SKRIPSI

THE EFFECTIVENESS OF PICTO TEXT GLOSSES TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP NEGERI 12 PAREPARE

By

KIRANI
Reg. Num. 15.1300.069

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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Skripsi

As Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted By

KIRANI
Reg. Num. 15.1300.069

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE

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Finally, the writer hopes that this Skripsi is useful for readers. The writer realizes that the Skripsi is not perfect, therefore suggestion and correction for improvement of the Skripsi are absolutely needed, and may Allah SWT always bestow His loving on us. Aaaamiiin.

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Stated this skripsi was her own writing and if it can be proved that was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Kirani. *The Effectiveness of Picto Text Glosses to improve Students' Vocabulary Mastery at The Seven Grade of SMP Negeri 12 Parepare*(Supervised by Ismail Latiefand Ali Halidin)

This research was carried out at SMP Negeri 12 Parepare. In the early observation, the researcher found that students have still lacking of vocabulary. They often have difficulty understand the meaning of a word vocabularies. This problems happened because teachers employ an inappropriate teaching technique which made students difficult to digest new vocabulary. The research problem this study was "Is Picto Text Glosses effective to improve the students' vocabulary mastery" and "How is the students interested to using picto text glosses.

This research was quantitative which employed pre-experiment research with one group pretest-posttest design. The data was collected by vocabulary test and questionnaire thenthe sample taken by total sampling consist 30 students.

The finding revealed that picto text glosses able to improve students' vocabulary mastery; it can be seen from the students' mean score pre-test and post-test. The students' mean score in pre-test was 54 which isclassified as a poor classification and the students' mean score in post-test was 80.9 which isclassified as good classification. It means that using picto text glosses can be improved students' vocabulary mastery. Besides, picto text glosses also made the students interested in learning vocabulary during English class.

Keywords: Vocabulary mastery, Picto Text Glosses

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CHAPTER I

INTRODUCTION

1.1 Background

Language is very important to communicate with each other. By means of language, people express their ideas and feelings. Hornby states that language is system of communication in speech and writing, and it is used by people of particular country.[1] In order to communicate among people from another country, people need global languages and one of the languages that can be used is English.

English takes an important role as a communication language used in many sectors of life such as trading, bilateral, relationship, science, technology, and many others. So, as a global language, English is used and learned by many people around the world.[2] Therefore, it can be assumed that learning English language give benefit. Nevertheless, learning English language is important, also in Indonesia.

In learning a language vocabulary is considered very important because people cannot communicate well if they lack vocabulary, vocabulary is total number of words that have rules that form a word of sentence, vocabulary is involved in each language skill so clearly very important vocabulary must be mastered by learners in general, by understanding the vocabulary students will be able to learn many things from various sources.[3] Besides that, vocabulary is the basic competence that must be reached by student in order to get other competencies such as, reading, writing,

[1]As Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p. 752.

[2]David Crystal, *English as a Global Language*, 2nd Edition (New York: Cambridge University Press, 2003), p. 26.

[3]Syaharuddin, Implementing Direct Method To Stimulate Students' Vocabulary Mastery At The First Grade Of MTs IUJ DDI Lerang-Lerang (Unpublished Skripsi: IAINParepare, 2018), p. 3.

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listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

However it is difficult to teach and learning vocabulary, based on the early observation at Junior High School 12 Parepare, the researcher found that students have still lacking of Vocabulary. They often have difficulty understand the meaning of a word vocabulary. This problem happened because teachers employ an inappropriate teaching technique which made students difficult to digest new vocabulary. In the school, vocabulary is taught conventionally where the teacher mentions the vocabulary and at the same time they will likely to forget those words then they were asked to memorize them and over the time they will likely to forgot those words. Besides that, they did not also give full attention and not interesting to English learning. In solving this problem, it is necessary for teachers to apply technique, method, or media that can improve student's vocabulary. English teacher are expected to be more creative in making and giving materials, good method to the students to improve them in vocabulary.

Many methods, strategies, and technique that have been done by teaching vocabulary but the results are still not satisfactory for teachers, therefore to increase students mastering the vocabulary of the teacher must be creative in providing teaching so students are motivated in learning. As Harmer explained that one of the most important roles of teachers is to provide various learning activities for students.[4] The teachers should apply something interesting, so learning vocabulary will not burden the students. One of the way to vary teaching and learning activities is by using Picto Textual Glosses and the researcher provides twenty words for each meeting with a different theme during the six meeting students are expected to be

[4]As Harmer, *Teaching Vocabulary* (Essex: Pearson Longman, 1991), p.58.

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able to master as many one hundred twenty words. Picto Textual Glosses is the combination of pictorial (picture) and textual glosses that provided in the text as a brief definition or synonym of the words to help readers understanding the words given.

Related on the explanation above, the writer was motivated to carry out the research which entitles: "The Effectiveness of Picto Text Glosses to Improve Students' Vocabulary Mastery at the Seventh Class of SMPNegeri 12 Parepare".

1.2 Research Question

The research question of this research can be stated as followed:

1.2.1 Is there a significant different in students' vocabulary skill before and after using Picto text Glosses at SMP Negeri 12 Parepare?

1.2.2 How is the students interested to using Picto text Glosses atSMPNegeri12 Parepare?

1.3 Objectives of the Research

1.3.1 To find out whether there are significant different in students' vocabulary skill before and after using picto text glosses at SMP Negeri 12 Parepare.

1.3.2 To find out the students interest in learning English using picto text glosses at SMP Negeri 12 Parepare.

1.4 Significant of the Research

The researcher hoped that the result of the theological research would not only encourage English teacher at SMPNegeri 12 Parepare to help students to easy understand the given words so that students can master the English vocabulary well. The research also hoped that this research can become complete information that was useful for students, teachers, and further research.

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1.4.1 For the Students

By using Picto Text Glosses media students can directly see and understand word by word so as to stimulate students' vocabulary mastery, this research was also expented to be able to encourage students to master English lessons, students felt unconfined and enjoy learning, then students can also solve their problems in understanding the meaning of word in sentence because the teacher used the appropriate media in teaching so students can understand the vocabulary to use in communicating.

1.4.2 For the Teachers

With this research, it was expented that the teacher can made the learning process effectively and become aware that learning it so broad that the creativity in teaching was needed by using media so students do not get bored in learning and feel facilitated in learning thus encourage their interest in learning English and also the teachers must always update information and choose the right method in this teaching so that effective learning was created.

1.4.3 For the Research

This researcher expected to gave a new knowledge of the further of researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems and also the teachers that have the similar problem with this researcher.

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CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

There are some definitions has found by researcher from several literatures. Based on Oxford learner's Pocket Dictionary vocabulary are:

1. all the word that a person know[s or uses
2. all the word in language
3. List of words with their meanings, especially in a book for learning a foreign language.[5]

Based on Cambridge advanced Learner's Dictionary definitions of Vocabulary are. All the words known and used by a particular person:

1. A wide/limited vocabulary. By the age of two a child will have a vocabulary of about two hundred words.
2. All the words which exist in a particular language or subject.

