

**THE EFFECT OF PICTURE MEDIA TOWARDS  
'STUDENTS' VOCABULARY MASTERY  
AT GRADE XI SMA NEGERI 1 BATANGTORU  
TAPANULI SELATAN**



**A Thesis**

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

**Written By:**

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PADANGSIDIMPUAN**

**2025**

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## LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher  
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Reza Pahlepy Siregar**, entitled "*The Effect Of Picture Media towards Students' Vocabulary Mastery at Grade XI SMA Negeri 1 Batangtoru Tapanuli Selatan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill 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 Padangsidempuan.

Therefore, we hope that the thesis will 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 Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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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 of Syekh Ali Hasan Ahmad Addary Padangsidimpuann in article 14 verse 2.

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## ABSTRACT

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at grade XI SMA Negeri 1 Batangtoru Tapanuli Selatan

This research described about the lack of vocabulary mastery of the students. It was expected that can be solved by using Picture Media. The objective of this research is to know whether the use of Picture Media can effect on students' mastery in vocabulary where in this research focused on noun, adjective, verb and preposition. The research design applied was experimental research. The population of this research was the grade XI students of SMA Negeri 1 Batangtoru Tapanuli Selatan and the sample was selected by using simple random sampling technique. Two classes were chosen randomly as the sample. They were XI-1 as the control class that consisted of 25 students and XI-2 as the experimental class that also consisted of 25 students. This research used test as the instrument to collecting the data. The data analysed by using statistical analysis by SPSS V.26 in order to know the significant difference of the students' achievement both in pre-test and post-test. From the data analysis obtained that the score of  $t_{count}$  was higher than  $t_{table}$  by applying 5% level of significance and df was 48 where,  $t_{count} > t_{table}$  ( $2.157 > 1.6772$ ). Therefore, the use of Picture Media is effective enough on increasing students' vocabulary mastery at the grade XI of SMA Negeri 1 Batangtoru Tapanuli Selatan.

**Keywords:** *Quantitative, Picture, Media, Vocabulary, Mastery*

## ABSTRAK

Name : Reza Pahlepy Siregar  
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Title of Thesis : Pengaruh Media gambar terhadap Penguasaan Kosakata Siswa di Kelas IX SMA Negeri 1 Batangtoru Tapanuli Selatan

Penelitian ini mendeskripsikan tentang kurangnya kemampuan kosakata siswa. Hal ini diharapkan dapat diselesaikan dengan menggunakan media gambar. Fokus dari penelitian ini yaitu untuk mengetahui apakah penggunaan media gambar bisa berdampak penguasaan kosakata siswa yang mana dalam penelitian ini berfokus pada kata benda, kata sifat, kata kerja dan preposisi. Desain yang digunakan dalam penelitian ini yaitu penelitian eksperimental. Populasi dari penelitian ini yaitu siswa kelas sebelas SMA Negeri 1 Batangtoru Tapanuli Selatan dan sampel diseleksi menggunakan pengambilan sample acak sederhana. Dua kelas dipilih secara acak sebagai sample. Yaitu kelas XI-1 sebagai kelas kontrol yang berisi 25 siswa dan kelas XI-2 sebagai kelas eksperimen yang juga berisi 25 siswa. Penelitian ini menggunakan tes sebagai instrumen untuk pengambilan data. Data di analisis menggunakan analisis statistik dengan SPSS V.26 untuk mengetahui perbedaan signifikan pada pencapaian siswa dikedua tes pre-tes dan post-tes. Dari analisis data didapat score dari  $t_{hitung}$  lebih tinggi daripada  $t_{tabel}$  dengan mengamplifikasikan 5% signifikansi level dengan df 48 yang mana,  $t_{hitung} > t_{tabel}$  ( $2.157 > 1.6772$ ). Maka dari itu, penggunaan Media Gambar cukup efektif dalam peningkatan penguasaan kosakata siswa di kelas sebelas SMA Negeri 1 Batangtoru Tapanuli Selatan..

**Keywords:** *Kuantitatif, Gambar, Media, Kosakata, Penguasaan*

## ملخص البحث

الاسم :رضا بجلي سرجار  
رقم التسجيل : ١٩٢٠٣٠٠٠٨٥  
عنوان البحث :تأثير الوسائط المصورة على إتقان الطلاب للمفردات اللغوية في الصف التاسع من المدرسة الثانوية العليا نيجيري ١ باتانغتورو جنوب تابانولي

تصف هذه الدراسة نقص مهارات الطلاب في المفردات اللغوية. ومن المتوقع حل هذه المشكلة باستخدام الوسائط المصورة. ينصب تركيز هذه الدراسة على معرفة ما إذا كان استخدام الوسائط المصورة يمكن أن يكون له تأثير على إتقان الطلاب للمفردات التي تركز في هذه الدراسة على الأسماء والصفات والأفعال وحروف الجر. التصميم المستخدم في هذا البحث هو البحث التجريبي. كان مجتمع هذه الدراسة طلاب الصف الحادي عشر من طلاب الصف الحادي عشر في المدرسة الثانوية العليا في نيجيري ١ باتانغتورو جنوب تابانولي، وتم اختيار العينة باستخدام أخذ عينات عشوائية بسيطة. تم اختيار صفيين عشوائياً كعينات. وهما الفصل الحادي عشر-١ كفصل ضابطة يحتوي على ٢٥ طالباً والفصل الحادي عشر-٢ كفصل تجريبي يحتوي أيضاً على ٢٥ طالباً. استخدمت هذه الدراسة اختباراً كأداة لجمع البيانات. وقد تم تحليل البيانات باستخدام التحليل الإحصائي باستخدام الحزمة الإحصائية للعلوم الاجتماعية ٢٦ لتحديد الفرق الكبير في تحصيل الطلاب في كل من الاختبار القبلي والبعدي. من تحليل البيانات، تبين من تحليل البيانات أن درجة القيمة أعلى من تطبيق مستوى الدلالة ٥٪ مع ٤٨، وهي القيمة (٢,١٥٧ > ١,٦٧٧٢). لذلك، فإن استخدام الوسائط المصورة فعال في تحسين اكتساب الطلاب للمفردات في الصف الحادي عشر من المدرسة الثانوية العليا في نيجيري ١ باتانغتورو جنوب تابانولي..

الكلمات المفتاحية الكمية، الصور، الصور، الوسائط، المفردات، الإتقان

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I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, 19 May 2025

Researcher

Reza Pahlepy Siregar  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Problem**

English is one of the most important languages in the world. It can even be said the single most important language. English is important because it may be the true language as the link in the global system, Some people in the world use English to communicate with each other to deliver something, so English as a tool of communication will have some effects on global communication system such as in economic, social, politic, and also education.

In the education field, where the teaching and learning process is going on, language is needed to transfer knowledge. In our country, Indonesia, English is studied as a foreign language. Basically, English has four skills that should be mastered by the learners, such as: listening, speaking, writing, and reading. Skill is the ability to do something well. Such was the case English is very important to be learned, especially for students in Indonesia, so mastery of English is very important. It must be known that English is the number one language in the world. One of the important components to mastery of it is vocabulary. Vocabulary also influences the ability to speak. Without knowing the vocabulary well, speaking is also difficult to do. English vocabulary have the different characteristic with students language, like the grammar, pronunciation, vocabulary, etc. It makes



English vocabulary very different with students language. As a teacher, they must transfer knowledge to the students. Teacher should have the capability in teaching vocabulary. Patient will be needed in teaching vocabulary in junior high school, especially in the first grade of junior high school. The teacher must give more attention to the students because it is not easy to understand the students in this grade. The students often feel bored to take many words in their mind.

Therefore the students often consider that learning English is very difficult. In another case, teachers do not use the appropriate technique in teaching English. Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most language into “grammatical words”, such as prepositions, articles, adverb and so on, and content words. From the definition above, the researcher make a conclusion that vocabulary is an important part in speaking. so that students learn listening, speaking and grammar, without having problems, teacher must give a good strategy in teaching vocabulary to increase all of them, especially in speaking skill. In Junior high school level, English is introduced as a new subject. Most of the students never learn it before. so vocabulary mastery is the most important, because vocabulary is an essential means in teaching language skill, other word can be said that. Students who understand a vocabulary well will not be misled in interpreting the meaning of the vocabulary.

Vocabulary is really important to be mastered so that can be run communicate easily.<sup>1</sup> Based on this statement, it could be understood that vocabulary is one of the items that has to be mastered by students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will get trouble in his/her reading, listening, speaking and writing. In the teaching learning process are influenced by the ways teachers present their instructional material. The students need something fun and enjoyable. By using a suitable technique, the lesson materials will be more interesting, effective and efficient. Using picture is one of the techniques in teaching vocabulary.

Vocabulary is always employed in teaching learning a language. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. It is impossible for the learners to perform their English well if their vocabularies are very poor. The students would find any difficulties in expressing because of having limited vocabularies. Vocabulary mastery is a person's ability to explore and understand a word contained in English and become the basis of communication that everyone knows both orally and in writing.<sup>2</sup> In this study, based on the personal interview made by researcher to the English and some

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<sup>1</sup> Kiki Rizki Amalia, *The Effect Of Pictures As A Media On Students ' ( A Quasi-Experimental Study At The Eighth Grade Of Mts Imadun Najah Jakarta By: Faculty Of Educational Sciences The Effect Of Pictures As A Media On Students ' , 2019.* [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/58522/1/KIKI%20RIZKI%20AMALIA\\_FITK.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/58522/1/KIKI%20RIZKI%20AMALIA_FITK.pdf)

<sup>2</sup> Wahyu Wiganda Putra, "The Effect of Using Picture Media Towards Students' Vocabulary Mastery at The Eighth Grade Students of Islamic Junior High School Students of Mathla'ul Anwar Dahu Bojong in Academic Year 2018/2019," *Journal of English Education Studies* 3, no. 2 (November 30, 2020): 77–86, <https://doi.org/10.30653/005.202032.62>.

students at grade XI SMA N 1 Batang Toru, the researcher found a problem that the students' vocabulary at SMA N 1 Batang Toru was very low. Based on the teacher at SMA N 1 Batang Toru, that a vocabulary were still bad because students lazy to read and open the English dictionary. The student also have struggle in recognizing the vocabulary in the state of the different sound and the spelling or written, students also confuse how to manage their strategy in order to enrich their vocabulary and stay remember them all.<sup>3</sup> Then, it caused them rarely practiced English, of course both make them weak in vocabulary. Though the vocabulary has been studied since the English studied first in junior high school. So, students who study in grade XI have been studying vocabulary for five years. in the five years should be no difficulties in the studying vocabulary, but infact the students still found difficalties.

There are some techniques and medias can be used in teaching vocabulary, so students can increase their capability in mastering vocabulary such as book media, film media, music media, graphic media and picture media. where in this research the picture media is chosen. Based on some experts this media is has positive effects in teaching vocabulary, that is why the writer chooses "The Effect of Picture Media Towards Students' Vocabulary Mastery at Grade XI SMA N 1 Batang Toru – Tapanuli Selatan.

