THE EFFECT OF USING PICTURE IN TEACHING VOCABULARY AT SEVENTH GRADE SMP NEGERI 8 PADANGSIDIMPUAN

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

HAMZAH SAFAWI HASIBUAN
Reg. No. 18 203 00071

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

2023

THE EFFECT OF USING PICTURE IN TEACHING VOCABULARY AT SEVENTH GRADE SMP NEGERI 8 PADANGSIDIMPUAN

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

HAMZAH SAFAWI HASIBUAN
Reg. No. 18 203 00071

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2023

THE EFFECT OF USING PICTURE IN TEACHING VOCABULARY AT SEVENTH GRADE SMP NEGERI 8 PADANGSIDIMPUAN

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

HAMZAH SAFAWI HASIBUAN

Reg. No. 18 203 00071

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Rayendriani Fahmei Lubis, M.Ag

NIP. 19710510 200003 2 001

Advisor II

Fitri Rayani Siregar, M.Hum

NIP. 19820731 200912 2 004

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2023

LETTER OF AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidimpuan, Agustus 2023
a.n. **Hamzah Safawi Hasibuan**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Hamzah Safawi Hasibuan**, entitled **"The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710520 200003 2 001

Advisor II

Fitri Rayani Siregar,M.Hum
NIP. 19820731 200912 2 004

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name	: Hamzah Safawi Hasibuan
Reg. Number	: 18 203 00071
Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis	: **The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, Agustus 2023

Declaration Maker

Hamzah Safawi Hasibuan

Reg. Number 18 203 00071

APPROVAL STATEMENT OF PUBLCATION

As Academic Cavity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Hamzah Safawi Hasibuan
Registration Number : 18 203 00071
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Non Exclusive Royalty Right on my thesis with entitled: **"The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan".** With all the sets of equipments (if needed). Based on this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, August 2023
Signed

Hamzah Safawi Hasibuan
Reg. Number 18 203 00071

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name	:	Hamzah Safawi Hasibuan
Registration Number	:	18 203 00071
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis	:	**THE EFFECT OF USING PICTURE IN TEACHING VOCABULARY AT SEVENTH GRADE SMP NEGERI 8 PADANGSIDIMPUAN**

Chief,

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

Secretary,

Shokira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Members,

Fitri Rayani Siregar, M.Hum.
NIP. 19750917 200312 2 002

Shokira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Ida Royani, M.Hum
NIP.19901112 202012 2 006

Rayendriani Fahmei Lubis, M,Ag
NIP 19710510 200003 2 001

Proposed:

Place	: Padangsidimpuan
Date	: July, 25th 2023
Time	: 08:00 WIB until finish
Result/Mark	: 76.25 (B)
IPK	: 3.08
Predicate	: Very Good

RELIGION MINISTRY INDONESIAN REPUBLIC
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	**: The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan.**
Name	**: Hamzah Safawi Hasibuan**
Reg. Num	**: 18 203 00071**
Faculty/ Department	**: Tarbiyah and Teacher Training Faculty/ TBI**

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, Juni 2023.
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP 1972 1920 200003 2 002

ABSTRACT

Name : **HamzahSafawiHasibuan**

Reg. Num : **18 203 00071**

Faculty : **Tarbiyah and Teacher Training Faculty**

Department : **English Education**

Title of Thesis : **The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan**

This research is intended to investigate the Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan. The problem that faced by students in this researchwere the students do not know the meaning of the words and they had problems in memorizing of vocabularies.This research has three formulation of the problem,they are how is the result of teaching vocabulary before learning by using picture at SMP Negeri 8 Padangsidimpuan, how is the result of teaching vocabulary before learning by using picture at SMP Negeri 8 Padangsidimpuan and is there any significant effect of using picture in teaching vocabulary at SMP Negeri 8 Padangsidimpuan.This research uses quantitave research by using experimental method, where the data collected and analyze through statistical analysis. The population was the whole students at VII grade SMP Negeri8Padangsidimpuan. The sample were VII-5 and VII-6 1 that consisted of 32 students each class.The data were collected through pre-test and post-test in multiple choice test form and analyzed by usingT-test. The result of this research showed that the mean score of experimental group was higher than the mean score of control group after using picture. The mean score of experimental group after using picture was 86.86 and mean score of control group was 70.34. It can be concluded that picture is very useful for learning vocabulary. In addition, $t_{count} > t_{table}$ (13.98 >1.99). It means there is significant effect on students' vocabulary in learning by using picture at Seventh grade students of SMP Negeri 8 Padangsidimpuan.

Key Words: Picture, Learning Vocabulary.

ABSTRAK

Name : **HamzahSafawiHasibuan**

Reg. Num : **18 203 00071**

Faculty : **FakultasTarbiyahdanIlmuKeguruan**

Department : **PendidikanBahasaInggiris**

Title of Thesis : **PengaruhPenggunaanGambardalamPembelajarnKosakataKelas VII SMP Negeri 8 Padangsidimpuan**

Penelitian ini bertujuan untuk menyelidiki Pengaruh Penggunaan Gambar dalam Pengajaran Kosa Kata di Kelas Tujuh SMP Negeri 8 Padangsidimpuan.Masalah yang dihadapi oleh siswa dalam penelitian ini adalah siswa tidak mengetahui arti dari kata-kata dan mereka memiliki masalah dalam menghafal kosakata .Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana hasil pengajaran kosa kata sebelum pembelajaran dengan menggunakan gambar di SMP Negeri 8 Padangsidimpuan, bagaimana hasil pengajaran kosakata sebelum pembelajaran dengan menggunakan gambar di SMP Negeri 8 Padangsidimpuan dan apakah adapengaruh signifikan penggunaan gambar dalam pengajarankosa kata di SMP Negeri 8 Padangsidimpuan**.**Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen lebih tinggi dari pada skor rata-rata kelompokkontrolsetelahmenggunakangambar. Nilai rata-rata kelompok eksperimen setelah menggunakan gambar adalah 86,86dannilai rata-rata kelompok control adalah 70,34. Dapat disimpulkan bahwa gambar sangat berguna untuk belajar kosa kata.Selain itu, thitung>ttabel (13,98> 1,99). Artinya ada pengaruh yang signifikan terhadap kosa kata sisw adalam pembelajaran dengan menggunakan gambar pada siswa kelas VII SMP Negeri 8 Padangsidimpuan.

Kata Kunci:Gambar, PembelajaranKosakata.

اسم : حمزةصفاويحسيبوان
ريج .رقم : 1820300071
كلية : كليةالتربيةوتدريبالمعلمين
قسم : تعليماللغةالإنجليزية (3-TBI)
عنوانالرسالة . : تأثيراستخداماالصورةفيتدريسالمفرداتفيالصفالسابعالثانوية٨بدانجسيدمبوان

خلاصة

يهدفهذاالبحثإلىدراسةتأثيراستخداماالصورةفيتدريسالمفرداتفيالصفالسابعالثانوية٨بدانجسيدمبوان . كانتالمشكلةالتيواجههاالطلابفيهذاالبحثعدممعرفةالطلابلمعنىالكلماتوواجهتهممشاكلفيحفظالمفردات .

يحتويهذاالبحثعلىثلاثصيغللمشكلة،وهيكيفتكوننتيجةتدريسالمفرداتقبلالتعلمباستخداماالصورةفيالثانوية٨ بدانجسيدمبوان،كيفتكوننتيجةتدريسالمفرداتقبلالتعلمباستخداماالصورةفيالثانوية٨بدانجسيدمبوانوهلهناكأيتأثيركبير لاستخداماالصورةفيتدريسالمفرداتفيالثانوية٨بدانجسيدمبوان .

يستخدمهذاالبحثالبحثالكميباستخداماالطريقةالتجريبية،حيثيتمجمعالبياناتوتحليلهامنخلالالتحليلالإحصائي .كانالسكانهمجميعالطلابفيالصفالسابعالثانوية٨بدانجسيدمبوان . كانتالعينةالسابع -٥والسابع-٦ MIPA 1 التيتتألفمن٣٢طالبًافيكلفصل،وتمجمعالبياناتمنخلالالاختبارالقبليوالبعديفينموذجاختبارالاختيارمنمتعددوتحليلهاب استخداماختبارت .

أظهرتنتيجةهذاالبحثأنمتوسط درجة المجموعةالتجريبيةكانأعلىمنمتوسط درجة المجموعةالضابطةبعداستخدامالصورة .كانمتوسط درجة المجموعةالتجريبيةبعداستخدامالصورة 86.86 ،ومتوسط درجة المجموعةالضابطة٣٤ .٧٠يمكنالاستنتاجأنالصورةمفيدةجدًافيتعلمالمفردات .بالإضافةإلىذلك، tcount> ttable (13.98> 1.99) .
هذايعنيأنهناكتأثيرًاكبيرًاعلىمفرداتالطلابفيالتعلمباستخداماالصورةفيطلابالصفالسابع الثانوية٨بدانجسيدمبوان.
الكلماتالمفتاحية: الصورة،تعلمالمفردات .

ACKNOWLEDGEMENT

BISMILLAAHIR ROHMAANIR ROHIIM

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her entitled " The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan''The second, sholawat and salam upon to the Prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era. In the process of finishing this thesis, I got a lot of guidance, help, inspiration, support and motivation from many people.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got of guidance, help, inspiration, support and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. RayendrianiFahmeiLubis, M.Ag., as my first advisor and Mrs. FitryRayaniSiregar, M.Hum., as my my second advisor and also as the Chief of English Department. Both of them are the greatest advisors ever. Who have guided me for finishing this thesis, gave me much idea, knowledge and suggestion sincerely and have guided me patiently during the process of writing this thesis.
2. Mr. Dr. H. DarwisDasopang, M.Ag., as the Rector of Universitas Islam NegeriSyekh Ali Hasan Ahmad AddaryPadangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M,Si., as the Dean of Tarbiyah and Teacher Training Faculty.

4. All of lectures and all of academic cavities of Universitas Islam NegeriSyekh Ali Hasan Ahmad AddaryPadangsidimpuan who have given me so much knowledge and information around college during I studied in this University
5. Big thanks to Mr. Zainuddin, M.Hum., as my academic advisor who has given me motivation, and guidance as long as I was a student in this University.
6. Mrs. EkaSustridaHarida, M.Pd., Mr. DrFitriyadiLubis, M.Pd., Mrs. YusniSinaga, M.Hum., Mrs. Sri RahmadhaniSiregar, MPd., Mrs. Ida Royani, M.Hum., Mrs. Sokhira Linda VindeRambe, S.Pd., M.Pd., and other English lectures who have given me much knowledge.
7. My beloved parents (Mr. Kali HasanHasibuan and Mrs. Dahlena Batubara) ,my beloved Old sister (Mrs. RohayumiHasibuan) and my lovely young brother and young sisters (RahmadMuliaHasibuan, RahmaHusniHasibuan, and Risky SyintiaHasibuan) who always give me a lot of love, affections, attentions, preyers, motivations and big spirit how to be patient and survive in any condition by my own self. Especially for my parents who have done many things for me so that I can achieve my dream, and who have been my inspiration.
8. PahwinAlfariziPulungan, S,Pd., as my Co-teacher who has helped me to do this research.
9. My lovely sisters AstyEkaPutri, HeniArwidaHasibuanS.Pd., and also my brother YasfiShihabDasopang S.E., who have motivated, supported and helped me how to write this thesis well.
10. My greatest friends Yaser Al Wahid, AnggiSetiaPanggabean, MeditaWiloka, LianFitriadi, SafwanArif, JuliErmina, S.Pd, JerniMayanti, S.Pd, and SitiAsiahRangkuti, S.Pd., who have motivated and helped me when I faced difficulty in finishing this thesis.

11. Big thanks to all my friends TBI-1, TBI-2, especially all my beloved friends TBI-3 who have made my life be colorful and memorable for 4 years, and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.

I realize this thesis can't be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 26 Juni 2023

Researcher

HamzahSafawiHasibuan
Reg.Num. 18 203 00071

TABLE OF CONTENTS

TITLE PAGE **page**
LETTER OF AGREEMENT
DECLARATION LETTER OF WRITING OWN THESIS
PUBLICATION APPROVAL STATEMENT
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY
ABSTRACT i
ABSTRAK ii
ABSTRAK ARAB iii
AKNOWLEDGEMENT iv
TABLE OF CONTENT vii
LIST OF TABLES ix
LIST OF FIGURES x
LIST OF APPENDICES xi

CHAPTER I : INTRODUCTION

A. Background of the Problem 1
B. Identification of the Problem 5
C. Limitation of the Problem 5
D. Formulation of the Problem 5
E. Objectives of the Research 6
F. Significances of the Research 6
G. Definition of the Operational Variables 7
H. Outline of the thesis 8

CHAPTER II : LITERATURE OF REVIEW

A. Theoretical Description 10
   1. Picture 10
      a. Definitions of Picture 10
      b. Advantages and Disadvantages of Picture 11
   2. Functions of Picture 12
   3. Criteria of Pictures 13
   4. Types of Criteria 14
   5. The Procedures of Using in Teaching Vocabuly 16
      1) Teaching 18
      2) Vocabulary 18
         a. Definition of Vocabulary 18
         b. Kinds of Vocabulary 22
         c. The Purposive of Learning 23
      3) Teaching Vocabulary 23
      4) Principle for Teaching Vocabulary 26
      5) How to Present New Vocabulary 28
      6) Teaching Vocabulary by Using Picture 31

7) Problem in Learning Vocabulary..... 32
8) Procedure Teaching Vocabulary Picture at junior High School 35
B. Review of Related Findings..... 35
C. Conceptual Framework..... 38
D. Hypothesis 40

CHAPTER III : RESEARCH METHODOLOGY

A. Place and Time of Research..... 41
B. Research Design..... 41
C. Population and Sample..... 42
D. Instrument of the Research..... 44
E. Validity and Realibility..... 45
F. Procedure of Research..... 46
G. Procedures of Data Collecting 47
H. Techniques of Data Analysis 50

CHAPTER IV : THE RESULT OF RESEARCH

A. Description of Data..... 51
1. Data Pre-test in Experimental Class 51
2. Data Post-test in Experimental Class..... 52
3. Data Pre-test inControl Class..... 53
4. Data Post-test in Control Class..... 54
B. Data Hypothesis..... 56
C. Discussion..... 59

CHAPTER V : CONCLUSSION AND SUGGESTION

A. Conclusion 63
B. Suggestion..... 63

REFERENCES
APPENDIXES

LIST OF TABLES

Table I :Table Procedure Teaching Vocabulary 35
Table II :Table of the Design of Collecting Data..... 46
Table III : Table of population the Students 46
Table IV : Table Samples the Research..... 47
Table V : Table Indicator of the Test 48
Table VI : Table of Percentage Pre-test of Experimental Class 55
Table VII : Table Data Post-test in Experimental Class 57
Table VIII : Table Data Pre-test in Control Class..... 58
Table IX : Table Data Post-test Control Class 59
Table X : Table the Stdents'score classification 60

LIST OF FIGURES

Figure I : Conceptual Framework 43

Figure II : Histogram Students'in Pre-test Experimental Class 56

Figure III : Histogram Students'inPos-test Experimental Class..... 57

Figure IV :HistogramStudents'in Pre-test Control Class..... 58

Figure V :HistogramStudents'inPos-test Control Class 60

LIST OF APPENDIXES

Appendix I : Lesson plan of Experimental Class

Appendix II : Lesson plan of Control Class

Appendix III : Form of Construct Validity for Vocabulary Test

Appendix IV : Instrument for Pre-Test

Appendix V : Instrument for Post-Test

Appendix VI : Key of Answer of Instrument Pre-Test and Pos-Test

Appendix VII : Part of Body

Appendix VIII: Part of Objects

Appendix IX : Students' Score in Pre-Test of Experimental Class

Appendix X : Students' Score in Pre-Test of Control Class

Appendix XI : Students' Score in Post-Test of Experimental

Appendix XII : Students' Score in Post-Test of Control Class

Appendix XIII: Post-Test Experimental Class

Appendix XIV: Pre-Test of Experimental Class

Appendix XV: Post-Test Control Class

Appendix XVI: Pre-Test Control Class

Appendix XVII: The Scores of Pre-Test and Post-Test of Experimental Class

Appendix XVIII: The Scores of Pre-Test and Post-Test of Experimental Class

Appendix XIX: The Scores of Pre-Test and Post-Test of Control Class

Appendix XX : The Scores of Pre-Test and Post-Test of Control Class

Appendix XXI: Hypothesis

Appendix XXII: Research Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a form of communication that humans need as a social being to understand each other. Human can communicate with use a language as a tool of communication. Whatever the circumstances happy, sad or angry, everything can be expressed by between peoples or humans and nations. So, it can be said that the language that humans need.

There are several language that have been categorized into international language, including Arabic and English. Besides Arabic, English is one of international language in the world. Human in the world can communicate between countries by English, either direct communication or communication, its means someone should have the stock of vocabulary in order they can develop their English.

In the junior high school (SMP) curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure: Vocabulary, grammar and pronunciation.

Vocabulary as a basic learning is one very important aspect in learning language. It needs to know much vocabulary to produce a language. All skills in English need vocabulary to comprehend the language easier. Hence, vocabulary as

the basic of language can form the formulation of complete spoken and written texts in language aspect.

