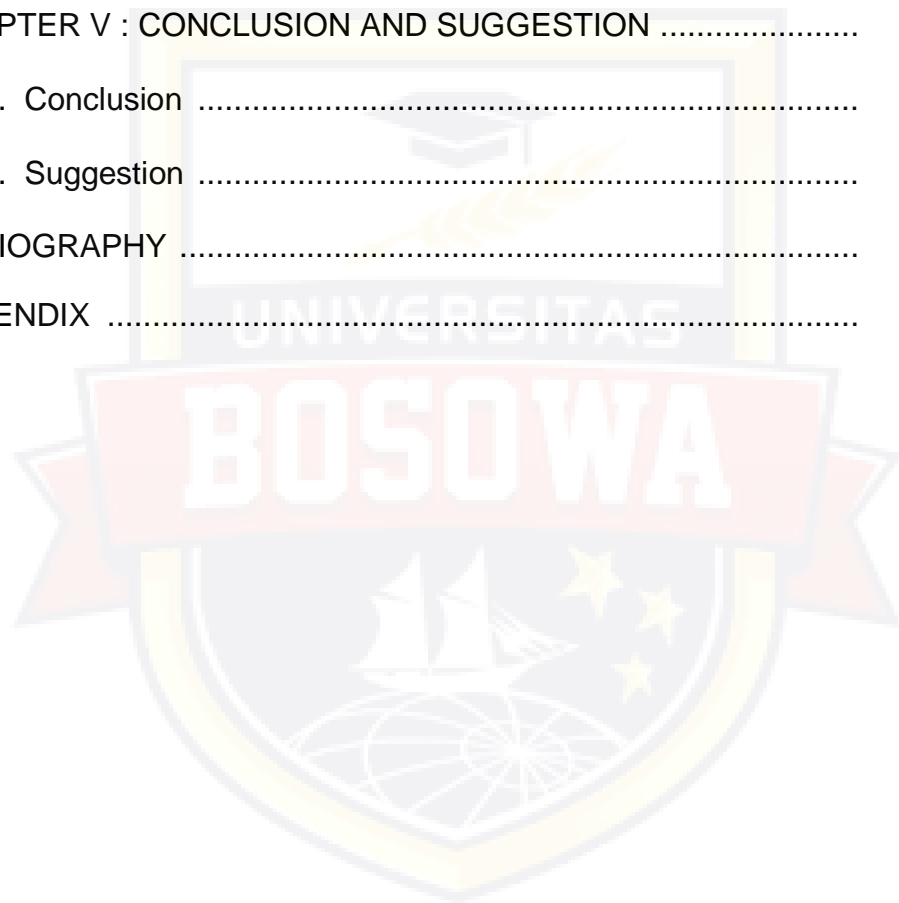


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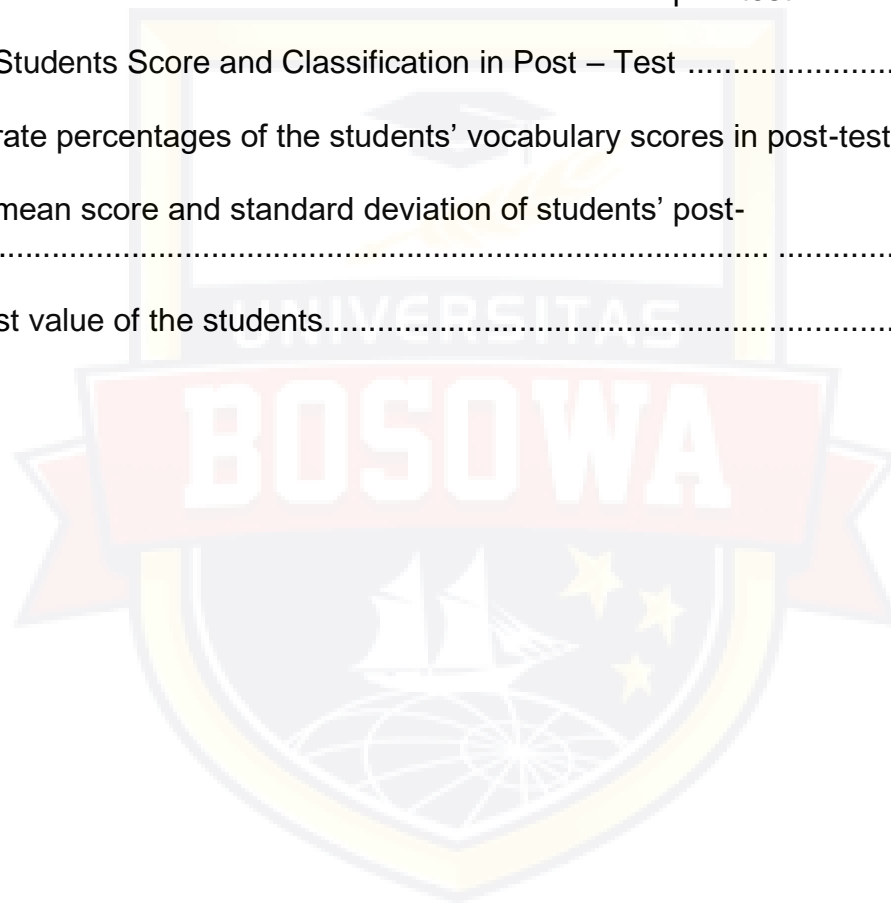
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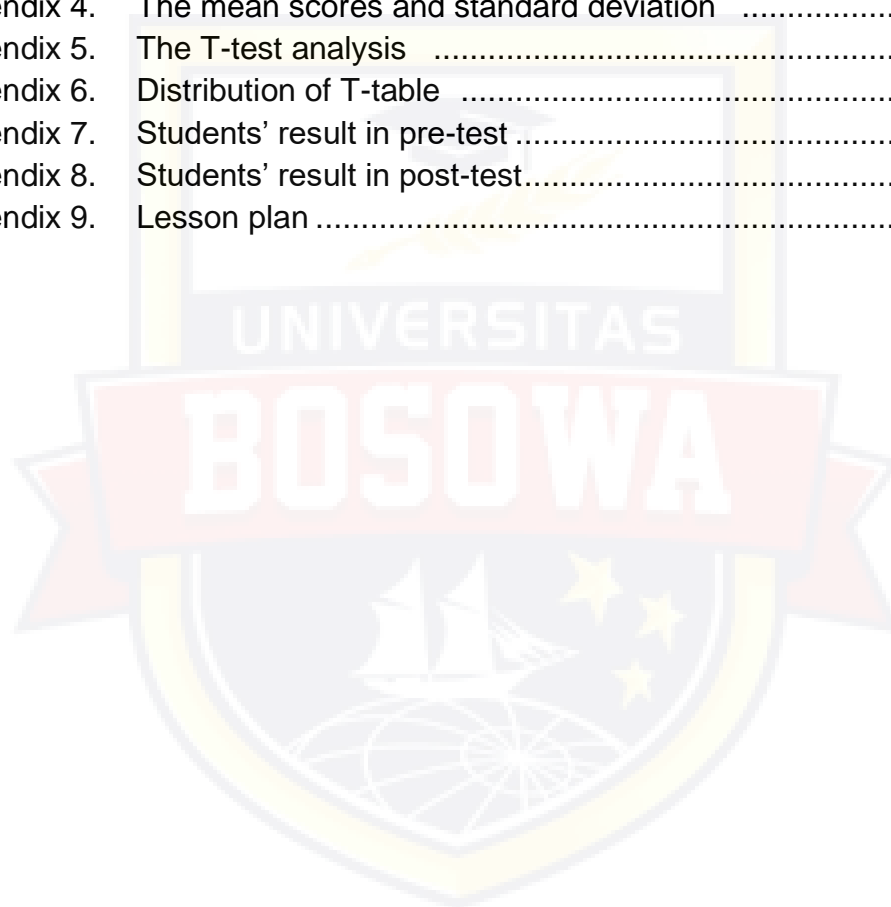
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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the foreign languages for Indonesian students, that must be learn in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

The government of Indonesia has decided that English is the first foreign language to be taught in Indonesia as a compulsory subject both in Junior High Schools and Senior High Schools. It consists of four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Even though English has been taught in Secondary Schools, which has been offered in Majority of communities up to now, the ability to understand and speak, as well as to read and write, cannot be acquired in two or three years sequence. So, starting earlier is better, by starting earlier, learners will have longer period to Acquire English. In the Junior High School, the material also covers four skills: listening, speaking, reading, and writing. Speaking and reading are given priority. The elements of language namely vocabulary and pronunciation may support those skills. Vocabulary is one of important aspects in teaching language. Using this element, people can communicate their ideas, emotions, feelings and desires. Without mastering vocabulary, people will not be able to use the language effectively. Dewey cited by Rita (1989:7) stated that thought is imposible without words. It means that vocabulary is uncountable the core of communication, learning and thinking. Vocabulary is a fundamental need for supporting learners to master English.