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<sup>3</sup> Sripurnama, "English Teacher in class XI SMA N 1 Batang Toru, Private Interview," 2023

## **B. Identifications of the Problem**

Based on the background of the problem, the identification of the problem can be taken as follows :

1. Students' vocabulary mastery is still low
2. The students' opened dictionary to know the meaning
3. The students' confuse of mastering the strategy to learn vocabulary
4. The low interest of students in learning vocabulary during the teaching and learning process
5. The students could not comprehend the specific information of the text well due to a lack of vocabulary
6. The media used by the teacher is less diverse and still uses the old way of teaching.

## **C. Limitation of the problem**

Based on above identification of the problem, the researcher only focused on weakness of students' vocabulary mastery. The researcher used pictures media in this research as a media in teaching vocabulary in SMA N 1 Batang Toru. In addition, the researcher did not discuss all the material learning in the school but the research only focuses in noun, adjectives, verb and preposition.

## **D. Formulations of the problem**

From the limitation above, the researcher formulates the problem of this research as follows:

1. How is students' vocabulary mastery before learning by using picture media at grade XI SMA Negeri 1 Batang Toru.
2. How is students' vocabulary mastery after learning by using picture media at grade XI in SMA Negeri 1 Batang Toru.
3. What is the significant effect of Picture media towards students vocabulary mastery at XI grade in SMA Negeri 1 Batang toru?

#### **E. The Objectives of the research**

Based on the focus of the problem, the researcher determines that the purposes of this researcher are:

1. To describe students' vocabulary mastery before learning by using Picture media.
2. To describe students' vocabulary mastery after learning by using Picture Media.
3. To examine the significant effect of using picture media on students vocabulary at the grade XI SMA Negeri 1 Batangtoru.

#### **F. Significances of the Problem**

The significant of the problem are:

1. For students are:
  - a. To increase the students' interest in vocabulary mastery
  - b. To help the students' speaking skill better than before and students' vocabulary mastery better than before.

2. For the english teacher are:

- a. It is expected can be useful as a reference how to make the learning and teaching process enjoyable and attractive to the students in the classroom.
- b. It is to help the teacher improving and determine the right steps to overcome existing problem.

3. For the researcher is:

- a. The results of this study can be used as a reference for other researchers who have the same interest in the same field.

#### **G. The Definition of the Operational Variables**

To avoid misunderstanding of this research, the researcher will explain as follows:

1. Picture Media

Pictures are media that can be applied in teaching and learning English. The pictures will motivate the students to get ideas, information and make the students more interested in studying English.

2. Vocabulary Mastery

Vocabulary mastery is a person's ability to explore and understand a word contained in english and become the basis of communication that everyone knows both orally and in writing.

#### **H. Outline of the Thesis**

This research consisted of several chapters that represent all requirements from background to findings of this research. This research

contained in five stages or chapters as follows:

Chapter One: consisted of background of the problem, identification of the problem, limitation of the problem formulation of the problem, objectives of the research, definition of the operational variables and outline of the research.

Chapter Two: theoretical review of the variables in this research and also the discussion about the theory of the method or strategy of learning chosen in this research. Chapter two also consisted of the review related findings, conceptual framework and hypothesis of this research. Chapter Three: consisted about the research methodology of this research that equip about the sample, population, instrument and all the procedure of data collection and data analysis of this research.

Chapter Four: consisted of the findings in this research that represented the result of the data and the conclusion of this research to the hypothesis acceptance. Chapter four also consisted of the discussion to elevate the result of this research comparing to other researches. Chapter Five: contained in about conclusion, implication, and suggestion.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Description

##### 1. Vocabulary Mastery

###### a. Definition of Vocabulary Mastery

Vocabulary refers to the collection of words in a language that an individual knows or uses, or that have a connection with a specific activity. Vocabulary refers to the words we study in the other language.<sup>4</sup> Vocabulary is vocabulary that is used in a language, both normally or mainly, and is beneficial as a way of conversation and gaining expertise. Vocabulary is also vocabulary that expresses thoughts in everyday lifestyles. The basic unit in gaining knowledge of language is word or vocabulary.

Vocabulary is one of important aspect of language component besides grammar and structure. According to Nelson in Siregar and Harida, Vocabulary is a list or collection of word expands in alphabetical order.<sup>5</sup> Words are the basic building blocks of a language.<sup>6</sup> Knowing vocabulary has big influence in learning English. Putra gives a good illustration related to definition of vocabulary. He says:

There are some definitions of vocabularies. Vocabulary can be defined, roughly, as the words we teach in the foreign

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<sup>4</sup> Howard Jackson, *Meaning and Vocabulary: An Introduction to Modern Lexicology* (Cassel, 2002).

<sup>5</sup> Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary by Word Formation Process*, Edisi Pert (Padangsidempuan: Kencana, 2021).

<sup>6</sup> H. Douglas Brown, *Language Assesment Frinciples and Classroom Practice Second Edition*, (United State of America: Longman Person Education, 2010), p. 305



language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words. Vocabulary is the knowledge of meanings of words.<sup>7</sup>

It means the meaning of word is an instrument for thinking about meaning expresses. Vocabulary are also explained in the oxford pocketed dictionary.

In Oxford dictionary, vocabulary is all the words that person known and uses all the words in language, and lists of words with their meaning.<sup>8</sup> Suyanto states that vocabulary is a group of words of a language that convey meaning when the language is used.<sup>9</sup> Based on the statements, it can be stated that vocabulary is a list of words that is used by, understood by, or at the command of a particular person or group. The list of words can be used to express ideas and feeling in communication.

In conclusion, vocabulary is a group of words in language. People use vocabulary which are arranged into sentence to express their opinion, their thought, and also ideas in their communication. As the result, from definition above, the researcher concludes vocabulary is a list or collections of words with a meaning. It must be learned by students

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<sup>7</sup> Wahyu Wiganda Putra, "The Effect of Using Picture Media Towards Students' Vocabulary Mastery at The Eighth Grade Students of Islamic Junior High School Students of Mathla'ul Anwar Dahu Bojong in Academic Year 2018/2019," *Journal of English Educ*

<sup>8</sup> A. S Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2000).

<sup>9</sup> Ksaihani K.E Suyanto, "Strategy in Teaching English Vocabulary," *Https://Jurnal.Uns.Ac.Id/Englishedu/Article/View/3595*, 2020, 27.

because it is important for developing English skills and it determines the learners successfull in using the language learned.

After understanding the defenition of vocabulary, researcher also need to explain the various kinds of vocabulary. The kinds of vocabulary is usefull to know this research. Because in vocabulary there are various kinds of vocabulary that need to be known, the researcher will discuss the kinds of vocabulary in detail.

### **b. Kinds of Vocabulary**

There are many kinds of vocabulary, and in this case the author includes several opinions according to experts. As in opinion Aebersold and Field, vocabulary was classified into two categories; they are receptive and productive vocabulary.<sup>10</sup>

1. Receptive Vocabulary or Passive Vocabulary Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone can understand the ideas of the utterance contextually not word by word.
2. Productive Vocabulary or Active Vocabulary Productive vocabulary involves of knowing how to pronounce the word, how to write and

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<sup>10</sup> J. N. Aebersold and Marry L. F., *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 2019), P. 11. Academia.edu" [https://www.academia.edu/33240438/From\\_Reader\\_to\\_Reading\\_Teacher\\_Issues\\_and\\_Strategies\\_for\\_Second\\_Language\\_Classrooms](https://www.academia.edu/33240438/From_Reader_to_Reading_Teacher_Issues_and_Strategies_for_Second_Language_Classrooms)

spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.

Based on the statements above the researcher takes conclusion that kinds of vocabulary; An active vocabulary refers to the words students should using in speaking and writing, and passive vocabulary means words they need only to comprehend especially in reading and listening.

In this research, noun would be the material that in experimental class. Common noun which consist of animal, things, and public building is the focus that discuss in this research. So, to make students understand vocabulary, Muria and Olshtain classified vocabulary into content and function words.<sup>11</sup> Content words include verbs, adjective and nouns. While function words include adverbs, pronouns, prepositions, determiners, auxiliary verbs. Then, Muria and Olshtain explained clearly about kinds of vocabulary the learner should know. The learners need to learn both content and function words together and know how to use them. The learners also need to distinguish which one is verb or adverbs, adjective and nouns.

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<sup>11</sup> Marianne Celce-Muria and Elite Olshtain, *Discourse and Context in Language Teaching*. (Cambridge: Cambridge University Press, 2021), P. 76.

Furthermore, Thornbury classified vocabulary into six kinds.

They are:

- a) Word classes, Word classes also known as part of speech. They are divided into eight classes, such as: verb, nouns, pronoun, adjective, adverb, preposition and determiners.

#### 1) Nouns

Nouns are words which are used to denote a person, thing, or place.

These are all common nouns. There are also proper nouns which are the names of a specific person, place, event etc. For example:

Tree, Car, Budi, Java. so on.

#### 2) Verbs

Verbs are words that are used to tell the reader or listener what is happening in the sentences. Some examples of verb are go, write, read, walk, eat and so on.

#### 3) Pronouns

Pronouns are words that are used to replace a person or thing.

Pronouns are usually treated as a special sub-class of nouns. This is because they stand in for a noun or group of nouns. For example: I, you, we, they, he, she and it.

#### 4) Adjectives

Adjectives are words that are used to explain or modify a person, place, or thing. An adjective gives the reader or speaker extra

information about a noun or delimits it in some way. For example:  
young, old, handsome, beautiful, new, etc.

#### 5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs,  
for example: arrived early, early, slowly, upstairs, , ago and so on.

#### 6) Prepositions

Preposition, are words that are used with a noun or pronoun that are  
placed in front of them to show a relation between these words  
with another part of the sentence. They include words like in, on,  
at, into under, beside, through, inside, before, opposite.

#### 7) Conjunctions

Conjunctions are words that are used to connect word on a group of  
words or sentences. Conjunctions are usually used in the adverbial  
clause. There are two kinds of conjunctions; coordinating  
conjunction (for example: and, but, or) and subordinating  
conjunction (for example: when, because, if and although).

#### 8) Determiner

The determiners-words like "a", "the", "some", "this", "last". To  
make easier in learning, Thornbury divide them into two groups;  
they are grammatical words or function words and content words.  
Grammatical words consist of preparations, conjunctions,  
determiners and pronouns.<sup>12</sup>

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<sup>12</sup> Thornbury, "How to Teach Vocabulary.pdf."

Based on the explaining above, the researcher concludes the correct sequence in part of speech is noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words. In this research, researcher only took adjectives, nouns, verbs and prepositions as the main focus of this research among all the kinds of the vocabulary presented in this part. After the researcher discusses and understanding the kinds of vocabulary, the researcher will also discuss about the importance of vocabulary.

### **c. The Importance of Vocabulary**

Vocabulary is very important aspect in language. It is because people need vocabulary in expressing their ideas. Vocabulary always becomes the essential part of English as a foreign language. Dewey states that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.<sup>13</sup> Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier.

Besides the kinds of vocabulary, there are the reasons why vocabulary is very important. Vocabulary is important in case, it could help the students to use the language. One who masters enough

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<sup>13</sup> William P. Bintz, Teaching Vocabulary Across the Curriculum, (Middle School Journal, 2018), p. 44

vocabulary will find fewer difficulties in using the language in written and oral form than those who have fewer vocabularies. As stated by Edward in his book: vocabulary is one of the important factors in all languages teaching, student must continually be learning words as they learn grammar and as they practice pronunciation.<sup>14</sup> So, mastering enough vocabulary will make learner easier to master the language.

