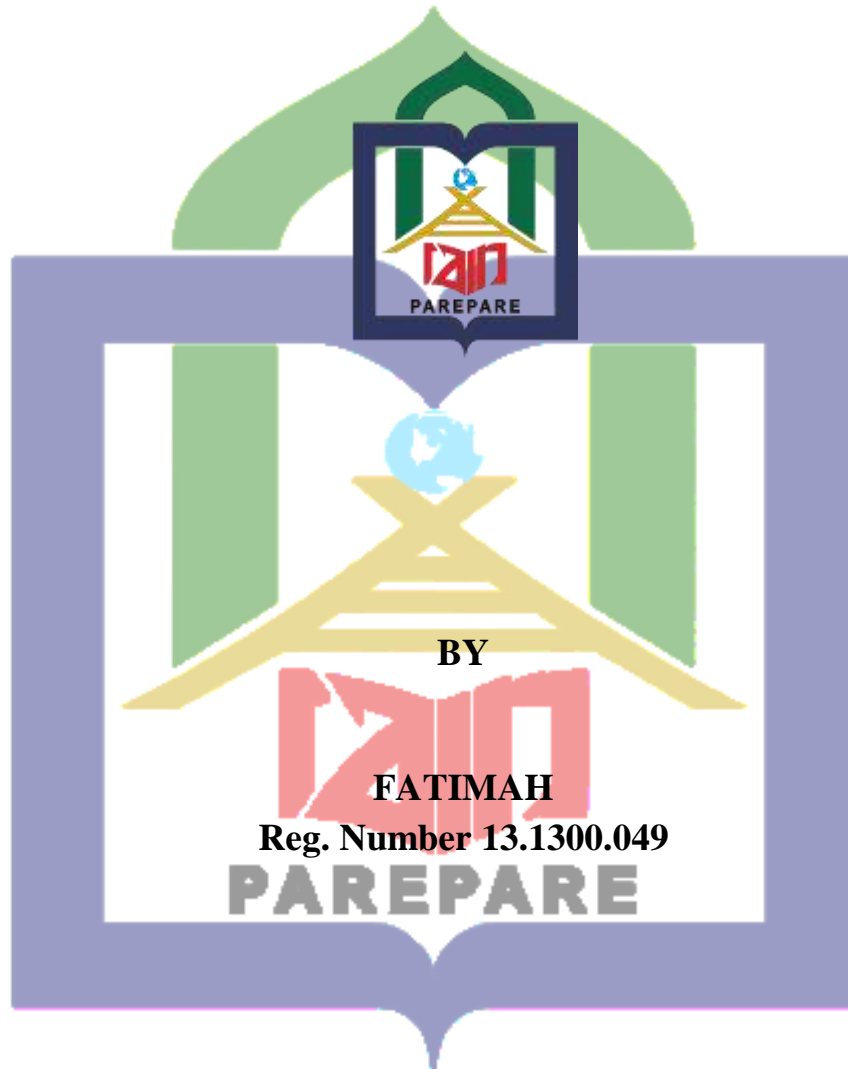


Skripsi

**IMPROVING THE STUDENTS' VOCABULARY MASTERY BY
USING PICTURE CARD AT THE EIGHTH GRADE OF SMP
NEGERI 9 PAREPARE**



BY

FATIMAH

Reg. Number 13.1300.049

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
INSTITUTE ISLAMIC COLLEGE (IAIN) PAREPARE
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NEGERI 9 PAREPARE**

Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Program

Submitted By

**FATIMAH
Reg. Number: 13.1300.049**

To

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USING PICTURE CARD AT THE EIGHTH GRADE OF SMP
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Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt. always blesses us now and forever, Aamiin.

Parepare, 27 Mei 2017
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DECLARATION OF THE AUTENTICITY OF THE RESEARCH

The writer who signed the declaration below:

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Using Picture Card At The Eighth Grade Of SMP
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Stated that this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, 20 Mei 2017
The Writer,



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ABSTRACT

Fatimah. *Improving The Students' Vocabulary Mastery by using picture card At The Eighth Grade Of SMP Negeri 9 Parepare.* (Supervised by Muzdalifah and Magdahalena).

The objective of this research was to know whether or not using picture card improve the students' vocabulary after the writer applied picture card in teaching vocabulary at the eighth grade of SMP Negeri 9 Parepare. This research was aimed to find out the improvement of students ability in vocabulary mastery after being thought by using picture card.

The design of this research was quantitative method. It was conducted in eighth grade students of SMP Negeri 9 Parepare in population 174 students. The sample was VIII.6 and total numbers of the sample were 22 students as the sample of this research.

Improving The Students' Vocabulary Mastery Using Picture Card At The Eighth Grade Of SMP Negeri 9 Parepare was effective according the result of the pre-test and post-test score below.

The result of the research was found that there is a significant difference between the pre-test and post-test. The pre-test mean score is 38.3 (very poor) and Post-Test score is 79.6 (good). The degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was $2.10 > 1.711$.

Keywords: Picture Card, Vocabulary Mastery

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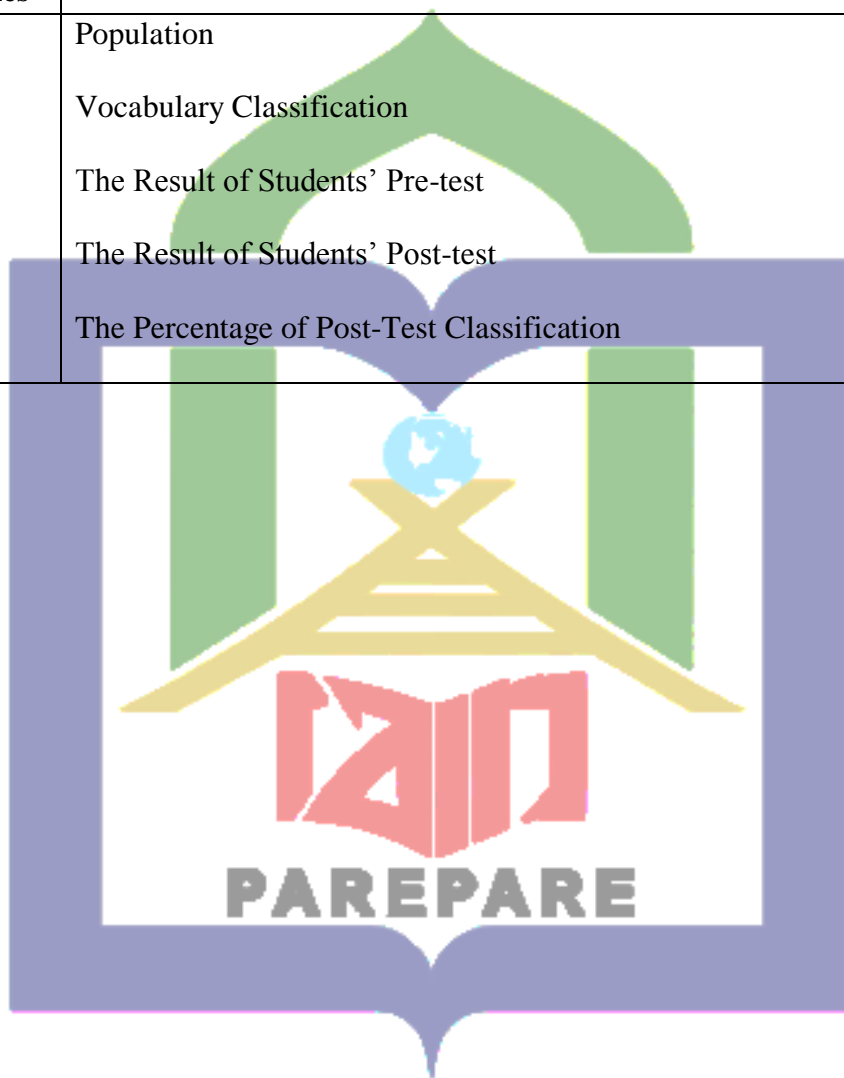
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CHAPTER I

INTRODUCTION

1.1 Background

English is learnt in junior high school as a local content and it is also learnt in Indonesia as a favorite program. English is taught in junior high school just for introducing the children English as a foreign language. Besides that, it functions to give students basic knowledge of English so that they will do much better in junior high school.

In many countries in the world, a foreign language such as English is learnt since primary school or started at senior high school. In junior high school, the advantages are probably greater in developing linguistic flexibility and learning directly the concepts of a second language. From those statements above, it can be concluded that learning of a foreign language is recommended because, in long term, it will give better results for children. Besides, in junior high school, children have a greater opportunity in terms of the development of linguistic flexibility and they have a better facility in understanding language than adolescents.

The potential of children's language trained and improved, because the children will appear good in using language since more than five years olds. According to Brumfit, Moon, and Tongue there are a number of reasons for teaching English at junior high school that do not rely simply on the claim that is the best time to learn language well. One of them is the need to expose children from an teen age to

an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.¹ It means that by learning a foreign language early, children can have an understanding about the country, the people, and also the culture where the language is spoken, so that they have a positive attitude towards them, they need more vocabularies to understand those objects and say more information. Thornbury said that: “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!”²

However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. In other word, most of teachers don't pay attention much in developing teaching vocabulary. They teach much for grammar, reading, speaking, listening, writing, etc. To prepare students who are having good ability in communicating, the teacher should pay attention much in teaching vocabulary. Therefore, the students don't face difficulties in building sentences, and the difficulties in speaking caused missing words can be avoided. Teaching vocabulary can start from elementary or at least at junior high school when the students still in optimum grow up. When they gain vocabulary from early education, they can't face problem in higher education.

¹ Christopher Brumfit, *Teaching through Play*, (Jakarta: Grasindo,1997), p.6

² Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13

In Indonesia teaching vocabulary hasn't done optimal yet, it can be seen that the average students face difficulties in speaking. When the students in speech competition they often stop speaking because they miss words. It caused their vocabulary is still limited. Besides, the teacher doesn't teach vocabulary to the students in early education (elementary or junior high school). The students who are having limited vocabulary will face some problems, e.g. speaking, listening, reading, writing, etc.

In SMP Negeri 9 Parepare, the students have difficulties in learning English, particularly vocabulary in pronunciation, the use of words and understanding meaning. The students don't enjoy learning English. It can be seen from the result of interviewing the teacher and students. In SMP Negeri 9 Parepare, learning English includes vocabulary, listening, and speaking.

From the explanation above it can be concluded that vocabulary includes one of material that is taught at SMP Negeri 9 Parepare. Related to vocabulary mastery, based on the observation that have done by the researcher shows the students of SMP Negeri 9 Parepare face difficulties or problems as follows:

1. The students get difficulties in using words.
2. The students get difficulties in grasping the meaning.
3. The students get difficulties in pronouncing the words .

They can be seen from the result of daily learning, the mean of their mark is 5.5 or not good. From the result of the pre-test it can be concluded that the students have low ability in learning English, especially mastering vocabulary (understanding

meaning, the use of words, and pronunciation). From 30 students, 6 students or (18%) gain good mark and 24 students or (82%) still get bad mark. Because English is foreign language, most of the students have difficulties how to memorize and pronounce the words. It is caused their mother tongue is buginese, English is still strange for most of them. Besides, some of them still have difficulties how to pronounce the words because of the function of their tongue.

Besides from the students, it is noticed that the difficulties come from the teacher himself. The teacher doesn't use the right method in teaching English, especially vocabulary. The teacher doesn't master any methods, therefore in teaching learning process the teacher uses one method only. The students just study in the classroom without doing something in other room or outside. It makes the students feel bored. The material of teaching English is limited. In teaching learning process the teacher uses the material from the LKS and internal curriculum. The teacher cannot combine other material or create new material. The activities of students just focus in mentioning and writing without playing.