Beside that vocabulary can be defined roughly, as the word we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea.[6]

Based on several definition above that have been given, it can be concluded that vocabulary is all of words in language that using people to express the opinion,

[5]Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 495.

[6]Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambrige: Cambrige University Press, 1996), p. 60.

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felling statement consist of some letters and has meaning. A vocabulary usually develop with age and serves as a fundamental tool for communication, to have mastery vocabulary is of much importance because you will be judge based on the words you use. The more words you know, the more you will be able to understand what you hear and read, and the better you will be able to say what you want to when speaking or writing.

2.1.1.2 Types of vocabulary

There are four types of vocabulary, they are listening, speaking, reading, and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

1. Listening Vocabulary

The words we hear and understand starting in the womb, fetures can detect sounds as early as 16 weeks. Furthermore, children listen to all the words spoken to be able to speak well the fan continues to learn new words into adulthood throughout this Life. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening Vocabulary. Instead, If they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: most adults use a more 5,000 to 10,000 words for all their conversation and

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instruction. This number is much less than our listening vocabulary most likely due to ease of use.

3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking Vocabulary, this is the 2nd largest vocabulary if you are a reader. If you are not a reader you cannot "grow" your vocabulary.

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easer to explain ourselves orally. Using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the some ideas in writing, our writing vocabulary is strongly influenced by the words we can spell.[7]

2.1.1.3 Important of Vocabulary

Vocabulary is used in human daily life to communicate each others. People express their ideas, love desire, ambition, gratitude, joys, sorrow, frustration, etc. By using vocabulary to communicate, people need to understand what the others mean. In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael lessad Clouston, Vocabulary is central of English language teaching because without enough Vocabulary. Students are not able to understand others or express their own ideas.[8]

[7]Judy K., "Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)," (http:/ /www.srsdeaf.org/ Downloads/Bridge_of_Vocabulary.pdf\) (Accessed on May 5 2017), p. 1-2.

[8]Michael Lessad-Clouston, *Teaching Vocabulary*(TESOL International Association, 2013), p. 2.

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If you speed most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.[9]

Based on the explanation above, it does not mean reducing the importance of language learning, but shows that Vocabulary learning is important with grammar. If the students have mastered the same vocabulary it will be very easy to learn parts in all English.

2.1.2 Theory of constructivism

Constructivism theory is defined as generative learning, namely the act of creating something of meaning from what is learned. Constructivism is actually not a new idea, what is passed in our lives so far is a collection and coaching experience for experience. This causes a person to have knowledge and become more dynamic. The constructivism approach several general concepts such as:

Students actively foster knowledge based on existing experiences:

1. In the context of learning, students should be able to foster their knowledge independently.
2. His knowledge actively by comparing new information with his existing understanding.
3. Imbalance is the main motivational learning factor.
4. This factor applies when a student realizes that his ideas are not consistent or in accordance with scientific knowledge.

[9]Scott Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

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5. The teaching materials provided need to be related to the students experience to attract the Students interest.[10]

2.2 The Concept of Learning Media

2.2.1 Definition of Learning Media

Teaching is not only transfer of knowledge to the learners, but also transfer of value. So, every single teacher should be more competent in learning process. There are many factors that can influence learning activity and one of them is media. There are several definitions that have explained like Media is a word which formed from Latin language medium that means intermediately or conductor from the sender to the receiver.

Association of Education and Communication Technology or AECT in America explain that media is all the things and channel that used by the people to distribute command or information. National Education Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments.[11] National Education Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments. Media are any devices that assist an instructor to transmit to a learner facts, skills ,attitudes ,knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.[12]

[10]Konstructivisme, *Wikipedia Bahasa.* (https://id.m.wikipedia.org/wiki/konstruktivisme) (accessed March 5, 2020).

[11]Arief S. Sadiman, at al, eds, *Media Pendidikan, Pengetian, Peengembangan, dan Pemanfaatannya* (Jakarta: PT RajagrafindoPersada, 2005), p. 6.

[12]Zvavanhu, "Types of Media Used in Teaching and Learning for its Conducive Environment" Blog of Zvavanhu. http://zvavanhuchopper.blogspot.com/2010/10/blogpost_17.html (3 of July 2014).

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So, based on some definition about media, it can be concluded Media is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. Media are the means for transferring or delivering messages. In this research, Picto Textual Glosses as a media to improve students vocabulary mastery.

2.2.2 Kinds of Learning Media

There are four types of media which are print, visual, audio and audio-visual:

1. Printed Media

These include text books, magazines, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts. It is important to identify all the reading materials before issuing them to children. The use of internet should be monitored both at home and school to protect children from being involved in illicit materials which may take them away from their learning focus. Guide children from what to read so as to achieve the aims and objectives of the subject. If there is variety of material selection the teacher must identify that suits every learner's capabilities, i.e. slow, medium and fast.

2. Visual Media

These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, art facts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation. It was discovered that a single

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picture is equivalent one thousand tons words in meaning to a listener. It cuts down unnecessary talking time hence supplement the voice. Visual impact in learner's enhanced making associated language memorable. The real meaning of words is helped by seeing concrete objects. The simplification of color and shapes as it clarify its complexity. The learner then stimulated to think diligently and ask questions and enhanced learning environment's conductivity. Avoid too much use of visual as they may take pupils' attention because of color admiration.

3. Audio Media (CDs, Cassettes, and Digital Sound Files)

Audio demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness.

4. Audio -Visual Media (Video and Film)

Because of the visual element is attractive and commands attention. The sound produced is much easier to understand the facial impressions, gestures, physical background shown and learning becomes dose to real life situation. It is very important to preview any programmed and assess its worth to class situation, time, and its content value and how to operate it more effectively to benefit all children in learning the content. The teacher did something good by bringing the community to the classroom situation. When the teacher should plan ahead and inform the resource person in time in order for him to prepare the lesson and give the limits so that the

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objectives of thelesson to be achieved. The school administrators should also inform to receive a visitor. [13]

2.3 The Concept of Picto Text Glosses

2.3.1 Definition of Picto Text Glosses

The use of glosses has been investigated in many studies focusing on several spectrums such as the use of multimedia and traditional (printed) glossing in reading.[14] There are three types of glosses commonly used in reading and vocabulary teaching, namely pictorial, textual, and Picto-Textual Glosses.[15] Other previous related studies conducted studies of glosses in various types of glosses and used some kinds of material (multimedia or traditional glossing). This current study is focused only on the picto-textual glosses type, which was the combination of pictorial and textual gloss.

This study was also limited only to the use of printed material in implementing the picto-textual glosses in the class because of the limited facilities and infrastructures in the school. The printed material also used in consideration to students' text exposure. Access to printed material has been shown to be an important factor influencing students' reading behavior by inducing students to read

[13]Zvavanhu, "Types of Media used in Teaching and Learning for its Conducive Environment", (3 February 2017).