From the explanation above, it shows that how important vocabulary for the students in teaching learning process. If the students just have a little vocabulary, they will be unable to understand the question and the text of English. In addition, if the learners have lack of vocabulary, they cannot have very much information or knowledge. Otherwise, if the learners master vocabulary, they will be able to communicate effectively and understand the English text.

Therefore, to help students understand and remember vocabulary more easily, teachers need more creativity in conveying vocabulary such as using media, so that it is more interesting for students to learn.<sup>15</sup> There are several kinds of media that can be used in learning vocabulary, including: visual media, pictures, cards, puzzles, word walls and others.<sup>16</sup> Here the author chooses media using picture which are expected to help

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<sup>14</sup> Scott Thornbury, *How to Teach Vocabulary* (Middlesex: Longman Pearson Education, 2002).

<sup>15</sup> La Aba and Meylan Pontoh, "Mastery of English Vocabulary Trough Pop up Method," *Journal of English Teaching and Linguistic Issues (JETLI)* 1, no. 2 (2022): 94–103, <https://doi.org/10.57153/jetli.v1i2.211>.

<sup>16</sup> Joseph Siegel, "International Perspectives on Teaching the Four Skills in ELT," *International Perspectives on Teaching the Four Skills in ELT*, 2018, <https://doi.org/10.1007/978-3-319-63444-9>.

students relax more in learning English and more easily remember the vocabulary conveyed by the teacher.

#### **d. Vocabulary Materials**

Vocabulary materials in the eleventh grade of the senior high school contains of several topics and kinds of texts that relevant and in higher state than the lower class. The common material that usually appears in the vocabulary learning in eleventh grade of senior high school usually the topic around the daily routine, school, job, hobby until sports and the traveling. Some specific topics such as science and technology also belongs to this stage. The vocabulary materials that appears in the text book used by the students was not precisely and it also combined into other skills or other aspects such as in listening and reading. Beside the vocabulary usually appears with the pictures or several visual about the topics in the chapter of the textbook.

Above all the topics that usually appears in the vocabulary learning, some topics like occupation, hobbies and daily activities of school usually appears with some picture in it. This is also leads to the decision in this research to gain the noun, adjective that related to the vocabulary topic in the students textbook to this research. Several examples below showed the related topic that contains vocabulary inside:



### Building Knowledge of the Field



#### Activity 1

Look at each of the pictures. Answer the question: What are the people doing?



Picture 1.1  
Social  
interaction  
in daily life



### Building Knowledge of the Field



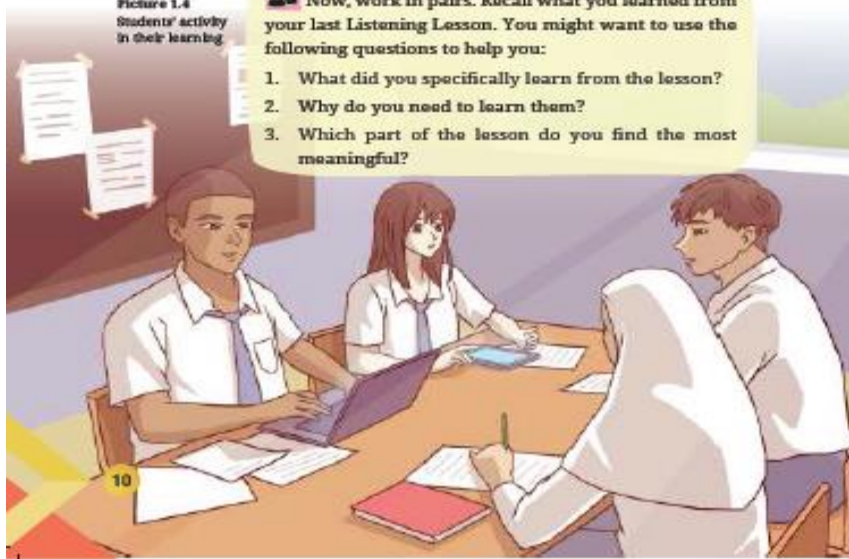
#### Activity 1

Look at the picture. Next, answer the following question. What are these students doing?

Picture 1.4  
Students' activity  
in their learning

Now, work in pairs. Recall what you learned from your last Listening Lesson. You might want to use the following questions to help you:

1. What did you specifically learn from the lesson?
2. Why do you need to learn them?
3. Which part of the lesson do you find the most meaningful?



## 2. Picture Media

### a. Definition of Picture Media

In common picture media is the media for teaching that contain picture to visualize the material. Picture is one of the visual aids that are used by the teacher in teaching and learning process.<sup>17</sup> There are some kinds of pictures that are used by the teacher such as picture, picture series, and so on. Point out that if properly used picture, maps, chart, will certainly make the writing lesson more interesting, more colourful, more effective.

Picture is one of visual media that is going to be used in this research because many interpretations can be made in pictures. It can be an excellent tool to teach vocabulary to students. It is also used to add interest of the topic for the students. One of visual media that is going to be used in this research is picture. Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface<sup>18</sup>. According to Wright, Pictures are the most suitable known the language, Pictures contribute, Interest and motivation, a sense of the context of language, and specific references point and stimulus.<sup>19</sup> It means picture is image painted, drawn, photographed, or otherwise rendered on a flat surface.

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<sup>17</sup> Andrew Wright, *Picture for Language Learning* (Cambridge: Cambridge University Press, 2018).

<sup>18</sup> Joseph Siegel, "International Perspectives on Teaching the Four Skills in ELT," *International Perspectives on Teaching the Four Skills in ELT*, 2018, <https://doi.org/10.1007/978-3-319-63444-9>.

<sup>19</sup> Andrew Wright, *Picture for Language Learning* (Cambridge University Press, 2018).

According to Usman and Asnawir said that picture is a media reproduction original from two dimensions; picture is the effective visual tool because can be visualized something that will be clarified more concrete and realistic.<sup>20</sup> Information sending can be understood easily because the product can be a model more approach the fact though picture that visualized to the children and outcomes that receipt by the children will be same.<sup>21</sup> It can be concluded that picture effective visual tool because can be visualized something.

Harmer said that teachers have always used pictures or graphic whether drawn, taken from books, newspaper and magazine, or photograph to facilitate learning.<sup>22</sup> Picture can be in the form of flashcard (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustration (typically in a text book). Many teacher use projected slides, images from and overhead projector. Teachers also draw picture on the board to help with explanation and language work.<sup>23</sup> It means teachers have always used pictures to facilitate learning and can be made in various media.

From the description above, it can be concluded that pictures are defined as a visual representation or image painted, drawn,

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<sup>20</sup> Basyiruddin Usman and Asnawir, *Media Pembelajaran* (edisi pertama) (Jakarta: Ciputat Pers, 2002).

<sup>21</sup> Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2021).

<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Edinburgh, England: Overland, 2018).

<sup>23</sup> Jeremy Harmer, "The Practice English Language Teaching," n.d., 134.

photographed, or otherwise rendered on a flat surface and also effective visual tool because can be visualized something that will be clarified more concrete and realistic. After knowing definition of picture media, the researcher that need to discuss about kinds of picture media.

#### **b. Kinds of Picture**

There are many kinds of picture can be used as a visual aids and help the teacher bring the material easier for the students understand. The students will able to imagine how the things looked like trough the pictures. According to Wright there are many kinds of pictures can be found such as: Picture maps, pairs of pictures, pictures and text, sequence of pictures single simulating pictures, etc.<sup>24</sup> The explanation of the items as follow:

##### **1) Random picture story**

The teachers display ten to twenty pictures on the wall of the classroom. He or she then invents a story which makes reference to each picture. The pictures can be taken in any other. The teacher can point to the appropriate pictures or leave the students to guess what pictures referring to. It is advisable to give each pictures number. As they listen, the students note down the sequence pictures they think the teacher has chosen.

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<sup>24</sup> Wright, *Picture for Language Learning*, 2018.

## 2) Pictures in the main

The teachers describe people, place or object in the term of appearance and behavior. The students listen and they tell each other what they were or draw then describe it.

## 3) Pictures of maps

Pictures of symbol can be found in road traffic booklet, holiday brochures, etc.

## 4) Pairs of picture

Pairs of pictures are always useful (two copies of the same issues of a magazine will provide pairs of picture). Pictures with are similar rather than identical, can be also used in matching activities. The students must describe the differences between them.

## 5) Picture and text

Some pictures have captions or article accompanying them; cartoons, newspaper, advertisement, pictures cut out of old book, etc, it is a shame to throw the text a way. Even if the text is above the productive level of the students it could be used for reading for gist. Consider retaining the text and sticking them on a separate piece of card.

## 6) Sequence of pictures

Carton strips and instruction strips of pictures are potentially useful. Experience will show the teachers strips are the most useful. The strips can be kept as they are and used to contextualize a story or

description of a process. First of all the teachers can ask the questions to help the students grasp the meaning of the strips. Intermediate and advanced level students can discuss the technique of the cartoonist in his/her drawing and the words.

#### 7) Related pictures

Pictures which are related to each other can be treated as separate pictures and used in mini dialogues. However, they can also be kept together and provide a basis for topic work involving a variety of skills. Themes might include; advertising, fashion, holiday, and the culture of the foreign country. Related pictures can also be used in various grouping activities, and in ordering activities.

In teaching using picture the researcher using randomly kind of picture, where on of the most kind of picture used by the researcher was pictures in the main and random picture story. The researcher used the kinds of picture to stimulate students creativity and logical thinking.

#### **c. Teaching Vocabulary by Using Picture**

In teaching vocabulary using picture several steps that teacher might be required to do were how to adjust such a material into fun learning with using picture as the media. Picture as the media can bring students the visual of the objects that can be seen in detail to have more understanding and more interest in learning vocabulary. Moreover, learning using picture considered in learning to have more insight in

remembering the word for vocabulary. This table below showed the procedure of using picture integrated in vocabulary teaching and learning:

**Table II. 1 Teaching Procedure Using Picture**

Pre Viewing	While Viewing	Post Viewing
e. Teacher open the class by greetings and asks the students pray together. f. Teacher prepare the material or picture base on the competencies that will be taught achieved g. Teacher explain about the picture media.	E. Teacher explain the material about vocabulary in the picture F. students see the and understand the picture shown by the researcher G. Teacher show the picture And how to find the vocabulary from that picture, H. then, students understand how to find the vocabulary from the picture .	1. Teacher asks the students to make a groups 2. each group take one picture from the researcher. 3. Teacher test the each group how to find the vocabulary from the picture , and make in to the sentences. 4. Teacher give the score on students activity

In teaching vocabulary by using picture, the researcher considered the picture content related to the material given. Picture considered to show visually about the object and visible to details the object.<sup>25</sup> This also leads to the helpful tools for learning and remembering the words and objects in vision. The researcher did not only use a picture to represent all the materials, but using several relative picture that contain appropriate content to the material in vocabulary learning. In evaluation, vocabulary picture media hoped as the media that can boost students' achievement.

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<sup>25</sup> Fitri Rayani Siregar, "Teachers' Techniques in Teaching Vocabulary for Beginner Class," *English Education* 3, no. 1 (2015).

Picture media evaluate based on the appropriateness to the content material.

