

**USING ILLUSTRATED TEXTBOOK TOWARDS THE ENGLISH  
VOCABULARY OF THE SECOND YEAR STUDENTS  
AT SMP NEGERI 1 ENREKANG**

**SKRIPSI**



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY BOSOWA "45" MAKASSAR  
2015**

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**Submitted in Partial Fulfillment of the Requirements  
For Sarjana Degree (S.Pd.)**

**BOSOWA**

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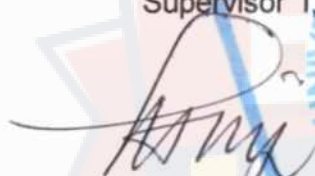
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Using Illustrated Textbook Towards The English Vocabulary of The Second Year Students at SMP Negeri 1 Enrekang" beserta seluruh lainnya 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, 15 Februari 2015

Yang membuat pernyataan



Sulfiana Nugrah S.



**MOTTO AND DEDICATION**

Where There is a will,  
there is a way

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**I DEDICATED THIS THESIS TO MY**

**BELOVED PARENTS AND FAMILY**

## ABSTRAK

SULFIANA NUGRAH S. 2015. *Using Illustrated Textbook Towards English Vocabulary of The Second Year Students at SMP Negeri 1 Enrekang* (dibimbing oleh Hj. Hanyah Haneng dan Rampeng)

Penelitian ini bertujuan untuk mengembangkan kosakata bahasa Inggris siswa dengan menggunakan buku teks ilustrasi. Masalah penelitian ini adalah "Apakah peneliti dapat mengembangkan kosa kata bahasa Inggris secara signifikan?"

Peneliti menggunakan teknik cluster random sampling. Populasi adalah siswa SMP Negeri 1 Enrekang (tahun akademik 2014-2015). Alat yang digunakan peneliti dalam mengembangkan kosa kata berupa pre-test dan post-test. Hasil analisis data menunjukkan bahwa kemampuan siswa pada pre-test 63,54 (lebih rendah) dari pada post-test 72,92. Hasil penelitian ini mendukung statistik inferensial dengan menggunakan statistik uji-t. Hal ini digunakan untuk mengetahui perbedaan yang signifikan antara hasil prestasi kosakata siswa.

Dengan demikian, nilai t-test lebih besar dari t-tabel ( $8.23 > 2.060$ ). Ini berarti terdapat perbedaan yang signifikan antara nilai pre-test dan post-test siswa dalam prestasi kosakata setelah disajikan materi dengan menggunakan buku teks ilustrasi.

**Keywords** : illustrated, textbook, vocabulary, achievement.

## ABSTRACT

SULFIANA NUGRAH S. 2015. *The Use of Illustrated Textbook Towards the English Vocabulary of The Second Year Students at SMP Negeri 1 Enrekang* (Supervised by Hj. Hanyah Haneng and Rampeng.)

This research aimed to develop the students' English vocabulary by using illustrated textbook. The problem statement of the research was "Can the use of illustrated textbook significantly improve students' English vocabulary?"

The writer used cluster random sampling technique. The population was the second year students of SMP Negeri 1 Enrekang (academic year 2014–2015). The instrument of the research used was vocabulary test which consist of pre-test and post-test design. The data analysis described students' vocabulary achievement with mean score before treatment 63.54 and after treatment 72.92. This research result supported the inferential statistic by using t–test. It is used to find out the significant difference between the results of the students' vocabulary achievement.

Thus, the value of the t–test is greater than t–table ( $8.23 > 2.060$ ). It means that there is a significant difference between the pre-test and post-test result of students in vocabulary achievement after presenting the materials by using illustrated textbook.

**Keywords:** illustrated, textbook, vocabulary, achievement.

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May Allah bless us all, Amin.

Makassar, 12 February 2015



The writer

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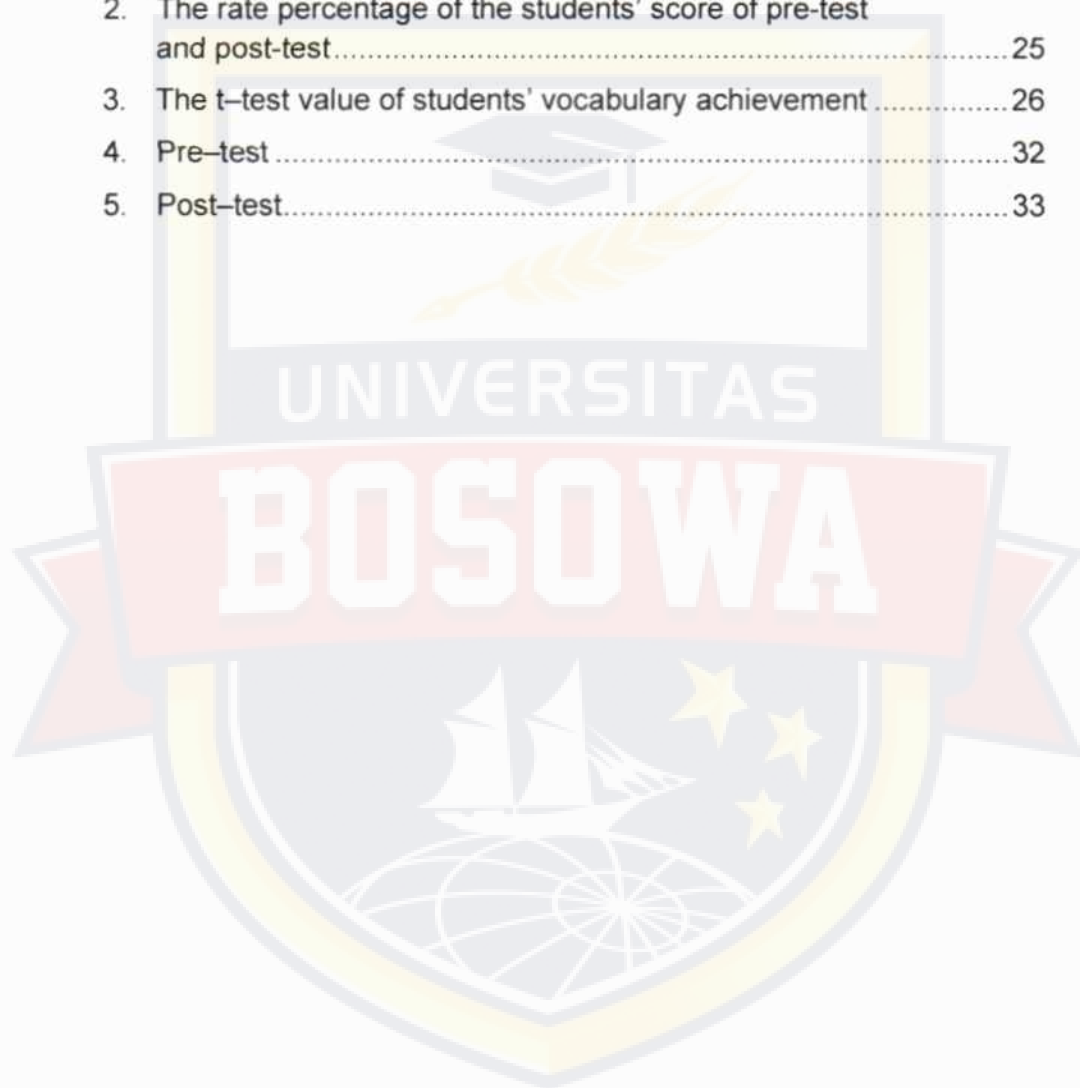
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## CHAPTER I

### INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, and the scope of the research.

#### A. Background

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition and the learning of vocabulary is fundamental need. It is the heart of language learning and language use because through vocabulary we are able to communicate ideas, emotion, and desires. Without vocabulary speakers cannot convey meaning and communicate with each other in a particular language.

In educational field, students should acquire sufficient of vocabulary based on the school level. In fact, they still experience difficult to learn and the lack of mastering vocabulary. As the writer's teaching English experience starting in January to July 2014 at SMP Negeri 1 Enrekang, sometimes students cannot understand the meaning of some familiar English words, for example the words *plug*

and *plug in* that they should master at their school level. They were understood when showed the illustrations of the words. They usually learn vocabulary passively from teacher and textbook in classroom. They consider the teacher's explanation for meaning or definition, pronunciation, spelling, grammatical functions, listening to the teachers' instruction and doing exercises in textbook are boring. The textbook that usually use in teaching learning activity cannot help the students to learn and memorize vocabulary well. Therefore, it is necessary for the teacher of English to have a good and interesting materials and appropriate textbook for their students. The teacher should make learning vocabulary more effective, attractive, and efficient. It is not enough for the teacher of English to ask the students to memorize words from the textbook. To solve this problem, the creativity of teachers in choosing material and appropriate textbook is needed. Students learn vocabulary best when they synchronize and connect the words given with their real life.

The most obvious and most common form of material support for language instruction comes through textbooks. Textbooks are one type of written texts, a book for use in an educational curriculum. Textbook is an almost unlimited supply of real-world textual material that available for use in the classroom. It is designed to provide ideas for teachers. Most of textbooks make the students lazy and boring

open and learn it at home. They cannot understand the meaning well without teachers' help.

The writer found that pictures and illustrations from any sources and forms in textbook attract the students' interest in learning English, especially in teaching English vocabulary. The writer's experience in teaching English found that students more easily understand the meaning of word after giving an illustration of it. So, the writer thinks that using illustrations in a textbook are expected to develop students' English vocabulary more effective and efficient. So, the students are not boring and inattentive in learning English.

By looking at the background above, the writer conducted a research under the title "The Using Illustrated Textbook towards the English Vocabulary of Second Year Students at SMP Negeri 1 Enrekang". This method can be used in teaching vocabulary because the students are usually faced with problems in memorizing words. They need teaching and learning process that is really interesting, effective, efficient, and easily, by creating a good and appropriate textbook in the class. Using the Illustrated Textbook in the classroom helps teachers increase the students' motivation and interest to develop their English vocabulary.