Therefore, it makes the teaching learning process monotonous and makes the students bored. The teacher seldom uses the media in the classroom. To make the students easier in understanding English, using media is very important, because it will be more interesting for the children. Without using good media the teaching learning process become boring.

To overcome the problems teacher has to find out the appropriate method of teaching English for children. It is hoped the student gets the good result in mastering

vocabulary in English. Because of the reason, the researcher would like to provide a suitable method which is expected to help the teachers as educator in improving students' vocabulary.

Using Picture Card may certainly be an effective way of teaching English for children. The implementation of Picture Card media was combined with translation technique and made the group race game as a competitive game in cycle two. All of the students were active in the teaching and learning activities, and they didn't feel bored again because they can compete with each other. Those caused the result of cycle two achieved the criteria of success.

Hopefully, they can enjoy learning English by playing in many places. In other words, learning by doing Picture Card can be used for improving student's competence of vocabulary.

From the explanation above it can be concluded that Picture Card is a method that is designed to provide a blend between a development and a didactic approach to working with young children, focused in children-centered in the corners. So that, the researcher thinks that this method will help the students to learn with enjoy and improve the students' vocabulary at the eighth grade of SMP Negeri 9 Parepare.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statement as follow:

Is can the use of picture card able to improve students' vocabulary at the eighth grade of SMP Negeri 9 Parepare?

1.3 Objective of the Research

The objective of the research is to overcome the students' problem in mastering vocabulary using learning by doing in picture card at the eighth grade of SMP Negeri 9 Parepare. Specific objective: the objective of the study is to gain information about:

Describing the improvement of students English vocabulary in the eighth grade of SMP Negeri 9 Parepare after being instructed by using picture card;

1.4 Significance of the Research

It is expected that the result of the research will provide useful contribution for:

1.4.1 Teacher

Second, by understanding the result of this study, the teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers to teach vocabulary properly by using picture card for senior high school students. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary. It also enriches teacher's technique to teach vocabulary so that their problems that faced in classroom can be solved.

1.4.2 Students

First, it can motivate students to study English. Through picture card, they will get an enjoyable situation, they won't feel bored. The students will get a better learning system, they will be able to improve their ability to memorize vocabulary by using

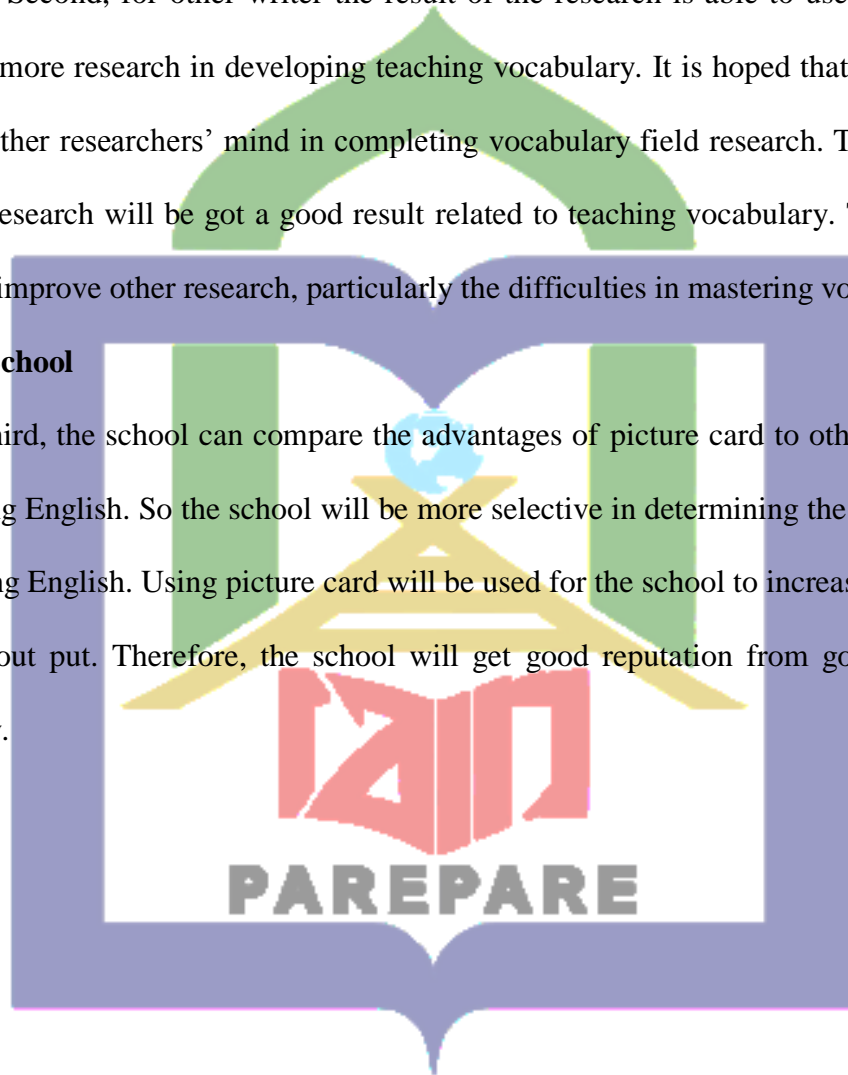
beyond centers and circle time method. At last, they can learn English particularly vocabulary easily.

1.4.3 The Writer

Second, for other writer the result of the research is able to use reference to furthermore research in developing teaching vocabulary. It is hoped that the data can open other researchers' mind in completing vocabulary field research. Therefore, for other research will be got a good result related to teaching vocabulary. The data can use to improve other research, particularly the difficulties in mastering vocabulary.

1.4.4 School

Third, the school can compare the advantages of picture card to other method in learning English. So the school will be more selective in determining the technique of teaching English. Using picture card will be used for the school to increase the quality of its out put. Therefore, the school will get good reputation from government or society.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about previous related research findings, some pertinent idea, theoretical framework and hypothesis.

2.1 Some Previous Findings

There are some the writer who have conducted research by using a few methods in teaching learning English vocabulary process more effective. They are:

1. Rohyani Erna Apriasi found that of her research is teaching English vocabulary using picture card media could improve the seventh grade students' vocabulary mastery at SMP Negeri 2 Jelbuk in the 2013/2014 academic year. Picture card can help the students to understand the meaning of a word by looking a picture.³
2. Dharin Okta Syaputri found in her conclusion of research that there wassignificant difference of students' vocabulary achievementin pretest and posttest after being taught through picture series at the second year students of SMPN 01Tanjung Raja. There is improvement of students' vocabulary achievement from pretest to posttest. The mean score of pretest was 54.00 and posttest was 80.16. It means that there was a significant improvement of students' vocabulary achievement after being taught through picture series.

³Rohyani, Erna. Apriasi, 2014. *The Use of Picture Card Media to Improve the Seventh Grade Students' Vocabulary Mastery at SMP Negeri 2 Jelbuk in the 2013/2014 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.p.7

Based on the results above, it could be concluded that picture series could be used to improve students' vocabulary achievement.⁴

Based on the previous research findings above, the writer can conclude that all of the writer had research the same method, it was picture card. But it has differences between those the writer and this research because they writer about vocabulary in the kindergaten school, but this research has interest to research the same method at junior high school. This research will research at the eighth grade of SMP Negeri 9 Parepare.

2.2 Several Pertinent Ideas

2.2.1 The concepts of vocabulary

The concepts of vocabulary consist of definition of vocabulary, types of vocabulary, the importance of vocabulary, and teaching and learning vocabulary.

2.2.1.1 Definition of vocabulary

Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage. Sarawir describes the teaching vocabulary a few days before a type of debate. Through direct teaching and reading the learners became familiar with the topic vocabulary before they need to use it in the formal speaking activity. Johnson

⁴Dharin Okta Syaputri, *improving of students' vocabulary achievement after being taught through picture series at the second year of SMPN 01 Tanjung Raja*, (Skripsi Unpublished, Lampung: Universiitas Lampung), p. 9

suggests similar pre-teaching as preparation for listening exercises which give further practice in vocabulary.⁵

Vocabulary means words in general; you improve your vocabulary in any language when you learn more words: I learnt some new English vocabulary today. All the time I was in Britain my vocabulary was increasing daily.⁶

The word *vocabulary* can have at least three different meanings, *the first* is all of the words in a language, and new words are constantly being added to the *vocabulary of English*. *The second* is the words used in a particular context for example; if you want to do an MBA you need to improve your *business vocabulary*, my neighbor is a doctor so he has an extensive *medical vocabulary*; I've just bought a book on the *vocabulary of slang*. Then, *the third* is the word an individual person knows for example the teacher says that *my vocabulary* is good.⁷

Vocabulary is a list of words with their meaning, especially one that accompanies a textbook in a foreign language.⁸

Definition vocabulary are all the words that a person knows and uses, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language.⁹

⁵I. S. P. Nation, “*Teaching And Learning Vocubular*”, (Victoria University of Wellington, Heinle and Heinle publishers, 1990), p. 3

⁶Pennie and Patricia Marshall, “*An Active Learning Dictionary*”, (Singapore: Learners Publishing, 2004), p. 426

⁷Hendric, “*What Is Vocabulary?*”, <https://www.Englishclub.com/vocabulary/what.htm>, accessed on march 22nd, 2016

⁸While Homby, “*Oxford Advence Learner’s Dictionary of Current English*”, (London: Oxford Uniersity Press, 1974), p. 1425.

2.2.1.2 Types of vocabulary

Harmer stated that in Rusdiana, there are two types of vocabulary; *the first* is Passive or recognition vocabulary, which is made up of the words. One recognized in the context reading materials but he does not actually use himself. Passive vocabulary refers to words which students will recognize when they meet them, but they will probably not be able to produce.¹⁰

The second is Active vocabularies which consist of working words are used daily in writing and speaking.¹¹

2.2.1.3 The importance of vocabulary

Words are indispensable to human communication and activity, the mean of words we express our ideas, love desire, ambition, gratitude, joys, sorrow, frustration. It is clear for us that words enable us to understand the people and the word around us. In deed the better our understanding or knowledge of words, the better we can choose the word to express our idea. In brief, a good knowledge of words helps us to communicate with people all over the world and find all information from many source to enrich our knowledge.

⁹Oxford Learner's Pocket Dictionary, (New Edition. Oxford University Press, 2008), p. 482

¹⁰Harmer and Jerimy, "*The Practice of English Language Teaching*", (London: Longman Group, 1991), p. 159.

¹¹Rusdiana, "Developing Students' Vocabulary by Using 3-W Game for The Eight Grade at SMP Negeri 1 Suppa Kabupaten Pinrang", (Parepare: STAIN Parepare, 2014), p. 8

Vocabulary is important because vocabulary is comprised of three things, and these are speaking, reading, writing, and all of these elements are used to make up a large structure that is called literacy.¹²

In other words, vocabulary must not be neglected by anyone who learns a language. Poor vocabulary knowledge of Indonesian students is a matter of serious concern and their quest for finding suitable way to improve vocabulary knowledge is getting more intense. Considering some problems above, one of the alternatives way suggested is the use of vocabulary journal.¹³

The vocabulary journal is a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other important aspects (Bozkurt, 2007).¹⁴

2.2.1.4 Teaching and learning vocabulary

The meaning of words can be communicated or taught in many different ways. The following includes most of the possibilities. By demonstration or pictures such as using an object, using a cut-out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams, pictures from books, by verbal explanation, analytical definition, putting the new word in a defining context,

¹²Early Age, "Important of Vocabulary", (<http://www.exforsys.com/career-center/Englishvocabulary/important-of-vocabulary-from-an-early-age>). Html 5th Agustus 2016

¹³Fika Nurul Hanifia, "*The Use Of Vocabulary Journal In Enriching Students' Vocabulary Mastery And The Students' Attitudes Toward Its Use*", (indonesian University of Education Graduated in 22 February 2013), p. 82

¹⁴Bozkurt, N. (2007). *The effect of vocabulary notebooks on vocabulary acquisition*. Thesis. Bilkent University, Ankara. Unpublished, p.82

translating into another language, these techniques are only ways of teaching the meaning of words.