Vocabulary is one of important language elements that students should develop it. Having a lot of vocabulary will enable the students to construct the sentence, and then eventually lead them to establish a communication among them. Mastering a great deal of English vocabulary for achieving communicative effectively because they do not know many of the words they need.[1]

Vocabulary includes collection of words. The words are known not only as individual words, but also a group of words that have meaning. To develop students' language skill in reading, listening, speaking and writing. The students must have degrees of vocabulary. David stated "the teaching vocabulary has assumed its rightful place as the fundamentally important aspect of language development.[2] Its means someone should have the stock of vocabulary in order they can develop their English.

The teacher as a key factor in the classroom is the resource in the teaching and learning of English. However, most English language teachers are non-native speakers of English and they are not well trained especially in Padangsidimpuan. In doing so, teachers may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of the students

---

[1] Paul Davies Succes in English Teaching, (Oxford: Oxford University Press, 2000), p. 59

[2] David Nunan Practice English Language Teaching, (New York: Graw Hill, 1999),p.113

that they can easily get bored. It is important to consider what kind of strategy can be used in order to make English for the young students become easy and interesting. To get the attention of the students, it is necessary to create the class situation which can motivate the students to study. One of the ways to create the class more interesting is through media.

The important in teaching vocabulary, is media can help teachers to explain the material. It also stimulates students to learn more enthusiastically. It means that students more understand about vocabulary if the teacher teaches them by using media and the teacher know how to teach them by using media. There are various ways can be applied in teaching vocabulary, such as media teaching teachniques, method and strategies.[3]

The media that expect learning vocabulary, they are pictures and flash cards. Pictures are media reproduction original from two dimensions. The picture colored in the general interest attention the students, then, flash card is a kind of visual media. Picture is not expensive media and can be designed in full of color. The role of picture in teaching vocabulary is the teachers show the students pictures on it. Say the English word clearly, and then repeat it all together. At the same time wait and see if anyone can remember the word. There is usually at least one child who can less say the word: give this child encouragement and help with pronunciation, then use students as a model for rest of the class. So, the researcher will use pictures

[3] Tri, Rahmi Dian, ‘’The Effectiveness of Using List of Group Label Strategy on Vocabulary Achievement’’. (Jounal Language and Education), Vol. 6 No. 2, 2021,p.156.

in teaching vocabulary. David Nunan stated, that pictures are good to use in learning vocabulary.

In SMP Negeri 8 Padangsidimpuan, the teacher has not applied this strategy. They only apply traditional strategy. The students only learn vocabulary through the reading text. Based on the observation and interview from the English teacher said the students condition of learning vocabulary in SMP Negeri 8 Padangsidimpuan still poor.[4] The writer before, this strategy is not effective to increase the students' vocabulary mastery. Besides, this strategy seems to be boring for the students. That is why the writer tries to find out whether the new strategy by using picture games strategy can help the students tohave better vocabulary mastery in the future. If there is a positive effect of using flashcards game strategy on students' vocabulary mastery, this strategy can be applied in this school or even in other schools to make their English skills better.

Teaching English at SMP Negeri 8 Padangsidimpuan is based on KTSP (School Based Curriculum), each school believed that the curriculum can improve the quality of school. It focuses on teaching and learning process where the teacher is only as guide and the students are the subject. This system is adopted from students centered learning. In this school, English is taught twice in a week. In increasing students' vocabulary, teacher usually use dictionary. By using it, the students expected to be able to master vocabulary well. In reality, it is not satisfied

[4] Private Interview with Mrs.Linceria Saragih. As English Teacher at SMP Negeri 8 Padangsidimpuan, observation, April 16th time 09: 30 a.m).

yet such as the students still get difficulties in understanding what teacher said and what they read.

So, from the explanation above, the writer wants to find the effects of using picture on the students' vocabularies. Therefore, the writer is interested in carrying out a research entitle **"The Effect of Using Picture in Teaching Vocabulary at Seventh Grade of SMP Negeri 8 Padangsidimpuan.**

B. Identification

There are some problems in teaching English, especially in teaching vocabulary. During observation, the writer found many problems that faced by students at seventh grade of SMP Negeri 8 Padangsidimpuan in learning memorizing of vocabularies. It can be identified from ability of students who cannot master the meaning of some vocabulary that the writer asked. The other identification about their problems is many students did not know the meaning of most words in a text.It is because the students cannot add new vocabulary better because they are seldom practicing their vocabulary gives by the teacher.

C. Limitation of the problems

The researcher limits the research only for students in learning vocabulary. The aim of this study is to teach students about things at school, parts of school, parts of house, family words, occupation, work place and job responsibilities by using picture. The kind of picture in this research is a picture of individual object.

D. Formulation of the Problems

The formulations of the research are:

1. How is the students' vocabulary mastery before learning by using picture at SMP Negeri 8 Padangsidimpuan?
2. How is the students'vocabulary mastery after learning by using picture at SMP Negeri 8 Padangsidimpuan?
3. Is there any significant effect of the using picture on students' vocabulary mastery at SMP Negeri 8 Padangsidimpuan?

E. Objectives of the Research

Considering the formulation of the problems above, the objectives of this research can be formulated to know the effectiveness of pictures to students' vocabulary at SMP Negeri 8 Padangsidimpuan which is described as follow:

1. To find out the students' vocabulary at seventh grade of SMP Negeri 8 Padangsidimpuan in vocabulary before using picture.
2. To find out the students' mastery at seventh grade of SMP Negeri 8 Padangsidimpuan in vocabulary after using picture.
3. To find out the effect of using picture in teaching vocabulary at seventh grade of SMP Negeri8 Padangsidimpuan.

F. Significances of the Research

The significance of the research is expected to be useful for the teacher to improve their teaching of English vocabulary. It is also expected to be useful for the students in increasing their vocabulary. The study has two major benefits as follows:

1. Theoretically
   a. The finding out this research will enrich the theory of teaching vocabulary using picture.
   b. The result of the research can be use as the reference for those who want to conduct a research in English teaching learning process.
2. Practically
   a. The research will give way to solve the problem in teaching English
   b. It can motivate the students to learn English in order to be more interesting in learning vocabulary
   c. Other teachers can adopt the strategy of using media picture.

G. Definition of Operational Variables

To avoid the ambiguity, this research are consists of two variables, they are variable X and variable Y. So, the definition of these variables can be described as follows:

1. Pictures (Variable X)

   A picture is a visual media that produced from photograph. It is everything that made into two dimensions. In this research picture means a tool used in order to know the effectiveness of that to students on mastery vocabulary at SMP Negeri 8 Padangsidimpuan.

2. Teaching Vocabulary (Variable Y)

   Vocabulary is a list of words and often, phrases, abbreviations, inflectional forms usually arranged in alphabetical order and defined or otherwise

identified, as in a dictionary or glossary. In this research, aspect of vocabulary which is told is verb, and noun. This is consistent with the validity of the test where the material to be tested must be in accordance with the subject matter of vocabulary that studied by students. Then, after making assessment of the subject matter of vocabulary of seventh grade, is the subject material of vocabulary that they are learning, discuss about noun and verb. Then, it is also concerned with the reasons about the limitations of an image in explaining a vocabulary of adverbs.

Mastery is masterly ability expert skill or knowledge. In this research, vocabulary mastery refers to the number of vocabulary recognized by the students based on their level of school.

H. Outline of the Thesis

This research is organized into five chapters. Every chapter is divided into several subtopics to elaborate the given issues. Chapter one consists of introduction, they are: the background of the problem, the identification of the problem, then limitation of the problem, the formulation of the problem, the purpose of the research, the significances of the research of the research, the definition of operational variables, and the outline the thesis.

Chapter two consists of the theoretical review, which explain about teaching vocabulary, pictures, review related finding, the conceptual framework and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter: the place and time of the research, the research methodology, the population and sample, the research instrument, the procedure of data collection, and the technique of analyzing the data.

Chapter four consists of the data description, hypothesis testing, and discussion and result threats of the research.Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Picture

a. . Definition of Picture

A picture is something form, drawing, photo, or image of person, place things, or events. Everyone can have a picture because picture can be taken by a camera or can drawer by a pencil. There are some specialist that has given some meaning of picture. According to Wright, pictures are the representation of place, objects, peoples, and essential part of experience.[5] Moreover, picture makes the students easier to get understood in learning because it makes the situation of learning become more interesting. The interesting' learning make the students more actively in the class and creatively in written text.

According to Raimes, picture can bring the outside world into the classroom in vividly concrete way.[6] Everything that has taken camera or draw by pencil can use as a media in teaching and learning in the class. It exercises the students' ability and ask them to imagine something from the picture. This means that they think critically about their interpretation and write their imagination in written formed with the good sentence.

[5] Andrew Wright, Picture For Language Learning (United Kingdom,1989),p.2
[6] Ann Raimes, Techniques in Teaching Writing, p.27

According to Marianne and Sharon, picture can be also used in various configurations to enhance learning and practice.[7] So, it means that picture is also one of the solutions that can help the teacher in teaching learning especially for vocabulary. A picture is an illustration of something that made in two dimensional. It means that picture is one of media that can show something such as place, person, things, or events that are far from us.

From the explanation above, the researcher takes the conclusion that picture is manipulation of something that took by a camera or draw with pencil which have an object or situation. Furthermore, picture always tells about a story or event of something that happened.

b. Advantages and Disadvantages of pictures

1) It Can stimulate and motivate students to become more observant and express themselves
2) It is inexpensive, may even be free, and fairly easy to locate.
3) It Can be used in individual or in groups.
4) It Can be displayed for as long as necessary so pupils can work at their own rate.
5) It is up-to-date and can bring reality into the classroom.
6) It Can be used to introduce, supplement, or summarize a unit.
7) It Enriches reading and can help clarify misunderstanding.

[7] Marianne Celce-Murcia and Sharon Hills, Teacniques Resources in Teaching Grammar (Los Angles, 1987)p.73

c. Disadvantages

d. If not uniqueh, can seem uninteresting to pupils.

e. Depicting a specific purpose might be difficult to locate

f. Uneven use of the photo for children and less effective in sight.[8]

But on the other hand, there are also some disadvantages of using picture in teaching vocabulary. First students are not able to use an oral language skill effectively. It means that students find the difficulties to present their vocabulary. They can not express their ideas fluently and communicatively. So the teacher should give a chance for students who still not understand about the using picture in their lesson. Second, the teacher does not have an enough time to teach and evaluate the students' vocabulary. It means that the teacher only give some roles when they organize the picture into vocabulary. The teacher does not have an enough time to guide students well.

According to the advantages and disadvantages of picture above, the teacher must be find a good picture and related to the lesson to make the students more interesting to learning.

[8]MayliaSuryani,''The implementation of Using Picture Media To Improve Students Writing Performance In Descriptive Text Of MTs AswajaTenganan In Academic Year of 2015/2016,''2016,73http://e-repository.perpus.iainsalatiga.ac..id.

2.Functions of Pictures

According to Wright, there are some roles of functions of using picture in teaching to students' vocabulary such as:

a. Picture can motivate the student and make them want to pay attention and want to take part.
b. People contribute to the context in which the language is being used. They bring the world into the classroom.
c. Picture can cue response to questions or cue substations through controlled practice.
d. Picture can simulate and provide information to be referred to in conversations, discussion, and storytelling.[9]

According to the explanation above, using picture in teaching vocabulary is a significant way for learners especially in learning vocabulary, because picture is one of the interesting tools to increase students' motivations. It make the students easily to accept and apply the lesson and it increase their memorize vocabulary.

3. Criteria of Pictures

Others than picture as a media to push students teaching vocabulary, picture can also be used to test students' knowledge. Before picture used as a tool or learning process in the classroom, the teacher must be considered about

[9] Andrew Wright, Picture for Language Learning,p.17

some of criteria of a good picture can use in the classroom. According to Wright, there are five criteria of a good picture to be use such as easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of language.[10]

a. Easy to prepare.

It means picture should be easy to get or to prepare to be used in teaching and learning process

b. Easy to organize

It means that picture should be organized by students. The students get some ideas of picture when they look at the picture.

c. Interesting.

It means that picture should be interesting to make the students more enthusiasm, active, and creative in teaching and learning.

d. Meaningful and authentic.

It means that picture should be included to the lesson. Picture must have meaning so students can express their ideas.

e. Sufficient amount of language

It means that picture must have a sufficient amount of language in the classroom.

[10] Andrew Wright,p.3

From the explanations above, the criteria of picture is really essential in teaching English, especially in using picture in teaching vocabulary. It can help the teacher to select some of picture to use in the classroom.

4. Types of Criteria

According to Finnochiaro and Banono on Isticomah, an up to date picture file reflecting authentic aspects of culture is also essential. There are three kinds of picture based on the statement of Finnochiaro and Banono above, such as:

a. Picture individual person or individual object. This is picture is show a person or an object in close detail.
b. Picture of situations means that person doing something. It not only about the person who doing something, but it can be definite as whether is doing something, it can be a person or animals.
c. series picture. Means there are many pictures in one chart.[11]

According to Hamalik in Dewi, the types of picture in detail as follows:

a. Sketch: A painting or preliminary of product whether is it complete or incomplete.
b. Draft: A combination of lines or writing and picture arranged logically to show off relation between the factors real ideas.

[11] Isticomah, ‘’The fluence of Using Picture Media Toward Students’ Writing Descriptive Text of the Eight Grade of MTs Ma ‘ ArifseputihBanyak Central Lampung,’’2017, p. 16-17 http://repository.iain.

c. Graphs: giving information, numbers important relationship within the information.

d. Comics: Series of picture or painting which forms of a story.

e. Posters: A picture or painting which explain an intention or idea of something made.

f. Cartoon: A picture, a painting or a sketch which is used to entertain, to critic or to suggest an idea with the unique imagination.

g. Diagram: The combination of lines and picture which is showed an internal relationship.

h. Map: A picture which is described a real situation of world.[12]

Everyone can get pictures anywhere. It can be in the school, in the home, in the part, in the beach or in the library. It can be a large and small size. Everyone can get it around us. According to Andrew, Wright, picture media have any types such as:

a. Chech chart of picture.

b. Picture of single objects.

c. Picture of one person.

d. Picture of several people

[12]IranaDewi, The Effectiveness of Teaching Using Picture on Students Skill in Writing Descriptive Text (A case Study at The Eight Grade in MTs RoudlotulKhuffadz)" , p. 27-28,http://repository.iain.

e. Picture of fantasies, etc.[13]

Based on the several types of picture above that have been explained by some experts, the researcher chooses of them to be used in this research. The selected text type comes from Finnochiaro and Banono. The type's chooses is picture series.

5. The Procedure of Using Picture in Teaching Vocabulary.

The researcher will apply the procedures of using picture according to Roberta and Sharon. The researcher modified these procedures of using picture teaching vocabulary. The procedures are:

a. Collect pictures that are related to the curriculum, unit, or lesson, you are teaching. It means that the teacher select the pictures that is connected the curriculum.
b. Show the students one of the pictures and guide students through a mental imagery exercise by introducing the topic of the picture and then asking them to look closely at the picture and use all of their sense to imagine what the picture tells them about the topic you are teaching. It means that the teacher asks the students to think more imaginative about the picture.
c. Next, students ask the students to pretend either that they are in the picture or that they look the picture. Then ask them to imagine that are showing this picture to someone. What would they say? What memories do they have? It

[13] Andrew Wright, Pictures for Teaching Language Learning,p.193-202

means that teacher asks the students to imagine that are on the picture. They are subject on the picture. It purpose to make students more easier in imagine about the picture.

d. Finally, ask the students to record their thoughts and feelings in a journal or an essay.[14]

Based on the explanation above, the procedure of using picture in teaching vocabulary can be divided into four steps, those are: selecting of the picture, showing/looking of the picture, imagine of the picture, and remember of the picture.

1. Teaching

Teaching is process to give lesson to students. According to Nana Sudjana in Djamarah, as well as learning, teaching is a process to arrange, organize the milieu of the students so that it can to motivate students to learn.[15] In other words, teaching is giving helping process to students in learning process.

According to Brown, teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding

[14] Roberta L, Sejnost And Sharon M. Thiese, Building Content Literacy,ed.Cathy Hernandez (USA:Corein,2010), p.147-148

[15] Syaiful Bahri Djamarah & Aswan Zain, Starategy Belajar Mengajar (Bandung:PT RinakaCipta, 2006) p.39

in the study of something, providing with knowledge, causing to know or understand."

The improvement of student's quality depends on the quality of the teacher. A good teacher relationship between a teacher and learners will support teaching learning process. This condition gives positive contributions for the improvement or progress in activity.

2. Vocabulary

a. Definition of Vocabulary

Language consists of structure and vocabulary. In a body of language, Structure is assumed as the skeleton while the vocabulary as the flash or content of the language. Vocabulary is very fundamental in mastering the language skill because it is the smallest element of a sentence.[16] In learning vocabulary, the students have known the meaning of the word verse the holy Al-Qur'an in received by Prophet Muhammad. It can be seen from commandant of Allah in the holy Qur'an Surah Al-Alaq verse1-5 the meaning.

1) Read it with (calling) the name of your God who created.

2) He has created human from a lot of blood.