#### **d. The Advantages and Disadvantages of pictures**

Picture is media more general or used individual study. Picture media is easy to getting, easy to show to students. It can give students information after look the picture. But, there are some advantages and disadvantages of picture. According to Hackbarth in Asari, et.al said that Picture or video as the media can help teachers teach the material to students visually and improve the students motivation yet interest in learning materials.<sup>26</sup> The advantages of picture in teaching learning process are as follow:

1. Pictures can attract students" attention because they like seeing pictures.
2. Pictures are making clear the description of abstract things.
3. Pictures can illustrate the process of something.
4. Picture can be gotten easily from sources such us from the books, newspapers, magazines.
5. The teacher just need a little of money to get the pictures.
6. Picture can give concrete description about the object.

In addition Amirullah et.al. also stated that there are five advantages of Picture as media in language teaching, they are:

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<sup>26</sup> Andi Asari et al., *Media Pembelajaran Era Digital* (Yogyakarta: CV. Istana Agency, 2023).



- 1) It is very useful and can create the classroom became interesting, and can represent the situation which will be impossible to create in order, meant many object could be brought into the classroom, and many action could be demonstrated in the classroom.
- 2) Picture could be useful to introduce the unfamiliar culture to the students was like would be easier for the teacher to show the students how to do shopping at supermarket by showing the picture of supermarket and then explained in the word.
- 3) By using picture, the teacher can change the new situations only and easily in a drill, since the students" goal in new language; to use that language for communication in a variety of situation.
- 4) Picture can provide a stimulus for the students to use language. If a picture is interesting, the students want to talk or write about what happen next in the story left in finish.
- 5) Pictures provide the decoration for the classroom. Picture of the scene helped to explain the cultural setting of new language. It could stimulate the interest of the students as well as help to make the classroom more cheerful.<sup>27</sup>

It can be concluded that picture media advantages in learning consider as the tool that can help teacher to improve teaching using visual approach and improve students interest and creativity in learning.

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<sup>27</sup> Amirullah, Zurgawi, and Maemuna Muhayyang, "Using Picture to Improve Students' Vocabulary Mastery at SMP Negeri 3 Marioriawa," *PERFORMANCE: Journal of English Education and Literature* 2, no. 3 (2023): 388–95.

Beside had advantages, picture also have disadvantages in teaching learning process. There are some disadvantages of picture sequence description are:

- 1) They are not useful for a large audience during a lecture.
- 2) Pictures are limitation in form, so in the large classroom not suitable in using because not all of students can to see the object.
- 3) They can be easily stolen or destroyed. Pictures were easily destroyed because it was small things.
- 4) They are hard to stolen in good condition over long periods. In over long periods the pictures are bad in using.
- 5) You need artistic to produce good quality ones.

Based on the explanation above, the researcher can conclude the advantages and disadvantages of picture media. Picture media is useful resource in teaching English. As the teaching language, the important thing to know is the picture media.

By using picture media teacher can get the students attention in the class because picture will stimulate the students to develop and use their imagination so that they will be able to write well. Students can construct their vocabulary mastery easily by using media. Disadvantages of picture they are not useful for a large audience during a lecture, pictures are limitation in form, so in the large classroom not suitable in using because not all of students can to see the object.

## **B. Review of Related Findings**

This research is not the first research that had been done. There are some related findings to this research. The first is a quasi-experimental study which was conducted by Hidayah in the seventh grade of MTs Parteket Pamekasan in 2019. The aim of the study was to find out the effect of using picture in teaching English vocabulary on students vocabulary knowledge. The participants were 80 seventh grade students of MTs Parteker Pamekasan. Both experimental class and control class consisted of 40 students. The researcher gave the pretest and post-test in the beginning and at the end of the end of the study in both classes. The average score of the post-test in experimental class showed higher than controlclass. It meant that the use of picture is effective in improving students vocabulary.<sup>28</sup>

The second research which is conducted by Rismanti, the student of Departement of English Education UIN Syarif Hidayatullah Jakarta. The research used pre-experimental design. The participant for this research is 11 students of grade four (only one class) of SD Pantara South Jakarta. The result of data analysis using t-test showed that to is 6.11 with the degree of freedom is 20 and with the ttable in the significance degree 0.05/t0.975 ( $t_{1/2\alpha}$ ) is 2.086. it means that to has bigger value than t-table. So, there is

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<sup>28</sup>Linta Wafdan Hidayah "The Effect of Using Picture Media to Improve Vocabulary Learning for the Seventh of MTs Parteker Pmekasan" Skripsi of English Departement Faculty of Teachers Training and Education Islamic University of Madura, Madura, 2019, unpublished.

positive effect in teaching and learning vocabulary for dyslexic students at the grade four of SD Panatara South Jakarta by using flash card<sup>29</sup>

The last researcher which is conducted by Sulastrri, the student of STAIN Palangka Raya. The study belonged to preexperimental study by applying the counter balance procedure to collect data. The study was conducted at the class VII-5 at the SMP 1 Palangka Raya. The number of the sample was 40 students. The research findings showed that teaching vocabulary by using picture chart media gives effect toward the seventh grade students' English vocabulary. The mean score of posttest reached higher score than the mean score of pretest ( $X=57.105 < Y=84.79$ ).<sup>30</sup>

Based on the previous study above, there are some similarities and differences. The similarity with this study is the media we use to teach vocabulary. This technique was also investigated as the independent variable in some related studies conducted by Hidayah, Rismanti, and Sulastrri. The difference was seen in the different level of participants in the sample, wherein the researcher conducted the study at the eighth grade of Junior High School, while Fitri Pugar Rismanti conducted her research for dyslexic student, and Linta Wafdan Hidayah conducted her research on the seventh grade of Junior High School, based on the number of the participants researcher of this study took 60 students, while Novanie Sulastrri used a sample only 40 students.

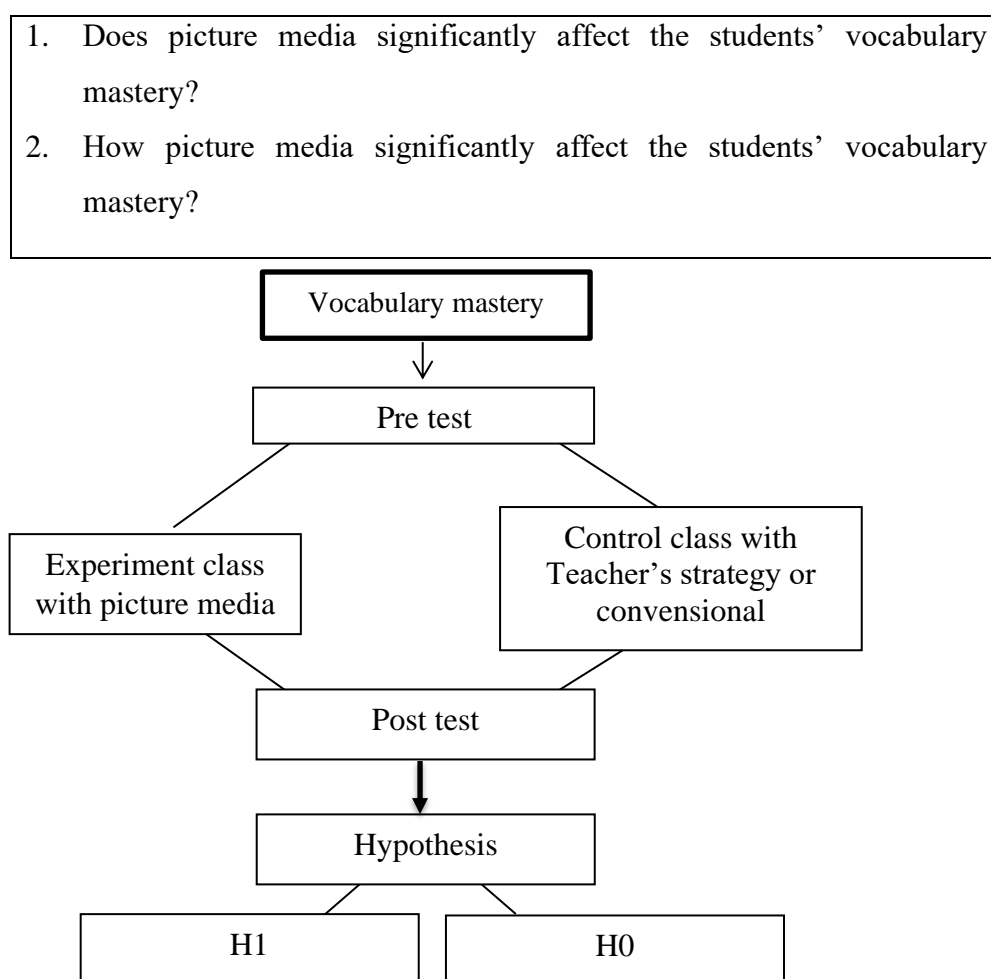
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<sup>29</sup> Fitri Pugar Rismanti "The Effect of Using Flashcard in Teaching English Vocabulary for Dyslexic Student" Skripsi of Syarif Hidayatullah State Islamic University Jakarta, Jakarta, 2019. <http://repository.uinjkt.ac.id/dspace/handle/123456789/35380>

<sup>30</sup> Novanie Sulastrri "The Effectiveness of Picture Chart on Students' English Vocabulary" Journal of STAIN Palangka Raya, Palangka Raya, 2020, <https://doi.org/10.23971/jefl.v1i2.195>.

### C. Conceptual Framework

The concepts Picture Media is to make easier the students on vocabulary mastery. By using Picture Media it can help the teacher to teach vocabulary mastery more easily and fun. So, the effect of using Picture Media on students' vocabulary mastery at Grade XI SMA N 1 Batang Toru can be seen at picture below:



**Figure. II. 1. Conceptual Framework**

### D. Hypothesis

Based on the explanation above the researcher formulated the hypothesis as follow:

1. There is a significant effect of using Picture media towards students' Vocabulary mastery which means  $H_1$  is accepted. ( $t_{\text{count}}$  is higher than  $t_{\text{table}}$  in hypothesis testing)
2. There is no significant effect of using Picture media towards students' Vocabulary mastery which means  $H_0$  is accepted. ( $t_{\text{count}}$  is lower than  $t_{\text{table}}$  in hypothesis testing)

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Time and Place of the Research**

This research will be conducted in SMA N 1 Batang Toru. It is located at Jl. Sibolga - Tapanuli Selatan. The research will be conducted from Agustus 2023 until June 2025.

##### **B. The Research Design**

In this research, quantitative research is used with a pre-experimental study design. It is used to know the effect of picture media toward English vocabulary material. The variables can be measured on the instrument so the numbered data can be analysed using the statistical procedure.<sup>31</sup> Design used an experimental treatment or the independent variable and the observed and measured variable is called the dependent variable.

True experimental research was used in this research with pre-test and post-test control group design. The researcher found the population, take the sample and make the sample into two classes (control class and experimental class. Then, give the pre-test to know the basic condition of the two classes. After that, do the experiment to experimental class. Last, both of class gave post-test. The result of the test compared to know the

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<sup>31</sup> Jeremy Harmer, "The Practice English Language Teaching," England: Overland, 2008., 134.

different effect of treatment to experimental class. The research design for pre-test post-test control group design by using one treatment can be seen below:

**Tabel III. 1 Pre-test Post-test Control Group Design**

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Teaching by using picture	√
Control Class	√	Teacher's strategy	√

### C. Population and Sample of the Research

#### a. Population

The research done in the eleventh grade students of SMA N 1 Batang Toru.