### **B. Problem Statement**

The main concern of this research is the use of illustrated textbook in developing students' English vocabulary. Based on this, the writer



formulates problem statement as follows:

"there any textbook significantly develop the students' English vocabulary?"

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

The objective of the research is to find out whether the use of illustrated textbook is able to develop students' English vocabulary

### **D. The Significances of the Research**

It is hoped that the results of this research would give useful information to both students and English teachers in improving and developing their method of using illustrated textbook as an effective method in developing students' vocabulary.

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

This study deals with language teaching and learning. It is specified on the use of illustrated textbook to develop English vocabulary the second year students of SMP Negeri 1 Enrekang. The kinds of vocabulary that are presented in this research are active and passive vocabulary of nouns and verbs which related to the students' lesson theme. During the teaching and learning activities, the students will be provided some illustrations from the textbook, and then doing the exercises in the textbook given.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with previous related findings, some pertinent ideas, theoretical framework, resume, and hypothesis.

#### **A. Previous Related Research Finding**

There have been some researches done related to this research. Some of them are quoted below:

1. Huldiana (2001 : 512) : conducted a research on "Developing the English Vocabulary of the First Year Students of SLTP Negeri 27 Makassar through situational picture" and found that there is a significant difference between the students' achievement in learning vocabulary through situational pictures and those who are not. It is from the result of pretest and posttest score analysis that indicates the improvement English vocabulary for experimental class was higher than the control class.
2. Hadijah (2002 : 301) : on her research "Motivating the Second-Year Students of SLTP 15 Makassar to Master English Vocabulary by Using Picture Files" found that (a) the students motivation in learning English vocabulary can be improved by using picture files; (b) picture files can be used in teaching English vocabulary with many varieties to make the students pleased, enthusiastic and more active in the process of teaching learning in the classroom.

3. Burns (2003 : 115) Consisting of a full-color, heavily illustrated textbook with animations, illustrations, interactive study questions and critical thinking , this is the perfect solution not only for students seeking to fully present this complex scientific discipline to students with methods illustrated textbook
4. Salmawati (2007 : 118) : on her research "Improving English Vocabulary of the First Year Students of SMP Negeri 2 Salubarani by Using Picture dictionary" found that (a) teaching vocabulary by using picture dictionary is one effective and interesting way that can be applied in English classroom; (b) picture dictionary are good variation in learning vocabulary; (c) the students' attitude toward teaching vocabulary through picture is very positive; (d) Picture dictionary can make the students enjoy in learning vocabulary.
5. Dwi Purwoningsih (2007 : 270) : conducted a research on the using visual dictionary in teaching vocabulary to elementary school students. She found that there is a significant difference on the vocabulary achievement between the students who have been taught using visual dictionary and those who have been taught using conventional way. The conclusion shows that the use of visual dictionary is more effective than use of conventional way in teaching vocabulary.

Based on these research findings above, the researcher concludes that the use of illustrated sources as visual aid gives positive contributions and it can be also used as an alternative methods and techniques in teaching and learning process especially in vocabulary lesson which is more effective and enjoyable for students.

## **B. Some Pertinent Ideas**

### **1. The Concept of Vocabulary**

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

One of the general components, which have to be mastered well by the students in learning English, is vocabulary. If the student lack of vocabulary, they will have difficulties in using English. The writer would like to present several definitions about vocabulary. According to Oxford Advanced Learner's Dictionary of Current English, vocabulary is (1) total number of words which (with rules for combining them) make up a language; (2) (range of) words known to, or used by, a person, in a trade, profession, etc; (3) book containing a list of words; list of words used in a book, etc, use with definitions or translation.

According to Cambridge International Dictionary of English, vocabulary is all the words used by particular person or all the words which exist in particular language or subject. While the New Shorter Oxford English dictionary defines that vocabulary is

(1) alphabetical list of words with definitions or translations, as in grammar or reader of foreign language; (2) the range of language of particular author, group, discipline, book, etc; the sum of words known or habitually used by an individual; (3) the sum or aggregate of words composing a language; (4) a set of artistic or stylistic forms, techniques, movements, etc.; the range of such forms available to a particular person. Quirck (1987: 117) defines "vocabulary as a list of words with their meaning glossary, sum up words used in language or in particular book or branch of science, etc. by particular person, class, and profession".

#### **b. Types of Vocabulary**

Vocabulary has been classified by some researchers. In the following some classifications are given.

Harmer (2001:159) basically distinguishes two types of vocabulary, namely active and passive vocabulary:

1. Active vocabulary refers to vocabulary that the students have been taught or learnt and which they are expected to be able to use.
2. Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not be able to produce.

From the use of vocabulary, Schail (2003:57) also states that every person has three types of vocabulary:

1. Active vocabulary is the words that we use in speaking and writing probably runs 5000 up to 10000 words.
2. Reserve vocabulary is the words that we know but rarely used in ordinary speech. We use them in writing letter when we have time to consider, or search for synonym.
3. Productive vocabulary is the words that we recognize vaguely but they are not sure of the meaning, however using them in either speaking or writing and we just know that we have seen before.

### **c. Theories of Using Illustrated Textbook**

#### **1. Illustrated Textbook**

Teacher use technique in classroom and only a few techniques do not in some manner involve the use of materials to support and enhance them. Language classes should involve books, picture, charts, and technological aids (audiotapes, video, and computer). In language learning class should have conversations, role plays, discussions, and chalkboard work; but much of the richness of language instruction is derived from supporting materials. Today such materials abound for all levels and purposes.

The most obvious and most common form of material support for language instruction comes through textbooks. Textbooks are one type of written texts, a book for use in an educational curriculum. Textbook is an almost unlimited supply of real-world textual material that available for use in the classroom. It is designed to provide ideas for teachers. For example, textbooks are available on speaking, listening, reading, grammar, activities for children, etc.

We daily encounter signs, schedules, calendars, advertisements, menus, memos, notes, etc. Aside from written texts, other visual aids can support classroom lessons. Teacher may design and doing textbook adaptation, pick out pictures (photos, diagrams, advertisements, etc.) that show people or objects large enough to be easily seen by all students in classroom setting.

A picture or illustrated textbook looks enough like the original object to communicate the image of the original to the reader. This might be one reason of the use illustrated textbook in foreign language class. Illustrated textbook is some pictures files or some pictures of books, magazines, comics, newspapers, leaflets, brochures, journals and other picture and illustrated materials.

### **b. Advantages of Illustrated Textbook**

Illustrated textbook as visual aid has some advantages in teaching English vocabulary, they are:

1. It is easy for the students to understand the material.
2. It will be very interesting for the students and their attention will be full-focused to the material.
3. It will be very easy for the teacher to clarify and to explain the materials to the students.
4. Illustrated textbook can stimulate students learnt.
5. Illustrated give students motivation to use their abilities.
6. It will be very easy for the teacher to teach vocabulary without using so many words and could encourage the students' remembrance ability.
7. It could enlarge the students' ability in vocabulary and tenses
8. It is easy for the students to explained the meaning of things, actions, qualities and relations
9. It will enable the class to write the new word while the auditory memory is fresh
10. It makes a learners familiar with the picture and also improves vocabulary of the learners



The teacher can enlarge the students' vocabulary by using illustrated textbook. The students will be able to understand the meaning of words after they see those illustrated and picture directly. Illustrated textbook that we use must be various according to the target of our teaching, if we teach them, for example nouns, verbs. The illustrated textbook that we show to the students must be suitable to the target of our teaching and students' need.

The use of visual aid to complement printed instructional materials has become a common instructional technique. An English teacher should know what technique that can be used in teaching and learning process. The good technique should (a) make the course interesting, (b) make students highly be active to participate in learning and teaching process, (c) make the students give attention to the form, meaning or use of the words, and (d) make the students be successful and master the course well.

Illustrated textbook can play a key role in developing students' vocabulary, contextualizing the language they are using, giving them reference in helping to discipline the activity. Teachers should make the teaching learning vocabulary process clear and easy for their students when



conveying any meaning; otherwise the student may feel bored and become fed up with learning vocabulary.

### 3. Principle of Teaching and Learning Vocabulary

There are some principles in teaching and learning vocabulary as follows: aims, need, situation presentation, meaningful presentation, presenting in context, inference (guessing) procedure in vocabulary learning, technique in teaching and learning vocabulary.

Wallace in Mulbar (2002: 524) indicates six principles of teaching and learning vocabulary such as follows:

1. Aims

In teaching vocabulary, we have to be clear about our aim and decide the vocabulary that we expect the learner to be able to do.

2. Need

The vocabulary that taught the students depend on the course book or syllabus but the teacher should consider the aims of the course and the individual lesson.

3. Situation presentation

The words presented are appropriate to the student's situation.

#### 4. Meaningful presentation

The students must have a clear and specific and understanding of what denotes or refers to his required that the presented in such a way the denotation and references are perfectly clear.

#### 5. Presenting in context

The words very seldom occur in isolation, so the students have to know the usual context that the word occurs in.

#### 6. Inference (guessing) procedure in vocabulary learning

Inference is also one of strategies in learning in which the learners are heard on a practice by using a definite knowledge to have clear understanding the word they learn. The students infer the meaning of words by listening or reading them used in certain situation.

Research show that learners need to know approximately 98 percent of the words in writers or spoke discourse in order to understand it well which vocabulary to teach ? the most frequent word families In English are essential for any real language use and are, therefore, worth effort required to teach and learn them explicitly teachers often trust their intuition about which word families are the most frequent but probably the best way of determining them is to refer to frequency lists.