[16] Desi Sri Astuti, "Teaching Vocabulary by Using Pictures to The Second Year Students of SMP Negeri 1 Embaloh Hilir Kapuas Hulu in Academic Year 2007/2008," *Jurnal Pendidikan Bahasa* 3,no.Desember(2014):p.191,https://journal.ikippgriptk.ac.id/index.php/bahasa/article/download/165/163.

3) Read it, and your God merciful.

4) Who taught (the human) through the medium of pen.

5) He taught the human what he did not know.[17]

In learning the word automatically the students have known meaning of word itself and could use it in sentence. Wilkins states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of nearest 'equivalent' in mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Vocabulary is an important aspect and essential element in language learning. Vocabulary as one of the important main components in language should be learned and taught since the beginning level or young learners. It shows that vocabulary is one aspect that is very important in speaking, listening, reading or writing well.

Vocabulary is one of component for the language, where are vocabulary help people to speaking and language in communication. The vocabulary of one's wealth is generally considered to reflect educational level. Vocabulary is that group of people said; a group of

[17] Abdullah Yusuf Ali ''The Glorous Qur'an'' (Beirul;DalFikr,n.d),p.558

people know and use it often humans language. Based on Elizabeth in Fitri Rayani Siregar, there are three definition of Vocabulary.

1) All the words that human knows in particular language.
2) All the words that exist in a language or that are used when discussing a particular subject.
3) A list of words and their meaning.[18]

For more understanding of vocabulary Richard and Renandiya state the definition of vocabulary below:

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategy for new acquiring vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different context, reading, or watching television.[19]

Vocabulary is all the words that use to speaking, writing and communication; it is all alphabetical in form word to tell all subjects. It

---

[18] Fitri Rayani Siregar, "Teachers' Technique in Teaching Vocabulary for Beginner Class," *English Education: English Journal for Teaching and Learning* 3, no. 1 (2015): p.58, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1286/1087.

[19] Jack C. Richards & Willy A. Renandiya, *Methodology in Language Teaching An Anthology of Current Practice* (United State of America: Cambridge University Press, 2002), p.255, https://id1lib.org/dl/647615/8c8bf7.

can be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order.[20] The core that contains all the alphabets which are arranged in such a way that becomes qualified word units. It's not only arranged into units, but vocabulary is acculturated as a collection of words that develop into a sentence. So, that's why it is said that vocabulary is a collection of words that form sentences.

The vocabulary is the core of language and plays a crucial role in everyday speech. Without mastering vocabulary, learning a language is pointless. People are unable to communicate effectively and effectively express his idea in writing and orally without vocabulary. It can serve as the fundamental foundation for constructing words into good sentence sequence, vocabulary is essential for supporting speaker interaction in communication. So, it can say that vocabulary is an important fundamental component essential for supporting humans' interaction and help humans idea in speaking even writing well.

[20] Eka Sustri Harida & Fitri Rayani Siregar Tri Risky Hasibuan, "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique at SD Muhammadiyah 1 Padangsidimpuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 1 (2018): p.94, http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ.

b. Kinds of Vocabulary

Vocabulary is words that help humans to communicate and even read well. Talk about vocabulary, there are two kinds of vocabulary such as; productive vocabulary and unproductive vocabulary.[21] Productive vocabulary is a set of words that a person uses frequently or every day and that have become part of humans' routine. While unproductive vocabulary there is vocabulary but rarely used in everyday communication. This vocabulary does exist but for its use it is very rare and minimally spoken by humans.

According to scoot Thornbury, vocabulary divided into two kinds, active vocabulary and passive vocabulary[22]

1. Active vocabulary refers to put items which learn can use appropriately in speaking, writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
2. Passive vocabulary refers to language item that can recognize and understand in this context of reading or listening also called as receptive vocabulary.

---

[21] Michael L. Kamil Elfreida H. Heiberst, *Teaching and Learning Vocabulary Bringing Research to Practice*, vol. 4 (New Jersey: London: Laurence Erlbaum Associates, 2005),p.114, https://www.pdfdrive.com/teaching-and-learning-vocabulary-bringing-research-to-practice-e157135014.html.

[22] Scoot Thornbury, *How to Teach Vocabulary* (New Zealand: Pearson Education, 2002), p.114, https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury.

So, the researcher indicates that active vocabulary refers to words that students use in writing and speaking, whereas passive

vocabulary refers to words that are comprehended while reading or listening.

c. The Purposive of Learning Vocabulary

In this case, the purpose of learning is to make it easier for students to express their ideas because vocabulary includes every word in a language, word property owned by a speaker, a writer, and words used in science. A compiled list of words like a dictionary is accompanied by a brief explanation.

Having a large vocabulary makes it easier to express ideas clearly. People hope to realize that using language accurately and vividly appears to be impossible without a certain amount of vocabulary. It is not always true that mastering the English language necessitates memorizing a large number of words. Individuals may sometimes find it difficult to understand the meaning of words, distinguish between different words forms, and apply sentences.

It is possible to conclude that having a strong vocabulary is necessary. Consequently, students are surrounded by specific words, such as nouns, verbs, adjectives, and adverbs.

3. Teaching Vocabulary

Vocabulary teaching and learning must fit into the broader framework of a language course. One day to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four stands, they are as follows:

a. Learning from meaning-focused input

The "learning from meaning-focused input" stands involves learning from listening and reading. For vocabulary learning to occur in this stand, learners need to know 98 percent of the running words already. That means that, at most, there should be only one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension.

b. Deliberate learning

The deliberate learning stand is sometimes called from focused instruction, language-focused learning, or language, or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are present out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.

c. Learning from meaning-focused output

The "learning from meaning-focused output" stand involves learning through speaking and writing where the learners' main

attention is on communicating messages. It may seem a little strange to see the productive skills as source of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspect of vocabulary knowledge that they did not need to attend to when listening and reading.

d. Fluency development

Vocabulary must not only be known, it must be readily available for use. The fluency development stand of a course aims at helping learners make the best of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading, and writing with fluency needing to be development independently in each of these skills.

Vocabulary is very important. If we master the vocabulary so we will not master four skill that are listening, speaking, reading, and writing. Therefore, there is teaching vocabulary.

4. Principle for teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer

to have a set of guiding principle that can be applied in variety of teaching and learning situations, They are:

a. Focus on the most useful vocabulary first

The most useful vocabulary that very English language learners needs whether they use language for listening, speaking, writing, or whether the use the language in formal and informal situations, is the most frequent 1000 word families of English. This vocabulary is useful that covers around 75 percent of the running words in academic texts and new papers, over 80 percent of the running words in involves, and about 85 percent of the running words in conversation .It contains most of the 176 function word families (word like a tie, of, because, could), and words like keep, kind, know, lack, and land. It is possible to say and write a lot using only the first English.

b. Focus on the vocabulary in the most appropriate way

There are four most important vocabulary learning strategies, they are using word parts, guessing from context, using word pictures, and using dictionaries. Using picture is one of the appropriate for students to help them memorize the new words.

c. Give attention to high frequency words across the four stands of course. High frequency vocabulary needs to occur in all four stands of course. It should get deliberate attention through teaching and study and should be met and use in communicating messages in listening,

speaking, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

There is as important principle that lies behind choosing and learning and that is that learners that they must be responsible for their own learning. Taking this responsibility require:

1) Knowledge of what to learn and the range of option for learning vocabulary.
2) Skill on choosing the best option, and
3) The ability to monitor and evaluate progress with those options.

Based on explanation, the more principles how the way teaching vocabulary that the students memorize vocabulary rapidly.

5. How to Present New Vocabulary

Vocabulary is basic communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary meaning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some techniques in order to make students familiar with the vocabulary so that

they understand new word easily. The techniques functions not only to help the students grasp the meaning of new word quire easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary they are.

a. Realia

One day presenting words is to bring the things they represent to classroom by bringing “realia” into the room. Words like “postcards”, “ruler”, “pen”, “ball”, etc. can obviously be presented in this way. The teacher holds up the object (or points to it), says the word and then gets students to repeat it.

b. Picture

Bringing a pen into the classroom is not a problem. Bringing in a car, however, is. One solution is the use of pictures. Pictures can be board drawings, wall pictures, and charts, flashcards, magazine pictures and any other non-technical visual representation. Picture can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily hats, coats, walking, sticks, cars, smiles and frown.

c. Mime, Action, Gesture

It is open impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular are probably better explain by mine. Concepts like running or jumping are easy to present in this way, so are ways of walking, expressions, prepositions and times.

d. Contrast

We see how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of "empty" by contrasting it with "full", "cold" by contrasting it with "hot".

e. Enumeration

The world "vegetable" is difficult to be explain visually. If the teacher rapidly lists or enumerates a number of vegetables, the meaning will become clear. The same is true of a word like "clothes".

f. Explanation

Explanation the meaning of vocabulary items can be extremely difficult just as grammatical explanation. It will be important in giving such explanation to make sure that the explanations include information about when items can be use.

For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

g. Translations

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating this will impede the students’ learning since that want to hear and use the target language.

Based on explanation above, there are some techniques to present new vocabulary. The students will be help to know the meaning vocabulary. Therefore, there is one of good strategies to improve students’ vocabulary mastery in the classroom individually.

6. Teaching Vocabulary By Using Picture

Pictures for vocabulary teaching come from many source. In addition to those drawn by the students (or by the teacher) there are attractive sets, which are intended for schools. Picture which have been cut out of magazines and newspaper are also useful: many inexpensive books for students have attractive picture, which show meaning of basic words.

Often a picture will show a situation or a scene in which there are several different thing and persons. It is good for students to see the total scene or picture to see how its parts are related to the whole. It is also

helpful (especially for beginner in English) to see a picture of a single object or person as the only focus of attention.

Suppose, for example, we have a picture of each following: a church, a taxi, a bus, a traffic light, a policeman, and a mailbox. Suppose each of the pictures is large enough to be seen by all class. The students have seen and heard the English word for each one, and have copied the word into their notebooks. Our aim new is to help the students master the vocabulary, so we want to encourage the use of each word for communication. We consider possible techniques for making students feel it is important to know the English word. Here is one way:

a. The teacher arranges the pictures along ledge of the black board, saying something like this: we'll put the taxi here. That's the first picture. Then the bus…then traffic light…then the church… then policeman… then the mailbox."
b. The teacher asks a member of the class(we'll call her lia) to come to the blackboard.Teacher: Lia is going to move one of the pictures for us. We are going to tell her which picture to move. Lia, please move the picture of the policeman, placing it first in the row on the ledge of the blackboard).
c. The teacher indicates that various members of the class should request Lia to make other changes in the order of the picture using English, of course. For example:

A student: Move the church. Put the church first.

A student: Move the mail boxed.

If the activity, which has just been described, students use English words while talking about the changes in location of pictures and changes in relationship. To make such changes quickly, we need picture that can be moved and rearranged without taking time to pin them or tape them wall.

7. Problem in learning Vocabulary

In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are.

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult word will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry Japanese speakers.

b. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, climbing, honest etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as arule of thumb, high frequency words tend to be short in

English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment but you do the housework and do a questionnaire.

f. Range, connotation and idiomatic.

Word that can be used in a wide range of contexts wills generally be perceived as easier synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word as usage, pronunciation, grammatical, and so on. So it often makes difficulties for students to comprehend the vocabulary.

Teaching vocabulary is a way done by teachers in transferring new vocabulary to students. If one has an extensive vocabulary, it is possible to obtain meaning from spoken and written texts even though

one does not know the grammatical structures in which the texts are encoded.

The important aspect of learning English is vocabulary. Everything that people want to say and write needs words or vocabulary. Vocabulary has an important function in English because it will be the basic skills before getting other skills such as listening, speaking, reading, and writing.

B. Review of Related findings

The researcher finds some researches that related to this research.First written by Aini. [23] In Aini's research conducted with quasi experimental design. The population of the research was junior high school 03 Bangkiang in academic year 2018/2019. Aini took the population were 75 students'. Ainitook the sample of the research by using cluster random sampling. So, the sample of the research were 20 students from Vll A as experimental class and 20 students' of Vll B as a control class of the research. So, ainis took number of the sample from two class were 40 students'. Aini used a test to collecting data of the research. The technique of analyzing the data by using an Independent sample T – test formula by using SPPS 23. After showed (2.02 3.904 2.70). It means Ha was accepted and Ho was rejected. It can be concluded that the students' taught by using picture is better than which were taught without using picture at the junior high school 03 Bangkiang. Aini was

[23] Nur Aini, ''The Effectiveness of Using in Teaching Vocabulary at State Junior High''

concluded that there was significant different of using picture in teaching vocabulary in junior high school 03 Bangkiang.

The second research written by Zulkifli.[24] In Zulkifli's research employed experimental research with control group. The objectives of this research were to know the significances of the students' on teaching vocabulary by using traditional way using picture way in mastery vocabulary. The populations of the research were 48 students' of MTs Husainy. The students' have divided into two groups: first twenty four students were put in to experimental groups and the twenty four students' were put into control class. The instrument of the research was test items, the test administered in to both of the groups. The researcher used t-test and Z formula as for formula to analyze the data. The result of the research showed that the better of the students' taught vocabulary by using picture media. Experimental groups was better in the post test showed that out of 24 students' and achievement of the students of control group was fair standard 24 students' classified. The progress of 48 students' by score of better is 337.31 by means score, the score to higher that T-test score of to showed that the t-test > content (tt) (337.31> 2.021). The conclusion that the students' who tough by media on students' vocabulary in experimental group is better those students taught without using media.

[24] Zulkifli, '' The Effect of Teaching Vocabulary Using Pictures on the Second Grade Students' Vocabulary Mastery'', Journal University of Islam Malang, vol.1 (2019):11.

The third, the thesis written by Hartana.[25]Hartana said that the aime of the research was find out the improving of the students' achievement in vocabulary learning by using picture. The subject of the research was the tenth grade of MAN Medan which the students' consisted of 35 students'. This research was conduct with Classroom Action Research (CAR). The data of the research were quantitative and qualitative data. First data qualitative were taken from the test that were carried out in the end of every cycle. Second data quantitative were taken by observation, interview and dairy notes. Hartana were given a test for pre-test, the post- test in first cycle and the post test 2 in the second cycle. The result of the data showed from the post test 1 to post test 2. It showed that the mean of orientation test was 64, there were 8 students' (22.8%) who got point 75 or more up. In the post test of cycle 1, the mean was 73.9 (19 students) it was higher than orientation test. There was 54.3% (19 students') who got 75 or more. The percentage of the students' score in orientation test to the post test 1 was improvement 54.3%.

In relation with that, the writer wanted to know and wanted to try a new thing to do a research whether the media and strategy affect the students' vocabulary mastery, because they allow learners to

immediately see and understand the meaning of vocabulary.

[25]JasarHartan, " The Application of Picture Media in Vocabulary Learning in First Grade at MAN 2 Medan" (University Islam NegeriSumetera Utara (UIN-SU Medan), 2019).

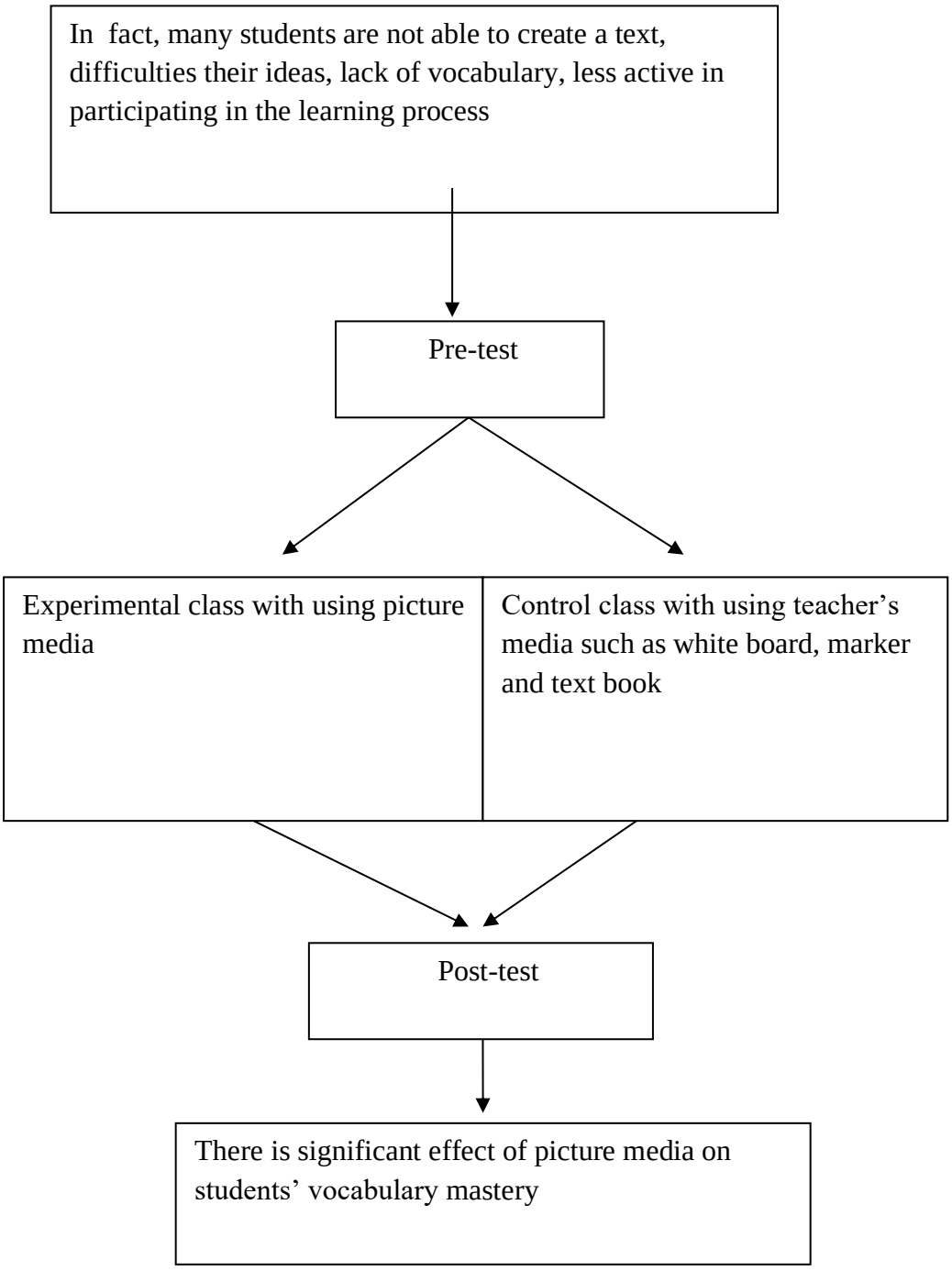
C. Conceptual Framework

Vocabulary proficiency affects the four skills of language. They are listening, speaking, writing, and reading. In listening their vocabulary influences how much they understand the talk about. In speaking the words that they use in their speaking affect how well they express their idea to the other. In reading, their vocabulary will help them to comprehend the text.