Most of the students of English are still have poor vocabulary, some researchers found that students experienced many difficulties in expressing their ideas or catering or the ideas from someone and catching the words from native speakers because of limited vocabulary. Kelly (1995:53) found that the low achievement of the students in reading comprehension was influence by the lack of vocabulary. Furthermore, vocabulary does not only influence reading and grammar but also speaking, writing, and listening skills.

Wilkins (1996), stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Realizing such difficulties, the students may be due to the methods and techniques that are not suitable for the students' needs and the students' interest. Those students have felt to difficulties and bore to learn vocabulary. As the result, the students have low motivation to learning vocabulary. They are not enthusiastic in memorizing the new words. It means that students do not fell challenged in knowing or mastering the new words (Hammer 1993:25).

To answer the problem above the researcher decides to conduct a research that related to learn vocabulary easily. This research tries to appear a method that can make the students to learn more active particularly in processing sufficient vocabulary through teaching learning process in the classroom. Based on the explanation above , the writer is interested to handle a

research entitle **“Improving Students’ Vocabulary by Using Picture at Seventh Grade Students of SMPN 8 Makassar”**.

## **B. Statement of the Problems**

Based on the description above the writer formulate the research question as : Is there any significant difference of students’ achievement in improving vocabulary before and after teaching them by using picture at seventh grade students of SMPN 8 Makassar ?

## **C. Objective of the Research**

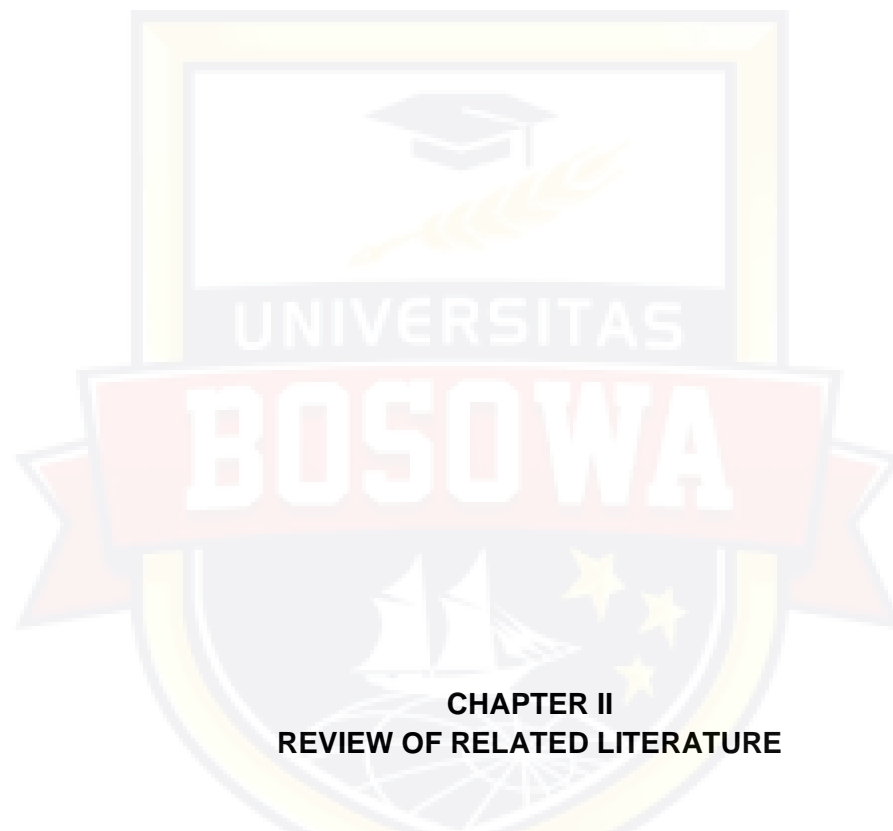
This research aims to find out whether or not there is a significant difference of students’ achievement in improving vocabulary before and after teaching them by using picture at seventh grade students of SMPN 8 Makassar.

## **D. Significance of the Research**

The result of the research are expected to be useful and helpful information for the English teacher mainly to improve students’ vocabulary at seventh grade students of SMPN 8 Makassar.

## **E. Scope of the Research**

The scope of the research is restricted to improve students' vocabulary through the using of picture at seventh grade students of SMPN 8 Makassar.



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

#### **A. Review of Related Literature**

##### **1. The concepts of vocabulary**

###### **a. Definition of Vocabulary**



Vocabulary is a list of word with their meaning, elements that is produced by someone to communicate each other. According to Telleng in Barnhart (2008 : 697) :

"vocabulary as stock of words used by person, class of people, profession, etc. ; a collection or list of words, usually in alphabetical order and defined."

Hornby in Natsir (2001:7) states some definition of vocabulary :

- 1) Body of words know a person used in particular book subject.
- 2) A total number of words that make up language.
- 3) List of words with their meaning, especially one that accompanies a textbook in foreign language.

According to Yeskes in Zulaikhah (1996:6) vocabulary is a list of words with definition or a stock of words known to a person, etc, but also every words we find, read, listen, or that used to speak, read, listen or write.

#### b. The Importance of Vocabulary Learning

Gains and Redman (1986:154) conclude that by learning vocabulary, the learners can recognize and comprehend 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(1982) that by vocabulary the learners can recognize all the words in written and oral context and finally they can used them daily in speaking.

#### c. Types of Vocabulary

Harmer (1991:159) divides vocabulary into two types, they are :

- 1) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.

- 2) Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce.

Schall (1997:2) classified vocabulary into three types, they are :

- 1) Active vocabulary is the words are customarily used in speaking.
- 2) Reserve vocabulary, the words we know but the rarely we use in ordinary speech, we use them in writing letters and in searching for synonyms.
- 3) Passive vocabulary, the words we recognize vaguely, but we are not sure of the meaning. Never used them in either speech or writing, we just know them because we have seen before.

And more specific of vocabulary division is pointed out in the Encyclopedia of Education, which divided into four types :

- 1) Oral vocabulary consist of words actively use in speaking.
- 2) Writing vocabulary the words that come readily to ones fingers vocabulary.
- 3) Listening vocabulary is the words that which one responds with the meaning and understanding in the writing others.
- 4) Reading vocabulary is the words that which one responds with the meaning and understanding in the speech of others.

#### d. Some Strategies in Improving the Students' Vocabulary

According to Harmer (1991:161), there are some strategies used in teaching vocabulary. They are realia, picture, mime, action and gesture, contrast, enumeration, explanation and translation.

In realia, teacher brings things (objects) into the classroom and introduces them to the students. The students learn to recognize the words by seeing reality. Words like "pen, ruler, ball, bag, etc," can be presented in this way. The teacher holds up the objects, says the words and gets the students to repeat them.

Using picture is familiarly focuses on the objects or things, which cannot be taken into classroom, such as; car, plane, train, house, mountain, etc. Picture can be board drawings, charts, flash cards, magazines pictures, etc. Picture can be used to explain the meaning of vocabulary items, the teacher can draw things on board and or bring in pictures.

Mime, action and gesture used if it impossible to explain the meaning of the words and grammar through the use of realia or in pictures. Concepts like running or smoking are easy to present in this way, so there are ways of walking, expressions, preposition, etc.

Teaching vocabulary by contrast is closing relevant to show the antonyms. The teacher in this case, shows the students a word and asks them to find out the contrast of such word. For example, the meaning "empty" by contrasting it with "full", "cold " by contrasting it with "hot".

In enumeration, the teacher introduces words by enumerating them with their general and specific meanings. Words with a general meaning , for instance, "vegetable", the teacher introduces this words and asks the student to find out some specific words related to vegetables, such as potatoes, cabbages, carrots, etc.