#### 4. Techniques in Presenting New Vocabulary

According to Ur Penny (2003:63), there are different ways of presenting new vocabulary. In the following, different techniques of presenting the meaning of new vocabulary are shown:

1. concise definition
2. detailed description (of appearance, qualities...)
3. examples (hyponyms)
4. illustration (picture, object)
5. demonstration (acting, mime)
6. context (story or sentence in which the item occurs)
7. synonym
8. opposite(s) (antonyms)
9. translation
10. associated ideas, collocations

Murcia (2002:301-302) lists different techniques used in presenting new vocabulary as follows:

1. Visual Aids (Pictures, Objects)
2. Word Relations (Synonyms, Antonyms)
3. Pictorial Schemata (Venn diagrams, grids, tree diagrams, or stepped scales)
4. Definition, Explanation, Examples, and Anecdotes
5. Context

## 6. Word Roots and Affixes

Similar to Wallace, Allen in Muhbubah (2005:342) classifies the technique in teaching vocabulary for beginner classes as follows:

1. Let the students look at several words that are introduced in the first year test book, word representing noun, verbs, adjective and others kinds of words. For the young learners are emphasized in simple words such as the animals, fruits etc in noun. Simple verbs that they are usually used in everyday, name of colors, characteristic of person in adjectives and many others that are easy to children comprehending.
2. Showing the real object.
3. Showing some pictures, especially the pictures the students draw.
4. Definition in sample English, using vocabulary that the students know already.

Teaching vocabulary for beginners, have to memorize several words, verbs, noun, adjectives, and able to express in daily conversation and able to make some sentences with correctly.

Learning vocabulary may be the most exciting thing students do at school but by using interesting and fun ways to teach vocabulary words, educators are able to increase student interest and help with both memorization and retention.

### **5. Teaching Vocabulary Using Illustrated Textbook**

The teacher can enlarge the students' vocabulary by using illustrated textbooks. The students will be able to understand the meaning of words after they see those illustrations and pictures directly. Illustrated textbooks that we use must be various according to the target of our teaching, if we teach them, for example nouns, verbs. The illustrated textbook that we show to the students must be suitable to the target of our teaching and students' need.

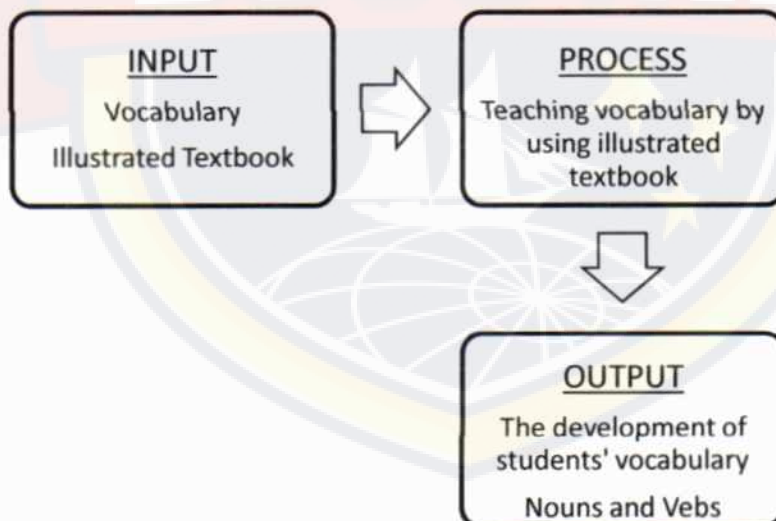
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### C. Theoretical Framework

The theoretical frame work is given in the following diagrams:



The three components above are briefly clarified as follow:

Input : it refers to the vocabulary and illustrated textbook.

Process : it refers to the technique used in teaching vocabulary namely illustrated textbook.

Output : students' development of learning English vocabulary in nouns and verbs

#### **D. Resume**

Based on some pertinent ideas and the researcher's resumes that the use of illustrated textbook gives an opportunity develop students' vocabulary achievement because this method can attract, appropriate, and make students enjoy the learning process.

#### **E. Hypothesis**

Based on the review of related literature and some researcher's resume above, the researcher formulates hypothesis as follow:

H0: The Using Illustrated Textbook does not develop students' vocabulary achievement.

H1: The Using Illustrated Textbook develops students' vocabulary achievement.



## CHAPTER III

### THE RESEARCH METHOD

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

#### A. Research Method and Design

This research used pre-experimental method with one group pre test - post test design. The comparison between pre test and post test score depend on the success of the treatment. The design can be describe as follow:

$O1 - X - O2$

Where:

O1 : Pretest

X : Treatment

O2 : Post-test

(Gay, 2006:310)

## **B. Variables of the Research**

Variables of this research consist of dependent and independent variable. The dependent variable is students' vocabulary development in terms of nouns and verbs, and the independent variable is the use of illustrated textbook.

## **C. Definition of Operational Terms**

1. Illustrated textbook is a colorful textbook with some pictures from some pictures books, magazines, comics, newspapers, leaflets, brochures, journals and other picture adapted in textbooks materials.
2. Vocabulary is all the words used by particular person or all the words which exist in particular language or subject.
3. A vocabulary is defined as "all the words known and used by a particular person" However, used by a particular person do not constituted all the words a person is exposed to by definition.

## **D. Population and Sample**

### **1. Population**

The population of this research is the second year students of SMP Negeri 1 Enrekang in 2014-2015 the academic year. There are nine classes and each class consist of 25 students. So the total of population is 225 students.

## 2. Sample

The writer used cluster sampling technique In this research because the heterogenic of the school. One class has been taken as the sample namely class VIII-a which consists of 25 students.

### **E. Instrument of the Research**

The instrument of this research was a vocabulary test in form of matching and filling the blanks used in pretest and posttest. Pretest is intended to investigate the students' prior knowledge on English vocabulary before giving treatment while the posttest is given to measure the students' achievement on English vocabulary mastery after the treatment has been given.

### **F. Procedure of Collecting Data**

The procedures of collecting data are chronologically as follows:

#### **1. Pre test**

The writer gave the students pre-test to know their achievement in English vocabulary. The students were given a number of questions. Those questions were in matching and filling the blanks form. There are some ways in pre-test English vocabulary :

- a. Testing students on words the already know
- b. Giving students a pass agree to read orally

- c. Asking students to identify which words rhyme
- d. Through hearing words in context
- e. Through vocabulary instruction
- f. Through playing word games

## **2. Treatment**

After giving the pre-test to the students, the writer gave the treatment. The writer gave some materials of vocabulary to the students with illustrated textbook materials.

- a. Teacher divide work sheets to the students and ask them do the some activities according instruction given
- b. In activity 1. Students state any professions according to the illustration and describe each profession by their own words
- c. In activity 2, students match the type of profession based on the illustrations.

## **3. Post test**

After doing the treatment to the students, the writer gave the post-test. The questions given to the students were same as the questions on pretest. It aimed to know the impact of the implementation of funny stories in building up the students' English vocabulary.

- a. Teacher devide worksheets to the students and ask them do the some activities according to instruction given

- b. In activity 1, students put those words into the correct box where they belong
- c. In activity 2, students arrange the scramble vocabularies into a correct interested vocabulary.

### **G. Treatment Procedures**

Before giving the students post-test, the writer gave the students treatment. It was conducted in four meetings. In two meetings the writer used illustrated textbook in teaching vocabulary. The steps in teaching vocabulary using illustrated textbook that described as follows:

1. The writer introduced the illustrated textbook to the students.
2. The writer distributed the pieces of material of the illustrated textbook to the students.
3. The writer asked the students to read the text, answer the questions, doing the exercises and find new words.
4. The writer asked the students about their difficulties and explained the meaning of unfamiliar words.
5. The writer gave time to the students to remember and repeat the unfamiliar words.

## H. Technique of Data Analysis

The data obtained from questionnaire based on pretest and post-test were analyzed with steps as follows:

1. Scoring the students' correct answer of pretest and post-test by using this formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

2. Classifying the students' score into the following criteria:

*Table 1 The classification of the students' score*

| No. | Classification | Score    |
|-----|----------------|----------|
| 1.  | Very Good      | 86 – 100 |
| 2.  | Good           | 71 – 85  |
| 3.  | Fair           | 56 – 70  |
| 4.  | Poor           | 41 – 55  |
| 5.  | Very Poor      | 1 – 40   |

(Depdikbud : 2004:508)

3. Calculating the frequency and the rate percentage of the students' score:

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

Where: n : frequency

N : Total number of Students

## 4. Calculating the mean Score and standard deviation

a. The formula of mean score:

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

Where:  $\bar{X}$  : Mean $\sum X$  : The sum of the score

N : The number of the subject/students

(Gay, 2006: 320)

b. The formula for standard deviation:

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

Where: SD = standard deviation

 $\sum X^2$  = the sum of the score $(\sum X)^2$  = the square of the sum

N = the number of the students

(Gay, 2006: 321 )

5. Calculating the value of the t-test.

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

Where:  $t$  = test of significance

$\bar{D}$  = the deviation

$\sum D^2$  = the sum of total score of significance

$(\sum D)^2$  = the square of the sum for difference

$N$  = the total number of students

(Gay, 2006: 355)

#### *T-test of Students' Vocabulary Achievement*

| Variable | T-test value | T-table value |
|----------|--------------|---------------|
| X2 – X1  | 8.23         | 2.060         |

Table above shows that t-test value was greater than t-table of the students' achievement. It can be concluded that there was significant difference between the result of the students' pretest and post-test.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings and discussion of the research. It entirely covers the description of the result of the data analysis through test. In discussion section, further explanation and interpretation of the findings are given.

#### A. Findings

The data analysis of this research shows that the use of illustrated textbook as a teaching media developed the students' English vocabulary. It was indicated by the findings on the mean score and standard deviation of pretest and post-test which is presented on the following table 1.