Many students still find difficulties to speak, to write, to read and to listen to the others because their vocabulary are very limited. One of to increase picture in learning is more effective to help students memorize vocabulary while having fun and enjoyable.

The effect of picture in teaching vocabulary can be seen as picture follows:

Figure 1
Conceptual Framework



Based on the mapping above, picture media is a teaching media that used by the researcher to teach vocabulary. Picture media is one of the media that can make the students easier and will solve their problem in memorizing vocabulary. First, the researcher gives pre-test to know the students' vocabulary before treatment. Then, researcher gives treatment with picture media for experimental class and teacher's media for control class. The last, researcher gives post-test to find out the effect of using picture media on students' vocabulary at SMP Negeri 8 Padangsidimpuan.

D. Hypothesis

Hypothesis is needed to show the researcher's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research is stated that:

Ha : there is significant effect of using picture in teaching vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at Junior High School 8 Padangsidimpuan address at Tengku Rizal Nurdin Street Pijorkoling Padangsidimpuan. The researcher chose this school because the researcher was interested to do the research about vocabulary using picture media. This research was done from November 2022 up to March 2023.

B. Research Design

The method of research used in this research is quantitative method, where the data collected and analyze through statistical analysis. While, the type of the research is experimental research. In this research, the writer wants to find the effect of using picture in teaching vocabulary.

In this research, the students were given pre-test, to find their vocabulary mastery before being given treatment. After treatment, the students were given post-test, to find the effect of the treatment toward their vocabulary mastery. There are two variables in this research; they are using picture as independent variable and the teaching vocabulary as dependent variable.

Table 2

Table of the design of collecting data

Class	Pre-test	Treatment	Post-test
Experimental Class	√	Using Picture	√
Control Class	√	×	√

C. Population and Sample

1. Population

The population is the whole students at grade Vll of SMP Negeri 8 Padangsidimpuan as the subject of this research. The research is do at the grade Vll-5 and Vll-6 of SMP Negeri 8 Padangsidimpuan. The population of the research consists of 6 classes with 189 students. It can be seen from the table follows:

Table 3
The Population of the seventh Years Students of SMP Negeri 8 Padangsidimpuan in 2022/2023 Academic year.

No	Class	Population
1	Vll-1	31
2	Vll-2	33
3	Vll-3	29
4	Vll-4	32
5	Vll-5	32
6	Vll-6	32
Total of Students		**189**

2. Sample

Ari kunto says, “sample is a part of population which will be researched”. In this research, the researcher use random sample to take the class research. Random sampling is the process of selecting a sample in such a way that all individuals is defined population have an equal and independent chance of being selected for the sample.So, the researcher’s reason uses random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Then, the researcher use the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade Vll class are folded, then, the researcher shake them. After that, the researcher took 2 folded classes.

Finally, the researcher get two classes of grade Vll, they are Vll-5 as the experimental class and Vll-6 as control class.

Table 3
Samples of the Research

Experimental Class	Control Class
Vll-5= 32	Vll-6= 32

D. Instrument of the Research

In this research test is as an instrument. "Test can be defined as a sample of behavior. The students are given a test to know and to get the data about the students' vocabulary (variable y) that consists of 25 questions. The test is multiple choices test with four alternatives a, b, c, d. The students are given time 45 minutes. The indicator just five. The test given for each students to find out the scores of each student's vocabulary. The researcher give 1 score for each question. To make score 100, the true answer times 4. Thus, the maximum score of the test is 100.

There are many categories in giving marks in writing. They are content, organization, vocabulary, syntax, and mechanics.[26]

Table 4
Indicator of the Test

Indicator	Items	No. Items	Score	Total Score
Part of body	5	1-5	4	25
Part of school	5	6-10	4	25
Part of house	5	11-15	4	25
Class objects	5	16-20	4	25
Family	5	21-25	4	25
Total Score				**100**

[26] H. Douglas Brown, *Language Assessment Principle and Classroom Practic*e (New York: Pearson Education, 2004)

E. Validity and Reliability Instrument

1. Test of Validity

Every test have validity,in other to prove it good or bad test, The researcher needs to know the test is valid or not. The researcher used content validity and construct validity in this research. Content validity of appraisal due to test the worthiness or relevance of the test by the rational analysis that would be done by expert judgment. For instrument in the form of the test, the validity of the contents can be by comparing the contents of the data instrument to the subject matter that has been taught.[27]

According to observation earlier by researcher, seventh grade SMP Negeri 8 Padangsidimpuan. The book presented the subject matter of vocabulary that will be studied for two semesters, in accordance with the curriculum that is used by book, the materials include:

a) Part of body
b) Part of house and its functions
c) Parts of school
d) Class room objects
e) Family

[27] Sugiono, Statiska untuk Penelitian, (Bandung:Alfabeta,2006)p.272

To construct the validity of the test, the researcher has built a lot of question that would be an evidence to see the content of the test is suitable or not for that grade

2. Test of Reliability

The reliability test means that the test result shows similarity. It makes the result in measure consistent. In this study, the researcher used interrater reliability to measure the reliability of the write test. Interrater reliability represents the degree of reliability of the two-line ratings obtained from two raters. To do this, the researcher asked the teacher to correct. So, that applied in this research was reliable and can be used to test the students at SMP Negeri 8 Padangsidimpuan.

F. Procedure of the Research

In conducting the research, the writer takes the following step:

1. The researcher start on February, the research consist of consultation and observation to seventh grade SMP Negeri 8 padangsidimpuan as object the research, then set the research and prepare test.
2. Sample of the research is taking from all populations, because the number of populations is not more one hundred.
3. To determine control class experimental class, the writer gives pre-test to the sample. After getting the result, the writer sorts the score from very high score to

very low score, and groups them into the same class of vocabulary mastery. They are control class and experimental class.

4. The writer use picture in teaching vocabulary in the experimental class, while in the control class their English teacher taught then without media as usual.
5. After giving the treatment, the writer analyzed the result of pre-test to measure mastery after getting the treatment. Indicator of answer in posttest is same with in the pre-test.
6. To test the hypothesis, the writer analyzed the result of pre-test and post-test with T-test.
7. From the analyzing of the data the writer take the conclusion.

G. Procedures of Data Collecting

To get the data from the students, the researcher collected it by giving test. They were pre-test, treatment and post-test. Concerning to the procedure of data collection in this study, they were:

1. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The pre-test was given for both classes (experimental and control) to know the students basic ability in vocabulary before implementation of picture media for experimental class and teacher's media for control class. The researcher applied some steps in giving pre-test as follows:

a. The researcher prepared the multiple choice test about vocabulary

b. The researcher distributed the paper of the test and answer sheet to students of experimental class and control class
c. The researcher explained what students need to do
d. The researcher gave the time for students to answer the question
e. The students answered the question
f. The researcher collected their paper test
g. Then, the researcher checked the answer and counted the students' score

2. Treatment

The experimental class and control class were given the same material (lesson topic) which talked about procedure text, but it was given in different ways. The experimental class was given in treatment, it was done by using picture media and control class only did teaching vocabulary without like teacher used to teach in the classroom. The procedures of learning vocabulary by using picture media as follows:

a. The teacher gives the students the stimulus about what will they learn and how picture media is work.
b. The teacher spares the pictures on the blackboard
c. The teacher orders the students to discuss what pictures are on the blackboard
d. Ask a volunteer of teach each students to write down the discussion result on the white board or it can be write to paper
e. After that the teacher and students will discuss the text that has been write board together.

f. Finally, the teacher gives addition, or explanation how to remember vocabulary easily using picture and give appreciate for all students' work.

3. Post-Test

The Post-test was given for both classes (experimental class and control class) after implementing picture media for the experimental class and teacher's media for control class in order to know the students' ability in mastery vocabulary after doing the treatment. This post-test was final test in the research, especially measuring the treatment, whether was significant or not. There were some procedures that prepared did in giving post-test, as follow:

a. The researcher prepared the test about vocabulary
b. The researcher shared the paper of the test and answer sheet to both of class (experimental class and control class)
c. The researcher explained the instruction before answering the test
d. The researcher gave time to answered the test
e. The students answered the test
f. The researcher collected their paper
g. Then, the researcher checked the students' answer and counted their score.

The data is collect by pre-test and post-test is analyzed by applying t-test formula. Posttest same with pretest. The administrating of the post test is mean to find out the differences in score of both control and experimental class before and after the treatment.

H. Techniques of Data Analysis

The data is collect by pre-test and post-test is analyzed by applying t-test formula. The use of this formula is aimed to find out the differences of the result of the data conduct the pre-test and post-test in both experimental and control class, before and after treatment. The writer was used t-test formula:[28]

$$T = \frac{M_x - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_Y}\right]}}$$

Where :

Mx : Mean score of Experimental class

My : Mean score of control class

dx : Score of Experimental class

dy : Score of control class

Nx : Number of experimental class

Ny : Number of control class

[28] Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan*, Fisrt Edit (Medan Perdana Publishing,2015),p.149

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discussed the outcome of the effect of using picture in teaching vocabulary at seventh grade SMP Negeri 8 Padangsidimpuan. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to know the students' vocabulary before given the treatment and a post-test to know the students' vocabulary after given the treatment that was performed through the use of the picture in teaching. Using quantitative research, the researcher use the t-test formulation using the formula that has been put in the thirth chapter to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

A. Description of Data

1. Data Pre-test in Experimental Class

Table 5
The Percentage Pre-Test of Experimental Class

No	Category	Frequency	Percentage
1.	Very High	-	-
2.	High	14	43.75%
3.	Enough	16	50%
4.	Low	-	-
5.	Very Low	2	6,25%

From the table above, very high category does not have frequency and 0%. Meanwhile in high category has 14 frequency and 43.75%. Enough has 16 frequency and 50 %. Then, low category does not have frequency and 0%. Lastly, very low has 2 frequency and 6.26 %.

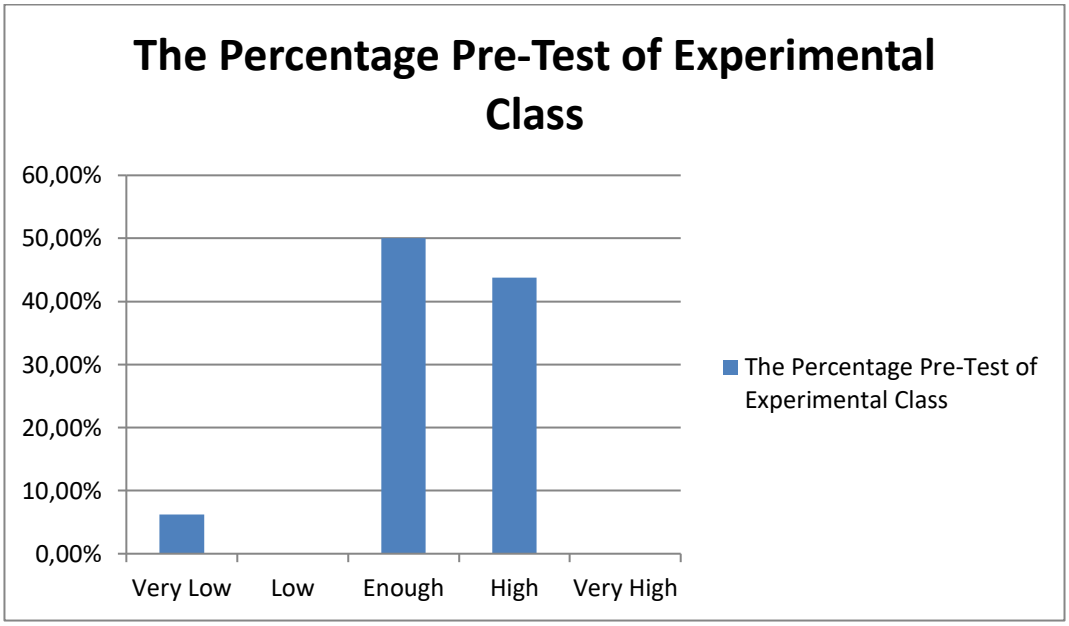


Figure 2 : Description Data Pre-Test of Experimental Class

They are ranged from very high, high, enough, low, and very low. It can be seen that there is a student comes into very high category (0%) and high category (43.75%), the students who have enough category are 16 students (50%) there is no student in low category and very low (6.25%).

2. Data Post-test in Experimental Class

Table 6
The percentage of students' vocabulary in post-test of experimental class

No	Category	Frequency	Percentage
1.	Very High	8	25%
2.	High	12	37.5%%
3.	Enough	10	31.25%
4.	Low	-	-
5.	Very Low	2	6.25%

The percentage of students' vocabulary in post-test of experimental class has 8 frequency in very high with 25%. Then, high category has 12 frequency that

make in percent 37.5%. Enough has 10 frequency and 31.25%. Lastly, very low has 2 frequency and 6.25%.

The explanation more about the percentage would be illustrate in this histogram below.

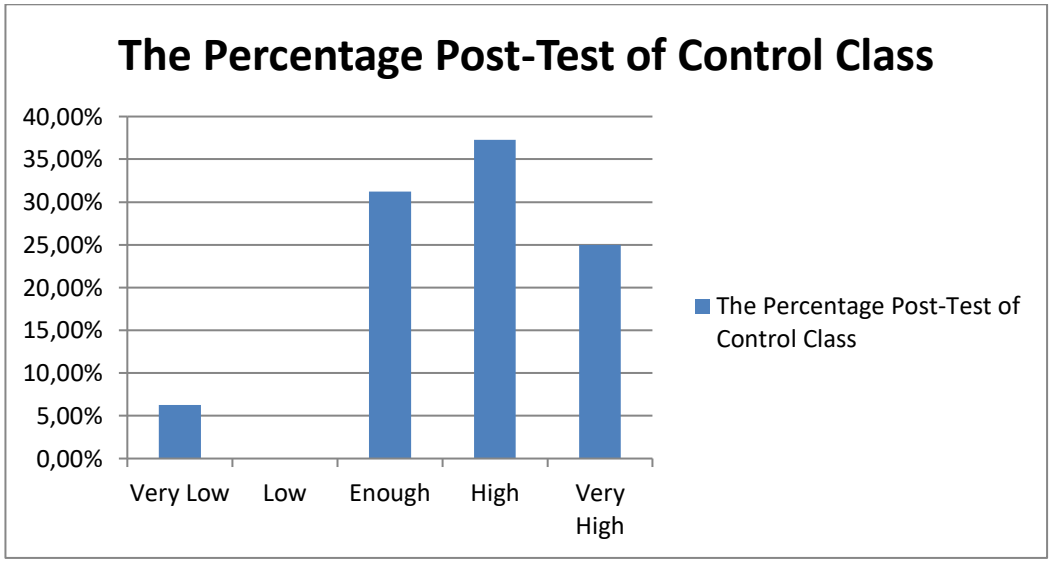


Figure 3 : Description Data Post-Test of Experimental Class

They are ranged from very high, high, enough, low, and very low. It can be seen that there is student comes into very high category (25%) and high category (37.5%), the students who have enough category are 10 students (31.25), there is no student in low category and very low category (6.25).

3. Data Pre-test Control Class

Table 7
The percentage of students' vocabulary in Pre-Test of Control Class

No	Category	Frequency	Percentage
1.	Very High	8	25%
2.	High	12	37.5%%
3.	Enough	10	31.25%

4.	Low	-	-
5.	Very Low	2	6.25%

The percentage of students' vocabulary in post-test of experimental class has 8 frequency in very high with 25%. Then, high category has 12 frequency that make in percent 37.5%. Enough has 10 frequency and 31.25%. Lastly, very low has 2 frequency and 6.25%.