**Table III. 2. Population of the Research**

No	Class	Students
1	XI-1	25
2	XI-2	25
3	XI-3	30
4	XI-4	30
Total		110

#### b. Sample

The sample of the research is consisted of 2 classes with 50 students. The category of classes were the XI 1 Class as the control class and XI 2 as the experimental class. The sample taken using simple random sampling technique. wich amount of the sample described at the table below:

**Table III. 3. Sample of the Research**

No	Class	Students
1	XI-1	25
2	XI-2	25
Total		50



#### D. The Technique of Data Collection

In this study, the researcher collected the data after giving the eksperimental class with the treatment (Picture media). The researcher used test as the instruments for collecting the data. The procedure done with the some steps they are: Pre-Test, Treatment, and Post-Test. The function of data collecting is to determined the result of the research. The following steps are explained on the table below:

**Table III. 4. Collecting of Data**

Activities	Experimental	Control class
Pre – test	Teacher give the test to students, to fill the blank vocabulary from the picture to know the students vocabulary mastery	Teacher give the test to students, to fill the blank vocabulary from the picture to know the students vocabulary mastery
Treatment	Teacher teaching	Teacher teaching
	Vocabulary by using pictutre  1. Teacher prepare the material or picture media 2. Teacher explain about the picture 3. students imagine and and understand the picture by shown the researcher 4. then students understand how to find the vocabulary from the picture correctly 5. the researcher test the students . whether any difference after study by using picture media 6. the researcher give a score on students' activities	Vocabulary by using teachers strategy  1. Teacher explain and write the vocabulary 2. Teacher asked the students to write the vocabulary from the book 3. Teacher practice how to read the vocabulary 4. Teacher asks the students repeat the correct pronunciation 5. Teacher asks the student to remember the vocabulary 6. Teacher give a brief explanation as well as provides aa conclusion 7. evaluation 8. closing

Post-test	Teacher give the vocabulary test	Teacher give the vocabulary test
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### E. The Instrument of the Research

The instrument of this research was multiple choices which consist of 50 multiple choices questions, which 25 questions for pre-test and 25 questions for post-test by choosing an answer from 4 options to prepare the students' vocabulary mastery. The 25 items of the test is tested to the students from the eleventh grade in other school and given to both group experimental and control class. The researcher conducted 4 points for each question, so that the maximum score will be 100.

**Table III. 5 The Indicator of the Pre-Test**

Pre-test				
No	Indicator	Sub Indicator	Items	Score
1	Vocabulary	Things	1,20	(4 points per item)
2		Weather	2,5	
3		Animals	3,9, 15, 18, 25	
4		Colour	4, 6, 16, 19, 23,24	
5		Activity	7, 10, 14,	
6		Feelings	8	
7		Place	11, 17, 22	
8		Position	12	
9		Numbers	13, 21	

**Table III. 6 The Indicator of the Post-Test**

Post-test				
No	Indicator	Sub Indicator	Items	Score
1	Vocabulary	Feelings	1, 12	(4 points per item)
2		Numbers	2	
3		Place	3, 11, 14, 18	
4		Position	4, 8, 10	
5		Activity	5, 22, 24, 25	
6		Animals	6	
7		Colour	7, 17, 21, 23	
8		Things	9, 13, 16, 19, 20,	
9		Condition	15	

## F. The Validity and Reliability

### a. Validity instrument

Validity is the condition of the instrument qualification that constantly the same in order to examine the data and situation.<sup>32</sup> In this research, the researcher uses content validity to establish the validity of the instrument. The researcher took the content validity as the instrument because content validity refers to which instrument represents the content of mastery. Content validity is the degree to which a test or assessment instrument evaluates all aspects of the topic, construct, or behaviour that it is designed to measure. Measuring content validity involves assessing individual questions on a test and asking experts whether each one targets characteristics that the instrument is designed to cover. In this case the researcher used vocabulary test as the starting point of making the test.

### b. Reliability

After having tested the validity of the instrument, the next step is Examined the Reability. A test is consisted of reliable if the same test is given to the same subjects or matched subjects. In two different occasions. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable.

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<sup>32</sup> Adam Malik, *Pengantar Statistika Pendidikan*, ed. Minan Chusni (Yogyakarta: Deepublish, 2018).

## **G. The Technique of Data Analysis**

The data were collected from the researcher are analysed to have result. The data come from pre-test and post-test session done by the researcher. Here the explanation:

### **a. Normality Test**

The normality of data was checked through SPSS 26. The normality test is needed to find out whether or not the data from the population had been distributed. The test were used Saphiro Wilk. It can be said that the data distribution is normal if the significance level is more than 0.05 which means that H0 is accepted and H1 is rejected. Based on the result all the sig. Value were higher than 0.05. where control pre-test was 0.109, control post-test was 0.291, experimental pre-test was 0.648, and experimental post-test was 0.058.

### **b. Homogeneity Test**

After testing normality of the data, the writer tests the homogeneity of the data. It was done whether to know the data of the population research homogeneity or not. Homogeneity is also check by using SPSS v.26. The test used were Levene's Test. If the index significance is more than 0.05, then the data distribution is homogenous which means that H0 is accepted and H1 is rejected. The result showed that the significance gotten from the data was 0.210 or it can be said that  $0.210 > 0.05$

$$c. \chi^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where

$\chi^2$  = Value of *Chi-Square*

$f_o$  = Observed Frequency

$f_h$  = Expected Frequency.<sup>33</sup>

Homogeneity test will be used to see the data from two classes will be same or different in variant case.

#### c. Mean Score Interpretation

The mean score interpret into several conditions or predicate to indicate the quality of the state of the result. The result shows the means score in number and it represent the predicate according to the result gotten. The following table below showed the mean score interpretation that integrated with the result on the chapter IV.

**Table. III. 7 Interpretation of Mean Score**

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

Source: Sudijono<sup>34</sup>

#### d. Hypothesis Test

The researcher will use T-test to examine the hypothesis and calculate using SPSS v.26. The formula is:

<sup>33</sup> John W.. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: MA :: Pearson Education, 2011).

<sup>34</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

$$T_t = \frac{M_2 - M_1}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 1}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where :

T = The value which the statistical significance

M<sub>1</sub> = The average score of the experimental class

M<sub>2</sub> = The average of the control class

X<sub>1</sub><sup>2</sup> = Derivation of the experimental class

X<sub>2</sub><sup>2</sup> = Derivation of the control class

N<sub>1</sub> = Number of Experimental

N<sub>2</sub> = Number of control.<sup>35</sup>

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<sup>35</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2017), p. 31.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This chapter delivered research result in order to find the effectiveness of Picture Media towards students' vocabulary mastery at grade XI SMA NEGERI 1 Batangtoru, Tapanuli Selatan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the research with pre-test to know the students' Vocabulary understanding before given the treatment and post-test to know the students' Vocabulary mastery after given the treatment using Picture Media method. This research applying quantitative research, the research used the formulation of t-test to test the hypothesis with the following test requirement such as normality test and homogeneity test. The result of the research is described in the data description below:

#### **A. Description of Data**

##### **1. The Description of Data before Using Picture Media**

###### **a. Score of Pre-Test Control Class**

Class XI-1 was as Control class in this research. The researcher calculated the result that had been gotten by the students' vocabulary ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

**Tabel. IV. 13 The Score Control Class in Pre-Test**

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1630
The Highest Score		80
The Lowest Score		44
Mean		65.2
Median		68
Modus/Mode		68
Range		36
Interval		7
Standard Deviation		9.0185

Based on the data above, it showed that the total amount of data in control class was 25. The total score of the control class in pre-test was 1630, then the highest score of the student was 80 and the lowest or minimum score of the student was 44 and obtained the difference between the highest score and the lowest score was 36. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 68. The number that appeared most frequently in the data was 68; with the number of students who score 68 were 7 out of 25 students. From the data above, the mean score of pre-test control class was 65.2 and standard deviation was 9.0185. For the further explanation about the data description was presented in the appendix 5.



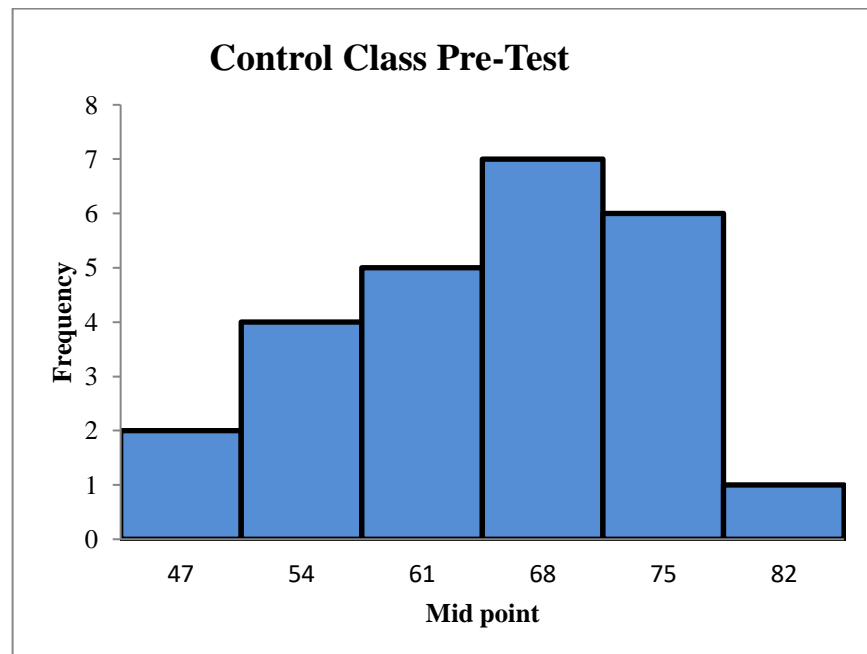
Then, the computed of the frequency distribution of the students' score of pre-test control class presents in the table below:

**Tabel. IV. 14. Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	44-50	47	2	8%
2	51-57	54	4	16%
3	58-64	61	5	20%
4	65-71	68	7	28%
5	72-78	75	6	24%
6	79-85	82	1	4%
	I= 7		25	100%

From table IV.2, The interval class was 7, obtained by dividing the range by the total class. Score of interval class start from 44, because 44 is the lowest score in pre-test of control class. And the highest score of pre-test in control class is 80. The middle point is obtained from the lower limit plus the upper limit of each class then divided by 2. For example the first class 44-50 then the calculation was  $(44+50):2 = 47$  so the middle point of the first class was 47, as it showed in the table above for the rest of the middle point per each class interval. From the data above the total of control class percentage in the pre-test was 100%. Where the highest percentage was in the fourth class with interval 65-71 with 28 % out of 100% and frequency was 7 students.

In order to get the whole picture of the data description, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:



**Figure. IV. 5 Score Pre-Test in Control Class**

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, the highest peak is at the mean score of 68 with a frequency of 7, which means that most students get score with an average of 68. Overall the diagram showed the upside down parabola that represents the data distributed normally. The mean score is 65.2 and it is categorized into "enough" category. It means that the students' vocabulary mastery in control class is in enough category.