In vocabulary teaching the information source may be the teacher's brain. The transmitter can be many things-for example, the teacher's voice (if giving a verbal explanation), the teacher's hands (if drawing or pointing to a picture), the teacher's body (if give a demonstration), a real object (if the teacher shows it to the class).¹⁵

Learning is symbolic thought develops rapidly from age one and a half to four. Symbolic thought enables the child to think of a box as if it were a car. And to play with it while imitating the sound of the motor to make it more real. It enables the child to think of the word *car* as standing for a real automobile.¹⁶

Vocabulary in context and systematic vocabulary expansion, there are two major vocabulary needs in learning a second language: learning words, idioms, and expression in context, as they are encountered in using the language to communicate; and systematically learning vocabulary to meet communication needs beyond specific utterances.

In order to achieve a certain level of vocabulary acquisition, learners have to use various strategies to be successful in their learning process (Schiefele as cited in Zhelyazova, 2011). Besides, teachers also hold an immense responsibility in ensuring the success of acquisition among learners. This is because learners are particularly

¹⁵I. S. P. Nation, *Teaching And Learning Vocabulary*, (Victoria University of Wellington, Heinle and Heinle Publishers, 1999), p. 51

¹⁶Robert Lado, *Teaching English Across Cultures*, (Singapore, McGraw-Hill, 1998), p. 5

interested in receiving vocabulary instruction (James as cited in Barcroft, 2004). Thus, vocabulary acquisition depends not only on how learners learn, but also how they are taught. Consequently, many scholars have come out with teaching and learning principles for teachers and learners to teach and learn vocabulary respectively. Of all the principles introduced, ten principles were found to be essential in ensuring vocabulary acquisition (Richards and A. Renandya, 2008)

In learning vocabulary to understand or express in utterances, we concentrate on the meaning that fits the context or on the form of the word that expresses the intended meaning. All other meanings and forms can be ignored temporarily in favor of the specific communicative purpose of the utterance.

Some assimilation of the vocabulary encountered occurs as we understand the new utterance. In some instances, new words are learned from a single encounter as in one-trial learning. But in most cases assimilation of new vocabulary requires considerably more experience with new items than a single contextual encounter. Furthermore, students of English as a second or foreign language cannot duplicate the experience of native speaker in learning the first. Therefore, they must study and learn vocabulary systematically; that is, other than as individual words encountered in texts and utterances.¹⁷

¹⁷I. S. P. Nation, *“Teaching And Learning Vocabulary”*, (Victoria University of Wellington, Heinle and Heinle publishers, 1999), p. 80

2.2.2 The Concepts of Picture Card

2.2.2.1 Definition of Picture Card

Before the writer expound about the picture card, it is preferable to consider about picture and card. Picture is An individual painting, drawing, or other representation on a surface, of an object or objects; esp. such a representation as a work of art. (Now the prevailing sense.).¹⁸

Definition of card is an instrument or machine for fibers that consists usually of bent wire teeth set closely in rows in a thick piece of leather fastened to a back.¹⁹ card is like a published note, containing a brief statement, explanation, request, expression of thank or the like; as to put a card in the newspaper. The other researcher stated that card is a piece of pasteboard, or thick paper, blank or prepared for various uses; as a playing card, a visiting card, a card of invitation, game play with cards (Allen Walker, op;cit:200).

Based on the above definition, the researcher can summary that picture card is a piece paper as representation of anything is like an object or scene, person and general idea which produce by drawing, painting or photograph for using according to our need.

¹⁸ picture-and-an-image on mei 30th 2018.

¹⁹ <https://www.merriam-webster.com/dictionary/card>, on mei 30th 2018

2.2.2.2 The advantages of using picture card

Using picture cards will support the teacher in teaching writing, because it can be increase their vocabulary and idea. Wright in Misriani purposes some advantages of using picture cards namely:

2.2.2.2.1 Easy to prepare

2.2.2.2.1 Easy to organize

2.2.2.2.1 Interesting

2.2.2.2.1 Meaning full

2.2.2.2.1 Sufficient amount of language

2.2.2.2.1 Effective and efficient ²⁰

2.2.2.3 Characteristics of Picture as Good Media Education

Daryanto states there are some characteristics of the picture media:

1. Picture must be authentic, it means that it can describe an object or event as if the students see it directly
2. Picture must be simple, its composition must quite clearly shows the main parts in the picture
3. Picture must have a proposional size, so that students will be easier to imagine the real size of the object
4. Picture must combine beauty with suitability to achieve learning objectives. In the other words, picture have to appropriate with the learning objectives

²⁰Wright, Andrew et al. *Games for Language Learning*. United Kingdom: Cambridge University Press 1983. On Mei 30th 2018.

5. Picture must have message. Not all the picture media are good media. The best one is the picture must easy to understand.²¹

2.2.2.4 10 Vocabulary activities using picture cards

The activities using picture cards are:

1. Cards on a ring – Print a set of cards. Laminate them, cut apart, and punch a hole in the upper left corner. Then bind them with a metal ring so your child can flip through the cards and name the pictures.

2. Talk about the pictures – Print and cut apart a variety of pictures and ask questions to get your child talking. “What is this called?” “Is this something you would eat?” “Where does this animal live?”

3. Play a matching game – Print a set of cards twice. Cut them apart. Then turn them upside down and take turns trying to find a match.

4. Learn about object function – Put a set of cards in a row and ask a question about how to use them. “Which of these would you cook with?” or “Which of these would you clean with?” or “Which of these would you play with?”



²¹Daryanto. *Media Pembelajaran: Perannya Sangat Penting Dalam Mencapai tujuan Pembelajaran*. Yogyakarta: Gava Media 2010.

5. Look and find – Print a single sheet of small cards. Instead of cutting them apart, leave them on a single sheet and give your child poker chips or another manipulative. Name a picture, and have him cover it with the chip.

6. Play a sorting game– Print our sorting mat. Use one of our headers or think of your own idea. Gather a set of cards to fit the theme, and encourage your child to sort the cards according to the categories. (Note that the small cards work best with the printable sorting mat.)

7. Play a Yes or No game– Print several sets of cards and cut apart. Use one of our headers or think of your own idea. Have your child consider the question and put each card on the appropriate side.

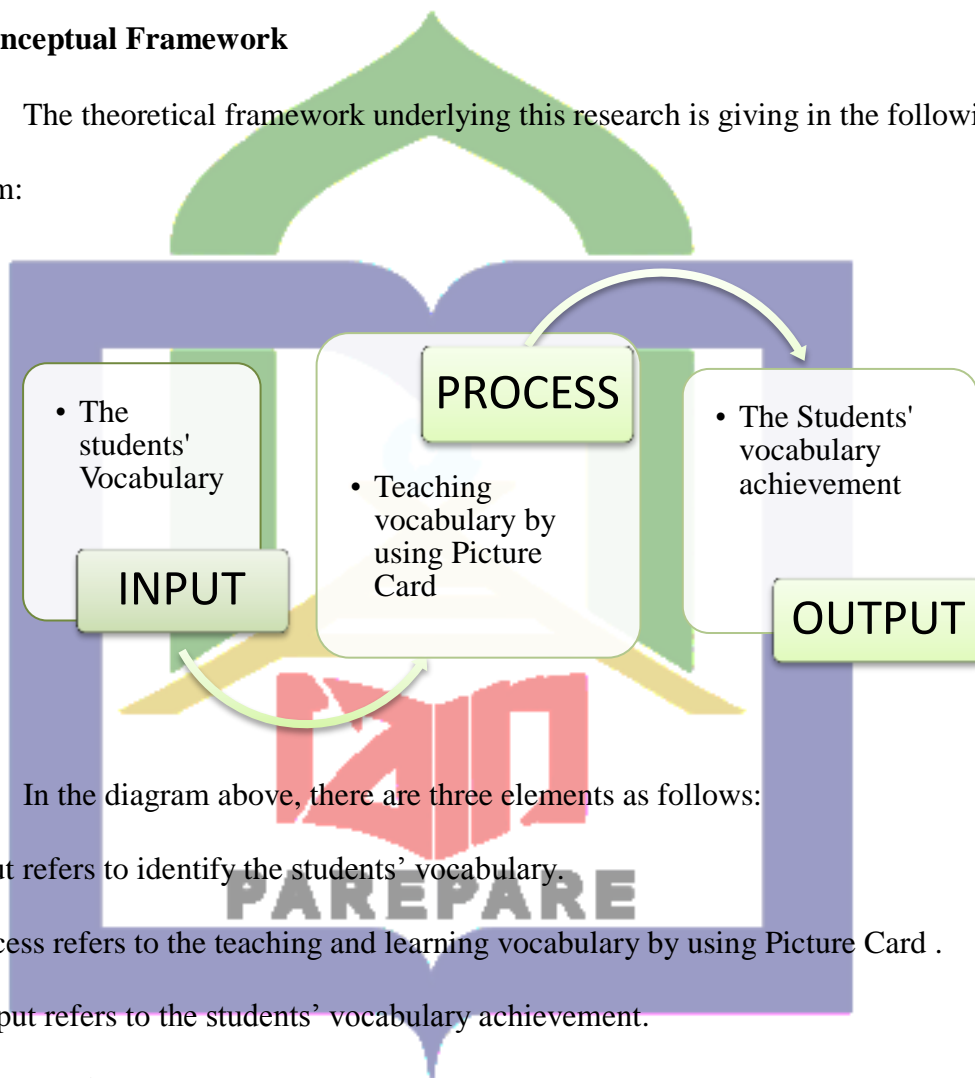
8. Which one doesn't belong? – Print our mat and put four different cards in the squares. Make sure that one is obviously different. Three could be foods, and one could be a vehicle, for example. Ask your child to name which is different, and why. Or you could simply ask, “Which one is NOT something you can eat?” (Note that the mat is designed to be used with the small cards.)

9. Build early literacy skills – Use a set of cards to review early literacy skills, such as rhyming or beginning sounds. You might put out a set of cards and say, “Which one rhymes with dirt?” or “Which one starts with the /p/ sound?” or “Which one starts with an s?” or “Find a picture whose name has 3 syllables.”

10. Make sentences– Print our sentence building cards. Have your child build sentences and use the pictures in the sentences. He can read the sentences back to you to practice reading sight words.

2.3 Conceptual Framework

The theoretical framework underlying this research is giving in the following diagram:



In the diagram above, there are three elements as follows:

1. Input refers to identify the students' vocabulary.
2. Process refers to the teaching and learning vocabulary by using Picture Card .
3. Output refers to the students' vocabulary achievement.

2.4 Hypothesis

- HO = The implementation of Picture Card in teaching vocabulary is not effective to improve the students' vocabulary.

- HI = The implementation of Picture Card in teaching vocabulary is effective to improve the students' vocabulary.

2.5 Operational Definition of Variable

2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

2.5.1.1 The independent variable variable is teaching vocabulary by using Picture Card.

2.5.1.2 The dependent variable is improving the students' vocabulary ability.

2.5.2 Operational Definition

2.5.2.1 picture card is a piece paper as representation of anything is like an object or scene, person and general idea which produce by drawing, painting or photograph for using according to our need

2.5.2.2 Teaching vocabulary is interaction process to improve the students' vocabulary which are :

2.5.2.2.1 students are invided into four groups.