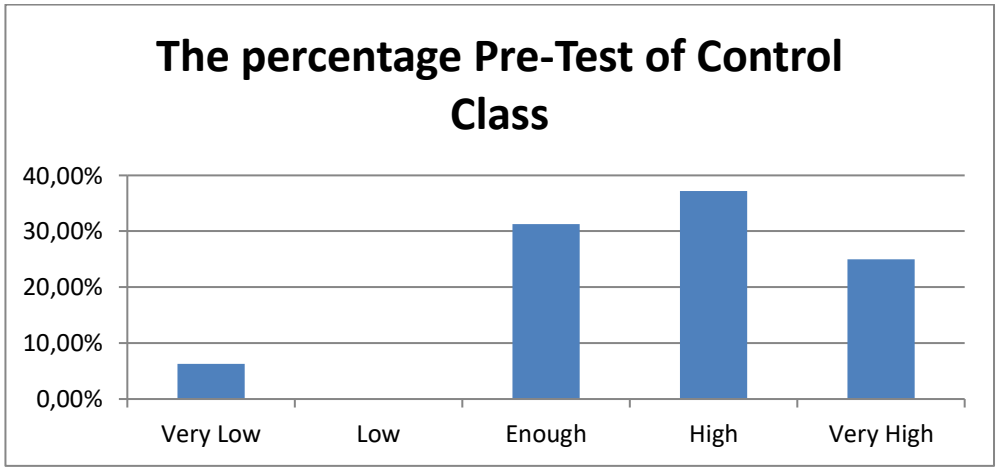


Figure 4 : Description Data Pre-Test of Control Class

They are ranged from very high, high, enough, low, and very low. It can be seen that there are students comes into very high category (25%) and high category (37.5%), the students who have enough category are 10 students (31.25%) there is no student in low and very low there are 2 students (6.25%).

4. Data Post-test Control Class

Table 8
The Percentage of students'answer Post-Test of Control Class

Category	Frequency	Percentage
Very High	8	25%
High	12	37.5%%

Enough	10	31.25%
Low	-	-
Very Low	2	6.25%

The percentage of students' vocabulary in post-test of experimental class has 8 frequency in very high with 25%. Then, high category has 12 frequency that make in percent 37.5%. Enough has 10 frequency and 31.25%. Lastly, very low has 2 frequency and 6.25%.

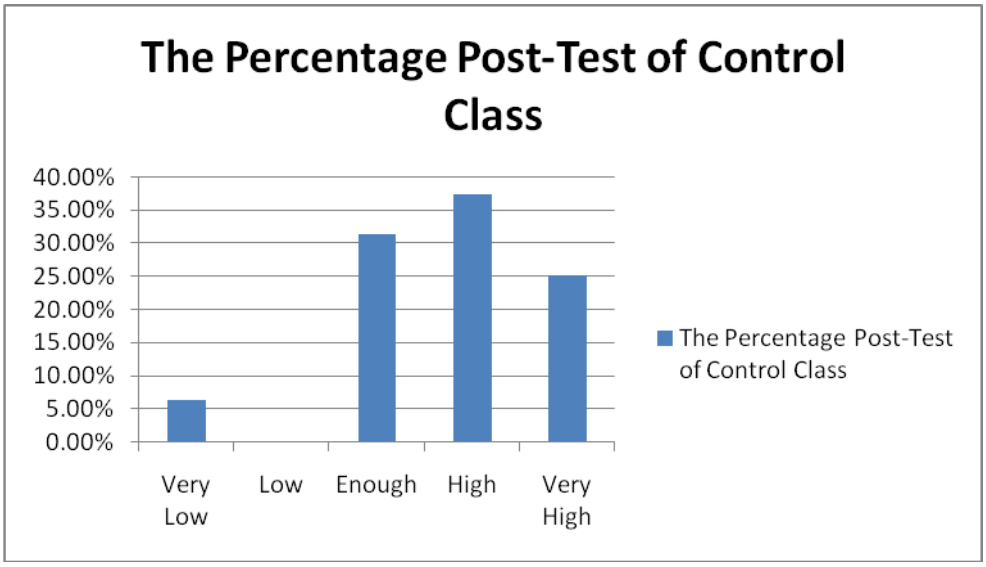


Figure 5 : Description Data of Post-Test Control Class

From the table above, the readers can see that in control class, the highest and the lowest score of post-test were 88 and 32. They are ranged from very high, high, enough, low, and very low. It can be seen that there are students comes into very high category (25%) and high category (37.5%), the students who have enough category are 10 students (31.25%) there is no student in low and very low there are 2 students (6.25%).

According ro Ridwan, the students' score classification could be seen the following;

Table 9
The students' score classification

Score	Category
81-100	Very high
61-80	High
41-60	Enough
21-40	Low
0-20	Very Low

From the table above, there are 5 category for score classification. Score 81-100 it can be categorized very high, 61-80 is high category, score 41-60 is enough category, score 21-40 is low category and the last, score 0-20 is very low category.

(Resource;Ridwan, Belajar Mudah penelitian untuk guru, karyawan dan peneliti pemula)

B. Data Hypothesis

The effect of using picture in teaching vocabulary could be seen in the following table**:**

Table 10

Data of Experimental Class and Control Class

No	Students' Initial	Experimental		Range	Students' Initial	Control Class		Range
		Pre-test	Post-test			Pre-test	Post-test	
1	AMP	40	68	28	AI	68	76	8
2	AA	40	84	44	AI	40	44	4
3	ASS	40	100	60	ARH	32	84	52
4	AS	60	92	32	AP	64	84	20
5	AR	32	92	60	AG	92	72	-20
6	BPC	56	100	44	BS	72	68	-4

7	CPH	36	96	60	DTP	84	72	-12
8	DP	36	100	64	FS	32	52	20
9	FA	44	96	52	HW	80	68	-12
10	HAL	40	88	48	HAM	88	68	-20
11	IER	48	88	40	IL	68	68	0
12	KRH	48	92	44	KMD	88	76	-12
13	M	36	88	52	MJ	72	64	-8
14	MFL	32	84	52	MK	44	52	8
15	MT	36	100	64	MP	84	88	4
16	NAF	32	88	56	NA	92	72	-20
17	NI	32	88	56	NSP	72	72	0
18	PN	40	100	60	NL	72	72	0
19	RIL	24	76	52	RPH	76	56	-20
20	RN	48	84	36	RRL	40	48	8
21	RN				RE			
22	RH	40	92	52	RB	96	84	-12
23	RZAR	20	68	48	RA	64	44	-20
24	RSP	20	64	44	RF	54	48	-6
25	RP	36	76	40	RAP	60	72	12
26	SL	52	100	48	SAH	32	48	16
27	SFP	36	76	40	SR	60	32	-28
28	SOH	40	76	36	ZM	80	64	-16
29	SA	36	68	32	MI	92	68	-24
30	SJH				MA	72	64	-8
31	TMP	24	72	48	NK	84	52	-32
32	ZN	60	76	16	DPA	40	40	0
		1.104	2496	1392		2.094	1.972	-122

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

$= \frac{1392}{32}$

$= 43,5$

My $= \frac{\sum y}{N}$

$= \frac{-122}{32}$

$= -3,8125$

t $= \frac{Mx - My}{\left[\sqrt{\frac{dx^2+dy^2}{Nx+Ny-2}}\right]\left[\frac{1}{Nx}+\frac{1}{Ny}\right]}$

$$t = \frac{43,5-(-3,8125)}{\left[\sqrt{\frac{1.818.452+15828,79}{32+32-2}}\right]\left[\frac{1}{32}+\frac{1}{32}\right]}$$

$$t = \frac{47,3125}{\left[\sqrt{\frac{1.819.980,79}{62}}\right]\left[\frac{1}{32}+\frac{1}{32}\right]}$$

$$t = \frac{47,3125}{[\sqrt{29.354,52}][0,0625]}$$

$$t = \frac{47,3125}{[54,18][0,0625]}$$

$$t = \frac{47,3125}{3,38621}$$

$$t = 13,98$$

the degree of freedom wasn

df = (N-1)+(N-1)

df = (32-1)+(32-1)

df = 31+31

df= 62

After the score obtained we need to consult to t table. The degree of students is not found 62. The writer looked for the degree of freedom that is closest to 62, that is 60. The table at 5% signicant level, it is 1.67. Meanwhile, in the level significant 1% is, 2.39 (see appendix 13). Thus, we can analyze that t-test is higher that t-table in 5% and 1%. It is 13.98>1.99.

Based on the score obtained, the writer can conclude that H_a is accepted and H_0 is rejected. It means that there is a significant different between the increasing students' vocabulary mastery who has taught by using picture in teaching vocabulary and who did not.

C. Discussion

Based on the result that of thus research, the researcher has proved what had been stated by an expert is Marienne and Sharon, picture can be used in various configurations to enhance, picture media is one of the effective media consists that can provide suitable stimulus for result of teaching vocabulary was proved.[29] That theory stated that picture is an appropriate media for teaching vocabulary not only to help them vocabulary but also they feel enjoy and interested, and in this research, the researcher found that the mean score of students' vocabulary before using picture and after using picture.

In this research, the writer found the students' vocabulary mastery is low. They cannot express their idea exactly because lack of vocabulary. It is known whwn writer ask them to translate vocabulary directly, but most of students can not do it.

After doing the observation, writer found the problem. It is because stategy that used in teaching vocabulary is boring so that students' motivation in learning English especially in vocabulary is low. From the problem, writer tried to give the treatment by using picture. Flashcard is the picture cards that has the words, which were introduced by Glenn Doman, a brain surgeon from philadelphia, pennsylvania. The pictures on catagorizied among others the series of family,parts of school, parts of house, class room objects and kind occuption. The pictures are played in a way shown to the children and read quicly, in just 1 second for each picture . The purpose

[29] Marianne Celce-Murcia and Sharon Hills, Teacnique Resources in Teaching Grammar (Los Angeles,1987)p.73

of this method is to train's ability to recall images and words, so that the vocabulary and reading skills that students can be trained and improved. That theory stated that picture is an appropriate media for learning vocabulary not only to help them in writing but also they feel enjoy interested, and in this research, the researcher found the result of this research showed that the mean score of experimental group was higher than the mean score of control group after using picture. The mean score of experimental group after using picture was 86.86 and mean score of control class was 70.34. It means that there was the effect of using picture in teaching vocabulary.

The result above supported by the previous research by some researchers. First, in Aini's research conducted with quasi experimental design.[30] Aini used a test to collecting data of the research. The technique of analyzing the data by using an Independent sample T-test formula by using SPPS 23. After showed (2.023.904 2.70).It means Ha was accepted and Ho was rejected. It can be concluded that the students' taught by using picture is better than which were taught without using picture. Aini was concluded that there was significant different of using picture in teaching vocabulary. Second is Zulkifli's research.[31] She also found after analyzing the data by using t-test score of to showed that the t-test> content (tt) (337.31>2.021). Based on their research, the result shown that the students score had improved after applying picture media.

[30] Nur 'Aini, ''The Effectiveness of Using in Teaching Vocabulary at State Junior High''

l[31] Zulkifli, ''The Effect of Teaching Vocabulary Using Pictures on the Second Grade Students' Vocabulary Mastery'', Journal of Islam Malang, Vol. 1 (2019):11.

From the explanation above, there was the increasing from the pre-test score to the post-test score after using picture media among the related findings that was previously stated from the first, the second, and the third researcher, it was proved that the students' score who were taught by using picture media got better score.

Based on the result, .The result found that $t_{count} > t_{table}$ (13.98>1.99). It means H_a is accepted and Ho $_{is}$ rejected there is a significant effect of using picture in teaching vocabulary at SMP Negeri 8 Padangsidimpuan.

The result of the treatment is students vocabulary mastery increase. It means flashcards is suitable to improve students' vocabulary, especially for seventh grade students who beginners level in English subject.

According to the other reseaches which were told in reviewed related findings, Aini, Zulkifli, and Hartana stated the using of media and various method can increase students'vocabulary

After the researcher doing the research, the theory and also other reseachers' result proved that picture media is very useful for helping students in learning vocabulary. This media is good to be used as innovation and it is recommended for teaching vocabulary. This media can help the students to easy vocabulary. Therefore, the researcher suggest to other researcher to do Classroom Action Research (CAR) method to prove deeply that this media is very good to apply in teaching vocabulary.

This fact showed that using pictures can to know with easy because field boast fact through picture showed to students, and accepted by students will same.

But, based on the result of research, the research did not obtain of the hypothesis. So, that it can be said that the picture media is better.

Teaching vocabulary by using picture media could help students to understand the vocabulary more easily. Pictures media also increase the students' motivation to learn English and make the class atmosphere more interactive and enjoyable.

Based on the data analysis above, it has proven that teaching vocabulary by using picture gave different of result. It can be shown from the mean score of teaching vocabulary using pictures media. The mean score of teaching vocabulary by using picture media was 86.86 and before teaching vocabulary by using picture media was 70.34. It means that the mean of teaching vocabulary by using pictures was bigger than mean score before teaching vocabulary by using picture in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research, the research can be concluded:

1. The students' vocabulary mastery before learning by using picture in teaching vocabulary in SMP Negeri 8 Padangsidimpuan is 37.37. It can be classified to less category.

2. The students' mastery vocabulary after learning by using picture in teaching vocabulary is 86.86. It can be categorized to good category.

3. The result found that $t_{count} > t_{table}$ (13.98>1.99). It means H_a is accepted and Ho $_{is}$ rejected there is a significant effect of using picture in teaching vocabulary at SMP Negeri 8 Padangsidimpuan.

It means the alternative hyphotesis was accepted. In other words, there is significant effect of using picture to increase vocabulary mastery of students at seventh grade of SMP Negeri 8 Padangsidimpuan.

B. Suggestion

After finishing the research, the writer gets much information which relates to the teaching and learning process. In addition, the result of the research is using picture in teaching vocabulary has a significant effect on students' vocabulary mastery and could help the students to increase their vocabulary mastery. Therefore, the writer has suggestion:

1. The writer hopes that the students especially the seventh grade of SMP Negeri 8 Padangsidimpuan will improve their vocabulary by using picture in teaching vocabulary in other time.
2. The students should memorize and practice their vocabulary in their daily activities.
3. For the teacher, picture can use a strategy in teaching vocabulary cause the students will be easy to remember the meaning of vocabulary.

c. Implication

Based on the result of these studies can be forward implication theoretically and practically as follow:

1. Theoretical implication
   a. Choosing the right learning vocabulary can have effect on the achievement of students learning.
   b. Student's motivation has an influence on learning achievement than students with medium or low learning motivation. It is hoped that the teacher can foster motivation to learn in students in various war according to the teacher and attractive to students.
   c. Although there is no interaction between learning methods and motivation to learn both high, medium and low in research in this case, it is hoped that there will be collaboration between students, teacher and search the best solution in the process of learning student's vocabulary mastery learning achievement.

2. Practical Implication

   The result of this study are used as input for teachers and prospective teacher. Correct yourself I connection with the teaching that has been done and students learning achievements that have been achieved with pay attention to appropriate learning method and learning motivation students to improve students' vocabulary mastery.

REFERENCES

Allen, French Virginia, 'Techniques in Teaching Vocabulary', 2018

Allen French Virginia, Techniques in Teaching Vocabulary, Oxford University press;

Andrew Wright, Pictures for Teaching Language Learning

Anita Carolina Khafidhoh, "Using Pictures for Teaching Vocabulary to the Junior High School Students.," *English Language Teaching Educational Journal* 2, no. 1 (2019): p.34, https://www.researchgate.net/publication/337087887_The_Impacts_of_Using_Pictures_for_Teaching_Vocabulary_to_the_Seventh_Grade_Students_of_SMP_N_2_Imogiri_in_Academic_Year_20182019/link/5dc457c7299bf1a47b1f77fc/download.

Ann Raimes, Techniques in Teaching Writing

Astuti Pratiwi Rahmadhani, "Techniques in Teaching Vocabulary to Young Learners at LIA English Course," *TELL-US Journal* I, no. 2 (2015): P.3, https://www.pdfdrive.com/teaching-and-learning-vocabulary-bringing-research-to-practice-e157135014.html.

David Nunan, Practical English Language Taching,(New York: Grow Hill,2003)

David Nunan. Practice English Language Teaching, (New York:Graw Hill, 1999)

Desi Sri Astuti, "Teaching Vocabulary by Using Pictures to The Second Year Students of SMP Negeri 1 Embaloh Hilir Kapuas Hulu in Academic Year 2007/2008," *Jurnal Pendidikan Bahasa* 3, no. Desember (2014): p.191, https://journal.ikippgriptk.ac.id/index.php/bahasa/article/download/165/163.

Harida, Eka Sustrida. dkk. "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique at SD Muhammadiyah 1 Padangsidimpuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 1 (2018): p.94, http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ.

Siregar, Fitri Rayani. "Teachers' Technique in Teaching Vocabulary for Beginner Class," *English Education: English Journal for Teaching and Learning* 3, no. 1 (2015):p.58,http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/1286/1087.

Djamarah Syaiful Bahri & Zain Aswan *Starategy Belajar Mengaja*r (Bandung:PT Rinaka Cipta, 2006) p. 39

Irana Dewi, The Effectiveness of Teaching Using Picture on Students Skill in Writing Descriptive Text (A case Study at The Eight Grade in MTs RoudlotulKhuffadz)"

Isticomah, ''The fluence of Using Picture Media Toward Students' Writing Descriptive Text of the Eight Grade of MTs Ma ' ArifseputihBanyak Central Lampung,''2017

Jack C. Richards & Willy A. Renandiya, *Methodology in Language Teaching An Anthology of Current Practice* (United State of America: Cambridge University Press, 2002), p.255, https://id1lib.org/dl/647615/8c8bf7.