### b. Score of Pre-Test Experimental Class

Class XI-2 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students' Vocabulary understanding during the pre-test for the experimental class. The statistical calculation of the students' score could be seen in the following table:

**Tabel. IV. 15 The Score Experimental Class in Pre-Test**

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1616
The Highest Score		88
The Lowest Score		40
Mean		64.64
Median		64
Modus/Mode		60
Range		48
Interval		9
Standard Deviation		12.189

Based on the above, it showed that the total amount of data in control class was 25. The total score of the experimental class in pre-test was 1616, then the highest score of the student was 88 and the lowest or minimum score of the student was 40 and standard deviation was 12.189. The data above showed that the interval was 9 which it means that the distance for the lowest limit to highest limit per each

class was 9. From the data above, the mean score of pre-test experimental class was 64.64 and standard deviation was 12.189. Mode is referring to number that appears the most often in the data, and the mode in this data was 60. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score pre-test experimental class was 64. Further explanation for the data description was presented in the appendix 5.

Then, the computed of the frequency distribution of the students' score of pre-test experimental class presents in the table below:

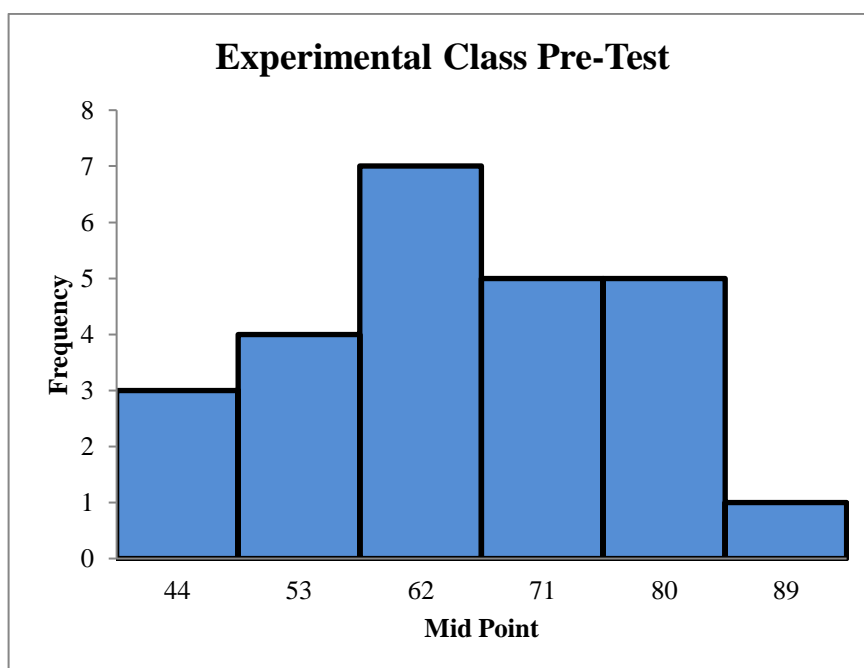
**Tabel. IV. 16 Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	40-48	44	3	12%
2	49-57	53	4	16%
3	58-66	62	7	28%
4	67-75	71	5	20%
5	76-84	80	5	20%
6	85-93	89	1	4%
	I= 9		25	100%

From table IV.4, The total of experiment class percentage in the pre-test was 100%. The interval of experimental class data was 9. Score of interval class start from 40, because 40 is the lowest score in pre-test of experimental class. And the highest score of pre-test in

experimental class is 88. The interval is calculated from range divided by the total of class ( $48/6=9$ ) and the way to get mid-point was calculated from the highest limit plus the lowest limit per each class and divided by 2, example the first class ( $40+48:2= 44$ ) then the result is 44, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value in interval class, where the students who got the score between 58-66 was the highest frequency with 7 students and 28% of percentage, and the lowest frequency is the students who got the score between 85-93 with 1 students at 4 % of percentages.

In order to get the whole picture of the data description, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:



### Figure. IV. 6 Score Pre-Test in Experimental Class

Based on figure above, it can be seen that the most of frequency or the highest peak of the diagram was at the middle point of 62 with frequency 7 of students. Then the lowest peak was at the middle point 89 of the sixth class with frequency 1 and it means that only one student who got the score between 85 and 93. The mean score is 64.4 and it is categorized into “enough” category. It means that the students’ vocabulary mastery in experimental class before using picture media is in “enough” category.

## 2. The Description of Data after Using Picture Media

### a. Score of Post-Test Control Class

Class XI-1 was selected as Control class in this research. The researcher calculated the result that had been gotten by the students’ Vocabulary mastery during the post-test for the control class. The calculation of the students’ score statistically could be seen in the following table:

**Tabel. IV. 17 The Score Control Class in Post-Test**

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1840
The Highest Score		92
The Lowest Score		56

Mean	73.6
Median	76
Modus/Mode	64
Range	36
Interval	7
Standard Deviation	9.331

Based on the table above, it showed that the total amount of data in control class was 25. The total score of the control class in post-test was 1840, then the highest score of the student was 92 and the lowest or minimum score of the student was 56 and standard deviation was 9.331 the data above showed that the interval was 7 which it means that the distance for the lowest limit to highest limit per each class was seven. From the data above, the mean score of post-test control class was 73.6, it means that the average value of students' score was at 73.6. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 64. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score post-test control class was 76. The further explanation for the data description was presented in the appendix 5. Then, the calculation of the frequency distribution of the students' score of post-test control class presents in the table below:

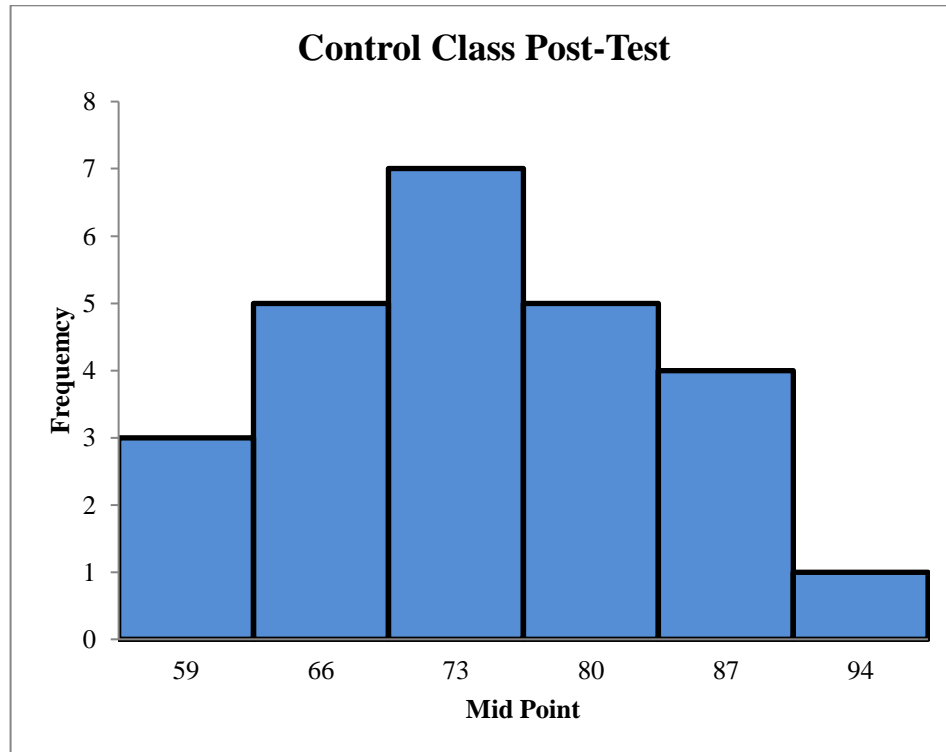
**Tabel. IV. 18 Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	56-62	59	3	12%
2	63-69	66	5	20%
3	70-76	73	7	28%
4	77-83	80	5	20%
5	84-90	87	4	16%
6	91-97	94	1	4%
	I= 7		25	100%

From table IV.6, The total of control class percentage in the post-test was 100%. The interval of experimental class data was 7. Score of interval class start from 56, because 56 is the lowest score in pre-test of experimental class. The highest score of post-test in control class is 92. The interval is calculated from range divided by the total of class ( $36/6=7$ ) and the way to get mid-point was calculated from the highest limit plus the lowest limit per each class and divided by 2, example the first class  $((56+62):2= 59)$  then the result is 59, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value in interval class, where the students who got the score between 70-76 (third class) was the highest frequency with 7 students and 28% of percentage, meanwhile the lowest frequency is the students who got the score between 91-97 (last class) with 1 students at 4 % of percentages.



In order to get the whole picture of the data description, the researcher presents them in histogram on the following figure:



**Figure. IV. 7 Diagram Post-Test in Control Class**

Based on figure above, it can be seen that the most of frequency or the highest peak of the diagram was at the middle point 73 which belongs to the third class (70-76) with frequency 7, which that means seven students got the score between 70 to 76. Meanwhile the lowest peak was at the middle point 91-97 with frequency 1 student and it means that only one student got the score between 91 and 97. From the diagram above it can be seen that the highest point was at the quite middle of the diagram and as a whole picture the diagram showed the upside down parabola which represented normal

data distribution. Looking from the mean score of the learning before and after teaching and learning in control class or using conventional way was increased but the degree was not as far as the experimental class. The mean score is 73.6 and it is categorized into “good” category. It means that the students’ vocabulary mastery in after conventional teaching without using picture media is in “good” category.

**b. Score of Post-Test Experiment Class**

Class XI-2 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students’ Vocabulary mastery during the post-test for the experiment class. The calculation of the students’ score statistically could be seen in the following table:

**Tabel. IV. 19 The Score Experimental Class In Post-Test**

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1984
The Highest Score		92
The Lowest Score		56
Mean		79.36
Median		80
Modus/Mode		80
Range		36
Interval		7

Standard Deviation	8.9204
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Based on the above, it showed that the total amount of data in control class was 25. The total score calculated of the experimental class in post-test was 1984, then the highest score of the student was 92 and the lowest or minimum score of the student was 56 and standard deviation was 8.9204. The data above showed that the interval was 7 which it means that the distance for the lowest limit to highest limit per each class was seven. From the data above, the mean score of post-test experimental class was 79.36 and categorized as , and standard deviation was 6.65, means that the average value of students' score was at 79.36. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 80. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score pre-test control class was 80. Then, the calculated of the frequency distribution of the students' score of pre-test experimental class presents in the table below.