Teaching vocabulary by explanation is the what the teacher asks the students to translate the given words into their mother tongue (Native language)

Based on the strategies above, the writer can conclude that teaching vocabulary needs various strategies according to the students' grade. Ahmad (1992:21) pointed out that the main factors influencing the students' achievement in mastering vocabulary, namely the majority of the students are less interested in learning vocabulary, the students have low interested in learning vocabulary, and uninteresting explain strategies of presentation and ineffective techniques of teaching vocabulary.

#### e. Vocabulary Selection

The selection of vocabulary is very important. The teacher should know which word are important to learn because many words will not be

useful to be taught to the students. To select the important vocabulary means that we choose the actual use that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary that students' need. This supported by Wallace (1989:165) who stated that the aim of vocabulary selection is to remedy or make the learning process more efficient one.

In order to know what kinds of vocabulary being taught, we should consult with a list of words that has been established by Educational Department through curriculum. We do not only know what words should be introduced. But also level of the students.

f. How to Learn Vocabulary

Learning vocabulary is not a simple matter. Everyone has a special technique. In learning English vocabulary, the learners have to memorize them well and use them in a real communication, minimize in the classroom.

Allen (1983:29) classifies the technique in learning vocabulary in many ways as follows; let the students look at several words that are introduced in the first year textbook, words representing nouns, verbs, adjectives, and other kinds of words such as preposition, conjunction, auxiliary, and article. For the young learners like students in Elementary school are emphasizing simple words like name of animals, fruits, etc, in noun. Simple verbs that they are usually used in everyday, name of colors, characteristic of person, in adjectives and many other that are easy to children's comprehending.

g. Technique for Beginner Class

In some classes for beginner, teacher use all these ways to explain meaning of vocabulary. The ways here are through:

- By showing pictures
- Explain in the students' own language

h. Selecting Media

Teacher has to consider their students' need in selecting media. Selecting instructional media is a fundamental component of the systematic approach to teaching and learning. The aspect that should be considered in selecting media are the characteristics of students which directly related to learning such as verbal abilities, visual and audio perception skills, motivation, intelligence and personality.

Rasyid (1997:8) stated that students have individual differences that are students' differences in a wide variety of ways. The students ID's are age, aptitude, motivation, attitude, and learning styles. These aspects

should be aware by teacher in selecting media, by the means of media that are suitable with students' age, aptitude, motivation, attitude, and learning style.

i. The concept of teaching and learning vocabulary

In the classroom, there are some concepts to use media in teaching and learning process. One of them is visual aid especially picture. Visual aids can make an information is clearly, more interesting, and more persuasive and enjoyable. Ekwil and Shaker (1988:2) stated that use picture, cartoon and caricature is often beginning point in helping students develop the higher levels comprehension skill such as making evaluation and interpretation. An executive means of accommodating this learning style is for teacher to change their own styles and strategies and provide variety of activities to meet the needs of different learning style. The one style is matching.

Using matching style and picture become aid in learning English vocabulary; the students will have at least some activities that appeal to them based on their learning styles. Moreover, they are more likely to be successful in the activities. Hinkelman and pysock (1991:1) stated that for example, have demonstrate the effectiveness of a multimedia methodology for vocabulary building with Japanese students.

Based on the explanation above the writer concludes that matching is one of the best way to improvement vocabulary of the students by using picture.

j. The principle of teaching and learning vocabulary

Wallace in Natsir (2001 :7 ) indicates main principles of teaching and learning vocabulary as follows :

- 1) Aims : in teaching vocabulary the teacher must know the aims and how many of vocabulary listed that learners are expected to be able to know.
- 2) Quantity : it is decided on the number of new words that the students can learn. The actual number will depend on a number of factors varying from class and students.

- 3) Needs : to know or to select the words that will be taught to the students, these based on frequency and usefulness on the various meaning of a words, students' background and language needs.
- 4) Frequent exposure and repetition : in teaching and learning vocabulary there has to be a certain amount of repetition until there is evidence that students learn the target words.
- 5) Meaning presentation : when introducing new words, the teachers have to give clear explanation to students and deep understanding.
- 6) Situation : explaining and teaching vocabulary, the teachers must know the students' situation whether the students are ready to accept the materials or not.
- 7) Presenting in context : one way to present new words or unfamiliar word is by using reading text.
- 8) Learning vocabulary in mother tongue and target language in teaching the words or target languages, the teachers can use words of mother tongue as tool to compare similarities and differentiate of the words.

## **2. The concept of picture**

### **a. What is picture**

In the following, there are some definitions of picture, which may clearly description about a picture.

Salomon in Rahman (1985:1) stated that pictures photographs, illustration/drawing, diagrams, and maps have been as common as all other means of communication. Pictures serve their basic

information function as to allow as to see objects or science that are or are ways of storing, accumulating and transmitting knowledge to successive generation of mean similarly to speaking-listening and writing-reading.

Urbanus (2000) pointed out that picture is an effective media that can be used in teaching English.

The Holt Basic Dictionary of American English define picture as :

- Painting, drawing, or photograph
- Clear or colorful description

Based on the defenition above, the writer can conclude that picture is an illustration, which looks like the original objects that contains the information to the reader, and it is very effective technique to make students more interested in learning English vocabulary.

b. The importance of picture

Teaching aids are vital for teaching a foreign language for a number of reasons. The problem is that teachers perceive a teaching aid as something that is manufactured, gleaming, and expensive. This perception should be change. It should be emphasic that teaching aids could be homemade and that they ask their students to make them at minimal cost.

The following are some advantages of pictures, which are stated by Gerlach et al. (1980:277) there are ;

- Picture as inexpensive and widely available.
- They provide common experience for an entire group
- The visual detail makes it possible to study objects, which would otherwise be possible.
  - They help to focus attention and to develop critical judgement.
  - They are easy to manipulate
  - Pictures can help to prevent and correct misconception.

Finacchiaro in Urbanus (2000) states a file of pictures of both individual objects and situation;

- Motivating learning
- Clarifying words and concept
- Reducing learning associating sound and concept without lengthy explanation
  - making varied practice possible

### c. Why picture

Many language teachers are concerned to help their students to develop their ability to relate to others, and help them to use the resources as possible in the classroom so that the students can be helped, include pictures. We state not only from what we hear and read but from what we see around us and also from what we remember having seen. Pictures are not just an aspect of methods but through representation of places, objects, and people they are essential part of the overall experiences.

Wright (1989:3) propose five criteria of using picture;

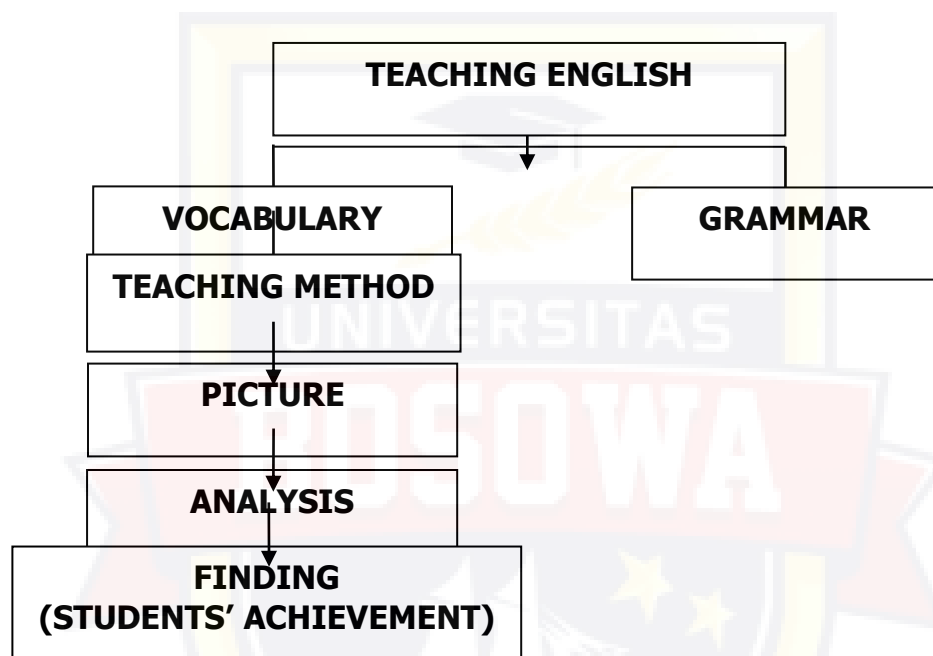
1. easy to prepare,
2. Easy to organize,
3. Interesting,
4. Meaning and authentic
5. Inefficient amount of language

Giving comment of pictures, Gerlach and Ely.P (1980) says pictures may be drawn, printed, or photographable processed. They vary in size and color. They may be highly representational or abstract. Through pictures, learners can show people places, animals, and things from areas far outside their own experiences. In addition, pictures are only illustration to replace the real object of things.