JasarHartan, " The Application of Picture Media in Vocabulary Learning in First Grade at MAN 2 Medan" (University Islam NegeriSumetera Utara (UIN-SU Medan), 2019)

MayliaSuryani,''The implementation of Using Picture Media To Improve Students Writing Performance In Descriptive Text Of MTs AswajaTenganan In Academic Year of 2015/2016,''2016,73http://e-repository.perpus.iain salatiga.ac..id.

Michael L. Kamil Elfreida H. Heiberst, *Teaching and Learning Vocabulary Bringing Research to Practice*, vol. 4 (New Jersey: London: Laurence Erlbaum Associates, 2005), p.114, https://www.pdfdrive.com/teaching-and-learning-vocabulary-bringing-research-to-practice-e157135014.html.

Nur 'Aini, "The Effectiveness of Using in Teaching Vocabulary at State Junior High"

Paul Davies Succes in English Teaching, (Oxford : Oxford university press, 2000)

Private Interview with Mrs. LinceriaSaragih. As English Teacher at SMP Negeri 8 Padangsidimpuan, observation, (April 16^{th,} time 09:30 a.m).

Roberta L, Sejnost And Sharon M. Thiese, Building Content Literacy,ed.Cathy Hernandez (USA:Corein,2010)

Scoot Thornbury, *How to Teach Vocabulary* (New Zealand: Pearson Education, 2002),p.114,https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury.

Scott Thornbury, How to teach Vocabulary, (Essex: Longman, pearson Education,2022)

Sugiyono, StatiskauntukPenelitian, (Bandung:Alfabeta,2006)

SuharsimiArikunto, Dasar-DasarevaluasiPendidikan, (Jakarta:BumiAksara, 2006) p.32.

Zulkifli, " The Effect of Teaching Vocabulary Using Pictures on the Second Grade Students' Vocabulary Mastery", Journal University of Islam Malang, Vol.1 (2019):11.

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Satuan Pendidikan : SMP Negeri 8 Padangsidimpuan

Mata Pelajaran : Bahasa Inggiris

Kelas/Semester : Vll-5

Tema/Subtema : Vocabulary (part of body, things around school, house and family)

Aloka Waktu : 2 x 40 menit

A. Kompotensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab peduli (toleranis, gotong royong), santun , percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak di depan mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar** : Mengungkapkan makna dari kosakata secara akurat, lancer dan berterima dalam konteks kehidupan sehari hari.

Indikator

1. Mengidentifikasi defenisi kosakata yang berkaitan dengan topic :part of body things around school, house and family
2. Mengidentifikasi gambar sesuai dengan kosakata di dalam gambar.

C. Dapat mengetahui ciri-ciri kosa kata Noun, part of body, part of school, part of house, class objects, family

D. Tujuan Pembelajaran : Siswa dapat mengetahui ciri-ciri kosa kata noun, part of body, part of school, part of house class objects and family dalam bahasa inggiris melalui of using picture.

Materi pembelajaran : Noun (Things around the school and house)

E. Langkah- langkah Pembelajaran

Process of Teaching	**Teacher activity**	**Procedure of using conventional method**	**Student Activity**
Pre Teaching	**1.**Teacher open the class, ask the students to pray before start the lesson and check students attendance list		**1**.Students listen to teachers instructure 2.Students pray together 3.Students listen to their name.

	2.The teacher tell the goal of the matery	**1**.Explain the goal of the matery	**1**.The students listen to the teacher.
		2.Explain the material	**1.**Students listen to the teacher explanation
			2.The student write the material that the teacher have explanation.
While Teaching	1. The teacher collect that are related to the curriculum, unit, or lesson you are teaching. It means that the teacher select the pictures that is connected the cuirriculum.	3.Check students understanding.	1.Some of the student ask the teacher about the material that they don not understand
	2.Show the students one of the pictures		1.Student listen to the teachers answer

	and guide students through a mental imagery exercise by introducing the topic of the picture and then asking them to look closely at the picture and use all of their sense to imagine what the picture tells them about the topic you are teaching. It means that the teacher asks students to think more imaginative about the picture.		
	3.Next, students ask the students to pretend either that they are in the		1.The student listen to the teachers explanation

	picture. Or that they look that picture. Then ask them to imagine that are showing this picture to someone. What would they say? What memories do they have? It means that teacher asks the students to imagine that are on the picture. They are subject on the picture. It purpose to make students more easier in imagine about the picture.		
	4.Finally, aks the students to record	4.Give the students chance to do the dialogue	1.The student listen to the teacher instruction.

	their thoughts and feeling.		2.The student answer the question.
Post Teaching	1.The teacher check student result.		1.the student show their result to the student.
	1.The teacher close the lesson by saying hamdalah		1.the student say hamdalah together

F. Sumber belajar.

1. Dasar dasar penguasaan Bahasa inggiris dan buku pedoman yang relevan.

Media: papan tulis, spidol, kertas, dan pulpen card (list of vocabulary)

Teknik Pembelajaran : Using picture

G. Materi Pembelajaran

1. Menjelaskan tentang pembelajaran kosa kata dan macam macam kosa kata
2. Mengetahui tentang pembelajaran kosa kata.

H. Penilaian

a. Sikap

-observation (spiritual dan social)

b. Pengetahuan

-Tes tertulis

- Tes lisan (quiz)

I. Indikator Penilaian

Indicator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrument**	**Instrument Soal**
1.Mengidentifikasi nama nama anggota badan 2.Mengidentifikasi nama nama benda di sekolah dan di rumah. 3.Mengidentiifikasi nama nama anggota keluarga	Tes Tulisan	Multiple Choice	Memilih jawaban yang sesuai dengan soal

Jumlah soal keseluruhan adalah 25
Jumlah skor maksimal keseluruhan adalah 100
Setiap jawaban yang benar di beri skor 4
Jumlah skor keseluruhan 4x 25 =100.

Padangsidimpuan,

Mengetahui

Linceria Saragi, S.pd

Peneliti

Hamzah Safawi Hasibuan

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Satuan Pendidikan : SMP Negeri 8 Padangsidimpuan

Mata Pelajaran : Bahasa Inggiris

Kelas/Semester : Vll-6

Tema/Subtema : Vocabulary (part of body things around school, house and family)

Aloka Waktu : 2 x 40 menit

A. Kompotensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab peduli (toleranis, gotong royong), santun , percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak di depan mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar : Siswa mampu mengucapkan kosakata dengan benar
-Siswa memahami arti dari kosa kata tersebut
-Siswa mampu menggunakan kosakat yang telah di pelajari

Indikator **:-** Siswa mampu menentukan kosakata yang tepat di dalam kalimat sesuia dengan deskripsinya**.**

-Siswa mampu mengetahui makna dari kosakata

C. Tujuan Pembelajaran : Siswa mampu mengucapkan dan mengtahui makna dari kosa kata tersebut

D. Materi pembelajaran : List of vocabulary with topic

1. Part of body : Hair,eye, ear, mouth, cheek ect.

2. Things : mirror, plate, spoon, eraser, pencil, book, etc

3. Family : uncle,aunt nephew etc.

Teknik Pembelajar : Conventional Technique

Sumber Belajar **:** Buku bahasa Inggiris, dan kamus bahasa inggiris.

Media : Papan tulis dan daftar vocabulary

E. Langkah- langkah Kegiatan Pembelajaran

Kegiatan	**Deskripsi Kegiatan**	**Alokasi Waku**
Pendahuluan	**1.Guru memasuki kelas dengan mengucaokan salam dan menyapa siswa dengan bahasa inggris** **2.Guru meminta siswa untuk membuka kelas dengan berdo'a**	**10 menit**

	3.Guru mengabsen siswa **4.Guru menjelaskan secari ringkas tentang materi yang akan di pelajari**	
Kegiatan inti	**1.Guru menjelaskan tentang vocabulary yang akan di pelajari** **2.Guru memberikan daftar vocabulary** **3Guru meminta siswa untuk mencari arti dari vocabulary tersebut di dalam kamus.** **4.Guru meminta siswa untuk menghapal vocabulary tersebut** **5.Guru memberikan latihan kepada siswa tentang vocabulary yang akan di pelajari.**	**30 menit**
Penutup	**1.Guru membuat kesimpulan pelajaran**	**10 menit**

	2.Guru meminta siswa mengakhiri kelas dengan berdo'a **3.Salam.**	

Penilaian

Indicator Pencapaian	**Teknik Penilaian**	**Bentuk instrument**	**Insrument Soal**
1.Mengidentifikasi nama nama anggota keluarga 2.Mengidentifikasi nama nama benda di sekolah dan di rumah 3.Mengidentifikasi nama nama anggota keluarga	Tes lisan	Multiple choice	Memilih jawaban yang sesuai dengan petunjuk

Jumlah soal keseluruhan adalah 25
Jumlah skor maksimal keseluruhan adalah 100
Setiap jawaban yang benar diberi skor 4
Jumlah skor keseluruhan 4x 25 = 10

Padangsidimpuan

Mengetahui	Peneliti
Linceri Saragi, S.pd	Hamzah Safawi

Appendix 4

INSTRUMENT FOR POST-TEST

A. Choose the correct answer by crossing a, b, c, or d

Part of Body

1. We use our… for writing and holding something.
   a. Legs c.foot
   b. Hands d.head
2. We have five …on our left hand, and five on the right.
   a.legs c.fingers
   b.finger d.toes
3. We think with our …which is inside our head

   a.teeth c.mouth

   b.brain d.neck

4. When we eat, food goes into the… through the throat and into the stomach

   a.teeth c.mouth

   b.lips d.neck

5. Yudi : What is Sari's… like?

   Yaser: It is curly.

   a.hair c.nail

   c.neck d.mustache

6. I put some pens, some pencils, a ruler,and some erasers in my…

   a. pencil case c. broom

   b. clock d. scissor

7. This tool can erase marker, chalk, or pencil. This ia…

   a. map c. glue

   b.eraser d.bag

8. The color of Indonesia's flag is…

   a. read and blue c. read and white

   b. black and white d. black and brown

9. The teacher usually writes… at the front of classroom.

a. bookshelf c. cupboard

b. whiteboard d. calendar

10. Andi uses… to make his pencil sharp. Its color is red

a. rulers c. pencilsharpener

b. chalk d. pencil case

11. Don not open the …, please! It's hot here

a. window c. door

b.kitchen d. living room

12. The… is a room in the house where we cook food.

a. garage c. kitchen

b. living room d.dining room

13. Lian washes his clothes in the …

a. dining room c. living room

b. laundry room d. small room

14. Aminah… her house at me. I am amazed to look it.

a. measure c. point

b. skip d. skate

15. Welcome to our … This is the place where our family lived

a. bedroom c. kitchen

b. house d.living room

16. A : would give me a …please, I want to write a letter.

a.book c. dictionary

b.pen d. bag

17. A : may I borrow your… please, I find some difficult words in the passage.

B : of course, here you are

a.book c. dictionary

b. pen d. bag

18. We have a lot of … in the classroom, we always sit on it.

a. tables c. chairs

b. desks d. floors

19. To start the lesson, our teacher usually ask us to open our…

a. clothes c. bag

b. book d. hat

20. Every class in SMP Negeri 8 Padangsidimpuan there is a white board. So, the teacher must use…. To write on it.

a. chalk c. duster

b. marker d.ruler

21. My father's brother is my…

a. uncle c. grandfather

b. aunt d.nephew

22. I have two brothers, Reno and Galang, they are my father's…

a. cousin c. aunt

b. uncle d. son

23. Reno : Mom, what should to your brother?

Mom : You should call him…

a.brother c. uncle

c. grandfather d. father

24. She is Gabe's… after his mother died, his father married her

a. aunt c. step mother

d. sister d. step sister

25. Reno : what should I call your mother?

Mom : You should call her…

a.aunt c. mother

b. nephew d. grandmother

Appendix 5

INSTRUMENT FOR PRE-TEST

1. Mrs. Sinta and her family enjoy their dinner in the…
   a.living room c. dinning room
   c.waiting room d. bedroom
2. My father's brother is my…

   a. uncle c. grandfather

   b.aunt d. nephew

3. What does usually a man put on his head? He puts on a…

   a. belt c. gloves

   b. shoe d. hat

4. Anto… his mother after they didn't meet in ten years

   a. hits c. throws

   b. laughts d. hugs

5. The following equipment is needed to play basket…

   a. letter c. ball

   b. songs d. rope

6. Give me a… to make my body warm.

   a.handkerchief c.soap

   b. blanket d. table clothes

7. My father is a driver, he drives

   a. plane c. train

   b. taxi d. boat

8. It's going to train, don't forget to bring your…

   a. belt c. gloves

   b. umbrella d. knife

9. These are modern game, except

a. play station c. chess

b. monopoly d. hide and seek

10. What is the opposite meaning of forget…

a. diligent c. give

b. receive d. remember

11. Nuddin drinks … coffee every morning

a. a cup coffee c. a spoon of

b. a plate of d.a bottle of

12. Cyintia is Mr. Cokganteng's daughter Mr. Cokganteng is Cyntia's…

a. brother c. mother

b. father d. sister

13. I want to hear Mr. whise speaks. He is a fine…

a. fighter c.speaker

b. smoker d. drawer

14. Food in… can last longer

a. boxes c. bowls

b. tins d. box

15. My mother has a mother. He is my…

a. grandfather c. sister

b. aunt d. grandmother

16. My mother has a father. He is my…

a. uncle c.son

b. brother d. grandfather

17. A school is the place where students… with their teachers.

a. teach c. play

b. work d. study

18. Putri : Safwan, your new shoes are good and really fit in your… you look charming and cool.

a. body c. finger

b. feet d. hand

19. My younger brother went to dentist two days ago because his… were in pain

a. teeth c. hands

b. ears d. fingers

20. My father always reads… every morning in living room.

a. newspaper c. computer

b. radio d. television

21. Siti is an SMP students. Her uniform is new, white blouse and a blue

a.short c. trousers

b. shirt d. skirt

22. John is tall, but his sister is very…(antonym)

a. small c. little

b. short d. slim

23. Sport help us become strong and…

a. hearty c. healthy

b. sleepy d. wealthy

24. where can we get school supplies?

a. toilet c. waterfall

b. market d. factory

25. Rita : What do the students in the library?

Mei : They usually… books

a. Land c. send
b. Borrow d. buy

Appendix 6

Key Answer of Instrument Pre Test and Post Test

A. Pre test

1. C	6. B	11. A	16. D	21. D
2. A	7. B	12. B	17. D	22. A
3. D	8. C	13. C	18. B	23. C
4. D	9. D	14. A	19.A	24. B
5. C	10. D	15. D	20. A	25. B

B. Post-Test

1. B	6. A	11. A	16. B	21. A
2. C	7. B	12. C	17. C	22. D
3. B	8. C	13. B	18. C	23. C
4. C	9. B	14. B	19. B	24. C
5. A	10. C	15. B	20. B	25. D

Form of Construct Validity for Vocabulary Test

Mata Pelajaran : Bahasa Inggiris

Kelas/ Semester :VII

Penelaah : Linceria Saragi S.Pd

A. Petunjuk Pengisian format pengisian butir soal

1. Analislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom ‘’ya’’ apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (√) pada kolam ‘’tidak’’ apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Text (pre-test)

No	ASPEK	Ya	Tidak	Catatan
1.	Apakah instrument dengan kompetensi dasar dan indikator untuk siswa kelas VII di semester II	√		
2.	Apakah isi materi dan topik dengan jenjang sekolah atau tingkat kelas	√		
3.	Apakah insruksi dapat di pahami	√		
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur	√		
5.	Apakah alokasi waktu sudah cukup	√		

Mengetahui,Validator

Linceria Saragi S.Pd

Appendix 7

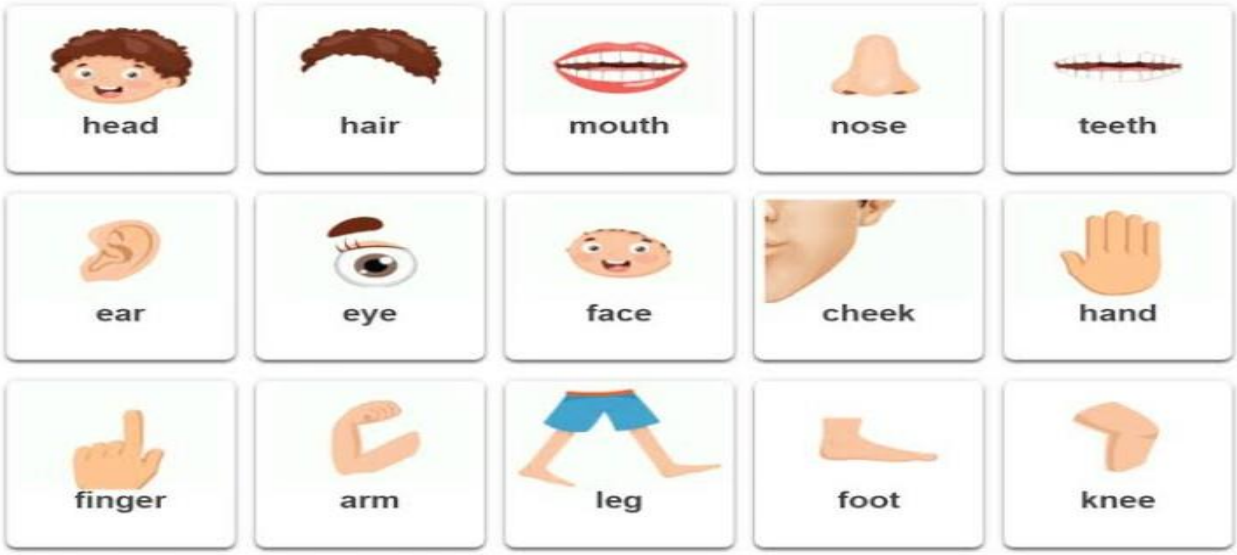
Part of House

My Family
mother
father
baby
parent
daughter
son
stepmother
family
cousins
step father
aunt
niece
uncle
grandfather
sister
brother
grandchildren
grandmother
ink saving Eco