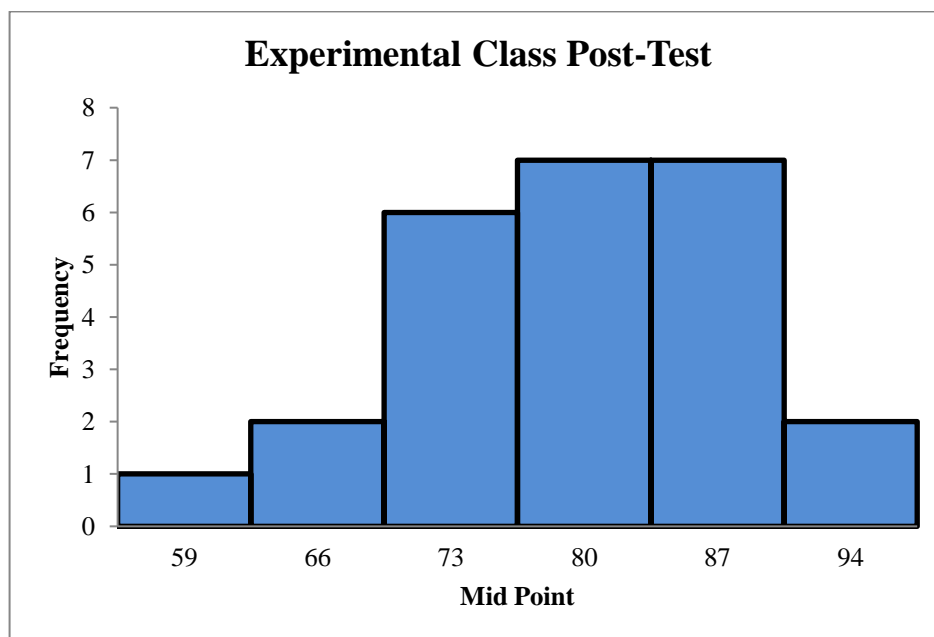
**Tabel. IV. 20 Frequency distribution of students' score**

No	Interval	Mid Point	Frequency	Percentages
1	56-62	59	1	4%
2	63-69	66	2	8%
3	70-76	73	6	24%
4	77-83	80	7	28%
5	84-90	87	7	28%

6	91-97	94	2	8%
	I=7		25	100%

From table IV.8, The total of experiment class percentage in the pre-test was 100%. The interval of experimental class data was 7. Score of interval class start from 56, because 56 is the lowest score in post-test of experimental class. And the highest score of post-test in experimental class is 92. The interval is calculated from range divided by the total of class ( $36/6=7$ ) and the way to get mid-point per each class was calculated from the highest limit plus the lowest limit per each class and divided by 2, example on the first class  $((56+62):2=59)$  then the result is 66.5, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value or score in interval class, where the students who got the score between 77-83 and 84-90 were the highest frequency consist of 7 students with 28% of percentage. The lowest frequency is the students who got the score between 56-62 with 1 student at 4% of percentages. The further explanation for the data description was presented in the appendix 5.

In order to get a whole picture of the description, the researcher presents them in histogram on the following figure:



**Figure. IV. 8 Diagram Post-Test in Experimental Class**

Based on figure above, it can be seen that the most of frequency or the highest peak of the diagram was at the middle point 80 and 87 with frequency 7, which that means seven students got the score between 77-83 and 84-90. Meanwhile the lowest peak was at the middle point 59 of the first class (56-62) with frequency 1 and it means that only one student got the score between 56 and 62. From the diagram above it can be seen that the highest point was at the middle of the diagram and the whole diagram represented the upside down parabola and it showed the data was normally distributed. The mean score of the post-test experimental class was the highest above all test. The mean score is 79.36 and it is categorized into “good” category. It means that the students’ vocabulary mastery in after

conventional teaching without using picture media is in “good” category. This number is almost reach the “very good” category.

## B. Data Analysis

### 1. Normality Test

Data normality of the two group was calculated using SPSS v.26 using Saphiro Wilk test because the number of samples in the study was 50 students < 100 students, the significance level of test was 5% or 0.05. The criteria of acceptance in normality test described as follows:

$H_0$ : The students are not distributed normality.  $H_0$  is accepted when the Saphiro Wilk < 0.05.

$H_a$ : The students are distributed normally.  $H_a$  is accepted when the Saphiro Wilk > 0.05

**Table. IV. 21 Normality Test Table**

Tests of Normality							
	KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Test result	Control class pre-test	,182	25	,032	,934	25	,109
	Control class post-test	,153	25	,134	,953	25	,291
	Experimental class pre-test	,127	25	,200*	,970	25	,648
	Experimental class post-test	,169	25	,065	,922	25	,058
*. This is a lower bound of the true significance.							
A. Lilliefors Significance Correction							

The analysis test in both class (experimental and control class) in both test (pre-test and post-test) the normality test chosen was Shapiro-Wilk where the condition is based on the total amount of the sample is not more than 100. The normality test was measured using SPSS v.26.

The criteria obtained a significant value that Saphiro Wilk  $\geq 0.05$ . Based on the table IV.9, presented from the data in pre-test and post-test of experimental class were normal because the sig. value  $>0.05$  which control pre-test calculation was  $0.109 \geq 0.05$  and control post-test calculation was  $0.291 > 0.05$ . It is also showed normally in experimental class which in pre-test  $0.648 \geq 0.05$  and post-test of experimental class was  $0.058 \geq 0.05$ , even in the experimental pre-test the sig. value near to the criteria 0.05 it is also normal because the score is not under 0.05. So it can be concluded that data in both experimental class and control class were normality distributed.

## 2. Homogeneity Test

The homogeneity test is used to find out that the sample's value or score has a homogeneous in variance which also means that the sample came from the same population similar in a particular situation. The researcher measured homogeneity of variant test using SPSS v.26.

**Table. IV. 10 Homogeneity table**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
TEST RESULT	Based on Mean	1,536	3	96	,210
	Based on Median	1,458	3	96	,231
	Based on Median and with adjusted df	1,458	3	94,242	,231
	Based on trimmed mean	1,630	3	96	,188

Based on the result analysis table above, the condition that fulfil the data homogenous or not is seen from the significance value (sig) that based on mean, where is the sig. value based on mean  $> 0.05$  then the data was homogenous and if the sig. value based on mean  $< 0.05$  then the data was not homogenous. The result of the table above obtained a significance value (sig) based on mean was 0.210, which was meant that the data of this research was homogenous.

### **3. Hypothesis Testing**

Before calculating the hypothesis testing, the researcher has calculated the data of post-test both o experimental class and control class and the result is that the data in normal and homogenous. As it found that the data is normal and homogeny, the researcher has to use the parametric statistic to analyse the hypothesis, such as independent sample t-test. The researcher use independent sample t-test with using SPSS V.26 version to examine the hypothesis. The result can be seen from the mean of score and t count gotten.

Before using the technique Picture Media (pre-test) in experimental class, mean score was 64.64 and after using the Picture Media model in experimental class (post-test) the mean score was 79.36.

In the state to see the effect of Picture Media model on students' Vocabulary mastery, the researcher would present the data analysis in the table below:



**Tabel. IV. 11 Group Statistics**

<b>Group Statistics</b>					
	KELAS	N	Mean	Std. Deviation	Std. Error Mean
TEST RESULT	Picture Media Model	25	79,36	8,920	1,784
	Conventional Model	25	73,60	9,933	1,987

The table above shows that both samples have 25 students. The mean of both classes experimental and control class have the different score which indicates experiment is higher than control class  $79.36 > 73.60$ . The standard deviation and the standard error indicates how the accurate towards mean and the appropriateness parameter, where the higher standard deviation the more variance score of each items or more accurate towards the mean score. Which standard error mean means that the lower or smaller the score of std. error means the estimation toward population parameter is more appropriate. It means there is a different point on students' preposition understanding after implemented Picture Media model.

For the calculation of significance (2-tailed) can be seen in the table below:

**Tabel. IV. 12 Result of T-test from the Both Averages**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TEST RESULTS	Equal variances assumed	1,131	,293	2,157	48	,036	5,760	2,670	,391	11,129
	Equal variances not assumed			2,157	48	,036	5,760	2,670	,390	11,130

Based on the table above, it can be seen that  $t_{\text{count}}$  was 2.157 and  $t_{\text{table}}$  gotten from the df 48 is 1.6772. It means that  $t_{\text{count}} > t_{\text{table}}$  (2.157 > 1.6772). So,  $H_a$  is accepted and  $H_0$  is rejected. Therefore, the sig.2 tailed value showed that it was lower than 0.05 where  $0.036 < 0.05$  and it support that the  $H_a$  accepted and  $H_0$  rejected. The conclusion is “there is a quite significant effect of using Picture Media on students’ Vocabulary mastery at the XI Grade SMA N 1 Batangtoru Tapanuli Selatan”.

Therefore in order to find out the gain score in pre-test and post-test of experimental class and control class is presented in the table below:

**Tabel. IV. 13 Result of Gain Score**

	Pre-Test	Post-Test	Enhancement	Percentage	Gain Score
Experimental Class	64.64	79.36	14.72	23%	6.32
Control Class	65.2	73.6	8.4	13%	

The gain score above showed that the difference between the enhancement gotten from the pre-test and post-test in both class experimental and control class. The table above showed that the enhancement result showed the experimental class have higher enhancement than the control class. It also can be seen from the percentage. This indicates that experimental class has more improvement in students' vocabulary quality.

### **C. Discussion**

The result of this research found that Picture Media gave the significant effect for students' vocabulary mastery in eleventh grade of SMA Neheri 1 Batangtoru Tapanuli Selatan. Where, it can be seen from the calculation of the data and test hypothesis using T-test formula. As it consider that Picture Media have impact or effect on students vocabulary mastery and understanding, researcher proved that Hackbarth theory which said that picture or video used as the media in learning can help teacher to teach the material visually and improve students interest and achievement in learning including in vocabulary learning. It was proved by hypothesis that showed  $t_{\text{count}} = 2.157$  significance value (sig)  $\alpha = 0,05$

and  $dk = n_1 + n_2 - 2 = 48$  with  $t_{table} = 1.6772$ , it means  $t_{count} > t_{tabel}$ . It was also supported by looking at  $Sig.(2-tailed) < 0.05$  ( $0.036 < 0.05$ ). So, it can be concluded that using Picture Media can effects on students' vocabulary mastery and understanding and the result was in-line with the theory brought up in this research.

In order to strengthen the discussion in this research, the researcher also discussed the result and method on other researchers to conduct the appropriate data and result in this research. The first, performed by Hidayah with the study was conducted by using experimental quasi research. The result of the research showed that the hypothesis was accepted it meant that the use of picture is effective in improving students' vocabulary.<sup>36</sup>

The second is from Rismanti were also found that picture media has effect on students' learning especially in vocabulary learning. This researcher used flashcard as the kind of picture in her research. The research used pre-experimental design.<sup>37</sup> The last researcher who also considered in this discussion also in line with the previous researches, which is Sulastri who analyse the effectiveness of picture media where the kind chosen is picture chart to students English vocabulary found that the

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<sup>36</sup>Linta Wafdan Hidayah "The Effect of Using Picture Media to Improve Vocabulary Learning for the Seventh of MTs Parteker Pmekasan" Skripsi of English Departement Faculty of Teachers Training and Education Islamic University of Madura, Madura, 2019, unpublished.

<sup>37</sup> Fitri Pugar Rismanti "The Effect of Using Flashcard in Teaching English Vocabulary for Dyslexic Student" Skripsi of Syarif Hidayatullah State Islamic University Jakarta, Jakarta, 2019, unpublished

hypothesis is accepted. The study belonged to preexperimental study by applying the counter balance procedure to collect data.<sup>38</sup>

Those researches were in line with the theory that picture media can improve students' leaning. The research focused on vocabulary because it is also belongs to the learning material. In the second chapter of this research was discussed that vocabulary is important in learning, moreover in learning foreign language. Picture as the media in learning not only help teacher to boost motivation and interest of the students but also improve their understanding in learning. Moreover, in language learning especially foreign language learning using picture as the media can help students to memorize the vocabulary.