## B. Theoretical Framework

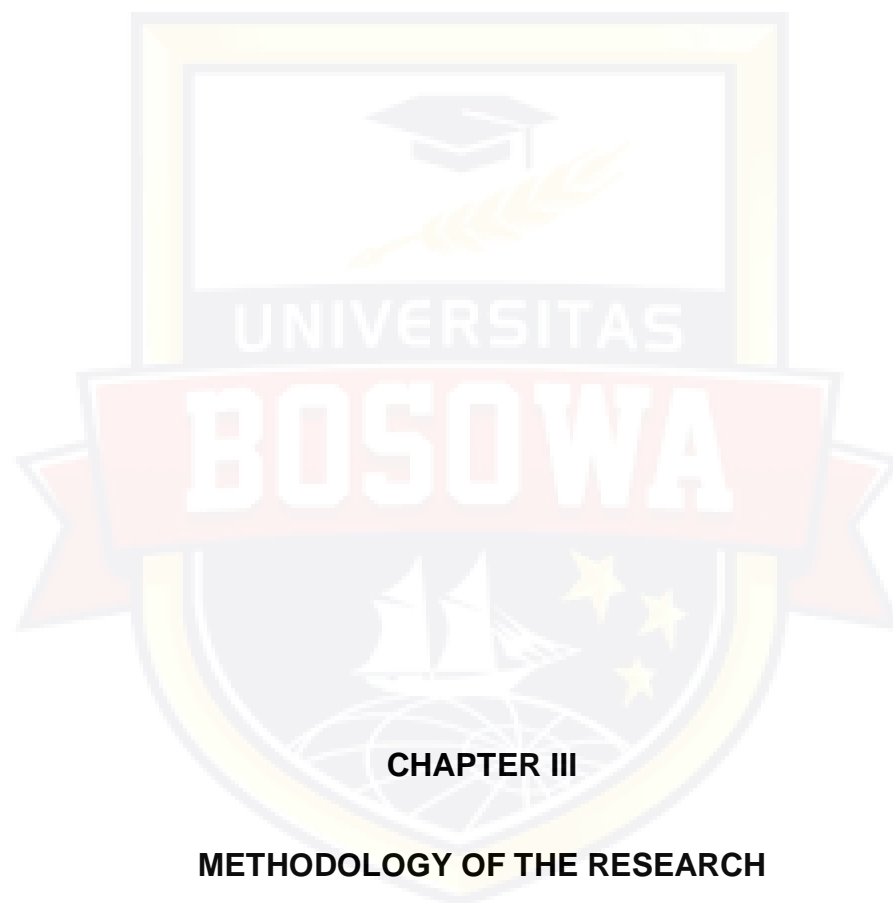
This research is about teaching of vocabulary that using picture method, and the focus of research here is picture method to improve students' vocabulary at seventh grade students of SMPN 8 Makassar. After that we can know students' achievement, so we can conclude what method is better to teach vocabulary in junior high school.



### c. Hypothesis

The writer formulates the hypothesis as follows :

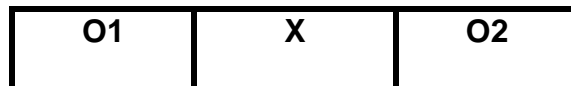
1. Null hypothesis (H<sub>0</sub>) : there is no significant difference of the students' vocabulary after and before giving treatment.
2. Alternative hypothesis (H<sub>1</sub>) : there is significant difference of the students' vocabulary after and before giving treatment.



This chapter deals with research design, research variable, population and sampel, 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 and post-test. The design written as follows :



Notation:

O1 : Pre-test

O2 : Post-test

X : treatment by using pictures

(Gay, 2006:203)

## B. Research Variable

The variables of the research consisted of independent variable and dependent variable. Independent variable was the using of picture and dependent variable was students' vocabulary achievement.

## C. The Population and Sample

### 1. Population

The population of this research was the seventh grade students of SMPN 8 Makassar. The total of population were 204 students which consisted of six classes.

### 2. Sample

This research applied total sampling technique . The writer chose one class as the sample. The total of sample were 30 students.

## D. Instrument of the Research

The instrument used for collecting data of this research was the test. This test consisted of pictures to measure the students' ability to match the picture with the vocabulary.

## E. Procedure of Collecting Data

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

1. Pre-test

For the first meeting, the students were given pre-test. It was about 25 numbers of pictures. It lasted for 45 minutes.

The procedures can be seen below :

1. The writer explained how to do the test.
2. The writer distributed the test.
3. The students did the test and controlled by the writer.
4. The writer collected the students' answer.

2. Treatment

Treatments for the students were taught through pictures for twice.

The procedures can be seen below :

1. The writer gave exercise with picture to the students.
2. The writer ordered the students to do the test.
3. The writer explained every picture to the students.

3. Post-test

After giving the treatment, the writer employed a post-test. It aims to see the value of treatment whether or not the result of the post-test was better than the result of the pre-test.

**F. Technique of the Data Analysis**

The data were collected through the test, and it was analyzed quantitatively. The steps were as follows :

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

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{Total Number of test}} \times 10$$

2. Tabulating the students' scores.

3. Classifying the students' score of the test were classified into seven levels as follows :

- a. 9.6 to 10 is classified as excellent.
- b. 8.6 to 9.5 is classified as very good.
- c. 7.6 to 8.5 is classified as good.
- d. 6.6 to 7.5 is classified as fairly good.
- e. 5.6 to 6.5 is classified as fair.
- f. 3.5 to 5.5 is classified as poor.
- g. 0.0 to 3.5 is classified as very poor.

(Depdikbud, 1985 : 5)

4. Rate percentage of the students' score

$$\% = \frac{F}{N} \times 100 \%$$

In which :

F = Frequency

N = Total number of students

(Hatch and Farhady in nurbing, 2000 : 25 )

5. Calculating the mean score of students' test result and the formula :

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

Notation :

- X = mean score
- $\sum X$  = sum of score
- N = Total number of students

6. Finding out the significant difference between the pre-test and post-test by calculating the value of the t-test. The following formula was

employed:

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

In which :

$\bar{D}$  = Deviation  
 $\sum D^2$  = Standard Deviation  
N = Total number of students

7. To test the hypothesis following t-test was employed.

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

In which:

t = Test  
D = Deviation  
 $\sum D^2$  = The sum of all squares  
N = Total number of students

(Gay, 1981:331)

## CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of two sections, namely: research findings and discussion, that covers the description of the data collected result through the test. In the discussion section, further explanations in the findings are presented.

### A. Findings

#### 1. The students' pre-test

To collecting data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment. In analyzing the data, the writer presented the items of the test, namely ; vocabulary test. The writer described into several of table to show the data after made research in the classroom.

In this part the writer presents about the result of the data analysis namely the vocabulary test. The research process was conducted for two treatments by using pictures.

a. The Students' Pre-test Finding

The students' result of the vocabulary test in pre-test is shown in the following table :

Table 1 : The Students Score and Classification in Pre-Test

No	Name	Pre – test	Classification
(1)	(2)	(3)	(4)
1	A. Danang Buana Putra	8	Good
2	Andi Yusuf Meru Tumpa	6	Fair
3	Audia Tasya Maqfira	8.4	Good
4	Aulia Safitri	8	Good
5	Badaruddin Nurdjafar	7.2	Fairly Good
6	Catherina Aileen Edith.H	8.4	Good
7	Farrel Devinda Elieksy	3.2	Very Poor
8	Gusti Putra Perdana	7.6	Good
9	Irene Audry A.L	7.6	Good
10	Kezia Ardhyantami.S	6.8	Fairly Good

11	M. Agung Sudirman	8	Good
12	Muh. Apriandi Sultan. S	5.2	Poor
13	Muh. Fiqri Dwi Aryanto	5.6	Fair
14	Muh. Tasbih	6.8	Fairly Good
15	Muh. Fiqri Haikal	6.8	Fairly Good
16	Muh. Waldy Distira	8.4	Good
17	Nabila Aprilia Ridwan	7.6	Good
18	Nahumi Prajapti	7.6	Poor
19	Novi Purwanti Yonardi	7.2	Fairly Good