[14]Chun, D.M, &Plass, J.L. (1996). Effects of Multimedia Annotations on Vocabulary Acquisition. *The Modern Language Journal.* vol 80 no. 2. p. 183-198.

[15]Yanguas, I. (2009). Multimedia Glosses and their Effect on L2 Text Comprehension and Vocabulary Learning. *Language Learning & Technology*, vol. 13 No. 2, p. 48-67. Retrieved from http://llt.msu.edu/vol13num2/yanguas.pdf

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more.[16]It also found that exposure to print contributes to several aspects of both first and second language acquisition.[17]

Picture. 2.1 Picto Textual Glosses Media in Teaching Vocabulary

(Adapted from students' lesson book: Learning More English 1)

Picto-textual glosses which is one kind ofglosses provided intext(s).Nation defined gloss as a brief definition or synonym of unknown words provided in text in L1 or L2. As the name stated, picto-textual glosses means the combination of pictorial and textual glosses that provided in the text(s) as a brief definition or synonym of the words to help students understanding the words given.[18]

2.3.2 The Benefits of Using Picto Textual Glosses for Students

By using picto text glosses media students can directly see and understand word by word so as to stimulate students' vocabulary mastery, and by providing Vocabulary material that are interesting, students will be more motivated because

[16]J McQuillan, The Effects of Print Access and Print Exposure on English Vocabulary Acquisition of Language Minority Students. *The Reading Matrix.*Vol.6 No.12006. p. 41-51.

[17]W, Nagy,. P, Herman, ., & R, Anderson, "Learning Words from Context, Reading Research Quarterly", American Educational Research Association, Vol. 24 no. 2, (1983).p. 233-253 https://www.jstor.org/stable/1162893 (Accessed 20 August 2019).

[18]Nation, I.S.P, *Learning Vocabulary in Another Language* (Cambridge: Cambridge Univesity Press, 2002), p. 153.

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they will enjoy to teach and learn vocabulary by using Picto textual Glosses. Luki Emilia Hidayat in his research said that Picto Textual Glosses is potential in helping students improve their reading comprehension because it has several benefits that include preventing incorrect guessing, minimizing interruption caused by looking up the dictionary, connecting background knowledge and the text, and encouraging students'autonomy. Nagata also supports the use of gloss because it is easier than consulting a dictionary, it can attract readers to "target words, it helps students to connect words to meaning immediately and in carrying out lexical processing which eventually may lead to vocabulary retention.[19]

So based on the explanation above, it can be concluded by using Picto Textual glosses, The researcher provide the vocabulary learning with interesting picture and text that hopefully help the students in understanding the words easier. Picto Textual Glosses can boost the vocabulary acquisition with read and see the combination of picture and English reading text. In vocabulary material with picto-text glosses, students can read text related to their expertise certain words they are not familiar with and see the pictures as well as definitions of the words on the paper. So This way, picto-text glosses can boost learners' vocabulary acquisition.

2.4 Previous Related Research Finding

Luki Emilia Hidayat in his research "Picto Textual Glosses to Enhance students' reading comprehension" stated that Picto-Textual Glosses is strongly recommended as it offers vocational students more exposure to some English terms related to their

[19]Luki Emilia Hidayat, "Picto-Text Glosses To Enhance Students' Reading Comprehension" (Unpublished Skripsi: Malang State University, 2016), p. 172-173.

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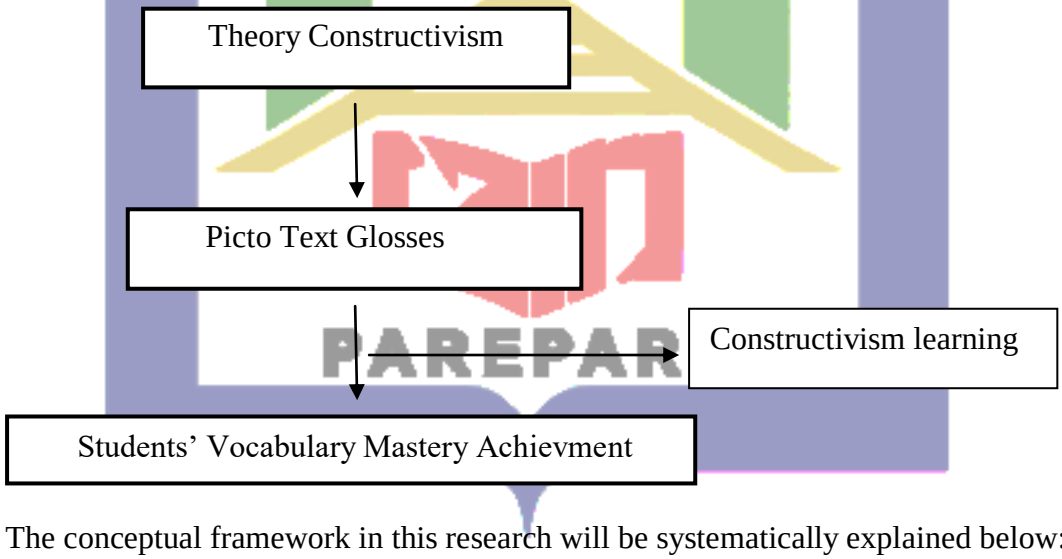
work field that will boost their motivation and eventually improve their vocabulary acquisition and reading comprehension.[20]

In addition from Dian Budiman in her skripsi has proved that the implementation of Picto textual Glosses in young learners students' reading text affect their vocabulary master. The students will be more motivated in teaching and learning vocabulary by using Picto textual glosses and can improve students vocabulary mastery at short time.[21]

2.5 Conceptual Framework

The focus on this research was improving vocabulary mastery through. Picto text glosses Through this media, it was expected to help students in mastering vocabulary.

At this point, the researcher draw the theoretical framework as followed:



The conceptual framework in this research will be systematically explained below:

[20]Luki Emilia Hidayat, "Picto-Text Glosses To Enhance Students' Reading Comprehension", p. 174.

[21]KomalaDwiSyaputri, "The Use of Picto-TeXtual Glosses Text in Teaching Vocabulary and Reading to Young Learners :An Experimental Study at in of Junior High School in DesaSukarajaBaru, Palembang' (Unpublished Thesis : Universitas Pendidikan Indonesia), p. 9.

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Theory constructivism is a theory that explain must be active, where the teacher and students are also active involved in the learning process, one of the approaches used in vocabulary learning is to use the picto text glosses media, picto text glosses which is a media that combines picture.

2.6 Hypothesis of research

Based on the previous explanation, the researcher formulated the hypothesis as followed:

1. H_0 (Null Hypothesis) : Picto text glasses is not Effective to improve students' Vocabulary mastery at the seventh class of SMPNegeri 12 Parepare.
2. H_a (Alternative Hypothesis) : Picto text glasses is Effective to improve students' Vocabulary mastery at the seventh class Of SMP Negeri 12 Parepare.

2.7 Variable of the Research

There were two variables involve this research, they were dependent variable and independent Variable, which were dependent variable was the students' Vocabulary mastery and independent variable was picto text glosses.