2.5.2.2.2 each groups accupies the corner of the table that has been prepared in the middle of the picture on the table.

2.5.2.2.3 The groups are asked to move to another corner of table every 15 minutes while remembering the vocabulary and the meaning.

2.5.2.2.4 The writers explain the rules of the game a tool in the form of the picture card and how use them.

2.5.2.2.5 Each group is required do arrange the image cards, according to their type in turn of about 5 minutes the image which was priviously randomized by the researcher on the table should be arranged according to it's type.



CHAPTER III

THE METHOD OF THE RESEARCH

3.1 The Research Design

The writers be pre-experiment method by pretest and posttest design. In can be shown as follow:



Where:

- O1 : Pretest
- X : treatment
- O2 : Posttest.²²

3.2 Population and Sample

3.2.1 Population

The population of this research is the seventh grade the students of SMP Negeri 9 Parepare in academic year 2016/2017, there are six classes in SMP Negeri 9 Parepare. The total number of them can be seen in the following table.

3.1 The list of Population

CLASS	NUMBER OF STUDENTS
VIII.1	30
VIII.2	28
VIII.3	30

²²Gay, L.R, “*Education Research Competencies For Analysis and Application*”, Second Edition (Colombus Ohio, 1981), p. 228.

VIII.4	30
VIII.5	26
VIII.6	30
Total	174 students

Sumber: SMP Negeri 9 Parepare

3.2.2 Sample

Because of the large population and the writers using picture card, the writers apply random sampling technique. In which research take one class for experimental class. The technique is used in choosing one class as a sample is taken VIII.6 and total numbers of the sample are 30 students.

3.3 Instrument of the Research

In this research, the writer utilizes vocabulary test and documentation as the instruments. To make it clear, here are the following details:

3.3.1 Vocabulary test

In this research the writer used vocabulary test. The test be used to get data of the students' vocabulary in vocabulary English before and after treatment. This test will be applied in pre-test and post-test. The pre-test will be given before the treatment to find out the students' prior knowledge about vocabulary mastery and post-test will be given after treatment to find out the students' vocabulary in English vocabulary based on the 40 questions which will be given.

3.3.2 Documentation

The writers would use documentation as the last instrument in this research by taking some documentation data such as the pictures during the process of the research and the data of the sample's name.

3.4 Procedure of Collecting Data

In collecting data, the writers use one kind of test as an instrument of collecting data, namely vocabulary test. It is applied as the pretest and posttest. The pretest is given to find out the initial ability before presenting the material and the posttest helps to find out the students' vocabulary mastery after the writer teaches the vocabulary by using picture cards.

3.4.1 The pre-test was given to find out how the student's effectiveness in vocabulary skill is before the treatment. It is spent time for 60 minutes. The test uses pictures or posters consisting of vocabulary and the students write their meanings.

3.4.2 Treatment. The writer uses picture cards in teaching vocabulary to treat the sample. The writer begins to stimulate students to increase their vocabulary mastery by using picture cards. In this case, the students repeat what the teacher says and what they see in the picture or poster. In the research, it will be conducted in four meetings, each spending 60 minutes.

The steps are described as follows:

3.4.2.1 On the first meeting

3.4.2.1.2 The writer and students will sit in a circle.

3.4.2.1.3 The writer greets the students and asks who is absent that day.

- 3.4.2.1.4 The writers gave pray together with the students and then give the topic “Kinds of Animal” for the day and connectiong with the students’ life.
- 3.4.2.1.5 The writers gave introduce all the entire place and playing tools that have been prepared in the center and put the students in each corner, each corner consits of 5-7 students.
- 3.4.2.1.6 The writers asked each student in the corner to do moving from one corner to other in every 15 minutes.
- 3.4.2.1.6 The writers tells about the playing rules for example how to choose the playingmate, the toys, how to use the tools.
- 3.4.2.1.7 Then the writers asked to begin the playing and guide the students to remember the names of the things or the colours that they have to play before.
- 3.4.2.1.8 After that, the students clean up the toys and the writers prepare the different place for each tool so students can classify the tool with its place and asked them again to do the same activities like before.
- 3.4.4.3 On the third meeting
- 3.4.4.3.1 The writers and students sit in the circle.
- 3.4.4.3.2 The writers greet the studnets and ask who is absent that day.
- 3.4.4.3.3 The writers pray together with the students and then give the topic “Kinds of colour” for the day and connectiong with the students’ life.

3.4.4.3.4 The writers gave introduce all the entire place and playing tools that have been prepared in the center and put the students in each corner, each corner consists of 5-7 students.

3.4.4.3.5 The writers asked each student in the corner to do moving from one corner to other in every 15 minutes.

3.4.4.3.6 The writers tells about the playing rules for example how to choose the playingmate, the toys, how to use the tools.

3.4.4.3.7 Then the writers asked to begin the playing and guide the students to remember the names of the things orthe colours that they have to play before.

3.4.4.3.8 After that, the students clean up the toys and the writers prepare the different place for each tool so students can classify the tool with its place and asked them again to do the same activities like before.

3.4.4.4 On the fourth meeting

3.4.4.4.1 The writers and students sit in the circle.

3.4.4.4.2 The writers greet the studnets and ask who is absent that day.

3.4.4.4.3 The writers pray together with the students and then gave the topic “Kinds of Transportation” for the day and connectiong with the students’ life.

3.4.4.4.4 The writers introduce all the entire place and playing tools that have been prepared in the center and put the students in each corner, each corner consists of 5-7 students.

3.4.4.4.5 The writers asked each student in the corner to do moving from one corner to other in every 15 minutes.

3.4.4.4.6 The writers tells about the playing rules for example how to choose the playingmate, the toys, how to use the tools.

3.4.4.4.7 Then the writers asked to begin the playing and guide the students to remember the names of the things orthe colours that they have to play before.

3.4.4.4.8 After that, the students clean up the toys and the writers prepare the different place for each tool so students can classify the tool with its place and asked them again to do the same activities like before.

3.4.3 Post Test

After giving the treatment, the writers gave the students posttest to find out the result of the treatment to measure the students' vocabulary mastery by using picture card. The writers gave the same test in pretest and posttest.

3.5 Technique of Data Analysis

The technique be used to describe of each research variable by showed descriptive statistics analysis:

3.5.1 Scoring the Students by using the formula.

$$\text{Score} = \frac{\text{Correct answer}}{\text{total number of item}} \times 100$$

3.5.2 Classifying the score of the students' vocabulary

Classify the score of the students' vocabularies by the following classification.

NO	SCORE	CLASSIFICATION
1	86-100	Excellent
2	61-85	Good
3	47-60	Fair
4	0-46	Very Poor

3.5.3 To calculate the rate percentage of the learner score used the following formula:

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

Where: P = Percentage
 F = Frequency
 N = Total number of sample

3.5.4 The formula of the mean score as follow:

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

Where : X = Mean Score
 $\sum x$ = The sum of the all score
 N = Total Number of Sample

3.5.5 To calculate standard deviation by using the following formula:

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

Where: SD = Standard Deviation

$\sum x$ = The Sum all square

N = the total number of students

$(\sum x)^2$ = the sum square of the sum of square

3.5.6 Finding significant difference between the mean score of the pretest and posttest

by calculating the value of the test using the following formula:

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

Where: T = Test of significance

D = Mean score

$\sum D$ = the sum of all the score

N = Test of significant.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter consisted of two sections; they are findings of the research and discussions of the findings. The writers analyzed the data that is obtained through the result of pre-test and the result of post-test.

4.1 Research Findings

4.1.1 Data Description

To know the results of the students pre-test and post-test, the writer makes the table of students score such as follows:

Table 4.1 The result of students' pre-test

In this table the writers gave the students the first test before treatment to know the students' knowledge and the writers found that the result of pre-test was bad as saw the score below:

Students	Number of correct answer	Score of Pre- Test	Classification
1	24	60	Fair
2	11	27.5	Very Poor
3	18	45	Very Poor
4	22	55	Fair
5	16	40	Very Poor
6	15	37.5	Very Poor
7	2	5	Very Poor
8	15	37.5	Very Poor
9	8	20	Very Poor
10	20	50	Fair
11	21	52.5	Fair
12	2	5	Very Poor
13	8	20	Very Poor
14	16	40	Very Poor
15	23	57.5	Fair
16	22	55	Fair
17	22	55	Fair
18	18	45	Very Poor
19	10	25	Very Poor
20	24	60	Fair
21	16	40	Very Poor
22	4	10	Very Poor
Total		842.5	

Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula:

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

$$x = \frac{842.5}{22}$$

$$x = 38.3$$

The mean score of pre-test was 38,3, it can be concluded that the students ability in mastery vocabulary before the treatment was very poor.

Then the results of the post-test can be seen on the table below:

Table 4.2 The result of students' post-test

In this table the writers gave the students test again after treatment to know that there was effective and improvement and the writers found that the result of post-test was effective as saw the score below:

Students	Number of correct answer	Score of Post- Test	Classification
1	34	85	Good
2	31	77.5	Good
3	28	70	Good
4	21	55	Fair
5	31	77.5	Good
6	34	85	Good
7	33	82.5	Good
8	32	80	Good
9	28	70	Good
10	33	82.5	Good
11	33	82.5	Good
12	34	85	Good
13	34	85	Good
14	34	85	Good
15	33	82.5	Good

16	37	92.5	Excellent
17	33	82.5	Good
18	30	75	Good
19	23	57.5	Fair
20	37	92.5	Excellent
21	32	80	Good
22	35	87.5	Excellent
Total		1753	

Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula:

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

$$x = \frac{1753}{22}$$

$$x = 79.6$$

The mean score of post-test was 79,6, it can be concluded that the students ability in mastery vocabulary after the treatment by using picture card was good.

The percentage of the pre-test classification also shows that the different percentage of pre-test and post-test results, the writer makes the table of the percentage classification of pre-test as follows:

Table 4.3 The Percentage Of Pre-Test Classification

In this table shows that only classification fair and very poor has percentage and the writers found that the low of the students' knowledge before treatment

Classification	Score	Frequency	Percentage
----------------	-------	-----------	------------

Excellent	86-100	-	-
Good	61-85	-	-
Fair	47-60	6	33%
Very Poor	0-46	16	67%

The table shows that none of students got excellent and good classification. 6 (33%) students got fair classification and 16 (67%) students got very poor classification. It means that the students mastery of vocabulary still low.

The following is the table of the percentage classification of post-test:

Table 4.3 The Percentage of Post-Test Classification

In this table shows that there was significant between percentage classification of pre-test and post-test. In this table there was no percentage of very poor and only 10% got fair, so the writers found that there was improvement

Classification	Score	Frequency	Percentage
Excellent	86-100	3	20%
Good	61-85	17	70%
Fair	47-60	2	10%

Very Poor	0-46	-	-
-----------	------	---	---

The table shows that none of students got very poor classification. 3 (20%) students got excellent classification and 19 (80%) students got good and fair classification. It means that the students mastery of vocabulary after treatment by using picture card was improved significantly.