To be continued

Continuation

(1)	(2)	(3)	(4)
20	Nur Asyifa	8.4	Good
21	Nur Atira Ramadhani. S	6.4	Fair
22	Nur Fadillah Iskandar	2.8	Very Poor
23	Nurul Fajrina Arif	5.6	Fair
24	Nurul Hikmah Siskawati	7.2	Fairly Good
25	Nurul Izzah fajrianti	6	Fair
26	Suryana Khadijah Yunus	8.4	Good
27	Syahani Wardhnia. F	6.4	Fair
28	Vicky Kutanang	8	Good



29	Winda Aulia Syam	6.8	Fairly Good
30	Wulan Tarru Padang	5.6	Fair
Total		206	
Mean Score		6.86	Fairly Good

Source : SMP Negeri 8 Makassar

Based on the table above in pre-test 7 students were classified as fairly good, 7 students were classified as fair, 1 student was classified as poor, and 2 students were classified as very poor. The table above shows that the classification of the students based on the pre-test of experiment class is 206 and their mean score is 6.86. It shows that students' vocabulary achievement low before apply picture method.

b. The classification of the students in pre-test

The rate of the students' score obtained through test as explained the students' achievement in matching picture with the vocabulary. The writer conducted pre-test to know the prior knowledge of the students' achievement in matching picture with the vocabulary.

In the previous chapter, it has been explained that after tabulating and analyzing the students' score into seven levels

then they were classified into percentage. In this case, the writer determined the quality of the students' score of the seventh grade at SMPN 8 Makassar in rate percentage and score classification as follows :

Table 2. The rate percentages of the students' vocabulary scores in pre-test

No.	Classification	Score	Pre-test	
			F	%
1.	Excellent	9.6 – 10	0	0
2.	Very good	8.6 – 9.5	0	0
3.	Good	7.6 – 8.5	13	43.34%
4.	Fairly Good	6.6 – 7.5	7	23.33%
5.	Fair	5.6 – 6.6	7	23.33%
6.	Poor	3.5 – 5.5	1	3.33%
7.	Very poor	0 – 3.5	2	6.67%
Total			30	100%

Source : SMP Negeri 8 Makassar

On the table above, the result of pre-test for the students show that none of students got excellent and very good classification. There are 13 students (43.34%) got good classification, 7 students (23.33%) got fairly good classification, 7 students (23.33%) got fair classification, 1 student (3.33%), got poor classification and 2 students (6.67%) got very poor classification.

- c. The mean scores and standard deviation in pre-test

A pre-test was given before the treatment to know the prior knowledge of the students. The result presented in the table as follows :

Table 3. The mean score and standard deviation of students' pre-test.

Test	Mean score	Standard Deviation
Pre-test	6.86	1.40

The data show the result of pre-test, the mean score of pre-test is 6.86 and standard deviation is 1.40.

## 2. The students' post-test

- a. The Students' Post-test Finding

The students' result of the vocabulary test in post-test is shown in the following table :

Table 4 : The Students Score and Classification in Post – Test

No	Name	Post – test	Classification
(1)	(2)	(3)	(4)
1	A. Danang Buana Putra	8.8	Very Good
2	Andi Yusuf Meru Tumpa	7.2	Fairly Good
3	Audia Tasya Maqfira	100	Excellent
4	Aulia Safitri	8.8	Very Good
5	Badaruddin Nurdjafar	9.2	Very Good

6	Catherina Aileen Edith.H	100	Excellent
7	Farrel Devinda Elieksy	4.8	Poor
8	Gusti Putra Perdana	8.4	Good
9	Irene Audry A.L	9.2	Very Good
10	Kezia Ardhyantami.S	8	Good
11	M. Agung Sudirman	8.8	Very Good
12	Muh. Apriandi Sultan. S	6	Fair
13	Muh. Fiqri Dwi Aryanto	7.2	Fairly Good
14	Muh. Tasbih	8	Good
15	Muh. Fiqri Haikal	8	Good
16	Muh. Waldy Distira	9.6	Excellent
17	Nabila Aprilia Ridwan	8.8	Very Good
18	Nahumi Prajapti	8.4	Good
19	Novi Purwanti Yonardi	8.4	Good
20	Nur Asyifa	9.2	Very Good

To be continued

Continuation

(1)	(2)	(3)	(4)
21	Nur Atira Ramadhani. S	7.2	Fairly Good
22	Nur Fadillah Iskandar	4.8	Poor
23	Nurul Fajrina Arif	7.2	Fairly Good

24	Nurul Hikmah Siskawati	9.2	Very Good
25	Nurul Izzah fajrianti	7.6	Good
26	Suryana Khadijah Yunus	100	Excellent
27	Syahani Wardhnia. F	8	Good
28	Vicky Kutanang	100	Excellent
29	Winda Aulia Syam	8	Good
30	Wulan Tarru Padang	7.6	Good
Total		246.4	
Mean Score		8.21	Good

Source : SMP Negeri 8 Makassar

Based on the table above in post-test 5 student was classified as excellent, 8 students were classified as very good, and 10 students were classified as good. The table above shows that the classification of the students based on the pre-test of experiment class is 246.4 and their mean score is 8.21. It shows that students' vocabulary achievement straight after apply picture method, and effective to improve students' vocabulary achievement of the seventh grade at SMPN 8 Makassar.

b. The classifications of the students' in post-test

The rate of the students' score obtained through the test. In order to know the vocabulary of the students after they got treatments. In this case, the research determined the quality of

the students' score of the seventh grade at SMPN 8 Makassar in rate percentages and score classification as follows :

Table 5. The rate percentages of the students' vocabulary scores in post-test

No.	Classification	Score	Post-test	
			F	%
1.	Excellent	9.6 – 10	5	16.67%
2.	Very good	8.6 – 9.5	8	26.67%
3.	Good	7.6 – 8.5	10	33.33%
4.	Fairly Good	6.6 – 7.5	4	13.33%
5.	Fair	5.6 – 6.6	1	3.33%
6.	Poor	3.5 – 5.5	2	6.67%
7.	Very poor	0 – 3.5	0	0
Total			30	100%

Source : SMP Negeri 8 Makassar

On the table above, the result of post-test shows that 5 students (16.67%) got excellent classification, 8 students (26.67%) got very good classification, 10 students (33.33%) got good classification, 4 students (13.33% ) got fairly good classification, 1 student (3.33% ) got fair classification, 2 students (6.67%) got poor classification and none of them got very poor.

c. The mean scores and standard deviation of post-test

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

Test	Mean score	Standard Deviation
------	------------	--------------------

Post-test	8.21	1.33
-----------	------	------

The data on the table above shows the mean score and standard deviation for post-test. The mean score of post-test is 8.21 while standard deviation is 1.33.

### 3. T-test value

To prove that there was no significant difference between the pre-test and the post-test, the writer employed t-test analysis. The result of the t-test was 17.40

Table 7. T-test value of the students

Variable	T-test	T-table
X2 – X1	17.40	2.045

The table above shows that the t-test value of the students' vocabulary achievement by using picture was greater than that of the t-table value ( $17.40 > 2.045$ ). It can be conclude that there was significance between the students' pre-test and the post-test. This means that the picture can improve the students' vocabulary achievement.

### 4. Test significance

In order to know whether or not the score was different between the pre-test and post-test at the level of significance ( $p$ ) 0.05 with degrees of freedom ( $df$ ) =  $n - 1$ , where  $n$  = number of students (30), T-test for non-independent sample was applied.

The result of the statistical analysis of T-test at the level of significance 0.05 with degree of freedom ( $df$ ) = 29, T-table value = 2.045, and T-test value = 17.40, indicated that there was a significant difference between the result of pre-test and post-test. The T-test value was greater than T-table value which was  $17.40 > 2.045$ .

## B. Discussion

In the pre-test before giving treatment, the writer found that there were some mistakes that the studentst did. First, students made some mistakes in writing, they were not pay attention in rewrite the vocabulary. Second, the students were not carefully saw the pictures given. Third, there were some vocabularies that wrote more than once, so there was missed vocabulary.

But after treatment, in the result of the post-test the mistakes were minimalized. The description of the data collected through test as explained in the previous section that students' achievement in matching picture has already improved. It could be proved through the score frequency and rate percentage of the result of the students' in pre-test and post-test. The students' score after presenting materials by using profession pictures as a method in teaching structure is improve from pre-test and post-test.