#### The Mean Score of the Students Test:

##### A. The calculating of the mean score of pretest

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{N} \\ &= \frac{1652}{26} \\ &= 63,54\end{aligned}$$

##### B. The calculating of the mean score of posttest

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{N} \\ &= \frac{1896}{26} \\ &= 72,92\end{aligned}$$

**C. The mean score of the mean score of gain (D)**

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{244}{26} \\ &= \mathbf{9,38}\end{aligned}$$

**The Standard Deviation of Pre-test:**

$$\begin{aligned}SD &= \sqrt{\frac{\sum X_1^2 - \frac{(\sum X)^2}{26}}{N-1}} \\ &= \sqrt{\frac{107232 - \frac{(1652)^2}{26}}{26-1}} \\ &= \sqrt{\frac{107232 - 104965,54}{25}} \\ &= \sqrt{90,66} \\ &= \mathbf{9.52}\end{aligned}$$

**The Standard Deviation of Post-test:**

$$\begin{aligned}SD &= \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{26}}{N-1}} \\ &= \sqrt{\frac{139584 - \frac{(1896)^2}{26}}{26-1}} \\ &= \sqrt{\frac{139584 - 138262,15}{25}} \\ &= \sqrt{52,87} \\ &= \mathbf{7.27}\end{aligned}$$



**Table 1**  
**The Mean Scores of Pretest and Post-test and Standard Deviation**

| Test      | Mean Score | Standard Deviation |
|-----------|------------|--------------------|
| Pretest   | 63.54      | 9.52               |
| Post-test | 72.92      | 7.27               |

The table above shows that the mean score of the students in the pretest was 63.54. It means that the score of the students in this test was poor. While the mean scores of the students in the post-test was 72.92 and it means that the score of the students in this test was good and experienced development. It was indicated from the scores, percentage, and frequency of the pretest and post-test on table 2.

### THE CLASSIFICATION OF STUDENTS' PRE-TEST

| NO. | NAME                      | SCORE             | CLASSIFICATION |
|-----|---------------------------|-------------------|----------------|
| 1.  | DAFFA MADANIA ALIFAH      | 68                | FAIR           |
| 2.  | WANDA WARDIYANTI          | 54                | POOR           |
| 3.  | FILZAH MUSFIRAWATI        | 54                | POOR           |
| 4.  | SATRIANI                  | 52                | POOR           |
| 5.  | FITRAH HANIFAH            | 60                | FAIR           |
| 6.  | LUTFIAH ADELIA            | 54                | POOR           |
| 7.  | SITI HUSNIANTI HUSAIN     | 74                | GOOD           |
| 8.  | IFTITAH SUCI RISKIA       | 76                | GOOD           |
| 9.  | ANNUR AZ ZAHRA R.         | 68                | FAIR           |
| 10. | USWATUN KHASANAH          | 72                | GOOD           |
| 11. | AGHINA FAUZUL MUSLIKHANI  | 74                | GOOD           |
| 12. | SRI RESKA NAFITRI         | 60                | FAIR           |
| 13. | SYAFIRA NURUL CAHYANI     | 64                | FAIR           |
| 14. | SUKMAWATI AH              | 72                | GOOD           |
| 15. | WINARTI                   | 52                | POOR           |
| 16. | KASMI                     | 70                | FAIR           |
| 17. | ZALFA SALSABILA           | 60                | FAIR           |
| 18. | STELLA AMANDA             | 54                | POOR           |
| 19. | ISNI AINI ISMAIL LATANRO  | 54                | POOR           |
| 20. | WAZYFFA SAHRA             | 76                | GOOD           |
| 21. | MUHAMMMAD ABDILLAH A.     | 66                | FAIR           |
| 22. | REYNALDI                  | 54                | POOR           |
| 23. | M. RADEN ZYHRUL HAQ AL B. | 60                | FAIR           |
| 24. | FITRA SAMPURNA JAYA       | 84                | GOOD           |
| 25. | PUTRA WAHYU ANUGRAH S.    | 70                | FAIR           |
| 26. | ASRUL                     | 50                | POOR           |
|     | <b>N = 26</b>             | $\sum X_i = 1652$ |                |

### THE CLASSIFICATION OF STUDENTS' POST-TEST

| NO. | NAME                      | SCORE             | CLASSIFICATION |
|-----|---------------------------|-------------------|----------------|
| 1.  | DAFFA MADANIA A.          | 70                | FAIR           |
| 2.  | WANDA WARDIYANTI          | 70                | FAIR           |
| 3.  | FILZAH MUSFIRAWATI        | 68                | FAIR           |
| 4.  | SATRIANI                  | 60                | FAIR           |
| 5.  | FITRAH HANIFAH            | 74                | GOOD           |
| 6.  | LUTFIAH ADELIA            | 60                | FAIR           |
| 7.  | SITI HUSNIANTI HUSAIN     | 74                | GOOD           |
| 8.  | IFTITAH SUCI RISKIA       | 76                | GOOD           |
| 9.  | ANNUR AZ ZAHRA R.         | 72                | GOOD           |
| 10. | USWATUN KHASANAH          | 76                | GOOD           |
| 11. | AGHINA FAUZUL MUSLIKHANI  | 80                | GOOD           |
| 12. | SRI RESKA NAFITRI         | 72                | GOOD           |
| 13. | SYAFIRA NURUL CAHYANI     | 72                | GOOD           |
| 14. | SUKMAWATI AH              | 80                | GOOD           |
| 15. | WINARTI                   | 66                | FAIR           |
| 16. | KASMI                     | 74                | GOOD           |
| 17. | ZALFA SALSABILA           | 68                | FAIR           |
| 18. | STELLA AMANDA             | 70                | FAIR           |
| 19. | ISNI AINI ISMAIL LATANRO  | 74                | GOOD           |
| 20. | WAZYIFA SAHRA             | 86                | VERY GOOD      |
| 21. | MUHAMMMAD ABDILLAH A.     | 70                | FAIR           |
| 22. | REYNALDI                  | 72                | GOOD           |
| 23. | M. RADEN ZYHRUL HAQ AL B. | 70                | FAIR           |
| 24. | FITRA SAMPURNA JAYA       | 96                | VERY GOOD      |
| 25. | A NUR AQLI QADRI          | 76                | GOOD           |
| 26. | ASRUL                     | 70                | FAIR           |
|     | <b>N = 26</b>             | $\sum X_2 = 1896$ |                |

Table 2  
The Scores, Percentage, and Frequency of the Pretest and Post-test

| Classification | Range    | Pretest |       | Post-Test |       |
|----------------|----------|---------|-------|-----------|-------|
|                |          | F       | %     | F         | %     |
| Very Good      | 86 – 100 | 0       | 0     | 2         | 7.69  |
| Good           | 71 – 85  | 7       | 26.92 | 13        | 50    |
| Fair           | 56 – 70  | 10      | 38.46 | 11        | 42.31 |
| Poor           | 41 – 55  | 9       | 34.62 | 0         | 0     |
| Very Poor      | 1 – 40   | 0       | 0     | 0         | 0     |
| <b>Total</b>   |          | 26      | 100   | 26        | 100   |

The table above describes that the students' score on pretest and post-test were classified into five classifications; very poor, poor, fair, good, and very good. The classification of the scores of the students which is presented in the Table 1 shows that before giving treatment (using illustrated textbook), there were 9 or 34.62 % the students' score was in "Poor" classification, 10 or 38.46% the students score was in "Fair" classification and no students in "Very Good" classification. While there were only 7 or 26.92% students' score was in "Good" classification.

After giving treatment, there were 2 or 7.69% of 26 students' score was in "Very Good" classification, 13 or 50% of them were in "Good" classification, and 11 or 42.31% out of the students were in "Fair" classification. So, it shows that before giving treatment, many

students got score in "Fair" and "Poor" classification. After giving treatment, half of the students' score in "Good" classification and two of them were in "Very Good" classification. It can be concluded that the rate percentage in the percentage in the post-test was higher than in the pretest and significantly different.

#### THE DISTRIBUTION OF T-TABLE

| Df | Level of Significance for one-tailed test |       |        |        |        |         |
|----|---|-------|--------|--------|--------|---------|
|    | 10  | 05    | 025    | 01     | 005    | 0005    |
|    | Level of Significance for two-tailed test |       |        |        |        |         |
|    | 20  | 10    | 05     | 02     | 01     | 001     |
| 1  | 3.078                                     | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2  | 1.886                                     | 1.920 | 4.303  | 6.965  | 9.925  | 31.598  |
| 3  | 1.638                                     | 2.353 | 3.182  | 4.541  | 5.841  | 12.941  |
| 4  | 1.533                                     | 2.132 | 2.776  | 3.747  | 4.032  | 8.610   |
| 5  | 1.476                                     | 2.015 | 2.571  | 3.365  | 4.032  | 6.859   |
| 6  | 1.440                                     | 1.943 | 2.447  | 3.143  | 3.707  | 5.959   |
| 7  | 1.415                                     | 1.895 | 2.365  | 2.998  | 3.499  | 5.405   |
| 8  | 1.397                                     | 1.860 | 2.306  | 2.896  | 3.499  | 5.401   |
| 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  | 2.602  | 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  | 3.955   |
| 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                                     | 1.275 | 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  | 2.508  | 2.819  | 3.792   |

|     |       |       |       |       |       |       |
|-----|-------|-------|-------|-------|-------|-------|
| 23  | 1.319 | 1.711 | 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 | 2.052 | 2.473 | 2.771 | 3.690 |
| 28  | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29  | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30  | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 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 | 2.358 | 2.617 | 3.373 |
| X   | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.291 |