Based on the data on the table 4.1 and 4.2 the writers also calculated the standard deviation of pre-test and post-test, the results can be seen as follows:

PRE-TEST	POST-TEST
$SD = \sqrt{\frac{\sum x - (\sum x)^2}{n - 1}}$	$SD = \sqrt{\frac{\sum x - (\sum x)^2}{n - 1}}$
$SD = \sqrt{\frac{842.5 - \frac{(842.5)^2}{22 - 1}}{22 - 1}}$	$SD = \sqrt{\frac{1753 - \frac{(1753)^2}{22 - 1}}{22 - 1}}$
$SD = \sqrt{\frac{842.5 - \frac{709806}{21}}{21}}$	$SD = \sqrt{\frac{1753 - \frac{3073009}{21}}{21}}$
$SD = \sqrt{\frac{842.5 - 33800,2}{21}}$	$SD = \sqrt{\frac{1753 - 146333,7}{21}}$
$SD = \sqrt{\frac{32957,7}{21}}$	$SD = \sqrt{\frac{144580,7}{21}}$

$$SD = \sqrt{1569,4}$$

$$SD = 39.61$$

$$SD = \sqrt{6884,7}$$

$$SD = 83$$

According to the data above, the standard deviation of pre-test was 39,61, it is lower than the standard deviation of the post-test 83 So the writer concluded that the picture card was effectifly could improve the students ability in the vocabulary mastering that given to them during the treatment process.

To make sure, the writer also calculated the significant defference of the mean score of post-test. It can be seen as follows:

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

$$t = \frac{79.6}{\sqrt{\frac{1753 - \frac{1753^2}{22-1}}{22(22-1)}}$$

$$t = \frac{79.6}{\sqrt{\frac{1753 - \frac{3073009}{21}}{22(21)}}$$

$$79.6$$

$$t = \sqrt{\frac{1753 - \frac{146333,7}{462}}{462}}$$

$$t = \frac{79,6}{\sqrt{1753 - 316}}$$

$$t = \frac{79,6}{\sqrt{1437}}$$

$$t = \frac{79,6}{37,90}$$

$$t = 2,10$$

According to the data above, the significant difference of post-test was 2,10 and then the writer seeking for the degree of freedom for 22 sample by using the following formula:

$$\begin{aligned} df &= (N-1) \\ &= 22-1 \\ &= 21 \end{aligned}$$

The degree freedom for 21 at significance 5% was 1.711. it can be concluded that the significance difference was higher than the degree freedom $2,10 > 1,711$. It means that the hypothesis of the research is accepted, or there is significant difference between the result of improving students' vocabulary by using picture card at the eighth grade of SMP Negeri 9 Parepare

4.2 Discussion

From the result of analyzing, the writer found that the using of picture card to improve students' vocabulary could improve the ability at the eighth grade of SMP Negeri 9 Parepare in mastering the new vocabularies that given to them. Before the treatment, the pre-test result showed that most of the students or 16 from 22 students got very poor classification so it means there are 54% of the students had very low ability in mastering the new vocabularies that had been given to them and 6 students of the sample that got fair classification so it means that there are 36% of the sample had low ability in mastering the new vocabularies. None of the sample were good or excellent in mastering the new vocabularies. Those result showed that the students really need helpful and those were their real initial ability.

Meanwhile, the mean score data of pre-test also showed that the mean score of students was 38,3. It means that the average ability at the eighth grade of SMP Negeri 9 Parepare in mastering vocabulary before the treatment was very low. Based on the students' pre-test papers, most of the students doing a lots of mistakes in true-false questions of vocabulary. The students at the eighth grade of SMP Negeri 9 Parepare had difficult to answer this kind of test. The writers asked to them and they answered that they knew the meaning of vocabulary but they did not know the right correlation between the vocabulary and its subject such as "A painter paints by using *pen*" the student knew the meaning was pulpen but they really did not know is that tool use by the painter to paint on canvass, so the students just guessing the answer by choosing one of T-F answer.

Most of the students had many of correct answers in multiple choices, this kind of test inside the pre-test was easy for the students. They knew the meaning and directly could choose the right answer of 4 possible answers which has been prepared under of each question.

Those data above had the same line with the observation result which found by the reseracher before doing this research, the reseracher found that the students at the eighth grade of SMP Negeri 9 Parepare had difficulty in memorizing the vocabulary, they were lack of vocabularies. So that, the researcher thought that picture card would help the students to learn with enjoy and improve the students' vocabulary.

During the treatment, the writers used the picture card for four meetings, the students were feeling very interest to the activities inside this method. in the first meeting they still confused and curious about what they will do during the english class and the writers explain and guide them step by step so in second meeting they have known the process and showed nice expressions such as “ayo...ayo... menghafal...!!!” or “let's memorize...!”. Somehow the picture inside the material paper also gave them an unique moment in guessing the indonesian word of each picture because the researcher just prepared the cartoon pictures and not the real pictures.

The students still had difficulties in pronouncing the vocabularies but the researcher still helped them by giving them a way to pronounce the word one by one and in some terms of material, some of them did not know the real object such as the

word “consultant” they knew its meaning “konsultant” but they really did not know its activities of job, they were confused and here the researcher also gave them simple explanation about it.

In every meeting of treatment, the students enjoyed when they played the games in the class and they did not make a lot of noise. They were very calm when the researcher read the name of every pictures. This is the main objective of picture card to make the students feel the maximum of comfortable and enjoyable of the In last 2 meetings, the students could memorize more than half of the vocabularies that given to them. it seen by the simple test that the writers gave to them in the last session by asking all of the vocabularies one by one and they might mention their menaings one by one. The students at the eighth grade of SMP Negeri 9 Parepare had improved ability in memorizing because the happiness feeling that appeared during the learning process by using picture card as DePorter assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity.

In the class, the using of picture card also shown that such as building up good relationship between researcher and students without native language translation, and peripheral learning let students learn unconsciously. After the treatment, the post-test result showed that most of the students or 20 from 22 students got good classification so it means there are 90% of the students had good ability in mastering the new vocabularies that had been given to them and 2 students of the sample that got fair

classification so it means that there are 10% of the sample had low ability in mastering the new vocabularies. None of the sample were poor in mastering the new vocabularies. Those result showed that the students at the eighth grade of SMP Negeri 9 Parepare really had significant improvement.

Moreover, the mean score data of post-test also showed that the mean score of students was 79,6. It means that the average ability of the seventh grade students at the eighth grade of SMP Negeri 9 Parepare in mastering vocabulary before the treatment was good.

Based on the students' post-test papers, most of the them doing a lots of mistakes also in true-false questions of vocabulary. The same thing with the pre-test, the students had difficult to answer this kind of test. The writers asked to them why they still had difficulties in answering and they answered that they forgot the meaning of vocabulary, so the students still in guessing the answer by choosing one of T or F answer.

The students at the eighth grade of SMP Negeri 9 Parepare had more of many correct answers in multiple choices and its shown the increasing in the post-test result is higher than post-test.

Finally, the degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was $2,10 > 1.711$. It means that the hypothesis of the research is accepted. the writer concluded that the improving students' vocabulary by using picture card at the eighth grade of SMP Negeri 9 Parepare was effective.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The last of this research, the writers would like to give a conclusion as stated below:

The research of data analysis showed that there is a significant difference between the pre-test and post-test. The pre-test mean score is 38,3 (**Very Poor**) and Post-Test score is 79,6 (**Good**).

The degree freedom significance 5% was 1,711. it was higher than the result of the significance difference of the post-test that was $2,10 > 1,711$. It means that the hypothesis of the research is accepted. So that improving students' vocabulary by using picture card at the eighth grade of smp negeri 9 parepare was effective.

5.2 Picture Card

To increase the English quality of students, the researcher further proposed some suggestions as follows

- a. For the English teacher
 1. The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition and using new topics to improve the students interest in learning vocabulary, so that the students are not bored.
 2. The English teacher should give high motivation to the students in learning English, so that they can improve their vocabulary mastery.

- b. For the students, they do not less motivation in learning English and always practice to memorize and repeat their vocabularie so that they could use them in their daily activities.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 9 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / semester genap
Alokasi Waktu : Pertemuan Pertama(2 x 45 menit)
Standar Kompetensi : (Kosakata) Menghafal kata Bahasa Inggris dan maknanya yang

berkaitan dengan topik yang dipelajari

Kompetensi Dasar : Menyebutkan kosa kata dan maknanya secara akurat, lancar dan berkeaitandengan topik.

Indikator Pencapaian Kompetensi:

1. Menghafal kosakata yang ada dalam topik dengan benar.
2. Menghafal makna kosakata bahasa Inggris dengan baik.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

1. Menyebutkan kosa kata bahasa Inggris dengan baik dan benar.
2. Menyebutkan makna kosakata bahasa Inggris dengan baik dan tepat
3. Santai dan nyaman belajar khususnya dalam menghafal kosakata bahasa Inggris.

Karakter yang diharapkan :

- Jujur, tanggung jawab, dan percaya pada diri sendiri.
- Keterampilan sosial, kerja keras, melatih menjadi pendengar yang baik, keberanian untuk mencoba.

Materi pembelajaran :

Topik: Kinds Of Animals.

Model dan Metode Pembelajaran

Model : Contextual teaching learning

Metode : by using picture card

Media Pembelajaran : Poster dan Layar proyektor

Langkah-Langkah Pembelajaran

A. Kegiatan Awal (10 menit)

- ✓ Mengkondisikan kelas (Mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama dan mengabsen kehadiran siswa)
- ✓ Apersepsi
- ✓ Siswa menyimak tujuan pembelajaran yang disampaikan peneliti yang meliputi tujuan pembelajaran proses, produk, karakter, keterampilan sosial, dan psikomotor.

B. Kegiatan Inti (± 70 menit)

▪ Eksplorasi

- ✓ Siswa mendengarkan penjelasan dari peneliti mengenai materi yang akan dipelajari, yaitu the name of the job.
- ✓ Peneliti menanyakan kepada siswa tentang jenis-jenis *pekerjaan* yang ada disekitar siswa.
- ✓ Peneliti menunjukkan beberapa jenis pekerjaan menggunakan poster kepada siswa.

▪ Elaborasi

- ✓ Peneliti meminta siswa untuk mengikuti pengucapan atas semua kosakata pekerjaan yang telah disiapkan.
- ✓ Setiap siswa diminta memilih satu pekerjaan
- ✓ Peneliti menjelaskan cara memberi ucapan saat bertemu dan menanyakan pekerjaan ke siswa lain.
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- ✓ Lalu siswa diminta untuk sejenak menarik nafas dengan tenang lalu peneliti memutar kembali musik klasik yang lain dan membacakan sekali lagi dialognya.