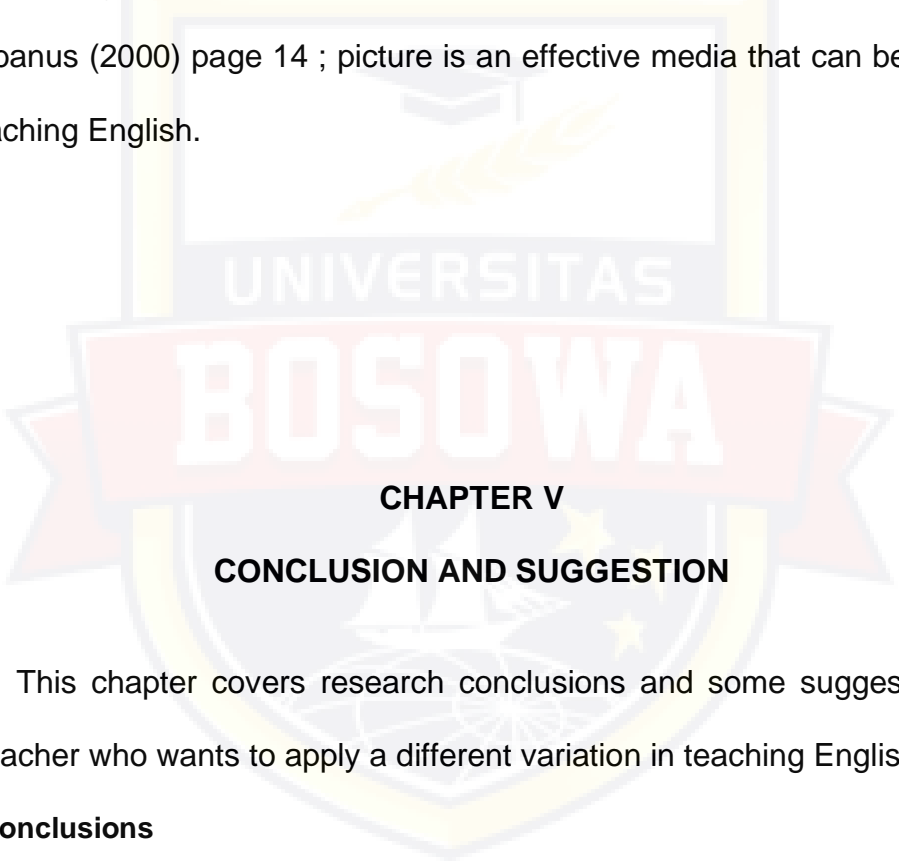
The analysis of the findings shows that teaching vocabulary by using picture improves the students' vocabulary. There are some evidences ; the analysis tells us the means score of the students' test result in the pre-test is 6.86 and the mean score of the students' test result in post-test is 8.21. Therefore, the gain of mean score of the pre-test - post-test group is 1.35.

The result of the data indicates that there is a significance ( $\alpha$ ) = 0.05 and  $df = 29$ , the value of the T-table = 2.045, and the T-test value = 17.40



thus the value of the value of the T-test is greater than T-table, (  $17.40 > 2.045$ ).

That means that Null Hypothesis (H<sub>0</sub>) is rejected and Alternative Hypothesis (H<sub>1</sub>) is accepted. There is significant difference between using and without using picture technique to improve students' vocabulary. And the findings of the research support to past researches. In this past, Urbanus (2000) page 14 ; picture is an effective media that can be used in teaching English.



**CHAPTER V**  
**CONCLUSION AND SUGGESTION**

This chapter covers research conclusions and some suggestions for the teacher who wants to apply a different variation in teaching English.

**A. Conclusions**

Seeing the findings and discussion in the preceding chapter, it is concluded that the seventh grade students of SMPN 8 Makassar were fascinated and stimulated to learn English vocabulary by using picture because they have a good achievement in English vocabulary after they were taught through this technique. In other words, by using media in teaching English is more effective to increase the students' attention and interesting than teaching English without using media (verbal explanation).

## **B. Suggestions**

Based on the result of the post-test, the writer suggested that :

1. English teachers should use picture as one alternative among other techniques in teaching vocabulary to improve students' vocabulary achievement.
2. English teachers should pay attention to the needs and level of the students when teaching English vocabulary, they should make the
3. students more interesting and enjoyable in learning English.
4. English teachers should develop other techniques in teaching vocabulary in order to cope with the development of science and technology.
5. English teachers should give the students some opportunities to practice their vocabulary.

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## **APPENDIX 1. INSTRUMEN PENELITIAN**

### **PETUNJUK**

1. Tes ini bertujuan untuk mengukur kemampuan siswa mencocokkan gambar dengan kosakata.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar.
3. Peneliti mengharapkan agar siswa dapat mencocokkan gambar dengan kosakata yang sesuai.
4. Atas kerjasama dari para siswa peneliti mengucapkan terima kasih.

**Identitas siswa**

**Name** : \_\_\_\_\_

**Nis** : \_\_\_\_\_

**Petunjuk Pengisian**

1. Perhatikanlah gambar dan kosakata dengan teliti sebelum anda mencocokkannya.
2. Waktu pengisian jawaban selama 45 menit.

Match the following pictures with the correct vocabulary !

(Cocokkanlah gambar-gambar berikut dengan kosakata yang sesuai ! )

**PROFESSION (PROFESI / PEKERJAAN)**



a. Farmer

b.

Steward

(.....)



(.....)



3.

(.....)

4. b. Nurse

(.....)

c. King

d. Painter

5.



(.....)

6.



(.....)

e. Nurse

f. Singer

7.



(.....)

8.



(.....)

g. Barber

h. Thief

i. Soldier

9.



(.....)

10.



(.....)

j

k. President

l. Chef



11.

Scientist

(.....)

12.

m.

(.....)

13.



(.....)

14.



(.....)

n. Tailor

15.



(.....)

16.



(.....)

o. Driver

p. Astronaut

17.



(.....)

18.



(.....)

q. Sailor

19.



20.



r. Dentist



Player

s. Football

(.....)

(.....)

t. Doctor

21.



22.



u. Fisherman

(.....)

(.....)

23.



24.



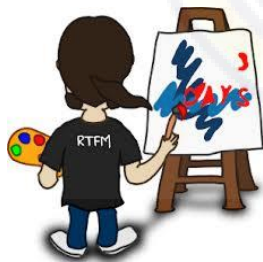
v. Pianist

w. Teacher

(.....)

(.....)

25.



x. Boxer

y. Student

(.....)

## APPENDIX 2. STUDENTS' SCORES OF PRE-TEST AND POST-TEST

### A. The pre-test score of the students

No.	Pre-test score of the students (X1)			
	Subject	Score		Classification
1.	A. Danang Buana Putra	20	8	Good
2.	Andi Yusuf Meru Tumpa	15	6	Fair
3.	Audia Tasya maqfira	21	8.4	Good
4.	Aulia Safitri	20	8	Good
5.	Badaruddin Nurdjafar	18	7.2	Fairly Good
6.	Catherina Aileen Edith.H	21	8.4	Good
7.	Farrel Devinda Elieksy	8	3.2	Very Poor
8.	Gusti Putra Perdana	19	7.6	Good
9.	Irene Audry A.L	19	7.6	Good
10.	Kezia Ardhyantami.S	17	6.8	Fairly Good
11.	M. Agung Sudirman	20	8	Good
12.	Muh.Apriandi Sultan.S	13	5.2	Poor
13.	Muh.Fiqri Dwi Aryanto	14	5.6	Fair
14.	Muh.Tasbih	17	6.8	Fairly Good
15.	Muh.Fiqri Haikal	17	6.8	Fairly Good
16.	Muh.Waldy Distira	21	8.4	Good
17.	Nabila Aprilia Ridwan	19	7.6	Good
18.	Nahumi Prajapti	19	7.6	Good
19.	Novi Purwanti Yonardi	18	7.2	Fairly Good
20.	Nur Asyifa	21	8.4	Good
21.	Nur Atira Ramadhani.S	16	6.4	Fair
22.	Nur Fadillah Iskandar	7	2.8	Very Poor
23.	Nurul Fajrina Arif	14	5.6	Fair
24.	Nurul Hikmah Siskawati	18	7.2	Fairly Good
25.	Nurul Izzah Fajrianti	15	6	Fair
26.	Suryana Khadijah Yunus	21	8.4	Good
27.	Syahani Wardhnia.F	16	6.4	Fair
28.	Vicky Kutanang	20	8	Good
29.	Winda Aulia Syam	17	6.8	Fairly Good
30.	Wulan Tarru Padang	14	5.6	Fair
Total		515	$\sum X1 = 206$	
			Mean score=6.86	Fairly Good