Classroom Objects
table
chair
desk
board
window
door
cupboard
bookcase
school bag
pencil case
book
notebook
pencil
eraser
sharpener
ruler
paper
crayons
scissors
glue

Appendix 8

Part of Body



Appendix 9

Students' Score in Pre-test of Experimental Class

NO	Students' Name	Correct	Score	Category
1.	Abdul Malik Pakhpahan	10	40	Enough
2.	Aidil Anwar	10	40	High
3.	Amir SaukinSiagian	10	40	High
4.	AnandaSiregar	15	60	High
5.	AzzamRamadhan	8	32	Enough
6.	BelaPutriCantika	14	56	High
7.	CikoParwandaHarahap	9	36	Enough
8.	DivoPrawira	9	36	Enough
9.	FatriahAmalia	11	44	High
10.	Hikmal Akbar Lubis	10	40	High
11.	Irsan Akbar Lubis	12	48	High
12.	KhansahRafidanHarahap	12	48	High
13.	Marito	9	36	Enough
14.	Martin FahrezaLubis	8	32	Enough
15.	MutiaTanjung	9	36	Enough
16.	Natasha Alta Funisya	8	32	Enough
17.	NurulIlmi	8	32	Enough
18.	Putra Nasution	10	40	High
19.	RahmatIkhmalLubis	6	24	Enough
20.	RahmatNani	12	48	High
21.	RepanNatama			
22.	RiskaHanaini	10	40	High
23.	Risky Zul Ahmad Ritonga	5	20	Enough
24.	RonySyahputraPohan	5	20	Enough
25.	RoyhanPulungan	9	36	Enough
26.	SalsabilaLubis	10	40	High
27.	SeftiFriyantiPakpahan	9	36	Enough
28.	Seri OktavianiHarahap	10	40	High
29.	SitiAisyah	9	36	Enough
30.	Sri JuliyaniHasibuan			
31.	Tissya Mala Pohan	6	24	Enough
32.	ZaskiaNasution	15	60	High
TOTAL		288	1.104,	

Appendix 10

Students' Score in Pre-test of Control Class

NO	Students' Name	Correct	Score	Category
1.	Abdul Malik Pakpahan	10	40	Enough
2.	Aidil Anwar	10	40	High
3.	Amir Saukin Siagian	10	40	Very high
4.	Ananda Siregar	15	60	High
5.	Azzam Ramadhan	8	32	High
6.	Bela Cantika Putri	14	56	Very high
7.	Ciko Parwanda	9	36	Very high
8.	Divo Prawira	9	36	Very high
9.	Fitriah Amalia	11	44	Very high
10.	Hikmal Akbar Lubis	10	40	High
11.	Irsan Efendi	12	48	High
12.	Khansah Rafidah	12	48	High
13.	Marito	9	36	High
14.	Matin Fahrezy	8	32	High
15.	Mutia Tanjung	9	36	Very high
16.	Natasha Alta Funisya	8	32	High
17.	Nurul Ilmi	8	32	High
18.	Putra Nasution	10	40	Very high
19.	Rahmad Ikmal	6	24	Enough
20.	Rahmad Nani	12	48	High
21.	Repan Natama			
22.	Rizka Hanaini	10	40	High
23.	Rizki Zul Ahmad	5	20	Enough
24.	Roni	5	20	Enough
25.	Royhan	9	36	Very high
26.	Salsabila	13	52	Enough
27.	Sefti Friyanti	9	36	Enough
28.	Seri oktaviani	13	52	Enough
29.	Siti Aisyah	9	36	Enough
30.	Sri Juliyani			
31.	Tissya Mara	6	24	Enough
32.	Zaskia	15	60	Enough
TOTAL				
		294	1.164	

Appendix 11

Students' Score in Post-test of Experimental Class

NO	Students' Name	Correct	Score	Category
1.	Abdul Malik Pakhpahan	17	68	Enough
2.	Aidil Anwar	21	84	High
3.	Amir SaukinSiagian	25	100	Very high
4.	AnandaSiregar	23	92	High
5.	AzzamRamadhan	23	92	High
6.	BelaPutriCantika	25	100	Very high
7.	CikoParwandaHarahap	24	96	Very high
8.	DivoPrawira	25	100	Very high
9.	FatriahAmalia	24	96	Very high
10.	Hikmal Akbar Lubis	22	88	High
11.	Irsan Akbar Lubis	22	88	High
12.	KhansahRafidanHarahap	23	92	High
13.	Marito	22	88	High
14.	Martin FahrezaLubis	21	84	High
15.	MutiaTanjung	25	100	Very high
16.	Natasha Alta Funisya	22	88	High
17.	NurulIlmi	22	88	High
18.	Putra Nasution	25	100	Very high
19.	RahmatIkhmalLubis	19	76	Enough
20.	RahmatNani	21	84	High
21.	RepanNatama			
22.	RiskaHanaini	23	92	High
23.	Risky Zul Ahmad Ritonga	17	68	Enough
24.	RonySyahputraPohan	19	76	Enough
25.	RoyhanPulungan	25	100	Very high
26.	SalsabilaLubis	19	76	Enough
27.	SeftiFriyantiPakpahan	19	76	Enough
28.	Seri OktavianiHarahap	19	76	Enough
29.	SitiAisyah	17	68	Enough
30.	Sri JuliyaniHasibuan			
31.	Tissya Mala Pohan	18	72	Enough
32.	ZaskiaNasution	19	76	Enough
TOTAL		646	2.496	

Appendix 12

Students' Score in Post-test of Control Class

NO	Students' Name	Correct	Score	Category
1.	Ade Irma	19	76	Enough
2.	Adji Irwansyah	11	44	High
3.	Aidil Ramad Hanu	21	84	Very high
4.	Ardiansyah Pane	21	84	High
5.	Aulia Gea	18	72	High
6.	Bangun Saputra	17	68	Very high
7.	Dony Tirta Pakpahan	18	72	Very high
8.	Fatimah Siregar	13	52	Very high
9.	Hamidah Warahmah	17	68	Very high
10.	Hikmal Akbar MTD	17	68	High
11.	Indah Lestari	17	68	High
12.	Kania Maha Dewi	19	76	High
13.	Miftahul Jannah	16	64	High
14.	Muhammad kodir	13	52	High
15.	Muhammad Rifai	22	88	Very high
16.	Nadya Azzahra	18	72	High
17.	Nazwa Sakinah :Pohan	18	72	High
18.	Nurhanasah Lubis	18	72	Very high
19.	Rabiatul Pahma HSB	14	56	Enough
20.	Rafa Ramadhan Lubis	12	48	High
21.	Rendi Epriansyah			
22.	Ridoan Batubara	21	84	High
23.	Rizki Amanda	11	44	Enough
24.	Rizki Fauzan	12	48	Enough
25.	Ryan Anugrah Pasaribu	18	72	Very high
26.	Siti Aisyah Harahap	12	48	Enough
27.	Syahrini Rahmadani	8	32	Enough
28.	Zeva Maikaura	16	64	Enough
29.	Muhammad Idris	17	68	Enough
30.	Mandala Abadi	16	64	
31.	Nurjulia Khairani	13	52	Enough
32.	Dwi Putri Andini	10	40	Enough
TOTAL		493	1.972	

Appendix 13

Dik :

High : 100

Low : 64

Range : 100 – 64 = 36

Total of class : 1 + 3,3 Log n

= 1 + 3,3 Log 32

= 1 + 3,3(1,50)

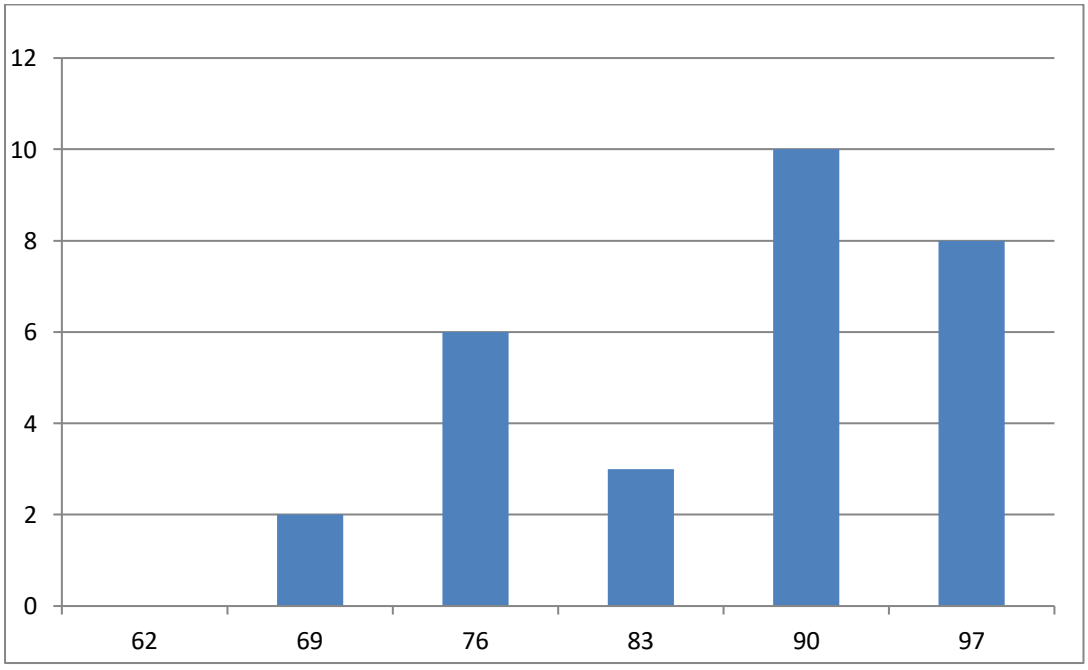
= 1 + 4,95

= 5,95

Interval : $\frac{Range}{Total\ Class}$

$= \frac{36}{6} = 6$

Interval	**X_i**	**f_i**	**f_k**	**f_iX_i**	**$f_iX_i^2$**
100 -94	97	8	8	776	602.176
93-87	90	10	18	900	810.000
86-80	83	3	21	249	62.001
79-73	76	6	27	456	207.936
72-66	69	2	29	138	19.044
65-59	62	-	-	-	-
Total	397	29		2.519	6.345.361



Mean : $\frac{\sum fixi}{\sum fi}$

$=\frac{2.519}{29}$= 86,86

Median : b + p$\left(\frac{\frac{n}{2}-fk}{fi}\right)$

b : $\frac{73+73,6}{2}$ = 73,3

$\frac{n}{2}$: $\frac{32}{2}$= 16

fk : 27

fi : 6

Me : 73,3 + 6$\left(\frac{16-27}{6}\right)$

= 73,3 + 6 (-1,83)

= 67,3(-1,83)

= -55,859

Modus : b + p$\left(\frac{b1}{b1+b2}\right)$

b : 73,3

p : 6

b_1 : 6 – 3 = 3

b_2 : 6 – 2 = 4

Mo : 73,3 + 6$\left(\frac{3}{3+4}\right)$

= 79,3 (0,42)

= 33,306

Appendix 14

High : 60

Low : 20

Range : 60 – 20 = 40

Total of class : 1 + 3,3 Log n

= 1 + 3,3 Log 32

= 1 + 3,3(1,50)

= 1 + 4,95

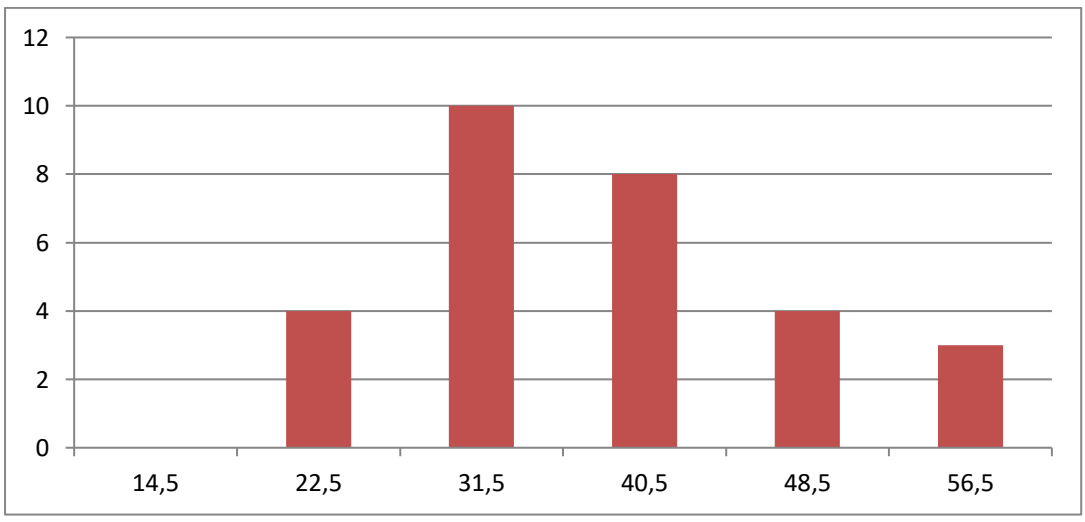
= 5,95

Interval : $\frac{Range}{Total\ Class}$

= $\frac{40}{6} = 6{,}67$

= 7

Interval	**X_i**	**f_i**	**f_k**	**f_iX_i**	**$f_iX_i^2$**
60-53	56,5	3	3	169,5	28.730,25
52-45	48,5	4	7	194	37.636
44-37	40,5	8	15	324	104.976
36-27	31,5	10	25	315	99.225
26-19	22,5	4	29	90	8.100
18-11	14,5	-	-	-	-
Total	397	29	79	1.092,5	1.193.556,25



Mean : $\frac{\sum fixi}{\sum fi}$

$= \frac{1.092,5}{29} = 37,67$

Median : $b + p\left(\frac{\frac{n}{2} - fk}{fi}\right)$

b : $\frac{27+27,6}{2} = 27,3$

$\frac{n}{2}$: $\frac{32}{2} = 16$

fk : 25

fi : 10

Me : $27,3 + 6\left(\frac{16-25}{10}\right)$

$= 27,3 + 6\ (-0,9)$

$= 33,3(-0,9)$

$= -29,97$

Modus : $b + p\left(\frac{b1}{b1+b2}\right)$

b : 27,3

p : 6

b_1 : 10 – 8 = 2

b_2 : 10 – 4 = 6

Mo : $27,3 + 6\left(\frac{2}{2+6}\right)$

$= 33,3\ (0,25)$

$= 33,55$

Appendix 15

Post-Test of Control Class

High : 88

Low : 40

Range : 88 – 40 = 48

Total of class : 1 + 3,3 Log n

= 1 + 3,3 Log 32

= 1 + 3,3(1,50)

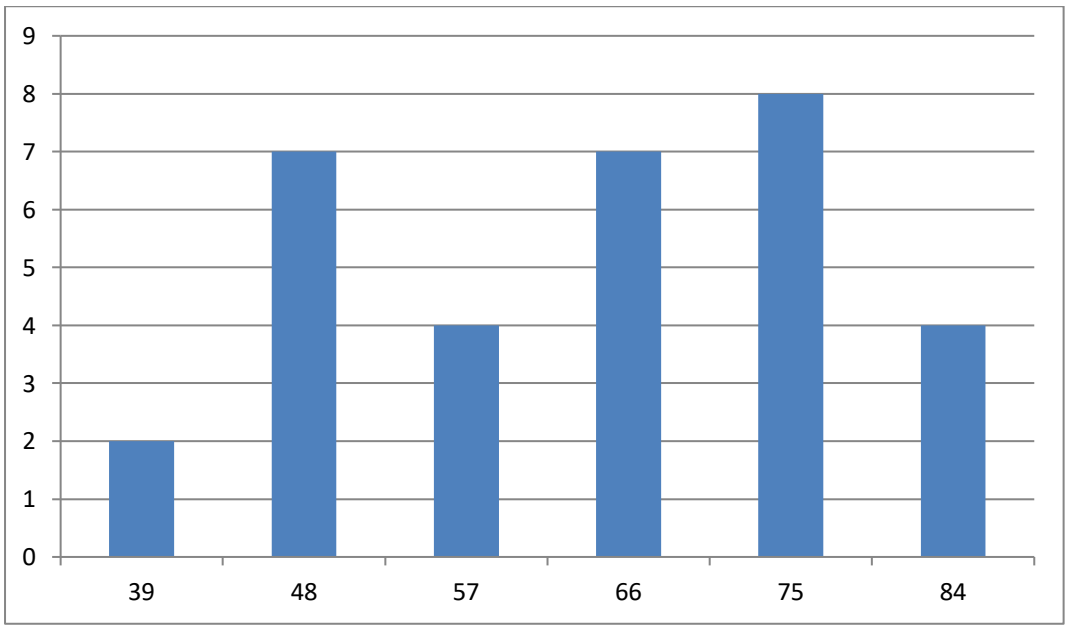
= 1 + 4,95

= 5,95

Interval : $\frac{Range}{Total\ Class}$

= $\frac{48}{6} = 8$

Interval	**X_i**	**f_i**	**f_k**	**f_iX_i**	**$f_iX_i^2$**
88-80	84	4	4	336	112.896
79-71	75	8	12	600	360.000
70-62	66	7	19	462	213.444
61-53	57	4	23	228	51.984
52-44	48	7	30	336	112.896
43-35	39	2	32	78	6.084
Total	397	29		2040	4.161.600