2.8 Definition Operational of Variable

1. Picto Text Glosses is one of the media that combines images and text to help readers understand the vocabulary provide in the form of printer material or using eletronik media such as LCD if the facilities are adequate.
2. Vocabulary Mastery is the students' ability to analyze and find the new word about animal, buildings, profession and family in the form of a questionnaire

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CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher used a pre-experimental design with one group pre-test post-test design. The design which provided some improvement over the first, for the effects of treatment in judged by the difference between the pretest and the posttest scores.[22] No comparison with a control group is provided. The design was described as followed:

E = O1 x O2

Where:

E : Experimental Design

O1 : Pre-Test

X : Treatment

O2 : Post Test. [23]

3.2 Location and Duration of the Research

The location of the research took a place at the seventh class of SMP Negeri 12 Parepare. The researcher used the quantitative research that had several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

[22]John W. Best, *Research in Education* (Printed in the United Stated of America: Prentice Hall Inc, 1981), p. 81.

[23]Sugiono, Metode*Penelitian Pendidikan pendekatanKuantitaif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2002), p. 111.

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The population of this research was students of the seventh class of SMPNegeri 12 Parepare.

Table 3.1 Population Data of the Seventh Class Students at SMPNegeri 12 Parepare

No.	Class	Sex		Total
		Male	Female	
1.	VII. 2	18	12	30
JumlahSiswa				30

(Source : Administration of SMPNegeri 12 parepare Academic Year 2018/2019)

3.3.2 Sample

The method of sampling used in this research was random sampling. The researcher will take the class VII.2 which is consisted of 30 students at the sample of this research because it is based on their ability to learn English, especially Vocabulary. And from 30 students include the overall ability of students ranging from high, medium, and low ability. So it will suitable to take them as the sample.

3.4 The Instruments

In this research, in collecting the data the researcher used test and questionnaire

3.4.1 Test

In this research, the researcher using vocabulary test as instrument. The test applies for pre-test-and the post-test. The pre-test aimed to know the students vocabulary mastery before the treatment as many as twenty items while the post-test aimed to find out whether the students vocabulary develop after the treatment as many as twenty items and five scores for each item.

3.4.2 Questionnaire

In this research, the researcher distributed the questionnaires to the students to measured the students' interested in teaching vocabulary by using picto text glosses.

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The questionnaires distributed after the treatment given by the research as many as ten items and five scores for each item.

3.5 Procedures of Collecting Data

The researcher was conducted testing in collecting data, pre-test and post-test. The pre-test was given to find out previous ability before conducting the material and the post-test would showed the students' vocabulary mastery after presenting the material by using Picto-Textual Glosses.

The researcher gave treatments to the experimental group for 6 meetings. The treatments conducted in the classroom of participants twice a week in the schedule of English subject. They would schedule twice a week, each of which 80 minutes long. All the meetings was consisted of pre, whilst and post activities.

3.5.1 Pre Test

Before the researcher gave the treatment. The researcher gave students pre-test the first activity. It aimed to find out vocabulary mastery of the students.

3.5.2 Post Test

After the treatment the researcher carried out a post-test. It was intended to know the treatment success or not. The post-test had a same procedure with the pre-test.

3.6 Treatment

3.6.1. Pre activities

Pre activities were intended to construct students' background knowledge before the lesson was given. In this study, the vocabulary teaching and learning were done trough reading text. Medina stated that pre reading activity stimulates student's prior knowledge about a topic and involves students in the vocabulary of a text before they start to read the text. In this study, pre activities consist of the opening of the class session.

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The teacher started the class with greeting the students and asking their condition. After that, the teacher checked the student's attendance to check whether all the students join the class or not then the teacher began the presentation of the lesson. The teacher asked about the prior knowledge of the vocabulary that the students already have before. Prior knowledge as things the students already know became important single factor influencing learning.[24] The teacher gave some random questions about the topic that would be given in the class session. Further, the teacher informed students about the topic/material that would be learned for that session. The teacher also informed students the teaching objectives.

3.6.2. Whilst

In whilst activities, the teacher presented the lesson: vocabulary learning. The vocabulary learning was given trough reading. Teacher took the learners through the reading and they interacted in the text with some tasks while reading. First, the teacher showed the vocabularies that learned in that meeting. The teacher provided the students with one big picto-textual glosses poster text which stick on the whiteboard in front of the class. The picto-textual glosses text provides the combination of picture and text that explained the word with the meaning.[25] The pictures and texts glosses were put in the margin of the text in order to make the students easier to find it. The teacher also distributed picto-textual glosses handouts text to the students. The picto-textual glosses handouts text was exactly same with the poster in the whiteboard.

[24]H Meyer, *Novice and Expert Teachers' Conceptions of Learners' Prior Knowledge*. *Wiley InterScience* (USA: Wiley Periodicals, 2004), p. 970-983.

[25]I Yanguas, Multimedia Glosses and their Effect on L2 Text Comprehension and Vocabulary Learning, *Language Learning & Technology*, Vol. 13 no. 2, (2009), p. 48-67. Retrieved from http://llt.msu.edu/vol13num2/yanguas.pdf

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After distributing the handouts, the teacher asked the students whether they have already known about the unfamiliar words given in the texts or not (the unfamiliar words in the text were printed bold that differentiate them from other words in the text). It was done to re-check the student's prior knowledge of the vocabularies presented in the text. Further, the teacher asked the students to read the text. Then, the teacher asked the students to spell the underlined vocabularies and ask them the meaning of the words. The teacher gave some questions about the unfamiliar words" meaning to check the students' vocabulary after reading the text with picto-textual glosses.

In the end of the session, the teacher asked the students to do the vocabulary exercises. The vocabulary exercises were given in each meeting of the treatment. The vocabulary exercises consisted of vocabulary check exercise and vocabulary multiple choice exercised. The exercises were conducted to assess the student's vocabulary knowledge. In vocabulary check exercise, the students were given the vocabularies and were asked to write down the meaning. The vocabulary checked aimed to ensure the how well the students understand the vocabularies breadth. According to Milton vocabulary that breadth might involve the passive recognition of word forms quite separate from meaning; the kind of recognition where you know a word is a word in a foreign language. Vocabulary breadth can be measured by a translation test where the students provide a translation equivalent or some kind of explanation. Example of the vocabulary checked exercise can be seen in figure 1.[26]

After distributing the vocabulary checked exercise, the teacher gave the multiple choice exercise to the students. Spencer (2000) stated that of various

[26]J Milton, *Measuring Second Language Vocabulary* (New York: Multilingual Matters, 2009), p. 98.