## B. The post-test score of the students

No.	Post-test score of the students (X2)			
	Subject	Score		Classification
1.	A. Danang Buana Putra	22	8.8	Very Good
2.	Andi Yusuf Meru Tumpa	18	7.2	Fairly Good
3.	Audia Tasya maqfira	25	100	Excellent
4.	Aulia Safitri	22	8.8	Very Good
5.	Badaruddin Nurdjafar	23	9.2	Very Good
6.	Catherina Aileen Edith.H	25	100	Excellent
7.	Farrel Devinda Elieksy	12	4.8	Poor
8.	Gusti Putra Perdana	21	8.4	Good
9.	Irene Audry A.L	23	9.2	Very Good
10.	Kezia Ardhyantami.S	20	8	Good
11.	M. Agung Sudirman	22	8.8	Very Good
12.	Muh.Apriandi Sultan.S	15	6	Fair
13.	Muh.Fiqri Dwi Aryanto	18	7.2	Fairly Good
14.	Muh.Tasbih	20	8	Good
15.	Muh.Fiqri Haikal	20	8	Good
16.	Muh.Waldy Distira	24	9.6	Excellent
17.	Nabila Aprilia Ridwan	22	8.8	Very Good
18.	Nahumi Prajapti	21	8.4	Good
19.	Novi Purwanti Yonardi	21	8.4	Good
20.	Nur Asyifa	23	9.2	Very good
21.	Nur Atira Ramadhani.S	18	7.2	Fairly Good
22.	Nur Fadillah Iskandar	12	4.8	Poor
23.	Nurul Fajrina Arif	18	7.2	Fairly Good
24.	Nurul Hikmah Siskawati	23	9.2	Very Good
25.	Nurul Izzah Fajrianti	19	7.6	Good
26.	Suryana Khadijah Yunus	25	100	Excellent
27.	Syahani Wardhnia.F	20	8	Good
28.	Vicky Kutanang	25	100	Excellent
29.	Winda Aulia Syam	20	8	Good
30.	Wulan Tarru Padang	19	7.6	Good
Total		616	$\sum X2= 246.4$	
			Mean score=8.21	Good

**APPENDIX 3. THE TOTAL STUDENTS' SCORES OF PRE-TEST AND POST-TEST**

No.	Initial	Pre-test		Post-test		X2-X1(D)	Deviation (D <sup>2</sup> )
		X1	X1 <sup>2</sup>	(X2)	(X2) <sup>2</sup>		
1.	ADBP	8	64	8.8	77.44	0.8	0.64
2.	AYMT	6	36	7.2	51.84	1.2	1.44
3.	ATM	8.4	70.56	100	100	1.6	2.56
4.	AS	8	64	8.8	77.44	0.8	0.64
5.	BN	7.2	51.84	9.2	84.64	2	4
6.	CAEH	8.4	70.56	100	100	1.6	2.56
7.	FDE	3.2	10.24	4.8	23.04	1.6	2.56
8.	GPP	7.6	57.76	8.4	70.56	0.8	0.64
9.	IAAL	7.6	57.76	9.2	84.64	1.6	2.56
10.	KAS	6.8	46.24	8	64	1.2	1.44
11.	MAS	8	64	8.8	77.44	0.8	0.64
12.	MASS	5.2	27.04	6	36	0.8	0.64
13.	MFDA	5.6	31.36	7.2	51.84	1.6	2.56
14.	MT	6.8	46.24	8	64	1.2	1.44
15.	MFH	6.8	46.24	8	64	1.2	1.44
16.	MWD	8.4	70.56	9.6	92.16	1.2	1.44
17.	NAR	7.6	57.76	8.8	77.44	1.2	1.44
18.	NP	7.6	57.76	8.4	70.56	0.8	0.64
19.	NPY	7.2	51.84	8.4	70.56	1.2	1.44
20.	NA	8.4	70.56	9.2	84.64	0.8	0.64
21.	NARS	6.4	40.96	7.2	51.84	0.8	0.64
22.	NFI	2.8	7.84	4.8	23.04	2	4
23.	NFA	5.6	31.36	7.2	51.84	1.6	2.56
24.	NHS	7.2	51.84	9.2	84.64	2	4
25.	NIF	6	36	7.6	57.76	1.6	2.56
26.	SKY	8.4	70.56	100	100	1.6	2.56
27.	SWF	6.4	40.96	8	64	1.6	2.56
28.	VK	8	64	100	100	2	4
29.	WAS	6.8	46.24	8	64	1.2	1.44
30.	WTP	5.6	31.36	7.6	57.76	2	4
<b>TOTAL</b>		$\sum X1=$ 206	$\sum X1^2=$ 1473.44	$\sum X2$ 246.4	$\sum X2^2=$ 2077.12	$\sum D=$ 40.4	$\sum D^2=$ 59.68

## APPENDIX 4. THE MEAN SCORE AND THE STANDARD DEVIATION OF PRE-TEST AND POST-TEST

### A. The mean scores of pre-test

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

Where:  $\bar{X}$  : Mean Score  
 $\sum x$  : Total row score = 206  
 $N$  : the total number of students = 30  
 $\bar{X}$  :  $\frac{206}{30}$   
 $\bar{X}$  : 6.86

### B. The standard deviation of pre-test

$$SD = \frac{\sqrt{SS}}{N} \quad \text{where: } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 1473.44$$

$$\sum x = 206$$

$$N = 30$$

$$SS = \frac{1473.44 - (206)^2}{30}$$

$$= \frac{1473.44 - 42436}{30}$$

$$= 1473.44 - 1414.533$$

$$SS = 58.907$$

$$SD = \frac{\sqrt{58.907}}{30} = \sqrt{1.9635}$$

$$SD = 1.40$$

### C. The mean scores of post-test

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

Where: X : Mean Score  
 $\sum x$  : Total row score = 246.4  
N : the total number of students = 30  
 $\bar{X}$  :  $\frac{246.4}{30}$   
 $\bar{X}$  : 8.21

### D. The standard deviation of post-test

$$SD = \frac{\sqrt{SS}}{N} \quad \text{where: } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 2077.12$$

$$\sum x = 246.4$$

$$N = 30$$

$$SS = 2077.12 - \frac{(246.4)^2}{30}$$

$$= 2077.12 - \frac{60712.96}{30}$$

$$= 2077.12 - 2023.765$$

$$SS = 53.355$$

$$SD = \frac{\sqrt{53.355}}{30} = \sqrt{1.7785}$$

$$SD = 1.33$$

## APPENDIX 5. THE T-TEST ANALYSIS

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

$$\text{Where } \bar{D} = \frac{\sum D}{N} = \frac{40.4}{30} = 1.34$$

$$t = \frac{1.34}{\sqrt{59.68 - \frac{(40.4)^2}{30(30-1)}}$$

$$t = \frac{1.34}{\sqrt{59.68 - \frac{1632.16}{30(29)}}$$

$$t = \frac{1.34}{\sqrt{\frac{59.68 - 54.405}{870}}}$$

$$t = \frac{1.34}{\sqrt{\frac{5.275}{870}}}$$

$$t = \frac{1.34}{\sqrt{0.0060632}}$$

$$t = \frac{1.34}{0.077}$$

$$t = 17.40$$

## APPENDIX 6. DISTRIBUTION OF T-TABLE

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	<b>2.045</b>	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
40.	1.303	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

(Brown James Dean, 1988)



**APPENDIX 7. STUDENTS' RESULT IN PRE-TEST**



**Identitas Siswa**

**Name** : Nurul Fajrina Arif

**Nis** :

5,6

14 Benar  
11 Salah

**Petunjuk Pengisian**

1. Perhatikanlah gambar dan kosakata dengan teliti sebelum anda mencocokkannya.
2. Waktu pengisian jawaban selama 45 menit.

Match the following pictures with the correct vocabulary !

(Cocokkanlah gambar-gambar berikut dengan kosakata yang sesuai ! )

**PROFESSION (PROFESI / PEKERJAAN)**

1.



(...Tailor.....)

2.



(...Painter.....)

3.



(...Boxer.....)

4.



(...Teacher.....)

a. Farmer

b. Steward

c. King

d. Painter

5.



(...Farmer...)