- ✓ Siswa diminta mendengarkan apa yang dibacakan oleh peneliti dan siswa diminta tidak melihat teks.
- **Konfirmasi**
- ✓ Siswa dibagi menjadi berpasang-pasangan.
- ✓ Masing-masing pasangan diminta untuk menguji penyebutan kosakata serta maknanya bersama dengan pasangannya masing-masing.
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- ✓ Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit dihafal.
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Parepare,.....2016

Mengetahui

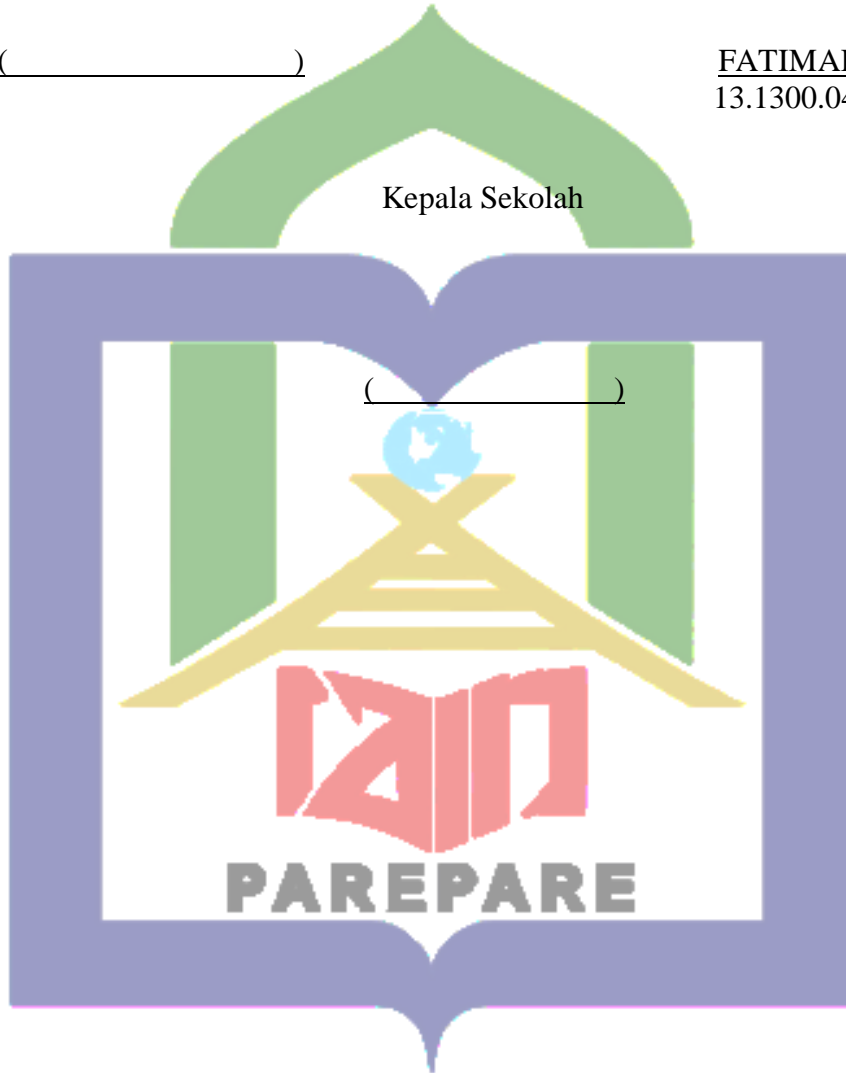
Guru Mata Pelajaran

Mahasiswa Peneliti

(_____)

FATIMAH
13.1300.049

Kepala Sekolah



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Sekolah** : SMP Negeri 9 Parepare
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : VII / semester genap
- Alokasi Waktu** : Pertemuan Kedua (2 x 45 menit)
- Standar Kompetensi** : (Kosakata) Menghafal kata Bahasa Inggris dan maknanya yang berkaitan dengan topik yang dipelajari
- Kompetensi Dasar** : Menyebutkan kosa kata dan maknanya secara akurat, lancar yang berkaitan dengan topik.

Indikator Pencapaian Kompetensi:

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2. Menghafal makna kosakata bahasa Inggris dengan baik.

Tujuan Pembelajaran

Setelah mempelajari materi ini, peserta didik diharapkan dapat:

4. Menyebutkan kosa kata bahasa Inggris dengan baik dan benar.
5. Menyebutkan makna kosakata bahasa Inggris dengan baik dan tepat
6. Santai dan nyaman belajar khususnya dalam menghafal kosakata bahasa Inggris.

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Materi pembelajaran :

Topik: Kinds Of Colour.

Model dan Metode Pembelajaran

Model : Contextual teaching learning

Metode : By using picture card

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▪ Eksplorasi

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▪ Elaborasi

- ✓ Peneliti meminta siswa untuk mengikuti pengucapan atas semua kosakata pekerjaan yang telah disiapkan.
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- ✓ Lalu siswa diminta untuk sejenak menarik nafas dengan tenang lalu peneliti memutar kembali musik klasik yang lain dan membacakan sekali lagi dialognya.
- ✓ Siswa diminta mendengarkan apa yang dibacakan oleh peneliti dan siswa diminta tidak melihat teks.

▪ **Konfirmasi**

- ✓ Siswa dibagi menjadi berpasang-pasangan.
- ✓ Masing-masing pasangan diminta untuk menguji penyebutan kosakata serta maknanya bersama dengan pasangannya masing-masing.
- ✓ Peneliti meminta siswa bertukar pasangan dan saling menguji dengan pasangan mereka yang baru.

C. Kegiatan Akhir (10 menit)

- ✓ Peneliti meminta siswa untuk mengidentifikasi kosakata yang sulit dihafal.
- ✓ Siswa berlatih penyebutan dan menghafal kosakata yang sulit tersebut secara bersama sama
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PAREPARE

Parepare,.....2016

Mengetahui

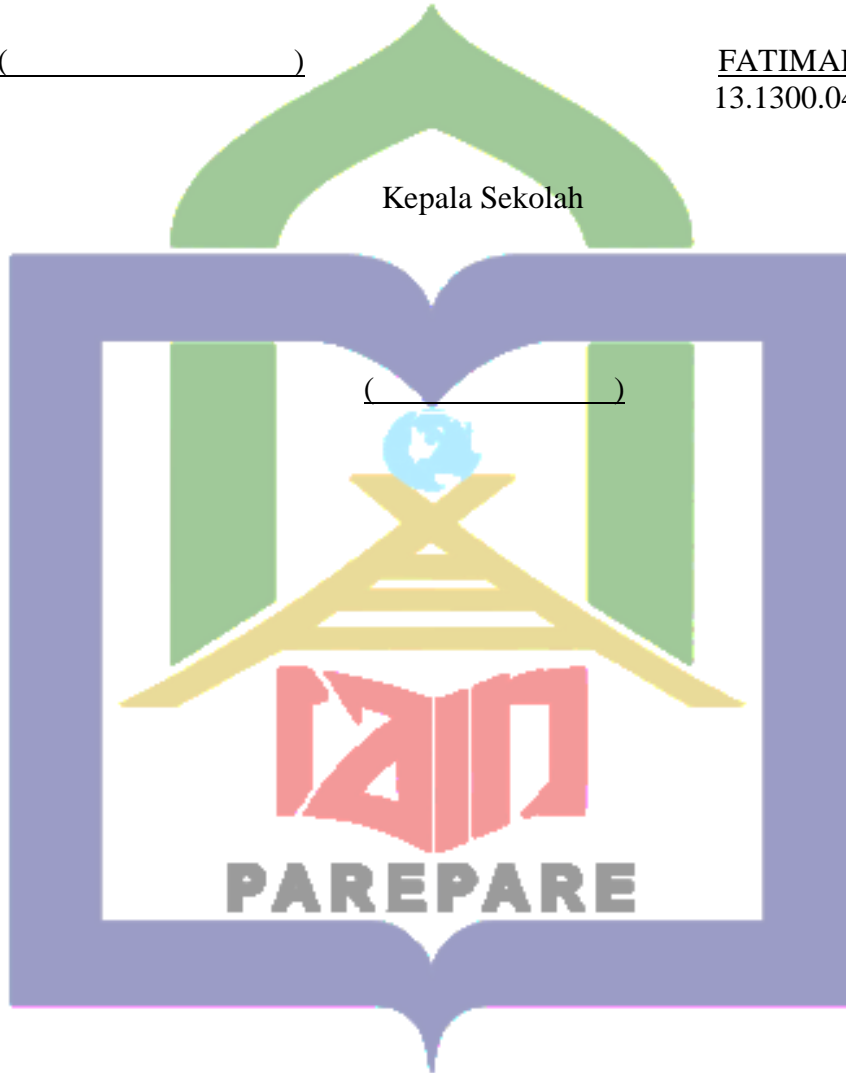
Guru Mata Pelajaran

Mahasiswa Peneliti

(_____)

FATIMAH
13.1300.049

Kepala Sekolah



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 9 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / semester genap
Alokasi Waktu : Pertemuan Ketiga (2 x 45 menit)
Standar Kompetensi : (Kosakata) Menghafal kata Bahasa Inggris dan maknanya yang

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Kompetensi Dasar : Menyebutkan kosa kata dan maknanya secara akurat, lancar dan baik yang berkaitan dengan topik.

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Setelah mempelajari materi ini, peserta didik diharapkan dapat:

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8. Menyebutkan makna kosakata bahasa Inggris dengan baik dan tepat
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Karakter yang diharapkan :

- Jujur, tanggung jawab, dan percaya pada diri sendiri.
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Materi pembelajaran :

Topik: Kinds Of Foods.

Model dan Metode Pembelajaran

Model : Contextual teaching learning

Metode : by using picture card

Media Pembelajaran : Poster dan Layar proyektor

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Parepare,.....2016

Mengetahui

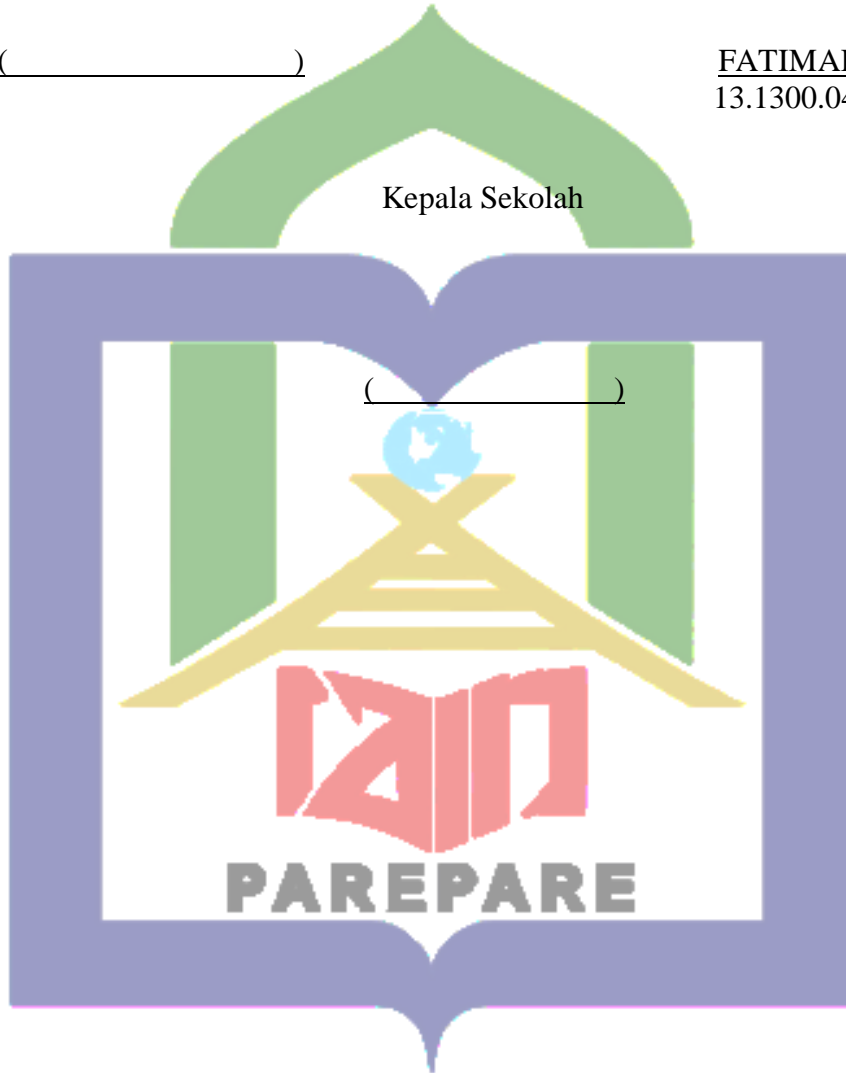
Guru Mata Pelajaran

Mahasiswa Peneliti

(_____)

FATIMAH
13.1300.049

Kepala Sekolah



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 9 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / semester genap
Alokasi Waktu : Pertemuan Keempat (2 x 45 menit)
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Setelah mempelajari materi ini, peserta didik diharapkan dapat:

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11. Menyebutkan makna kosakata bahasa Inggris dengan baik dan tepat
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Materi pembelajaran :

Topik: Kinds Of Transportation.