To know whether the pretest and post-test are significantly different, the writer used t-test and the writer used the following formula with level of significance ( $p$ ) = 0.05 :

$$df = N - 1$$

$$df = 26 - 1$$

$$df = 25$$

**Calculating of t – test value**

$$\begin{aligned} \bar{D} &= \frac{\sum D}{N} \\ &= \frac{244}{26} \\ &= \mathbf{9,38} \\ t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{9,38}{\sqrt{\frac{3144 - \frac{(244)^2}{26}}{26(26-1)}}} \end{aligned}$$



$$= \frac{9,38}{\sqrt{\frac{3144 - 2289,85}{26(25)}}}$$

$$= \frac{9,38}{\sqrt{1,31}}$$

$$= 8,23$$

### SCORE OF THE STUDENTS' PRE-TEST AND POST-TEST

| No | Pretest |      | Posttest |      | Gain/D |     |
|----|---------|------|----------|------|--------|-----|
| 1  | 68      | 4624 | 70       | 4900 | 2      | 4   |
| 2  | 54      | 2916 | 70       | 4900 | 16     | 256 |
| 3  | 54      | 2916 | 68       | 4624 | 14     | 196 |
| 4  | 52      | 2704 | 60       | 3600 | 8      | 64  |
| 5  | 60      | 3600 | 74       | 5476 | 14     | 196 |
| 6  | 54      | 2916 | 60       | 3600 | 6      | 36  |
| 7  | 74      | 5476 | 74       | 5476 | 0      | 0   |
| 8  | 76      | 5776 | 76       | 5776 | 0      | 0   |
| 9  | 68      | 4624 | 72       | 5184 | 4      | 16  |
| 10 | 72      | 5184 | 76       | 5776 | 4      | 16  |
| 11 | 74      | 5476 | 80       | 6400 | 6      | 36  |
| 12 | 60      | 3600 | 72       | 5184 | 12     | 144 |
| 13 | 64      | 4096 | 72       | 5184 | 8      | 64  |
| 14 | 72      | 5184 | 80       | 6400 | 8      | 64  |
| 15 | 52      | 2704 | 66       | 4356 | 14     | 196 |
| 16 | 70      | 4900 | 74       | 5476 | 4      | 16  |
| 17 | 60      | 3600 | 68       | 4624 | 8      | 64  |
| 18 | 54      | 2916 | 70       | 4900 | 16     | 256 |
| 19 | 54      | 2916 | 74       | 5476 | 20     | 400 |
| 20 | 76      | 5776 | 86       | 7396 | 10     | 100 |
| 21 | 66      | 4356 | 70       | 4900 | 4      | 16  |
| 22 | 54      | 2916 | 72       | 5184 | 18     | 324 |
| 23 | 60      | 3600 | 70       | 4900 | 10     | 100 |
| 24 | 84      | 7056 | 96       | 9216 | 12     | 144 |
| 25 | 70      | 4900 | 76       | 5776 | 6      | 36  |
| 26 | 50      | 2500 | 70       | 4900 | 20     | 400 |

**Table 3**  
***T-test of Students' Vocabulary Achievement***

| Variable | T-test value | T-table value |
|----------|--------------|---------------|
| X2 – X1  | 8.23         | 2.060         |

Table 3 above shows that t-test value was greater than t-table of the students' achievement. It can be concluded that there was significant difference between the result of the students' pretest and post-test.

### **B. Discussion**

Relating to the data collected through vocabulary test as explained in previous section shows that the students' vocabulary mastery at SMP Negeri 1 Enrekang was not quite good before they were treated by using illustrated textbook. And after using illustrated textbook in teaching, the students' vocabulary experienced development. It was supported by the main score of the result of the students' score in pretest and post-test (see table 1:24).

The purpose of the research was to find out whether the use of illustrated textbook can develop the students' vocabulary, and the writer used procedures of collecting data by giving a pretest, treatment, and then post-test. Pretest was conducted to know the ability of the students' vocabulary.

During the test, students felt difficult in doing the test because some of the words were new for them, for example the words *fishmonger* and *goldsmith*. It was indicated by the students' score in pretest which was not many students got a good classification, some of them were poor (see table 2:25).

First meeting of treatment, the students were introduced and explained about the use of illustrated textbook in teaching and learning process. They were seemed attracted to talk about the illustrated textbook and waiting for the further explanation. The students asked the advantages of using illustrated textbook. The second meeting, the illustrated textbook was applied to the students by delivered the pieces of illustrated textbook with the students' current material. The students enjoyed the lesson and enthusiastic in doing the activities, in individual and or in cooperative learning activities.

Next meeting of treatment, before began the lesson, students were asked about the previous meeting. The third and fourth meeting, the students were more active and they attempted to look up the meaning of the words on dictionary. The illustrated textbook helped the teacher to make students more active in the class. And last meeting of treatment, at the end of lesson, the students were asked about the whole of meeting and the use of illustrated textbook.

They were asked to compare the use of illustrated textbook with the common techniques, media, and textbook used at their class. The



students said that it more easily and help the remembrance of vocabulary because they were presented with illustration or real object. Wallace, Allen in Muhbubah (2005) stated that one of techniques in teaching vocabulary is showing the real objects.

The post-test then conducted after the students had understood the material and master some words about the topic from the whole meeting of the treatment. During the test, the students felt confident in doing the test. And the result of the post-test revealed significantly development than pretest. Most of the students' score were in good classification and two of them were very good (see table 1:24 and table 2:25).

Based on the result of the t-test value which greater the value of the t-table (see table 3:26), the writer found that there was a significant difference between the results of pretest and post-test. It means that there was significant difference result of the pretest before and after teaching and learning process.

through illustrates textbook. This is because the students learned using an interesting and appropriate media that could encourage remembrance and motivate the students especially to develop the students' vocabulary as Ur 2003:63 and Murcia 2002:301-302 state that one way of presenting new vocabulary is Illustration or Visual Aid (Pictures, Objects).

From the discussion, it can be concluded that the second year students at SMP Negeri 1 Enrekang have a good development after learning vocabulary using illustrated textbook. It also helps the teacher in teaching and learning process as an aid to make the students more active in class.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the findings and discussion of the data analysis.

#### A. Conclusion

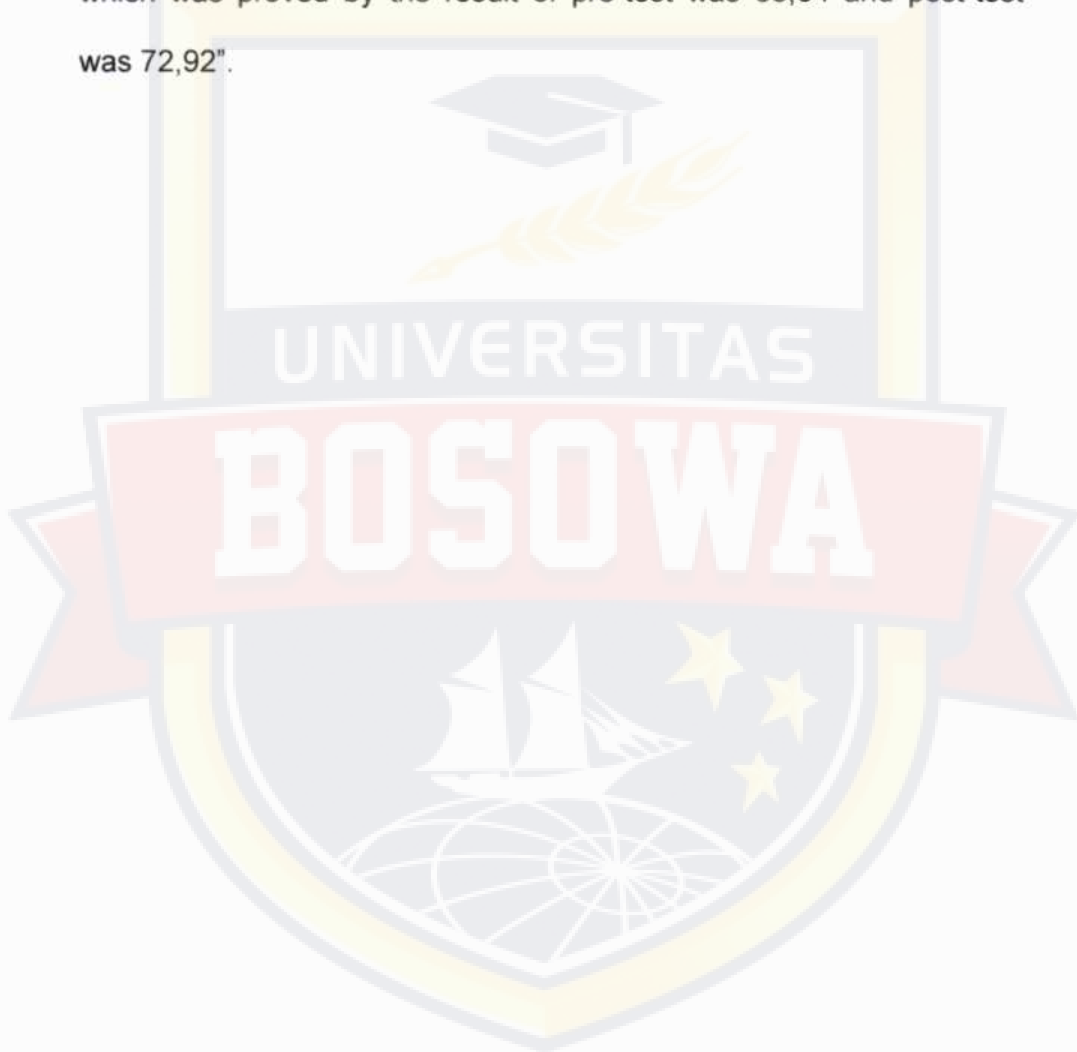
A person's vocabulary is the sets of words there are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

A vocabulary is defined as "all the words known and used by a particular person" However, the words known and used by a particular person do not constitute all the words a person is exposed to. By definition, a vocabulary includes the last some categories of this list :

1. Never encountered the word
2. Heard the word, but can not define it
3. Recognize the word due to context or tone of voice
4. Able to use the word but can not clearly explain it
5. Fluent the word – its use and definition

Based on the research findings in the previous chapter, the conclusion can be concluded as follows:

"The use of illustrated textbook can develop significantly the vocabulary of the second year students of SMP Negeri 1 Enrekang which was proved by the result of pre-test was 63,54 and post-test was 72,92".



## B. Suggestion

Considering the conclusion above, the writer further states some suggestions as follows:

1. In teaching vocabulary, the teacher should use some different methods and ways to attract the students' attention to learn English vocabulary. So it is suggested that the teacher use illustrated textbook in teaching vocabulary to motivate and stimulate the students to learn English.
2. Teacher should be creative, selective, and innovative in selecting and composing material based on the students' need.
3. In learning a foreign language, students should master very much of vocabulary. There are many ways in learning English beyond the school or formal situation, so students should develop their English skills by find and applying media and technologies around us.