6.



(...Dentist...)

7.



(...Policeman...)

8.



(...Fisherman...)

9.



(...Barber...)

10.



(...Nurse...)

11.



(...Driver...)

12.



(...Student...)

e. Nurse

f. Singer

g. Barber

h. Thief

i. Soldier

j. Policeman

k. President

l. Chef

m. Scientist

13.



(...Steward.....)

14.



(.....Doctor.....)

15.



(.....Singer.....)

16.



(.....Astronaut.....)

17.



(.....King.....)

18.



(.....Scientist.....)

19.



(.....Thief.....)

20.



(.....Soldier.....)

21.



(Football Player.)

22.



(.....Pianist.....)

n. Tailor

o. Driver

p. Astronaut

q. Sailor

r. Dentist

s. Football Player

t. Doctor

u. Fisherman

23.



(...President.....)

24.



(...chef.....)

25.



(...Sailor.....)

v. Pianist

w. Teacher

x. Boxer

y. Student



**Identitas Siswa**

**Name** : Muh. Tasbih

17 Benar

8 Salah

**Nis** :

6,8

**Petunjuk Pengisian**

1. Perhatikanlah gambar dan kosakata dengan teliti sebelum anda mencocokkannya.
2. Waktu pengisian jawaban selama 45 menit.

Match the following pictures with the correct vocabulary !

(Cocokkanlah gambar-gambar berikut dengan kosakata yang sesuai !)

**PROFESSION (PROFESI / PEKERJAAN)**



(...Soldier...)



(...Driver...)



(...Thief...)



(...Teacher...)

a. Farmer

b. Steward

c. King

d. Painter

5.



(...farmer...)

6.



(...Doctor...)

7.



(...policeman...)

8.



(...fisherman...)

9.



(...Tailor...)

10.



(...Dentist...)

11.



(...scientist...)

12.



(...student...)

e. Nurse

f. Singer

g. Barber

h. Thief

i. Soldier

j. Policeman

k. President

l. Chef

m. Scientist

13.



(...Barber.....)

14.



(...Nurse.....)

15.



(...Singer.....)

16.



(...Astronaut.....)

17.



(...king.....)

18.



(...painter.....)

19.



(...steward.....)

20.



(...Boxer.....)

21.



(...football player.....)

22.



(...pianist.....)

n. Tailor

o. Driver

p. Astronaut

q. Sailor

r. Dentist

s. Football Player

t. Doctor

u. Fisherman



23.



(...*president*...)

24.



(...*chef*...)

25.



(...*painter*...)

v. Pianist

w. Teacher

x. Boxer

y. Student



**APPENDIX 8. STUDENTS' RESULT IN POST-TEST**



18 Benar  
7 Salah

**Identitas Siswa**

**Name** : Nurul Fajrina Arif

**Nis** :

7,2

**Petunjuk Pengisian**

1. Perhatikanlah gambar dan kosakata dengan teliti sebelum anda mencocokkannya.

2. Waktu pengisian jawaban selama 45 menit.

Match the following pictures with the correct vocabulary !

(Cocokkanlah gambar-gambar berikut dengan kosakata yang sesuai !)

**PROFESSION (PROFESI / PEKERJAAN)**

1.



(... Painter ...) X

2.



(... Dentist ...) X

3.



(... Sailor ...) ✓

4.



(... Teacher ...) ✓

a. Farmer

b. Steward

c. King

d. Painter

5.



(...Farmer...) ✓

6.



(...Doctor...) ✓

7.



(...Policeman...) ✓

8.



(...Fisherman...) ✓

9.



(...Tailor...) ✓

10.



(...Nurse...) ✓

11.



(...Driver...) ✗

12.



(...Student...) ✓

e. Nurse

f. Singer

g. Barber

h. Thief

i. Soldier

j. Policeman

k. President

l. Chef

m. Scientist

13.



(...steward...) ✓

14.



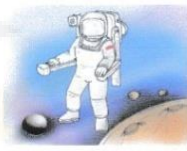
(...barber...) ✗

15.



(...singer...) ✓

16.



(...Astronaut...) ✓

17.



(...king...) ✓

18.



(...Scientist...) ✗

19.



(...Thief...) ✗

20.



(...Boxer...) ✓

21.



(...Football Player) ✓

22.



(...Pianist...) ✓

n. Tailor

o. Driver

p. Astronaut

q. Sailor

r. Dentist

s. Football Player

t. Doctor

u. Fisherman

23.



(...President...) ✓

24.



(...chef...) ✓

v. Pianist

w. Teacher

x. Boxer

y. Student

25.



(...Soldier...) ✗



**Identitas Siswa**

**Name** : Muh. Tasbik

20 Benar  
5 salah

**Nis** :

8

**Petunjuk Pengisian**

1. Perhatikanlah gambar dan kosakata dengan teliti sebelum anda mencocokkannya.
2. Waktu pengisian jawaban selama 45 menit.

Match the following pictures with the correct vocabulary !

(Cocokkanlah gambar-gambar berikut dengan kosakata yang sesuai !)

**PROFESSION (PROFESI / PEKERJAAN)**

1.



(...Soldier...) ✓

2.



(...Driver...) ✓

3.



(...sailor...) ✓

4.



(...teacher...) ✓

a. Farmer

b. Steward

c. King

d. Painter

5.



(...farmer.....) ✓

6.



(...Doctor.....) ✓

7.



(...Policeman.....) ✓

8.



(...fisherman.....) ✓

9.



(...Tailor.....) ✓

10.



(...Nurse.....) ✓

11.



(...Barber.....) ✓

12.



(...student.....) ✓

e. Nurse

f. Singer

g. Barber

h. Thief

i. Soldier

j. Policeman

k. President

l. Chef

m. Scientist



13.



(...*thief*...) ✗

14.



(...*scientist*...) ✗

n. Tailor

15.



(...*singer*...) ✓

16.



(...*Astronaut*...) ✓

o. Driver

p. Astronaut

17.



(...*king*...) ✓

18.



(...*Painter*...) ✗

q. Sailor

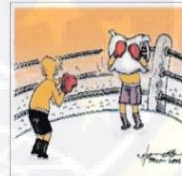
r. Dentist

19.



(...*steward*...) ✗

20.



(...*Boxer*...) ✓

s. Football Player

t. Doctor

21.



(...*football player*...) ✓

22.



(...*pianist*...) ✓

u. Fisherman

23.



(...*President*...) ✓

24.



(...*Chef*...) ✓

v. Pianist

w. Teacher

25.



(...*Dentist*...) ✗

x. Boxer

y. Student



## APPENDIX 9

### LESSON PLAN

Sekolah : SMP Negeri 8 Makassar

Mata Pelajaran : Bahasa Inggris

Standar Kompetensi :

- Siswa mampu untuk mengembangkan kosakata melalui gambar.

Kompetensi dasar :

- Siswa mampu untuk mengenali dan menggunakan kosakata tentang profesi.
- Siswa mampu mengetahui jenis-jenis profesi.

Indicator : Mencocokkan kosakata berdasarkan gambar

Alokasi waktu : 2 X 45 menit

Tema : Profession

A. Tujuan Pembelajaran

- Siswa dapat mencocokkan gambar dengan kosakata yang sesuai

B. Materi pembelajaran

- Mencocokkan gambar

C. Metode Pembelajaran

- Ceramah, tanya jawab, tugas individu

D. Langkah-langkah kegiatan pembelajaran

Kegiatan awal:

- Memberikan motivasi kepada siswa

Kegiatan inti:

- Menjelaskan materi yang akan dipelajari
- Menerapkan penggunaan media picture
- Memperbaiki beberapa kesalahan yang dilakukan siswa dalam penulisan

Kegiatan akhir:

- Mereview kegiatan pembelajaran

E. Penilaian (terlampir)

## **BIOGRAPHY**

The writer Wirna Sari, S. Pd was born on November 18, 1989 in Palembang, South Sumatera. She is the second child in her family. Her father is Kamarullah Wahid and her beloved mother is Rosmawaty.

She spent one year to study in Wirabuana kindergarten. In 1995 she continued her study in SDN Panaikang I Makassar and she graduated in 2001. In 2001 she continued in SMPN 23 Makassar. After graduating from junior high school, she continued her study in SMKN 4 Makassar. She finished her study in 2007.

In 2009 she decided to continued her study in the English Education Department of Faculty of Teachership and Educational Science University of 45 Makassar, S1 program.