Mean : $\frac{\sum fixi}{\sum fi}$

= $\frac{2.040}{29}$= 7034

Median : b + p$\left(\frac{\frac{n}{2}-fk}{fi}\right)$

b : $\frac{53+53,6}{2}$ = 53,3

$\frac{n}{2}$: $\frac{32}{2}$= 16

fk : 23

fi : 4

Me : 53,3 + 6$\left(\frac{16-23}{4}\right)$

= 53,3 + 6 (-1,75)

= 59,3(-1,75)

= -103,775

Modus : b + p$\left(\frac{b1}{b1+b2}\right)$

b : 53,3

p : 4

b_1 : 4 – 7 = -3

b_2 : 4 – 7 = -3

Mo : 53,3 + 6$\left(\frac{(-3)}{(-3)+(-3)}\right)$

= 59,3 (0,5)

= 59,8

Appendix 16

Pre-Test of Control Class

High : 96

Low : 32

Range : 96 – 32 = 64

Total of class : 1 + 3,3 Log n

= 1 + 3,3 Log 32

= 1 + 3,3(1,50)

= 1 + 4,95

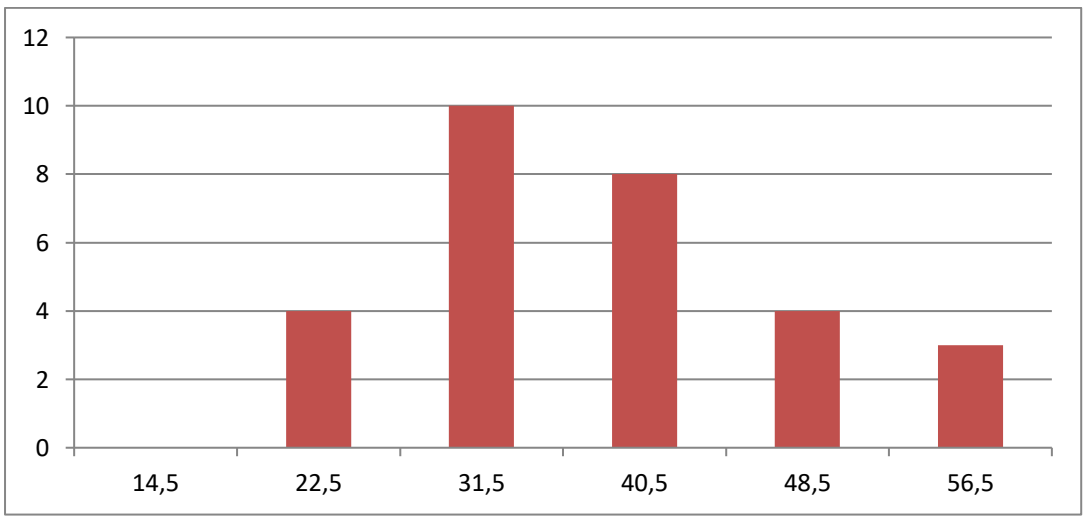
= 5,95

Interval : $\frac{Range}{Total\ Class}$

= $\frac{64}{6} = 10{,}67$

= 11

Interval	**X_i**	**f_i**	**f_k**	**f_iX_i**	**$f_iX_i^2$**
96-86	91	5	5	455	207.025
85-75	80	6	11	480	230.400
74-64	69	5	16	345	119.025
63-53	58	2	18	116	13.456
52-42	47	1	19	47	2.209
41-31	36	5	24	180	32.400
Total	381	24	93	9144	83.612.736



Mean : $\frac{\sum fixi}{\sum fi}$

$= \frac{9144}{24} = 381$

Median : $b + p\left(\frac{\frac{n}{2} - fk}{fi}\right)$

b : $\frac{53+53,6}{2} = 53,3$

$\frac{n}{2}$: $\frac{32}{2} = 16$

fk : 93

fi : 24

Me : $53,3 + 6\left(\frac{16-93}{24}\right)$

$= 53,3 + 6\ (-3,21)$

$= 59,3(-3,21)$

$= -190,353$

Modus : $b + p\left(\frac{b1}{b1+b2}\right)$

b : 53,3

p : 6

b_1 : 2 – 5 = -3

b_2 : 2 – 1 = 1

Mo : $53,3 + 6\left(\frac{-3}{-3+1}\right)$

$= 59,3\ (1,5)$

$= 88,95$

Appendix 17

The Score of Pre-Test of Experimental Class

No	Students' Initial	Experimentari		T1-T2 (d)	d^2
		Pre-test	Post-test		
1	AMP	40	68	28	784
2	AA	40	84	44	1936
3	ASS	40	100	60	3600
4	AS	60	92	32	1024
5	AR	32	92	60	3600
6	BPC	56	100	44	1936
7	CPH	36	96	60	3600
8	DP	36	100	64	4096
9	FA	44	96	52	2704
10	HAL	40	88	48	2304
11	IER	48	88	40	1600
12	KRH	48	92	44	1936
13	M	36	88	52	2704
14	MFL	32	84	52	2704
15	MT	36	100	64	4096
16	NAF	32	88	56	3136
17	NI	32	88	56	3136
18	PN	40	100	60	3600
19	RIL	24	76	52	2704
20	RN	48	84	36	1296
21	RN				0
22	RH	40	92	52	2704
23	RZAR	20	68	48	2304
24	RSP	20	64	44	1936
25	RP	36	76	40	1600
26	SL	52	100	48	2304
27	SFP	36	76	40	1600
28	SOH	40	76	36	1296
29	SA	36	68	32	1024
30	SJH				
31	TMP	24	72	48	2304
32	ZN	60	76	16	256
		1.104	2496	1392	1.937.664

Appendix 18

The Score of Post-t-Test Experimental Class

No	Initial	T2-T1	d-Mx (dx)	dx^2
1	AMP	28	-15,5	240,25
2	AA	44	0,5	0,25
3	ASS	60	16,5	272,25
4	AS	32	-11,5	132,25
5	AR	60	16,5	272,25
6	BPC	44	0,5	0,25
7	CPH	60	16,5	272,25
8	DP	64	20,5	420,25
9	FA	52	8,5	72,25
10	HAL	48	4,5	20,25
11	IER	40	-3,5	12,25
12	KRH	44	0,5	0,25
13	M	52	8,5	72,25
14	MFL	52	8,5	72,25
15	MT	64	20,5	420,25
16	NAF	56	12,5	156,25
17	NI	56	12,5	156,25
18	PN	60	16,5	272,25
19	RIL	52	8,5	72,25
20	RN	36	-7,5	56,25
21	RN		-43,5	1892,25
22	RH	52	8,5	72,25
23	RZAR	48	4,5	20,25
24	RSP	44	0,5	0,25
25	RP	40	-3,5	12,25
26	SL	48	4,5	20,25
27	SFP	40	-3,5	12,25
28	SOH	36	-7,5	56,25
29	SA	32	-11,5	132,25
30	SJH		-43,5	1892,25
31	TMP	48	4,5	20,25
32	ZN	16	-27,5	756,25
		1.104	1.348,5	1.818.452

Appendix 19

The Score of Pre-Test of Control Class

No	Students' Initial	Control class		T1-T2 (d)	d^2
		Pre-test	Post-test		
1	AI	68	76	-8	64
2	AI	40	44	-4	16
3	ARH	32	84	-52	2.704
4	AP	64	84	-20	400
5	AG	92	72	20	400
6	BS	72	68	4	16
7	DTP	84	72	12	144
8	FS	32	52	-20	400
9	HW	80	68	12	144
10	HAM	88	68	20	400
11	IL	68	68	0	0
12	KMD	88	76	12	144
13	MJ	72	64	8	64
14	MK	44	52	-8	64
15	MR	84	88	-4	16
16	NA	92	72	20	400
17	NSP	72	72	0	0
18	NL	72	72	0	0
19	RPH	76	56	20	400
20	RRL	40	48	-8	64
21	RE			0	0
22	RB	96	84	12	144
23	RA	64	44	20	400
24	RF	54	48	6	36
25	RAP	60	72	-12	144
26	SAH	32	48	-16	256
27	SR	60	32	28	784
28	ZM	80	64	16	256
29	MI	92	68	24	576
30	MA	72	64	8	64
31	NK	84	52	32	1.024
32	DPA	40	40	0	0
		2.094	1.972	122	14.884

Appendix 20

The Score of Pre-Test Control Class

No	Initial	T2-T1 (d)	d-My (dy)	dy^2
1	AI	-8	-4,1875	17,53516
2	AI	-4	-0,1875	0,035156
3	ARH	-52	-48,1875	2322,035
4	AP	-20	-16,1875	262,0352
5	AG	20	23,8125	567,0352
6	BS	4	7,8125	61,03516
7	DTP	12	15,8125	250,0352
8	FS	-20	-16,1875	262,0352
9	HW	12	15,8125	250,0352
10	HAM	20	23,8125	567,0352
11	IL	0	3,8125	14,53516
12	KMD	12	15,8125	250,0352
13	MJ	8	11,8125	139,5352
14	MK	-8	-4,1875	17,53516
15	MR	-4	-0,1875	0,035156
16	NA	20	23,8125	567,0352
17	NSP	0	3,8125	14,53516
18	NL	0	3,8125	14,53516
19	RPH	20	23,8125	567,0352
20	RRL	-8	-4,1875	17,53516
21	RE	0	3,8125	14,53516
22	RB	12	15,8125	250,0352
23	RA	20	23,8125	567,0352
24	RF	6	9,8125	96,28516
25	RAP	-12	-8,1875	67,03516
26	SAH	-16	-12,1875	148,5352
27	SR	28	31,8125	1012,035
28	ZM	16	19,8125	392,5352
29	MI	24	27,8125	773,5352
30	MA	8	11,8125	139,5352
31	NK	32	35,8125	1282,535
32	DPA	0	3,8125	14,53516
		1.104	125,8125	15828,79

Appendix 21

Hyphotesis

No	Students' Initial	Experimentari		Range	Students' Initial	Control Class		Range
		Pre-test	Post-test			Pre-test	Post-test	
1	AMP	40	68	28	AI	68	76	8
2	AA	40	84	44	AI	40	44	4
3	ASS	40	100	60	ARH	32	84	52
4	AS	60	92	32	AP	64	84	20
5	AR	32	92	60	AG	92	72	-20
6	BPC	56	100	44	BS	72	68	-4
7	CPH	36	96	60	DTP	84	72	-12
8	DP	36	100	64	FS	32	52	20
9	FA	44	96	52	HW	80	68	-12
10	HAL	40	88	48	HAM	88	68	-20
11	IER	48	88	40	IL	68	68	0
12	KRH	48	92	44	KMD	88	76	-12
13	M	36	88	52	MJ	72	64	-8
14	MFL	32	84	52	MK	44	52	8
15	MT	36	100	64	MP	84	88	4
16	NAF	32	88	56	NA	92	72	-20
17	NI	32	88	56	NSP	72	72	0
18	PN	40	100	60	NL	72	72	0
19	RIL	24	76	52	RPH	76	56	-20
20	RN	48	84	36	RRL	40	48	8
21	RN				RE			
22	RH	40	92	52	RB	96	84	-12
23	RZAR	20	68	48	RA	64	44	-20
24	RSP	20	64	44	RF	54	48	-6
25	RP	36	76	40	RAP	60	72	12
26	SL	52	100	48	SAH	32	48	16
27	SFP	36	76	40	SR	60	32	-28
28	SOH	40	76	36	ZM	80	64	-16
29	SA	36	68	32	MI	92	68	-24
30	SJH				MA	72	64	-8
31	TMP	24	72	48	NK	84	52	-32
32	ZN	60	76	16	DPA	40	40	0
		1.104	2496	1392		2.094	1.972	-122

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

$$= \frac{1392}{32}$$

$$= 43,5$$

$$My = \frac{\sum y}{N}$$

$$= \frac{-122}{32}$$

$$= -3,8125$$

$$t = \frac{Mx - My}{\left[\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2}}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}$$

$$t = \frac{43,5 - (-3,8125)}{\left[\sqrt{\frac{1.818.452 + 15828,79}{32 + 32 - 2}}\right]\left[\frac{1}{32} + \frac{1}{32}\right]}$$

$$t = \frac{47,3125}{\left[\sqrt{\frac{1.819.980,79}{62}}\right]\left[\frac{1}{32} + \frac{1}{32}\right]}$$

$$t = \frac{47,3125}{\left[\sqrt{29.354,52}\right][0,0625]}$$

$$t = \frac{47,3125}{[54,18][0,0625]}$$

$$t = \frac{47,3125}{3,38621}$$

$$t = 13,98$$

the degree of freedom was

df = (N-1)+(N-1)

df = (32-1)+(32-1)

df = 31+31

df= 62

Appendix 22

Research Documentation

CURRICULUM VITAE

PHOTO

A. Identity

Name	: Hamzah Safawi Hasibuan
Reg. Num	: 18 203 00071
Place/Date of Birthday	: Pijorkoling/ 19th September 1998
Gender	: Male
Religion	: Islam
Siblings	: 5 Siblings
Address	: Pijorkoling, Padangsidimpuan Tenggara, Padangsidimpuan
E-mail	: safawihamza@gmail.com
Phone number	: +62 823-6903-7541

B. Parents

Father's Name	: Kali Hasan Hasibuan
Mother's Name	: Dahlena Batubara

C. Educational Background

Elementary School	: SDN 200502 Padangsidimpuan (2005) (2011)
Junior High School	: SMP Negeri 8 Padangsidimpuan (2011)-(2014)
Senior High School	: SMA Negeri 8 Padangsidimpuan (2014)-(2017)
College/Institute	: Universites Islam Negeri Syekh Ali Hasan Ahmad Addary (2018)-(2023)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022
Website: https://ftik.iain-padangsidimpuan.ac.id E-Mail: ftik@iain-padangsidimpuan.ac.id

Nomor : B921 /In.14/E.1/PP.009/03/2022 31 Maret 2022
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M.Ag.** **(Pembimbing I)**
2. **Fitri Rayani Siregar, M.Hum.** **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Hamzah Safawi Hasibuan
NIM	: 18 203 00071
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: Implementation of Using Picture in Teaching Vocabulary at Seventh Grade Students at SMP Negeri 8 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP 19801224200604 2 001

Ketua Program Studi TBI

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

PEMERINTAH KOTA PADANG SIDEMPUAN
DINAS PENDIDIKAN
SMP NEGERI 8 PADANG SIDEMPUAN
NSS : 201072005008 NIS : 200080 NPSN : 10212508 AKREDITASI A
email smpnegeri8padangsidimpuan@gmail.com
JL. TENGKU RIZAL NURDIN KM. 8 PIJORKOLING

SURAT KETERANGAN IZIN SURVEY PENDAHULUAN

Nomor : 421/ 025 /SMP.N8/PSP/2023

ang bertanda tangan dibawah ini :

Nama	: **ALI HAMSAH LUBIS, S. Pd**
NIP	: 19640805 198601 1 001
Pangkat/Gol	: Pembina Tk. I/ IV.b
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 8 Padang Sidempuan

lenerangkan dengan sebenarnya bahwa :

Nama	: **HAMZAH SAFAWI HASIBUAN**
N I M	: 1820300071
Fakultas	: Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang sidempuan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Pijorkoling, Kec. Padang Sidempuan Tenggara

Benar telah mengadakan penelitian untuk penulisan Karya Tulis Ilmiah deangan judul :
The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padang idempuan".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana erlunya.

Padang Sidempuan, 15 Maret 2023
Kepala Sekolah

PEMERINTAH KOTA PADANG SIDEMPUAN DINAS PENDIDIKAN SMP NEGERI 8

ALI HAMSAH LUBIS, S. Pd
NIP. 19640805 198601 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B|295 /Un.28/E.1/TL.00/03/2023
Lampiran :
Prihal : **Izin Riset Skripsi**

7 Maret 2023

Yth. **Kepala SMP Negeri 8 Padangsidimpuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Hamzah Safawi Hasibuan
NIM	: 1820300071
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Pijorkoling, Kec. Padangsidimpuan Tenggara

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Using Picture in Teaching Vocabulary at Seventh Grade SMP Negeri 8 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001