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## INSTRUMENT OF THE RESEARCH

**Identitas pribadi**

**Nama :**

**Nis :**

### **Keterangan**

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. Maksud pengisian tes ini adalah untuk menyusun skripsi pada program strata satu (s1) jurusan pendidikan bahasa Inggris fakultas keguruan dan ilmu pendidikan Universitas 45 Makassar. Oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

### **Petunjuk pengisian**

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Jawablah soal dengan baik dan benar
3. Berikan tanda silang (X) pada salah satu huruf A,B,C, dan D yang anda anggap benar
4. Isilah titik yang terdapat pada soal

## Pre-test

187 Sampara 2018  
2018

APPENDIX

Instrument Test

Pre test & Post test  
Pretest 2. Jobe

a. Put these words into the correct box where they belong!

|               |            |              |        |
|---------------|------------|--------------|--------|
| apple         | beranda    | gubuk        | rumah  |
| schwinger     | kolong     | terasa       | tempat |
| grocery       | tempat     | tempat       | tempat |
| advertisement | ada        | photographer | tempat |
| employee      | organisasi | rumah        | tempat |


NOAH

VERB

1. [ ]  
2. [ ]  
3. [ ]  
4. [ ]  
5. [ ]

b. Arrange the scrambled vocabularies into a correct ordered vocabulary.

1. eufic
2. volingness
3. iken
4. ier ted
5. ier pidi
6. ier pome
7. eicomon
8. ier tled
9. mubalenasen
10. paname



## Pre-test

ASRUL  
VITA

APPENDIX

Instruction Test

Pre test & Post test

Zainul & Anis

a. Put these words into the correct box where they belong

|               |           |              |         |
|---------------|-----------|--------------|---------|
| apple         | barber    | gifts        | region  |
| chance        | school    | interview    | strange |
| grocery       | deposit   | teacher      | strong  |
| advertisement | job       | photographer | short   |
| employee      | insurance | vacation     | gift    |

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

b. Arrange the scrambled vocabularies into a correct numbered vocabulary.

1. apple
2. opportunity
3. job
4. teacher
5. vacation
6. advertisement
7. chance
8. deposit
9. photographer
10. gift

50

## Post-test Activity 1

Name: \_\_\_\_\_  
Class: VIIA

APPENDIX I  
PEOPLE'S JOB



What professions do you want to do in the future? Do you just want to be one of the big fish? You who may make their name big too.

1. professional
2. taxi driver
3. programmer
4. mathematician
5. soccer player
6. teacher
7. writer or author

Now, tell your partner why do you want each profession in the future.

Activity 1

State any professions below, and then describe each profession by your own words.

She is a teacher.  
She is a nurse.  
She is a secretary.  
He is a doctor.  
He is a soccer player.



at

## Post-test Activity 1

Wawancara Lapangan  
Kelas: ...  
Tanggal: ...

APPENDIX 1  
PEOPLE'S JOBS



What Professions do you want to do in the future? You may pick more than one of the list below. You may have other ideas than those in the list.

- IT professional
- Law officer
- Politician
- Businessman
- Teacher
- Entrepreneur
- Doctor
- Journalist
- Scientist

Now, list your partner's answer in an area with a problem at 10-15 minutes.

Activity 2  
State any professions below, and then describe each profession by your own words.



Handwritten notes at the bottom of the page:

1. ...
2. ...
3. ...
4. ...
5. ...



## Post-test Activity 2

Peta Sampiran Jaja  
VWA

Activity 2  
Match the type of profession based on the illustrations.

a. A scientist  
b. A chef  
c. A grocer  
d. A fireman  
e. A photographer  
f. A business man  
g. A police man  
h. A waitress

The illustrations include: a person in a kitchen (chef), a person in a uniform (fireman), a person in a uniform (police man), a person in a uniform (waitress), a person in a uniform (business man), a person in a uniform (scientist), a person in a uniform (photographer), and a person in a uniform (grocer).

UNIVERSITAS  
**BOSQWA**

## Post-test Activity 2

Activity 3

Match the type of profession based on the illustrations.

- A scientist
- A chef
- A grocer
- A farmer
- A photographer
- A business man
- A policeman
- A mother

UNIVERSITY  
BOSOWA

to

## APPENDIX 1

## Instrument Test

## Pre test

People's Jobs

a. Put these words into the correct box where they belong!

|               |            |              |           |
|---------------|------------|--------------|-----------|
| apply         | bartender  | goldsmith    | require   |
| fishmonger    | ticketing  | interview    | scientist |
| grocery       | deposit    | involve      | manage    |
| advertisement | sale       | photographer | player    |
| employee      | occupation | overcome     | prefer    |

| NOUN |     | VERB |     |
|------|-----|------|-----|
| 1.   | 6.  | 1.   | 6.  |
| 2.   | 7.  | 2.   | 7.  |
| 3.   | 8.  | 3.   | 8.  |
| 4.   | 9.  | 4.   | 9.  |
| 5.   | 10. | 5.   | 10. |

b. Arrange the scrambled vocabularies into a correct interested vocabulary.

1. e-a-t-h-c : .....
2. s-o-j-u-n-a-l-r-i-t : .....
3. o-k-o-c : .....
4. r-o-c-t-o-d : .....
5. t-e-p-i-d-o-s : .....
6. l-i-e-c-p-o-m-n-a : .....
7. e-c-s-o-m-u-n : .....
8. r-i-w-s-t-e-s-a : .....
9. m-u-b-s-i-s-n-a-s-e-n : .....
10. g-a-n-a-m-e : .....

## APPENDIX 2

### Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : Sekolah Menengah Pertama

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ Genap

Alokasi Waktu : 2 x 40 menit

Tahun Pelajaran : 2014/2015

❖ **Standar Kompetensi :**

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

❖ **Kompetensi Dasar :**

2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimiliki secara lisan dan tulisan.

❖ **Indikator :**

- Bentuk kata kerja digunakan dalam *Simple Present* dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi.
- Bentuk kata kerja digunakan dalam *Simple Past* dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi.

❖ **Tujuan Pembelajaran :**

Pada akhir pembelajaran siswa diharapkan mampu:

- Memahami dan menerangkan tugas dan pekerjaan berbagai macam profesi dengan tepat.
- Memahami iklan tentang lowongan pekerjaan
- Menggunakan bentuk kata kerja dalam *Simple Present*, dan *Adverbial Frequency* dengan tepat.

- Menulis surat lamaran kerja dan *Curriculum Vitae* riwayat hidup dengan tepat.

❖ **Materi Pembelajaran :**

- Present Tense usually shows:

a. *Habitual Action*

1. Father prays in the mosque five times a day.
2. The rain falls every day.
3. The student does not go to school every night.
4. Dog barks every time.
5. We do not study in general high school.

b. *General Truth*

1. The sun does not rise in the west.
2. Water boils at 100° C.
3. Iron expands in the heat.
4. The book contains a lot of information.
5. The cork does not sink on the water.

c. *Future Activity*

1. The next semester begins in the three weeks.
2. The man stops smoking in the building.
3. She does not follow the next examination.
4. The rainy season comes next October.
5. The athlete practice hard after winter season.

- Adverbs of Frequency

Adverbs explain about frequency relating with quantity, amount, or sum of working. The kinds of adverbs are usually, always, often, sometimes, rarely, ever, scarcely, hardly, never, once a week, every year.

Example : I usually wake up in the morning.

❖ **Metode Pembelajaran : *Grammar Translation Method***

❖ **Langkah-langkah kegiatan :**

- Kegiatan Pendahuluan
  - Membuka pertemuan dengan salam
  - Memeriksa lingkungan belajar
  - Memeriksa kehadiran siswa
  - Menginformasikan materi yang akan dibahas dan tujuan pembelajaran
  - Menjelaskan metode pembelajaran
- Kegiatan inti
  - Menerangkan tentang materi
  - Memberi tugas secara individu berdasarkan penjelasan
  - Mengevaluasi hasil latihan individu beberapa siswa
- Kegiatan Penutup
  - Meminta siswa menjelaskan secara singkat materi yang telah dipelajari
  - Menyimpulkan pembahasan
  - Memberikan pekerjaan rumah (PR)
  - Menginformasikan materi untuk pertemuan berikutnya

❖ **Sumber Belajar :**

- Mentari Bahasa Inggris for SMP
- English in Progress for SMP

## Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : Sekolah Menengah Pertama

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ Genap

Alokasi Waktu : 2 x 40 menit

Tahun Pelajaran : 2014/2015

---

### ❖ Standar Kompetensi :

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

### ❖ Kompetensi Dasar :

- 2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimiliki secara lisan dan tulisan.

### ❖ Indikator :

- *Curriculum Vitae* yang sederhana ditulis dengan benar.
- Bentuk kata kerja digunakan dalam *Simple Past* dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi.

### ❖ Tujuan Pembelajaran :

Pada akhir pembelajaran siswa diharapkan mampu:

- Menulis *Curriculum Vitae* yang sederhana dengan benar.
- Menggunakan bentuk kata kerja dalam *Simple Present, Simple Past, dan Adverbial Frequency* dengan tepat.

❖ **Materi Pembelajaran :**

- Simple Past shows past activity.

Example:

Positive sentence : Klara sat down in the boss chair.

Negative sentence : Klara didn't sit down in the boss chair.

Interrogative sentence: Did Klara sit down in the boss chair?

- Curriculum Vitae Template

CONTACT INFORMATION

Name  
Address  
Country  
Telephone  
Cell Phone  
Email

EDUCATION

High School  
University  
Graduate School

PERSONAL INFORMATION

QUALIFICATION

Date of Birth  
Place of Birth  
Citizenship  
Visa Status  
Gender

Certifications and Accreditations  
Computer Skills

Additional Personal Information:

MEMBERSHIPS

*Optional*  
Marital Status  
Spouse's Name  
Children

AWARDS  
PUBLICATIONS  
BOOKS  
PROFESSIONAL

LANGUAGES  
INTERESTS

EMPLOYMENT HISTORY

Work History  
Academic Positions  
Research and Training

❖ **Metode Pembelajaran : *Grammar Translation Method***



**❖ Langkah-langkah kegiatan :**

- Kegiatan Pendahuluan
  - Membuka pertemuan dengan salam
  - Memeriksa lingkungan belajar
  - Memeriksa kehadiran siswa
  - Menginformasikan materi yang akan dibahas dan tujuan pembelajaran
  - Menjelaskan metode pembelajaran
- Kegiatan inti
  - Menerangkan tentang materi
  - Memberi tugas secara individu berdasarkan penjelasan
  - Mengevaluasi hasil latihan individu beberapa siswa
- Kegiatan Penutup
  - Meminta siswa menjelaskan secara singkat materi yang telah dipelajari
  - Menyimpulkan pembahasan
  - Memberikan pekerjaan rumah (PR)
  - Menginformasikan materi untuk pertemuan berikutnya

**❖ Sumber Belajar :**

- Mentari Bahasa Inggris for SMP
- English in Progress for SMP

## APPENDIX 3 Post Test

## PEOPLE'S JOBS



What Profession do you want to do in the future? You may pick more than one of the list below. You also may state those out of the list.