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measures available in assessing vocabulary, a multiple-choice assessment was the general standardized test format to measure the depth of learners‟ word knowledge.[27]

3.7 Technique of Data Analysis

The data would collect through pre- test and post- test, the following procedure was used:

3.7.1 Scoring the students' answer

Formula. $Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} X\ 100$

3.7.2 Classifying the score five levels classification is as follow:

Table 3.2 classification students' score five levels

No.	Classification	Score
1.	Very good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very Poor	≤ 39

(Dirjen Pendidikan Dasar dan Menengah),[28]

3.7.3 To analyze the Students interest, the researcher will use a Likert Scale category that can be seen on the following table:

Table 3.3 Likert Scale

Positive Statements Score	**Category**
5	Strong Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

(Source : Likert Scale Category)

[27]J P Spencer, *Vocabulary Acquisition: A Comparison of Three Methods of Teaching Vocabulary,* Master Abstracts International, 2000,40 (1),p.84.

[28]Dirjen Pendidikan Dasar dan Menengah, PeraturanDirectoratJendral Pendidikan Dasar dan MenengahTentang: *PenilaianPerkembangan Anak Didik* (Jakarta: Depdiknas,2005), p. 2.

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3.7.4 Finding out the mean score

Formula:

$$X = \frac{\Sigma Xi}{n}$$

Where X : Mean

ΣXi : Total Score

N : The total number of Students.[29]

3.7.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T : test of significance

D : the mean score of difference (X1-X2)

ΣD : the sum of the total score

ΣD2 : the square of the sum score of difference.[30]

N : the total sample

Table 3.4 Rating Score of Questionnaire

Score	Classification
43-50	Very strong
35-42	Strong
20-34	Enough
10-26	Low
0-18	Very low

(Source : Ridwan and Akdon. Rumus dan Data dalam Analisis Statistika).[31]

[29]SuharsimiArikunto, *Dasar-Dasar Evaluasi Pendidikan*, EdisiRevisi(Jakarta: BumiAksara, 2009), p. 298.

[30]Gay L R, *Educational Research, Competencies for Analysis and Application*, Second Edition, p. 331.

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Calculating the rat percentage of how *picto text glosses* media able to improve students' vocabulary mastery score:

$$X=\frac{F}{n}\ x\ 100\%$$

Where:

X : percentage

F: frequency

n : Total of Number of sample.[32]

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[31]Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

[32]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT.Raja Grafindo Persada, 2014), p. 43.

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CHAPTER IV

FINDING AND DISCUSSION

This section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test, post-test and questionnaire to find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through picto text glosses and the result of the post-test of this research can answer the question of this research that aims to find out through picto text glosses can be able to improve the students' vocabulary mastery at the seventh class of SMP Negeri 12 Parepare.

4.1.1 The students' vocabulary mastery through picto text glosses at seventh class of SMP Negeri 12 Parepare

This past presents the result of data analysis about the vocabulary mastery through picto text glosses.

4.1.1.1 The students' score in pre-test

The pre-test had done before the implementation picto text glosses media. It was conducted on Wednesday, November 27th, 2019. The students were given a pre-test. The research found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment picto text glosses which were analyzed. After knowing the students' Score in Pre-Test researcher following table are students' score to find out the mean score:

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Table 4.1 The Students' classification Score in Pre-test.

No	Respondent	Pre-Test of the Respondent (X_1)		X^2	Classification
		Max Score	Score X_1		
1	S1	100	45	2.025	Poor
2	S2	100	55	3.025	Poor
3	S3	100	40	1.600	Very poor
4	S4	100	65	4.225	Fair
5	S5	100	65	4.225	Fair
6	S6	100	30	4.225	Fair
7	S7	100	50	2.500	Poor
8	S8	100	35	1.225	Very poor
9	S9	100	50	2.500	Poor
10	S10	100	45	2.025	Poor
11	S11	100	35	1.225	Very Poor
12	S12	100	40	1.600	Very Poor
13	S13	100	70	4.900	Good
14	S14	100	75	5.625	Good
15	S15	100	30	900	Very poor
16	S16	100	50	2.500	Poor
17	S17	100	45	2.025	Poor
18	S18	100	50	2.500	Poor
19	S19	100	60	3.600	Fair
20	S20	100	45	2.025	Poor
21	S21	100	55	3.025	Poor
22	S22	100	45	2.025	Poor
23	S23	100	55	3.025	Poor
24	S24	100	45	2.025	Poor
25	S25	100	65	4.225	Fair
26	S26	100	60	3.600	Fair
27	S27	100	60	3.600	Fair
28	S28	100	60	3.600	Fair
29	S29	100	45	2.025	Good

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30	S30	100	50	2.500	Poor
Total			∑X=1.520	$\sum X^2$=84.125	

(Data 'Score: The Respondent Score in Pre-test)

The table above showed that the result of students' vocabulary mastery score before giving treatment through picto text glosses. 3 students in good Classification, 8 Students in fair classification, 14 students in poor classification, and 5 students in very poor classification. Total score in pre-test was 1520. It had shown that, the students' ability in vocabulary pre –test was low, because most of the students got very poor, poor and fair score. The following are the process of calculation to find out the mean score and standart deviation based on the calculation of students' score in pre-test of the table 4.1.

Mean score of the pre-test:

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

$$X = \frac{1520}{30}$$

$$X = 50{,}67$$

Thus, the mean score (X_1) of pre-test is 50,67

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 50,67 . From that analyzing, It could be seen that almost of the 30 students' ability in vocabulary was still low because most of the students got fair, poor and very poor score.

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{84.125 - \frac{(1520)^2}{30}}{30-1}}$$

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$$SD = \sqrt{\frac{84.125 - \frac{2310400}{30}}{29}}$$

$$SD = \sqrt{\frac{84.125 - 77013}{29}}$$

$$SD = \sqrt{\frac{7112}{29}}$$

$$SD = \sqrt{245.241} \qquad SD = 15.67$$

Thus, the standard deviation of the pre-test is 15,67 After determining the mean score (X_1) of pre-test was 50.67 and standard deviation of the pre-test was 15,67 It could be seen that the students' vocabulary mastery were in low category.

4.1.1.2 The Students Score in Post-Test

Meanwhile, the post-test had done after the implementing picto text glosses media. It was conducted on December 18th, 2019, the students were given a post-test. The researcher found out the result of the students' post-test based on the scoring of vocabulary after giving the treatment picto text glosses which were analyzed. After knowing the students' Score in Pre-Test researcher following table are students' score to find out the mean score

Table 4.2 The Students' Classification Score in Post-Test.