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- **Eksplorasi**
 - ✓ Siswa mendengarkan penjelasan dari peneliti mengenai materi yang akan dipelajari, yaitu the name of the job.
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Parepare,.....2016

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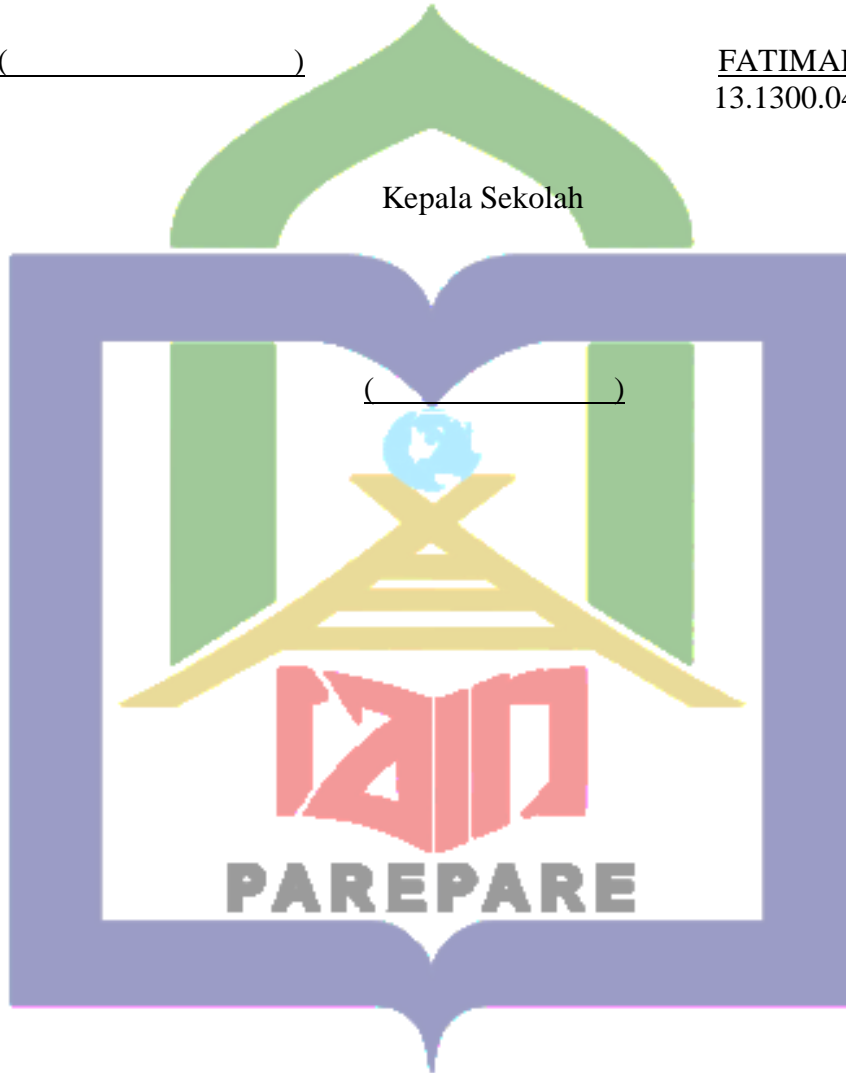
Guru Mata Pelajaran

Mahasiswa Peneliti

(_____)

FATIMAH
13.1300.049

Kepala Sekolah



TEACHING MATERIAL

Firts Meeting

Topic : Animals

Pay attention to the words and write down their meanings!

Sea Animals



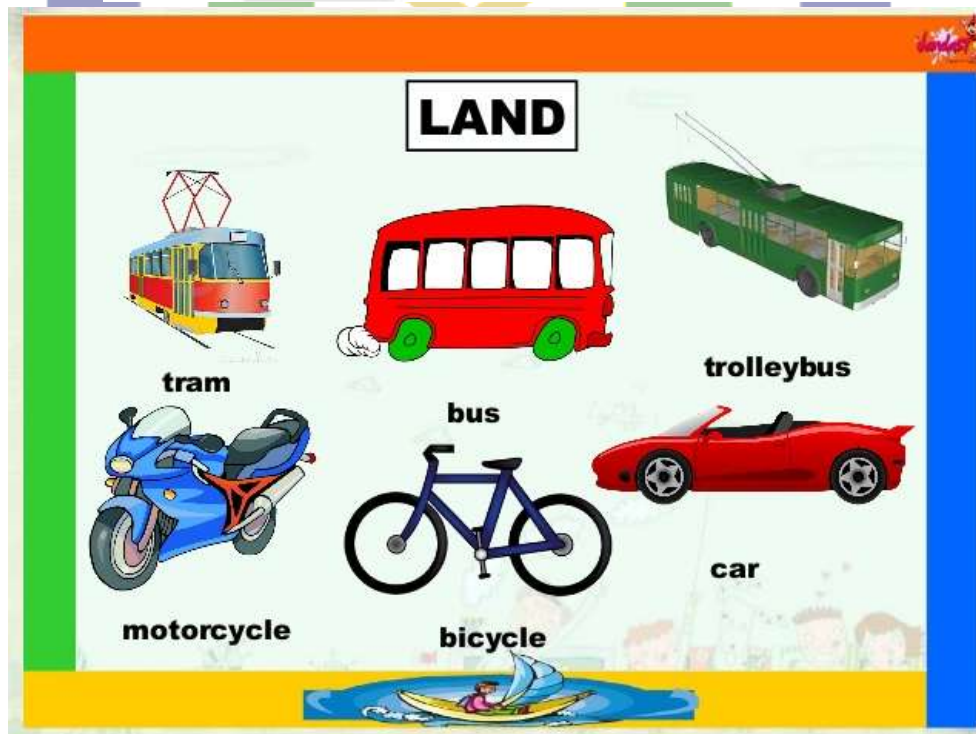
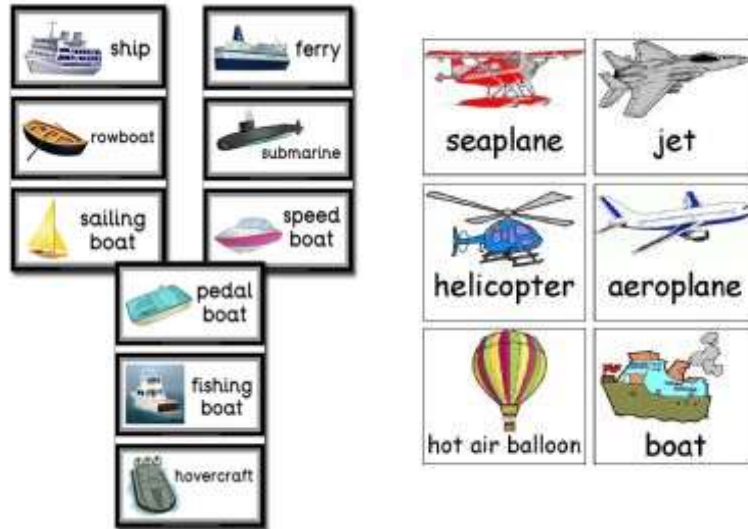
Land Animals



Second Meeting

Topic: Transportation

Pay attention to the words and write down their meanings!



Third Meeting

Topic: Foods

Pay attention to the words and write down their meanings!

Dinner foods



Healthy High-Fat Foods



Junk Foods



Fourth Meeting

Topic: Vegetables

Pay attention to the words and write down their meanings!

VEGETABLES



artichoke



asparagus



beetroot



bell pepper



broccoli



Brussels sprout



cabbage



carrot



cauliflower



celery



corn



cucumber



eggplant



green bean



lettuce



mushroom



onion



pea



potato



pumpkin



radish



sweet potato



tomato



zucchini

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

INSTRUMENT OF THE RESEARCH

Pre Test

Name: _____

A. Multiple Choice Questions!

Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer!

1. It is huge.

- a. Whale b. Dolphin c. Chicken d. Ant

2. Teacher : Hello Sir, What are you eating ?

Chef : Hello, I'm Eating fish.

what is the Chef Eating?

- a. Cocolate c. milk
b. Fish d. banana

3. Alim : I feed my cat.

Businessman : Yours is very cute bro!

Who is Alim feeds with?

- a. Duck b. Cat c. Rabbit d. Dog

4. Malik :

Sastri : Yeah, I have, it's very big.

What is Malik says?

- a. Do you have a car? c. Do you have a bike?
b. Do you have a plane? d. Do you have a Bus?

5. It has liquid like ink.

- a. Fish
 - b. Crab
 - c. Lobster
 - d. Squid
6. Car, Motorcycle, train are the names of
- a. Animals
 - b. Transportations
 - c. Foods
 - d. Vegetables
7. The following is very cheap to be bought, except
- a. Car
 - b. Bus
 - c. Plane
 - d. Boat
8. It has egg...
- a. Cow
 - b. Chicken
 - c. Cat
 - d. Dog
9. the animal has poison, is called
- a. Duck
 - b. Snake
 - c. Bird
 - d. Buffalow
10. We use it in the air.
- a. Jet
 - b. Ferry
 - c. Car
 - d. Sailing Boat

B. Complete There!

Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer. Only number 11 and 12 you can translate the word in brackets to English!

11. There are (4 Kapal Selam) in the sea.
- a. Four jets
 - b. Two Boats
 - c. Four Ships
 - d. Four Submarines
12. I have (12 Bebek) in the cage.

- a. Twelve Ants b. Twelve Lizards c. Twelve Ducks d. Eleven Ducks

13. Mr. Adam works as Pilot. He uses

- a. Ship b. Plane c. Boat d. Bus

14. Mrs. Tina works as Driver, she uses

- a. Train b. Bus c. Motorcycle d. Ship

15. It is made by rice. It is named

- a. Fried Potato b. Fried chicken c. Fried Rice d. Fried Nuts

C. True and False Questions!

Choose one of True (T) or False (F) choices that you think is the right answer then cross (X) on your chosen answer accord with the clue!