- a. IT professional
- b. Taxi driver
- c. Policeman
- d. Businessman
- e. Soccer player
- f. Teacher
- g. Waiter or waitress

Now, tell your partner why do you want such profession for the future.

## Activity 1

State any professions below, and then describe each profession by your own words.



## Activity 2

Match the type of profession based on the illustrations.

a. A scientist

b. A chef

c. A grocer

d. A foreman

e. A photographer

f. A business man

g. A police man

h. A waitress



1



2



3



4



5



6



7

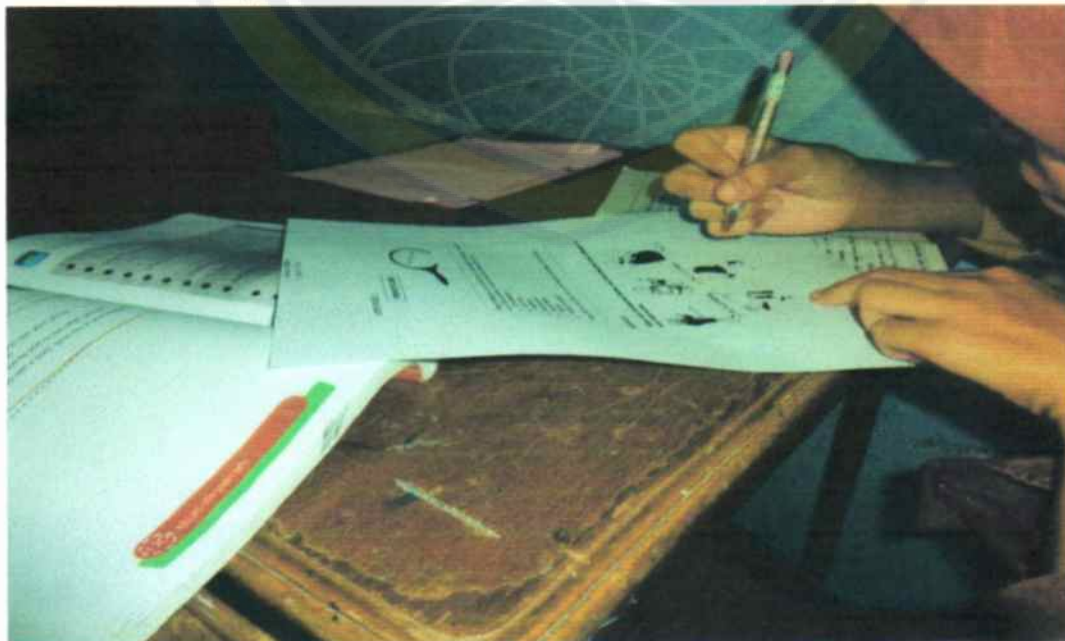


8

Picture 1: The students are listening the writer is explanation about some kinds of profession in Activity I



Picture 2: The students are doing the tasks about some profession in Activity I



Picture 3: The writer is asking some questions to students that related to the pre-test (profession)



Picture 4: The student's are doing some tasks about profession in Activity I



Picture 5: The writer is writing some profession on the whiteboard in Activity I



Picture 6: The students are collecting their tasks in activity I



Picture 7: The writer is explaining about Professiion in the Activity II (post-test)



Picture 8: The writer is dividing work sheets to students in Activity II



## APPENDIX 4

### The Mean Score of the Students Test

#### D. The calculating of the mean score of pretest

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{N} \\ &= \frac{1652}{26} \\ &= 63,54\end{aligned}$$

#### E. The calculating of the mean score of posttest

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{N} \\ &= \frac{1896}{26} \\ &= 72,92\end{aligned}$$

#### F. The mean score of the mean score of gain (D)

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{244}{26} \\ &= 9,38\end{aligned}$$



## APPENDIX 5

### The Standard Deviation of Pretest

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X)^2}{26}}{N-1}}$$

$$= \sqrt{\frac{107232 - \frac{(1652)^2}{26}}{26-1}}$$

$$= \sqrt{\frac{107232 - 104965,54}{25}}$$

$$= \sqrt{90,66}$$

$$= 9.52$$

### The Standard Deviation of Posttest

$$SD = \sqrt{\frac{\sum X_2^2 - \frac{(\sum X_2)^2}{26}}{N-1}}$$

$$= \sqrt{\frac{139584 - \frac{(1896)^2}{26}}{26-1}}$$

$$= \sqrt{\frac{139584 - 138262,15}{25}}$$

$$= \sqrt{52,87}$$

$$= 7.27$$

## APPENDIX 6

### Calculating of t – test value

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

$$= \frac{244}{26}$$

$$= 9,38$$

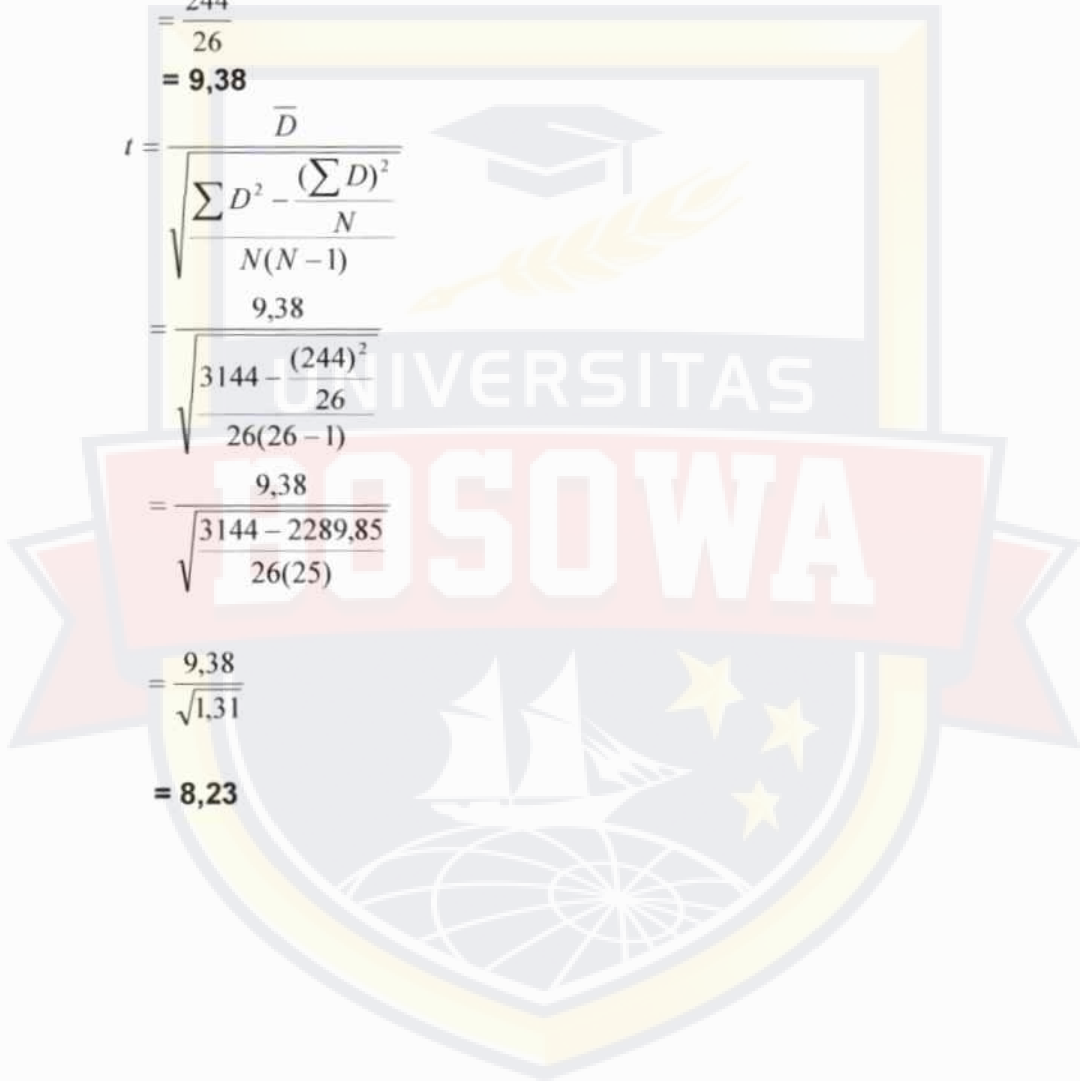
$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{9,38}{\sqrt{\frac{3144 - \frac{(244)^2}{26}}{26(26-1)}}$$