No	Respondent	Post-Test of the respondent (X_1)		X^2	Classification
		Max Score	Score X_1		
1	S1	100	90	8100	Very good
2	S2	100	95	9025	Very good
3	S3	100	100	10000	Very good

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4	S4	100	65	4225	Fair
5	S5	100	100	10000	Very good
6	S6	100	85	7225	Very good
7	S7	100	75	5625	Good
8	S8	100	95	9025	Very good
9	S9	100	95	9025	Very good
10	S10	100	90	8100	Very good
11	S11	100	75	5625	Good
12	S12	100	90	8100	Very good
13	S13	100	70	4900	Good
14	S14	100	80	6400	Very good
15	S15	100	95	9025	Very good
16	S16	100	100	10000	Very good
17	S17	100	65	4225	Fair
18	S18	100	55	3025	Poor
19	S19	100	80	6400	Very good
20	S20	100	95	9025	Very good
21	S21	100	75	5625	Good
22	S22	100	65	4225	Fair
23	S23	100	90	8100	Very good
24	S24	100	75	5625	Good
25	S25	100	100	10000	Very good
26	S26	100	85	7225	Very good
27	S27	100	75	5625	Good

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28	S28	100	75	5625	Good
29	S29	100	80	6400	Very good
30	S30	100	75	5625	Good
Total			∑X =2490	$\sum X^2$ =211150	

(Data' source: the respondent Score in Post-test)

The table above showed that there were an increasing of students' score after giving treatment through picto-text glosses. There were 18 students got very good score, 8 students got good score, 3 students got fair score, and 1 student got poor score. It means that the students' vocabulary ability had improved through picto text glosses. The total score in post test was 2490. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in using picto text glosses in vocabulary ability.

Mean score of the post-score:

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

$x = \frac{2490}{30}$

$x = 83$

Thus, the mean score (X_1) of post-test is 83

Based on the result of the pre-test, the data showed that the mean score of the Post-test is 83. From that analyzing It could be seen that almost of the 30 students' ability in vocabulary was very good and a good score.

The standard deviation of the post-test

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

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$$SD = \sqrt{\frac{211150 - \frac{(2490)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{211150 - \frac{6200100}{30}}{29}}$$

$$SD = \sqrt{\frac{211150 - 206670}{29}}$$

$$SD = \sqrt{\frac{4480}{29}}$$

$$SD = \sqrt{154{,}482}$$

$$SD = 12{,}42$$

Thus, the standard deviation of the Post-test is 12,42

After determining the mean score (X_1) of Post-test was 83, and standard deviation of the Post-test was 12,42. It could be seen that the students' vocabulary mastery were in a very good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.3 the mean score and standard deviation of pre-test and post-test.

Test	Mean score	Standard deviation (SD)
Pre-test	50.67	15.67
Post-test	83	12.42

(Data Source': The mean score and Standard deviation of the Pre-test and Post-test)

The data in table 4.3 showed that the mean score of the pre-test was 50,67 (X_1) while the mean score of the post-test increased 83 (X_2). The standard deviation of pre-test was 15,67 while the standard deviation of post test was 12,42. As the result at this item is the mean score of the post-test was greater than the mean score in pre-

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test. It means that the students' vocabulary mastery had increased after doing the learning process that using picto text glosses.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post test.

Table 4.4 The Rate Percentage of The Frequency of The Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			pre-test	post-Test	Pre-Test	Post-Test
1	Verygood	80-100	0	18	0	60%
2	Good	66-79	3	8	10%	26,67%
3	Fair	56-65	8	3	26,67%	10%
4	Poor	40-55	14	1	46,67%	3,33%
5	Very Poor	≤ 39	5	0	16,67%	0
			30	30	100 %	100 %

(Data' Source: The Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test three (10%) students got good score, eight (26,67%) students got fair score, fourteen (46,67%) students got poor score, and five (16,67%) students got very poor score, while the rate percentage of the post-test, eighteen (60%) students got very good score, eight (26,67%) students got good score, three (10%) students got fair score, and one (3,33%) students got poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to increase the students' vocabulary mastery after treatment that using picto text glosses.

4.1.2 The implementation of using picto text glosses to improve students' vocabulary mastery at the seventh class of SMP Negeri 12 Parepare

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This part presented the result of data analysis about implementation of using picto text glosses to improve students' vocabulary mastery at the seventh class of SMP Negeri 12 Parepare.

4.1.2.1 T-test Value

The following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{985}{30} = 33$$

The calculation the t-test value

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

$$t = \frac{33}{\sqrt{\frac{42675 - \frac{985^2}{30}}{30(30-1)}}}$$

$$t = \frac{33}{\sqrt{\frac{42675 - \frac{970225}{30}}{30(29)}}}$$

$$t = \frac{33}{\sqrt{\frac{42675 - 32340{,}8}{870}}}$$

$$t = \frac{33}{\sqrt{\frac{10334{,}2}{870}}}$$

$$t = \frac{33}{\sqrt{11.87}}$$

$$t = \frac{33}{3.44}$$

$$t = 9{,}59$$

Thus, the t-test value is 9,593

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This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post test.

Table 4.5 The Test of Significance

Variable	t-test	T-table value
Pre-test –Post-test	9,593	1.699

(Data' Source: The Test of Significance)

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 30-1

= 29

For the level, significant (p) 5% and df = 29, and the value of the table is 1.699, while the value of t-test 9,593. It means that the t-test value is greater than t-table (9,593≥ 1,699). Thus, it can be concluded the students' vocabulary mastery of using picto text glosses is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected.

4.1.2.3 The Finding Through The Questionnaire

Table 4.6 The Score of Questionnaire

Students	Item										Total
	1	2	3	4	5	6	7	8	9	10	
S1	5	5	4	5	4	5	4	5	5	4	46
S2	5	5	4	4	4	5	4	5	4	4	44
S3	4	4	4	5	5	4	4	5	4	5	44

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S4	5	5	4	4	4	5	4	5	4	4	44
S5	4	5	4	4	4	5	4	4	4	4	42
S6	4	4	4	5	5	4	4	5	3	4	42
S7	5	5	4	4	4	5	4	5	4	4	44
S8	4	5	4	4	4	5	4	5	4	4	43
S9	5	5	4	3	3	5	4	3	5	4	41
S10	5	5	3	4	4	4	4	3	2	4	38
S11	4	5	3	4	5	3	5	4	5	5	43
S12	4	4	5	4	5	4	5	4	3	5	43
S13	5	5	5	5	3	4	4	4	5	3	43
S14	4	4	5	5	4	5	5	4	5	4	45
S15	4	5	5	5	5	5	5	4	4	3	45
S16	4	5	5	4	4	5	4	5	5	4	45
S17	5	5	5	4	4	5	5	4	5	5	47
S18	5	5	5	5	5	4	4	4	4	4	45
S19	5	5	4	4	3	5	5	4	4	4	43
S20	5	4	4	4	5	5	4	4	4	3	42
S21	5	5	4	4	4	5	4	5	4	4	44
S22	4	4	4	4	4	4	4	4	4	5	41
S23	5	5	4	4	4	5	4	5	4	4	44
S24	4	5	4	4	4	5	4	5	4	4	43
S25	5	5	5	5	4	5	5	5	5	4	48
S26	5	5	5	4	4	5	5	5	5	5	48
S27	5	4	5	4	5	5	4	5	5	5	47

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S28	4	5	5	5	5	5	5	5	5	5	49
S29	5	5	5	5	5	5	5	5	5	4	49
S30	5	5	5	5	4	5	4	5	5	5	48
										Total	**1330**

$$X = \frac{\sum x}{n} = \frac{1330}{30} = 44{,}33$$

The students' response learning English language by using picto text glosses is 1330/30= 44,33, the table 3.4 rating score of questionnaire page twenty-four shows it was categorized very strong. The table 4.6 above shows that from 10 positive questionnaires. All the students' answered very positive and most of them got 86-95 according to the Likert's scale. Based on Likert's scale that the students' very interest in learning picto text glosses. At the second part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Table 4.7. Item 1. Belajar penguasaan vocabulary melalui media picto text glosses memudahkan saya untuk memahami kosakata dalam bahasa inggris.