16. The snake doesn't has feet. (T – F)
17. A Ship has tire. (T – F)
18. Pizza is from Italia. (T – F)
19. Snake has poison. (T – F)
20. Jets can fly in the air. (T – F)
21. A Captain works on the plane. (T – F)
22. A dog is an animal. (T – F)
23. An Omelet is a food. (T – F)
24. The Hamburger has peanuts inside it. (T – F)
25. Hotdog is circle. (T – F)
26. Tram can swim. (T – F)
27. Corn is red. (T – F)
28. Cucumber is very salty. (T – F)

29. Mushroom has seed. (T – F)

30. Tomato is vegetable. (T – F)

D. Find The Meanings of the words underneath!

31. Car

33. MotoRcicle

35. Peanut

37. Onion

39. Plane

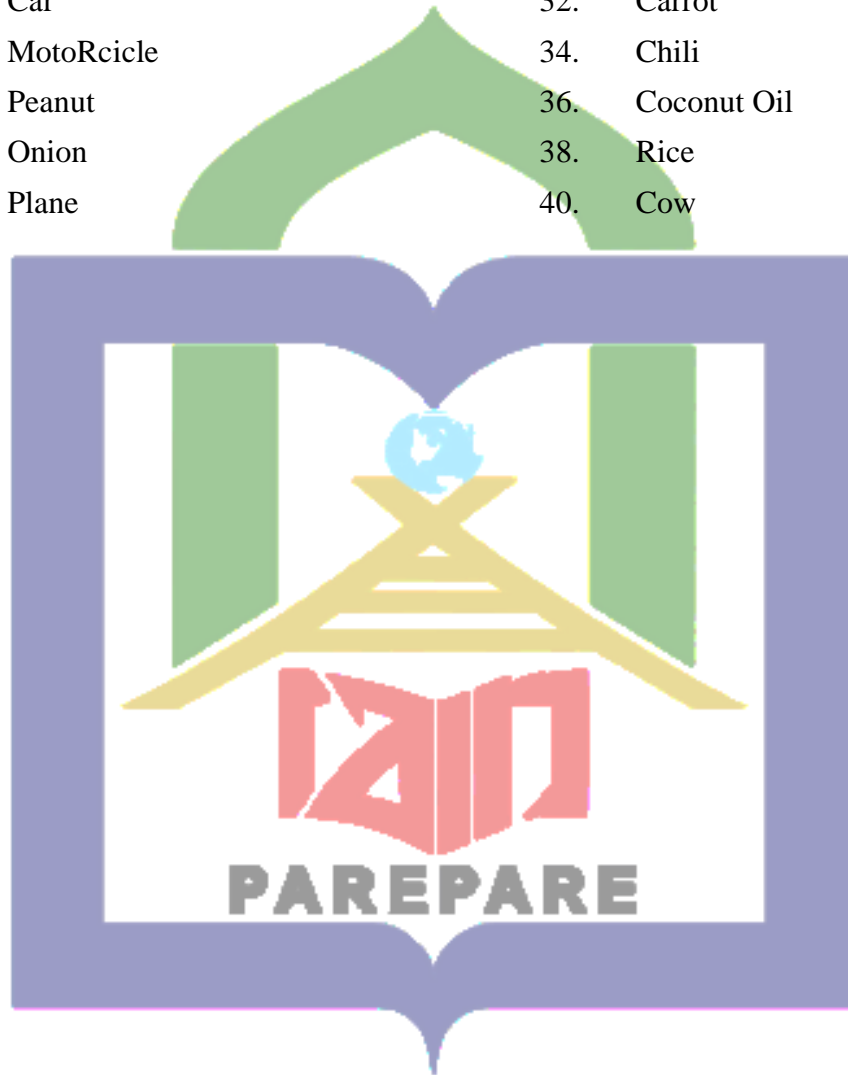
32. Carrot

34. Chili

36. Coconut Oil

38. Rice

40. Cow



Appendice 5. The results of Pre-test

THE RESULTS OF PRE-TEST

Students	Number of correct answer	Score of Pre- Test	Classification
1	24	60	Fair
2	11	27.5	Very Poor
3	18	45	Very Poor
4	22	55	Fair
5	16	40	Very Poor
6	15	37.5	Very Poor
7	2	5	Very Poor
8	15	37.5	Very Poor
9	8	20	Very Poor
10	20	50	Fair
11	21	52.5	Fair
12	2	5	Very Poor
13	8	20	Very Poor
14	16	40	Very Poor
15	23	57.5	Fair
16	22	55	Fair
17	22	55	Fair
18	18	45	Very Poor
19	10	25	Very Poor
20	24	60	Fair
21	16	40	Very Poor
22	4	10	Very Poor
Total		842.5	

THE RESULTS OF POST-TEST

Students	Number of correct answer	Score of Post- Test	Classification
1	34	85	Good
2	31	77.5	Good
3	28	70	Good
4	21	55	Fair
5	31	77.5	Good
6	34	85	Good
7	33	82.5	Good
8	32	80	Good
9	28	70	Good
10	33	82.5	Good
11	33	82.5	Good
12	34	85	Good
13	34	85	Good
14	34	85	Good
15	33	82.5	Good
16	37	92.5	Excellent
17	33	82.5	Good
18	30	75	Good
19	23	57.5	Fair
20	37	92.5	Excellent
21	32	80	Good
22	35	87.5	Excellent
Total		1753	

THE PERCENTAGE OF PRE-TEST CLASSIFICATION

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	61-85	-	-
Fair	47-60	6	33%
Very Poor	0-46	16	67%

THE PERCENTAGE OF POST-TEST CLASSIFICATION

Classification	Score	Frequency	Percentage
Excellent	86-100	3	20%
Good	61-85	17	70%
Fair	47-60	2	10%
Very Poor	0-46	-	-

THE MEAN SCORE OF PRE-TEST AND POST-TEST

PRE-TEST	POST-TEST
$x = \frac{\sum x}{N}$	$x = \frac{\sum x}{N}$
$x = \frac{842.5}{22}$	$x = \frac{1753}{22}$
$x = 38.3$	$x = 79.6$

**THE STANDARD DEVIATION
OF PRE-TEST AND POST-TEST**

PRE-TEST	POST-TEST
$SD = \sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N-1}}$	$SD = \sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N-1}}$
$SD = \sqrt{\frac{842.5 - \frac{(842.5)^2}{22-1}}{22-1}}$	$SD = \sqrt{\frac{1753 - \frac{(1753)^2}{22-1}}{22-1}}$
$SD = \sqrt{\frac{842.5 - \frac{709806}{21}}{21}}$	$SD = \sqrt{\frac{1753 - \frac{3073009}{21}}{21}}$
$SD = \sqrt{\frac{842.5 - 33800,2}{21}}$	$SD = \sqrt{\frac{1753 - 146333,7}{21}}$
$SD = \sqrt{\frac{32957,7}{21}}$	$SD = \sqrt{\frac{144580,7}{21}}$
$SD = \sqrt{1569,4}$	$SD = \sqrt{6884,7}$
$SD = 39.61$	$SD = 83$

**SIGNIFICANT DIFFERENCE OF THE MEAN SCORE
OF PRE-TEST AND POST-TEST**

PRE-TEST	POST-TEST
$t = \frac{D}{\sqrt{\frac{\sum x - (\sum x)^2}{n-1}}}$	$t = \frac{D}{\sqrt{\frac{\sum x - (\sum x)^2}{n-1}}}$
$t = \frac{38,3}{\sqrt{\frac{842,5 - 842,5^2}{22-1}}}$	$t = \frac{79,6}{\sqrt{\frac{1753 - 1753^2}{22-1}}}$
$t = \frac{38,3}{\sqrt{\frac{842,5 - \frac{709,806,25}{21}}{22(21)}}}$	$t = \frac{79,6}{\sqrt{\frac{1753 - \frac{3073009}{21}}{22(21)}}}$
$t = \frac{38,3}{\sqrt{\frac{842,5 - \frac{3380029,76}{462}}{22(21)}}}$	$t = \frac{79,6}{\sqrt{\frac{1753 - \frac{146333,7}{462}}{22(21)}}}$
$t = \frac{38,3}{\sqrt{\frac{337994,5}{462}}}$	$t = \frac{79,6}{\sqrt{1753 - 316}}$
$t = \frac{38,3}{\sqrt{73,1}}$	$t = \frac{79,6}{\sqrt{1437}}$
$t = \frac{38,3}{8,54}$	$t = \frac{79,6}{37,90}$
$t = 4,48$	$t = 2,10$

LIST NAME OF RESEARCH SAMPLE

NO	NAME OF SAMPLE	CLASS	SAMPLE CODE
1	Ahmad fadil mubarak	VIII	
2	Aswin	VIII	
3	Fajri	VIII	
4	Fikran	VIII	
5	Fitriawan	VIII	
6	Haerul	VIII	
7	Haerul akbar	VIII	
8	m. agung dwi arya.Dp	VIII	
9	Fitriani	VIII	
10	Jumriani	VIII	
11	Laila badriah	VIII	
12	Magfirah azzahra.S	VIII	
13	Mayang sari	VIII	
14	Nurul hakikah	VIII	
15	Nur fauziah	VIII	
16	Nurul muh lishah hasman	VIII	
17	Reski amanda sari	VIII	
18	Rika ramadani	VIII	
19	Satriana	VIII	
20	Salenita	VIII	
21	Siti lazerah	VIII	
22	St. Atira ramli	VIII	

Appendice . Surat izin meneliti

**PEMERINTAH KOTA PAREPARE**
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jl. Jend. Sudirman Nomor 78, Telp. (0421) 26250; Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparakota.go.id, WebSite : www.bappeda.pareparakota.go.id
PAREPARE

Parepare, 12 April 2017

Nomor : 050 / 434 / Bappeda
Lampiran : --
Perihal : Izin Penelitian

Kepada
Yth. Kepala Dinas Pendidikan dan Kebudayaan
Kota Parepare
Di -
Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 1051/Sb.08/PP.00.9/01/2017 tanggal 10 April 2017 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : FATIMAH
Tempat/Tgl. Lahir : Cakke, 02 Agustus 1993
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
A l a m a t : Jl. H. Agus Salim, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING BEYOND CENTERS AND CIRCLE TIME OF CLASS VIII AT SMP NEGERI 9 PAREPARE"

Selama : Tmt. 12 April s.d. 12 Mei 2017
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.


Kepala BAPPEDA
Sekretaris,
U M A R, S.Pd., M.Pd
Pangkat Pembina Tk. I
NIP. 19590604 197903 1 003

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara FATIMAH
5. Arsip.

Izin melaksanakan penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
Alamat : Jl. Amal Bhakti No. 08 Soreang Kota Parepare ☎ 10421121307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

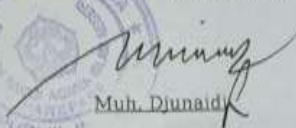
Nomor : B /05/ /Stl.08/PP.00.9/04/2017
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	: FATIMAH
Tempat/Tgl. Lahir	: CAKKE, 02 Agustus 1993
NIM	: 13.1300.049
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL. H. AGUS SALIM NO. 16, KEL. MATTIRO SOMPE, KEC. BACUKIKI BARAT, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :
"IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING BEYOND CENTERS AND CIRCLE TIME OF CLASS VIII AT SMP NEGERI 9 PAREPARE"
Pelaksanaan penelitian ini direncanakan pada bulan **April** sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.
Terima kasih,

10 April 2017
A.n Ketua
Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidy



Page : 1 of 1, Copyright © nfa 2015-2017 - (Firmsanyah) Dicetak pada Tgl : 10 Apr 2017 Jam : 08:04:24

Appendices . Surat keterangan selesai meneliti

**PEMERINTAH KOTA PAREPARE**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 9
Alamat : Jalan Bau Massepe No. 94A (0421) 21940
PAREPARE
Kode Pos : 91121

SURAT KETERANGAN
Nomor : 422 / 090 / SMP.9 / V / 2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a	: FATIMAH
N I M	: 13.1300.049
Fakultas	: STAIN Parepare
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Jl. M.Arsyad No. Parepare

Benar telah melaksanakan penelitian / mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

“ IMPROVING THE STUDENTS VOCABULARY MASTERY BY USING BEYOND CENTERS AND CIRCLE TIME AT THE EIGHT GRADE OF SMP NEGERI 9 PAREPARE.”

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 09 Mei 2017
Kepala Sekolah,

KAMALUDDIN, S.Pd, M.Pd
NIP. 19621231 198403 1 115



Appendice 1. Documentation









CURRICULUM VITAE



FATIMAH. The writer was born on August 2nd, 1993 at Enrekang, Kec. Anggeraja. she is the First child in his family. She has one brothers and one sister. His father's name is Sudirman and his mother's name is Hasnawati. His educational background, she began her study 2001 in SDN 33 Parepare Kota Parepare, Kecamatan Bacukiki and graduated on 2007, at the same year she registered at SMPN 9 Parepare, Kec. Bacukiki, and graduated in 2010, at the same year she registered in SMAN 2 Parepare, Kec. Bacukiki, and graduated in 2013 she registered at Institute Islamic College (IAIN) Parepare at English Education Program and finished his study by title of skripsi "Improving The Students' Vocabulary Mastery By Using Picture Card At The Eighth Grade Of SMP Negeri 9 Parepare"