$$= \frac{9,38}{\sqrt{\frac{3144 - 2289,85}{26(25)}}$$

$$= \frac{9,38}{\sqrt{1,31}}$$

$$= 8,23$$



## APPENDIX 7

## THE CLASSIFICATION OF STUDENTS' PRE-TEST

| NO. | NAME                      | SCORE             | CLASSIFICATION |
|-----|---------------------------|-------------------|----------------|
| 1.  | DAFFA MADANIA ALIFAH      | 68                | FAIR           |
| 2.  | WANDA WARDIYANTI          | 54                | POOR           |
| 3.  | FILZAH MUSFIRAWATI        | 54                | POOR           |
| 4.  | SATRIANI                  | 52                | POOR           |
| 5.  | FITRAH HANIFAH            | 60                | FAIR           |
| 6.  | LUTFIAH ADELIA            | 54                | POOR           |
| 7.  | SITI HUSNIANTI HUSAIN     | 74                | GOOD           |
| 8.  | IFTITAH SUCI RISKIA       | 76                | GOOD           |
| 9.  | ANNUR AZ ZAHRA R.         | 68                | FAIR           |
| 10. | USWATUN KHASANAH          | 72                | GOOD           |
| 11. | AGHINA FAUZUL MUSLIKHANI  | 74                | GOOD           |
| 12. | SRI RESKA NAFITRI         | 60                | FAIR           |
| 13. | SYAFIRA NURUL CAHYANI     | 64                | FAIR           |
| 14. | SUKMAWATI AH              | 72                | GOOD           |
| 15. | WINARTI                   | 52                | POOR           |
| 16. | KASMI                     | 70                | FAIR           |
| 17. | ZALFA SALSABILA           | 60                | FAIR           |
| 18. | STELLA AMANDA             | 54                | POOR           |
| 19. | ISNI AINI ISMAIL LATANRO  | 54                | POOR           |
| 20. | WAZYFYFA SAHRA            | 76                | GOOD           |
| 21. | MUHAMMMAD ABDILLAH A.     | 66                | FAIR           |
| 22. | REYNALDI                  | 54                | POOR           |
| 23. | M. RADEN ZYHRUL HAQ AL B. | 60                | FAIR           |
| 24. | FITRA SAMPURNA JAYA       | 84                | GOOD           |
| 25. | PUTRA WAHYU ANUGRAH S.    | 70                | FAIR           |
| 26. | ASRUL                     | 50                | POOR           |
|     | <b>N = 26</b>             | $\sum X_i = 1652$ |                |

## APPENDIX 8

## THE CLASSIFICATION OF STUDENTS' POST-TEST

| NO. | NAME                      | SCORE             | CLASSIFICATION |
|-----|---------------------------|-------------------|----------------|
| 1.  | DAFFA MADANIA A.          | 70                | FAIR           |
| 2.  | WANDA WARDIYANTI          | 70                | FAIR           |
| 3.  | FILZAH MUSFIRAWATI        | 68                | FAIR           |
| 4.  | SATRIANI                  | 60                | FAIR           |
| 5.  | FITRAH HANIFAH            | 74                | GOOD           |
| 6.  | LUTFIAH ADELIA            | 60                | FAIR           |
| 7.  | SITI HUSNIANTI HUSAIN     | 74                | GOOD           |
| 8.  | IFTITAH SUCI RISKIA       | 76                | GOOD           |
| 9.  | ANNUR AZ ZAHRA R.         | 72                | GOOD           |
| 10. | USWATUN KHASANAH          | 76                | GOOD           |
| 11. | AGHINA FAUZUL MUSLIKHANI  | 80                | GOOD           |
| 12. | SRI RESKA NAFITRI         | 72                | GOOD           |
| 13. | SYAFIRA NURUL CAHYANI     | 72                | GOOD           |
| 14. | SUKMAWATI AH              | 80                | GOOD           |
| 15. | WINARTI                   | 66                | FAIR           |
| 16. | KASMI                     | 74                | GOOD           |
| 17. | ZALFA SALSABILA           | 68                | FAIR           |
| 18. | STELLA AMANDA             | 70                | FAIR           |
| 19. | ISNI AINI ISMAIL LATANRO  | 74                | GOOD           |
| 20. | WAZYFYFA SAHRA            | 86                | VERY GOOD      |
| 21. | MUHAMMMAD ABDILLAH A.     | 70                | FAIR           |
| 22. | REYNALDI                  | 72                | GOOD           |
| 23. | M. RADEN ZYHRUL HAQ AL B. | 70                | FAIR           |
| 24. | FITRA SAMPURNA JAYA       | 96                | VERY GOOD      |
| 25. | A NUR AQLI QADRI          | 76                | GOOD           |
| 26. | ASRUL                     | 70                | FAIR           |
|     | <b>N = 26</b>             | $\sum X_2 = 1896$ |                |



## APPENDIX 9

### SCORE OF THE STUDENTS' PRE-TEST AND POST-TEST

| No | Pretest |      | Posttest |      | Gain/D |     |
|----|---------|------|----------|------|--------|-----|
| 1  | 68      | 4624 | 70       | 4900 | 2      | 4   |
| 2  | 54      | 2916 | 70       | 4900 | 16     | 256 |
| 3  | 54      | 2916 | 68       | 4624 | 14     | 196 |
| 4  | 52      | 2704 | 60       | 3600 | 8      | 64  |
| 5  | 60      | 3600 | 74       | 5476 | 14     | 196 |
| 6  | 54      | 2916 | 60       | 3600 | 6      | 36  |
| 7  | 74      | 5476 | 74       | 5476 | 0      | 0   |
| 8  | 76      | 5776 | 76       | 5776 | 0      | 0   |
| 9  | 68      | 4624 | 72       | 5184 | 4      | 16  |
| 10 | 72      | 5184 | 76       | 5776 | 4      | 16  |
| 11 | 74      | 5476 | 80       | 6400 | 6      | 36  |
| 12 | 60      | 3600 | 72       | 5184 | 12     | 144 |
| 13 | 64      | 4096 | 72       | 5184 | 8      | 64  |
| 14 | 72      | 5184 | 80       | 6400 | 8      | 64  |
| 15 | 52      | 2704 | 66       | 4356 | 14     | 196 |
| 16 | 70      | 4900 | 74       | 5476 | 4      | 16  |
| 17 | 60      | 3600 | 68       | 4624 | 8      | 64  |
| 18 | 54      | 2916 | 70       | 4900 | 16     | 256 |
| 19 | 54      | 2916 | 74       | 5476 | 20     | 400 |
| 20 | 76      | 5776 | 86       | 7396 | 10     | 100 |
| 21 | 66      | 4356 | 70       | 4900 | 4      | 16  |
| 22 | 54      | 2916 | 72       | 5184 | 18     | 324 |
| 23 | 60      | 3600 | 70       | 4900 | 10     | 100 |
| 24 | 84      | 7056 | 96       | 9216 | 12     | 144 |
| 25 | 70      | 4900 | 76       | 5776 | 6      | 36  |
| 26 | 50      | 2500 | 70       | 4900 | 20     | 400 |
|    |         |      |          |      |        |     |



## APPENDIX 10

| Df  | Level of Significance for one-tailed test |       |        |        |        |         |
|-----|---|-------|--------|--------|--------|---------|
|     | 10  | 05    | 025    | 01     | 005    | 0005    |
|     | Level of Significance for two-tailed test |       |        |        |        |         |
|     | 20  | 10    | 05     | 02     | 01     | 001     |
| 1   | 3.078                                     | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2   | 1.886                                     | 1.920 | 4.303  | 6.965  | 9.925  | 31.598  |
| 3   | 1.638                                     | 2.353 | 3.182  | 4.541  | 5.841  | 12.941  |
| 4   | 1.533                                     | 2.132 | 2.776  | 3.747  | 4.032  | 8.610   |
| 5   | 1.476                                     | 2.015 | 2.571  | 3.365  | 4.032  | 6.859   |
| 6   | 1.440                                     | 1.943 | 2.447  | 3.143  | 3.707  | 5.959   |
| 7   | 1.415                                     | 1.895 | 2.365  | 2.998  | 3.499  | 5.405   |
| 8   | 1.397                                     | 1.860 | 2.306  | 2.896  | 3.499  | 5.401   |
| 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  | 2.602  | 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  | 3.955   |
| 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                                     | 1.275 | 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  | 2.508  | 2.819  | 3.792   |
| 23  | 1.319                                     | 1.711 | 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 | 2.052  | 2.473  | 2.771  | 3.690   |
| 28  | 1.313                                     | 1.701 | 2.048  | 2.467  | 2.763  | 3.674   |
| 29  | 1.311                                     | 1.699 | 2.045  | 2.462  | 2.756  | 3.659   |
| 30  | 1.310                                     | 1.697 | 2.042  | 2.457  | 2.750  | 3.646   |
| 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  | 2.358  | 2.617  | 3.373   |
| X   | 1.282                                     | 1.645 | 1.960  | 2.326  | 2.576  | 3.291   |



# UNIVERSITAS BOSOWA "45"

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



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Nomor : A. 109 /FKIP/U-45/I/2015

Makassar, 20 Januari 2015

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : SMP Negeri 1 Enrekang  
di -  
Enrekang

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama : Sulfiana Nugrah S.  
NIM : 4511101006  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

**Using Illustrated Textbook Towards The English Vocabulary Of The  
Second Year Students At SMP Negeri 1 Enrekang.**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan  
  
Prof. Dr. Muhammad Yunus, M.Pd.  
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1. Rektor Universitas "45" Makassar.
2. Arsip.



## BIOGRAPHY

Sulfiana Nugrah S. was born on July, 18<sup>th</sup>, 1993 in Maroangin, Maiwa Enrekang. She is the second daughter from the marriage of her father, Drs. Muhammad Suaib P. and Ratna Sari Dewi. She has a brother and no sister. She started her study at Elementary School at SD inpres No 107

Bangkala, Maroangin in 1999 and graduated 2005. Then she continued her study to Junior High School at SMP Negeri 2 Enrekang and graduated in 2008 after that she continued her study to Senior High School at SMK PGRI Enrekang and graduated in 2011. At the same time, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education Universitas "45" Makassar.





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Dengan ini menyatakan yang sebenar – benarnya bahwa :

Nama : SULFIANA NUGRAH SARI  
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 Judul Penelitian :

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 Of The Second Year Student At SMP Negeri 1 Enrekang**

Telah melakukan penelitian di SMP Negeri 1 Enrekang mulai tanggal 24 s/d 29 Januari 2015

Demikian surat pernyataan kami buat untuk dipergunakan sebagaimana mestinya.

Enrekang, 30 Januari 2015

KEPALA,



  
 DARMIATI SIAMPA, S.Pd, M.Pd  
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