No	**Question Alternative**	**Scores**	**Frequency**	**Sum of Score**
1	Strongly Agree	5	18	90
2	Agree	4	12	48
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	138

(Data source: Questionnaire item no 1)

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Based on the table above regarding questionnaire number 1, 18 students chose "strongly agree", 12 students chose "agree", and there is no students chose neutral, disagree, and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that most students of SMP Negeri 12 Parepare easy to understand the vocabulary. So the students like to learn the English language by using picto text glosses in teaching vocabulary, namely 138/150 x 100 = 92 so, it was categorized very strong.

Table 4.8. Item 2. Belajar penguasaan vocabulary melalui media picto text glosses membuat saya lebih aktif dalam proses pembelajaran.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	23	115
2	Agree	4	7	35
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
		Total	30	150

(Data source: Questionnaire item no 2)

Based on the table above regarding questionnaire number 2, 23 students chose "strongly agree", 7 students chose "agree", there is no students chose neutral, disagree, and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that most students of SMP Negeri 12 Parepare more active in learning process.So the students like to learn English language by using picto text glosses, namely 150/150 x 100% =93,33% so, it was categorized very strong.

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Table 4.9. Item 3. Belajar penguasaan Vocabulary melalui media picto text glosses sangat menarik dan menyenangkan.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	13	65
2	Agree	4	15	60
3	Neutral	3	2	6
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	131

(Data source: Questionnaire item no 3)

Based on the table above regarding questionnaire number 3, 13 students chose "strongly agree", 15 students chose "agree", 2 students chose neutral, and there is no students chose disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that most students of SMP Negeri 12 Parepare is very interesting and fun.So the students like to learn English language by using picto text glosses, namely 131/150 x 100% =87,33 % so, it was categorized very strong.

Table 4.10. Item 4. Belajar penguasaan vocabulary melalui media picto text glosses membuat saya nyaman dalam menerima materi pembelajaran.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	18	72
3	Neutral	3	1	3
4	Disagree	2	-	-

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5	Strongly Disagree	1	-	-
Total			30	130

(Data source: Questionnaire item no 4)

Based on the table above regarding questionnaire number 4, 11 students chose “strongly agree”, 18 students chose “agree”, 1 students chose “neutral” and there is no one students chose disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that most students of SMP Negeri 12 Parepare learning vocabulary mastery through picto text glosses makes students comfortable in learning English.So the students like to learn English language by using picto text glosses namely 130/150 x 100% =86,67 % so, it was categorized very strong.

Table 4.11. Item 5. Belajar penguasaan vocabulary melalui media picto text glosses meningkatkan kemampuan saya dalam penguasaan vocabulary.

No	**Question alternative**	**Scores**	**Frequency**	**Sum of Score**
1	Strongly Agree	5	10	50
2	Agree	4	17	68
3	Neutral	3	3	9
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	127

(Data source: Questionnaire item no 5)

Based on the table above regarding questionnaire number 5, 10 students chose “strongly agree”, 17 students chose “agree”, 3 students chose “neutral”, and there is no students chose disagree and strongly disagree. If seen from the large

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number of students who have chosen to agree, it is concluded that the use of picto text glosses can improve the ability of students in teaching vocabulary.So, the students like to learn English language by using picto text glosses, namely 127/150 x 100% =84,67 % so, it was categorized very strong.

Table 4.12. Item 6. Belajar penguasaan vocabulary melalui picto text glosses menambah kosakata bahasa inggris saya.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	22	110
2	Agree	4	7	28
3	Neutral	3	1	3
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	141

(Data source: Questionnaire item no. 6)

Based on the table above regarding questionnaire number 6, 22 students chose “strongly agree”, 7 students chose “agree”, 1 students chose “neutral”, and there is no students chose disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of picto text glosses can increase students English vocabulary. So, the students like to learn English language by using picto text glosses, namely 141/150 x 100% =94 % so, it was categorized very strong.

Table 4.13. Item 7. Belajar penguasaan vocabulary melalui picto text glosses membuat saya mampu memahami makna sebuah kata dengan cepat tanpa harus membuka dalam kamus.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	10	50

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2	Agree	4	20	80
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	130

(Data source: Questionnaire item no 7)

Based on the table above regarding questionnaire number 7, 10 students chose "strongly agree", 20 students chose "agree", and there is no students chose neutral, disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that the use of picto text glosses can make the students able to understand the meaning of words without using a dictionary.So, the students like to learn English language by using picto text glosses namely 130/150 x 100% =86.67 % so, it was categorized very strong.

Table 4.14. Item 8. Belajar penguasaan vocabulary melalui picto text glosses memberikan pengaruh positif terhadap saya.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	17	85
2	Agree	4	11	44
3	Neutral	3	2	6
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	135

(Data source: Questionnaire item no 8)

Based on the table above regarding questionnaire number 8, 17 students chose "strongly agree", 11 students chose "agree", 2 students chose "neutral", there

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is no students chose “disagree and strongly disagree”. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of pictotext glosses gives a positive influence on students in learning English vocabulary.So, the students like to learn English language by using picto text glosses namely 135/150 x 100% =90 % so, it was categorized very strong.

Table 4.15. Item 9. Belajar penguasaan Vocabulary melalui picto text glosses membantu saya dalam menghafal banyak kosakata.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	13	65
2	Agree	4	14	56
3	Neutral	3	2	6
4	Disagree	2	1	2
5	Strongly Disagree	1	-	-
Total			30	129

(Data source: Questionnaire item no 9)

Based on the table above regarding questionnaire number 9, 13 students chose “strongly agree”,14 students chose “agree”, 2 students chose “neutral”, 1 students chose “disagree” and there is no students chose “strongly disagree”. If seen from the large number of students who have chosen to agree, it is concluded that the use of picto text glosses help students memorize English vocabulary.So, the students like to learn English language by using picto text glosses namely 129/150 x 100% =86% so, it was categorized very strong.

Tabel 4.16. Item 10. Belajar penguasaan Vocabulary melalui picto text glosses membantu saya dalam memahami penyebutan dan penulisan kosakata tertentu.

No	Question alternative	Scores	Frequency	Sum of

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				Score
1	Strongly Agree	5	9	45
2	Agree	4	18	72
3	Neutral	3	3	9
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			30	126

(Data source: Questionnaire item no 10)

Based on the table above regarding questionnaire number 10, 9 students chose "strongly agree", 18 students chose "agree", 3 students chose "neutral" and there is no students chose disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that the use of picto text glosses help students understand the mention and writing of English vocabulary. So, the students like to learn English language by using picto text glosses, namely 126/150 x 100% =84 % so, it was categorized very strong.

Table 4.17 The Percentage of The Positive Statement of The Questionnaire on Learning Vocabulary by Using Picto text glosses.

No	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	18	12	0	0	0	90	48	0	0	0	138
2	23	7	0	0	0	115	35	0	0	0	150
3	13	15	2	0	0	65	60	6	0	0	131
4	11	18	1	0	0	55	72	3	0	0	130
5	10	17	3	0	0	50	68	9	0	0	127

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6	22	7	1	0	0	110	28	3	0	0	141
7	10	20	0	0	0	50	80	0	0	0	130
8	17	11	2	0	0	85	44	6	0	0	135
9	13	14	2	1	0	65	56	6	2	0	129
10	9	18	3	0	0	45	72	9	0	0	126
Score						**730**	**563**	**42**	**2**	**0**	**1337**

The table above shows that the cumulative percentage on the ten items of the positive statement questionnaire was 99,03 (Very Strong), while the cumulative score that they got the questionnaire was 1337 (Strongly Agree).

4.2 Discussions

4.2.1 The Ways of the Implementation picto text glosses to Improve Students' Vocabulary mastery.

To find out how the implementation of picto text glosses is improving the students' vocabulary mastery, the researcher got some pieces of information from the students' activities in learning process. There were eight meetings for doing the treatment of this research. Two meeting for doing the test and six meeting for doing the treatment. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment.

The step of this learning was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist twenty questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home.

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On November 28th, 2019, the researcher gave motivation to the students' about the important of English as an international language before teaching process then researcher also gave information about her aim to do research at SMP Negeri 12 Parepare, after that the researcher explain how to learn to use picto text glosses and guide the students to understand learning.

At the first meeting the researcher distributing picto text glosses handout text about buildings to the students one by one, next the researcher asking to the students to mention unfamiliar words on the handout so the students know every words in the handout, next the students reading text on the handout, and then the researcher asks to each students to spell the vocabulary repeatedly underline on the handout after that the researcher asking meaning the text and underline vocabulary to the students, and the last is evaluation the students are asked to write each vocabulary and its meaning on paper without seeing the handout they have so they remember the vocabulary that has been given, For the second until six meeting the procedure is some with the first meeting but different terms each meeting and at the end of this meeting the researcher conducted an evaluation, namely all the vocabularies that had been given starting from the first meeting to the eight meeting by the way the researcher appointed several students to mention some of the vocabularies he had obtained.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 50,67. After that, the researcher gave the treatment by using picto text glosses. The researcher looks the increasing students in understanding the material. In the sixth meeting they can improve their vocabulary.

After doing fourth times of treatment on December 18th, 2019 the researcher conducted a post-test. The post-test score showed that there significance different

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before giving treatment and after treatment. The mean score of the post-test was 83. The data analysis result is the Test value (9.593) was greater than the T-table value (1.699). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using picto text glosses. It shows that the alternative hypothesis (Ha) is accepted in the null hypothesis (Ho) is rejected.

After applying picto text glosses in teaching vocabulary gave improvement to the students' at SMP Negeri 12 Parepare, for example:

1. The students easy to memorize the vocabulary.
2. The students more fun to study English, because the material taught uses strategies that are appropriate to the conditions of students. Thus, making students active in the learning process.
3. The students were able to improve their vocabulary and also the researcher gave some instruction that would help the students when they answer the question.

The procedure of treatment, before the researcher gives the material, firstly the researcher explain how to enjoy in learning English process and also the researcher give time to the students to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The student was lazy to memorize because they think that English was difficult.
2. The students lack of motivation and awareness in Learning English.

4.2.2 The discussion of the finding through the questionnaire

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The students' response by using picto text glosses to improve students' vocabulary mastery at the seventh class of SMP Negeri 12 Pareparehas been and analyzed by using liker scale. The students' response by using picto text glosses to improve students' vocabulary mastery at the seven grade of SMP Negeri 12 Parepare has been and analyzed by using liker scale. The questionnaire was successfully filled by 30 respondent that taken on December 2019.

From 10 questionnaires, all the students answered very positively. Based on the liker scale that the students' was very positive in learning English by using picto text glosses. It means that the picto text glossesmakes students have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on the ten items of the positive statements questionnaire was 99,03, while the cumulative score that they got the questionnaire was 1337.

According the data above, we can see that using picto text glosses can improve students' vocabulary mastery in learning English because most of students' are interested in learning to use these media. Before studying or understand English, we must first understand the vocabulary. According to According to Hammer vocabulary is can help people to express their wish and feeling with a lot of vocabulary which they have.[33]

In addition at all state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material, "vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific

[33]Jeremy Hammer, *The Principle of English Language Teaching* (New York: Longman, 1991), p. 55.

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language.[34] We can see from the data described above, that using picto text glosses can help students to increase their vocabulary. From the previous explanation from experts, that the first element to master English is vocabulary. Because the lack of vocabulary can affect the mastery of the four elements in English. Both in terms of mastery of speaking, writing, listening and reading. The interest of students in vocabulary mastery using picto text glosses is quite high. Students are also more active in the classroom.

According to researchers, this media is very suitable for junior high school students or for elementary school students. Because, their times are active periods in moving so when learning they enjoy receiving material and are more interested in learning English. In fact, motivating students' to learn more in English. Because one of the things that make students' lazy is to learn when learning boring material in the classroom.

This research that supporter by Luki Emilia Hidayat said that Picto Textual Glosses is potential in helping students improve their reading comprehension because it has several benefits that include preventing incorrect guessing, minimizing interruption caused by looking up the dictionary, connecting background knowledge and the text, and encouraging students' autonomy. Nagata also supports the use of gloss because it is easier than consulting a dictionary, it can attract readers to target words, it helps students to connect words to meaning immediately and in carrying out lexical processing which eventually may lead to vocabulary retention.[35]

[34]Andrianigita, "Increasing Vocabulary Mastery Though Semantic tothe Sixth Grade Students of Elementary School no.27Palembang" (Unpublished Undergraduate Thesis), p. 5.

[35]Luki Emilia Hidayat, "Picto-Text Glosses To Enhance Students' Reading Comprehension", (Unpublished Skripsi: Malang State University, 2016), p. 172-173.

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CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the research about increasing vocabulary mastery of the students' through picto text glosses at the seven grade of SMP Negeri 12 Parepare.

5.1 Conclusions

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

5.1.1 The using of picto text glosses to improved students' vocabulary mastery at the seventh class of SMP Negeri 12 Parepare. T-test result in which the value of the t-test was 9,593 than t-table was 1,699 at the level significance and degree of freedom (df) was 29.

5.1.2 The students' were very positive after learning vocabulary through picto text glosses. Its mean that the students are very excited about this lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive responses about the material in the picto text glosses.

5.2 Suggestions

Based on the research, the researcher gives some suggestions as follow:

5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

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5.2.4 The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.

5.2.5 Picto text glosses could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.

5.2.6 The teacher could use the result of students response when finished teaching.

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