In conclusion, based on the discussion above the researcher found that it is appropriate to use picture as a media in learning. The consideration is that the teacher use picture in appropriate circumstances and also as a motivation and interest booster for students in learning. After all the consideration the researcher stated that picture media is suitable and appropriate in teaching vocabulary.

#### **D. Threat of the Research**

The researcher has found threats in this research as follow:

1. The limit of time makes the concentration and seriousness of the students in answering the test were unknown to the researcher but they still do the test by themselves.

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<sup>38</sup> Novanie Sulastri "The Effectiveness of Picture Chart on Students" English Vocabulary" Journal of STAIN Palangka Raya, Palangka Raya, 2020, unpublished.

2. The researcher tried to make student concentrate and serious in answering the test by randomize the type of the test's point but it still unknown for the researcher about their seriousness and concentration.
3. It is beyond the researcher knowledge that the school probably do not provide more method in learning so it is take time to introducing the new method.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the results of the study that was carried out in the chapter before, it can be inferred that:

1. Before using Picture Media method, the mean score of pre-test for experimental class was 64.64 and the mean score of pre-test for control class was 65.2.
2. After using Picture Media method, the mean score of experimental class was higher than using conventional or teacher way in control class. The mean score of post-test for the experimental class was 79.36 and the mean score of post-test for control class taught by conventional or teacher method was 73.6.
3. The researcher found the research result of t-test where  $t_{count}$  was higher than  $t_{table}$  where in the nominal was ( $t_{count} 2.157 > t_{table} 1.6772$ ). It meant that  $H_a$  was accepted, so there was a significant effectiveness of using Picture Media method in vocabulary mastery at grade XI grade of SMA Negeri 1 Batangtoru Tapanuli Selatan.

#### **B. Implication**

Based on the discussion and the result of this research, the implication probably appears in the thinking that the Picture Media as the important consideration for teaching English language especially in vocabulary. Picture

media can take a role as the visualization of the words and it can be the bridge for the students' deeper understanding about the learning material. Besides, learning environment that probably do not really provide the supporting materials for the learning can make students get bored while learning so the learning purpose or the learning goal is not accepted. There the Picture Media can take action as the refresh for the students avoid the boring learning. So, it is considered that Picture media can imply the fun learning, boost motivation and interest in learning and get the students visualization of the materials given and get the deeper understanding.

### **C. Suggestions**

The researcher got so much information in the field of foreign language teaching and learning after finishing this research moreover in English learning language. Because English language is the foreign language in this country it became big struggle for students in learning it. They do not familiar to the vocabulary and the materials related. Instead English is the important matter for the further education and life consider it as an international language. The researcher found that this problem must be an important discussion where the education should be improved by using appropriate technique and media. In hence, from that experience, the researcher hoped some things need to be considered. The researcher gives some suggestion and aspiration, as follow:

- a. Based on the research result it is expected to the headmaster or principal that need to be more aware of various ways to teach and how



to improve the learning purpose by using appropriate technique and media.

- b. It is also expected to the English teacher to apply the various technique, method or media such as Picture Media as one of the way to teach vocabulary so students can get the fun, motivated, interest and get the deeper understanding about the material given more over in unfamiliar vocabulary.
- c. To the other researcher, it is suggested to raise this topic with the additional and enrichment information and also make this research as the consideration resource to related research to improve language learning.

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## APPENDIXES

### APPENDIX I: Rencana Pelaksanaan Pembelajaran

#### EXPERIMENTAL CLASS RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA NEGERI 1 BATANG TORU  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/1  
Materi Pokok : Adjective  
Alokasi Waktu : 1 x 45 menit (2 pertemuan)

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#### A. Kompetensi Inti

Memahami penggunaan Adjective dalam kalimat bahasa Inggris.

#### B. Kompetensi Dasar

1. Mengidentifikasi dan menggunakan adjective dalam kalimat
2. Menerapkan adjective dalam deskripsi gambar.

#### C. Indikator

Siswa diharapkan mampu:

1. Siswa dapat mengidentifikasi minimal 5 adjective dari gambar yang diberikan
2. Siswa dapat membuat kalimat menggunakan adjective yang relevan.

#### D. Tujuan Pembelajaran

Di akhir pembelajaran siswa diharapkan dapat:

1. Siswa mampu memahami dan mengidentifikasi adjective dalam kalimat.
2. Siswa dapat menggunakan adjective untuk mendeskripsikan gambar dengan tepat.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

#### E. Materi Pembelajaran

1. Pengertian dan jenis-jenis Adjective
2. Contoh penggunaan adjective dalam kalimat
3. Aktivitas deskripsi menggunakan gambar

#### F. Metode Pembelajaran

1. Metode Picture Media: menggunakan gambar untuk mendukung pemahaman tentang Adjective

**G. Langkah-langkah Pembelajaran**  
*Pertemuan pertama dan kedua (noun)*

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan 1. Apersepsi: a. Greeting/ salam b. Absensi c. Berdo'a d. Menyapa siswa dan menjelaskan tujuan pembelajaran. e. Memperkenalkan kosep adjective melalui contoh sederhana.	10 Minutes
2	Kegiatan Inti 1. Penyampaian materi a. Menjelaskan defenisi dan jenis-jenis adjective (deskriptif, quantitative, demonstrative). b. Memberikan contoh penggunaan dalam kalimat. 2. Aktifasi gambar a. Membagi siswa dalam kelompok kecil b. Memberikan gambar yang berbeda kepada kelompok siswa. c. Meminta setiap kelompok siswa untuk mengidentifikasi dan mencatat adjective dari gambar tersebut. d. Setiap kelompok menyusun kalimat deskriptif menggunakan adjective yang telah diidentifikasi. e. Siswa mempresentasikan gambar dan adjective yang mereka gunakan. f. Mendiskusikan apakah penggunaan adjective mereka sudah tepat. 3. Latihan individu dengan gambar a. Memberikan latihan berupa kalimat yang kosong untuk diisi dengan adjective yang sesuai berdasarkan gambar yang ditunjukkan.	70 Minutes
3	Kegiatan Penutup 1. Review a. Tanya jawab tentang materi yang telah diajarkan b. Memberikan feedback atas kegiatan siswa	10 Minutes

	di hari ini	
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#### **H. Sumber belajar dan Media pembelajaran**

1. Buku teks/ work book
2. Gambar /ilustrasi berkaitan
3. Papan tulis
4. Lembar kerja

#### **I. Penilaian**

1. Pedoman Penilaian
  - a. Untuk tiap nomor, tiap jawaban benar skor 4
  - b. Jumlah skor maksimal  $4 \times 25 = 100$
  - c. Nilai maksimal = 100
  - d. Nilai siswa =  $\frac{\text{nilai perolehan}}{\text{nilai maksimal}} \times 100$
2. Instrument:  
Menjawab pertanyaan berdasarkan kepada gambar dan pertanyaan
3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	4
Jawaban salah	0

Validator

Peneliti

Sri Purnama, S.Pd  
NIP. 197304251998012001

Reza Pahlepy Siregar  
NIM. 19 203 00085

**EXPERIMENTAL CLASS**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah : SMA NEGERI 1 BATANG TORU  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/1  
Materi Pokok : Noun  
Alokasi Waktu : 1 x 45 menit (2 pertemuan)

---

**A. Kompetensi Inti**

Memahami penggunaan Noun dalam kalimat bahasa Inggris.

**B. Kompetensi Dasar**

1. Mengidentifikasi dan menggunakan noun dalam kalimat
2. Menerapkan noun dalam deskripsi gambar.

**C. Indikator**

Siswa diharapkan mampu:

1. Siswa dapat mengidentifikasi noun dari gambar yang diberikan
2. Siswa dapat membuat kalimat dengan berdasarkan gambar noun yang diberikan

**D. Tujuan Pembelajaran**

Di akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi berbagai jenis noun (kata benda) melalui media gambar.
2. Siswa dapat menggunakan noun dalam kalimat dengan tepat berdasarkan gambar.
3. Siswa dapat membedakan antara countable dan uncountable nouns melalui ilustrasi.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

**E. Materi Pembelajaran**

1. Jenis-jenis Noun
  - a. Common noun
  - b. Proper noun
  - c. Abstract noun
  - d. Collective noun
2. Countable vs uncountable

**F. Metode Pembelajaran**

1. Metode Picture Media: menggunakan gambar untuk mendukung pemahaman tentang Noun.

## G. Langkah-langkah Pembelajaran

### *Pertemuan pertama dan kedua (noun)*

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	<p>Pendahuluan</p> <ol style="list-style-type: none"><li>1. Apersepsi:<ol style="list-style-type: none"><li>a. Greeting/ salam</li><li>b. Absensi</li><li>c. Berdo'a</li><li>d. Menanyakan kepada siswa tentang apa yang mereka ketahui tentang noun.</li><li>e. Menampilkan gambar berbagai objek (misal: benda/barang, hewan, peralatan dan lain-lain)</li></ol></li><li>2. Tujuan pembelajaran:<ol style="list-style-type: none"><li>a. Menyampaikan tujuan pembelajaran kepada siswa</li></ol></li></ol>	10 Minutes
2	<p>Kegiatan Inti</p> <ol style="list-style-type: none"><li>1. Pengenalan materi dengan media gambar<ol style="list-style-type: none"><li>a. Menunjukkan gambar-gambar atau ilustrasi benda yang menunjukkan apakah termasuk dalam <i>countable noun</i> / <i>uncountable noun</i>.</li><li>b. Menunjukkan gambar yang mewakili berbagai jenis noun (contoh: gambar pohon untuk common noun, gambar Eiffel untuk Proper noun).</li><li>c. Diskusikan dengan siswa jenis noun yang terdapat dalam setiap gambar.</li></ol></li><li>2. Diskusi kelas<ol style="list-style-type: none"><li>a. Mengajak siswa berdiskusi tentang gambar-gambar yang ditampilkan.</li><li>b. Menanyakan kepada siswa untuk memberikan contoh lain dari setiap jenis noun berdasarkan gambar yang mereka lihat.</li></ol></li><li>3. Latihan individu dengan gambar<ol style="list-style-type: none"><li>a. Memberikan lembar kerja dengan gambar yang mewakili countable dan uncountable noun serta meminta siswa menuliskan perbedaannya.</li><li>b. Memberikan lembar kerja berisi gambar dan meminta siswa untuk menuliskan jenis noun (common, proper, etc)</li></ol></li></ol>	70 Minutes



3	<b>Kegiatan Penutup</b> 1. Review <ol style="list-style-type: none"> <li>Tanya jawab tentang materi yang telah diajarkan</li> <li>Memberikan feedback atas kegiatan siswa di hari ini</li> </ol>	10 Minutes
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#### H. Sumber belajar dan Media pembelajaran

- Buku teks/ work book
- Gambar /ilustrasi berkaitan
- Papan tulis
- Lembar kerja

#### I. Penilaian

- Pedoman Penilaian
  - Untuk tiap nomor, tiap jawaban benar skor 4
  - Jumlah skor maksimal  $4 \times 25 = 100$
  - Nilai maksimal = 100
  - Nilai siswa =  $\frac{\text{nilai perolehan}}{\text{nilai maksimal}} \times 100$
- Instrument:  
Menjawab pertanyaan berdasarkan kepada gambar dan pertanyaan
- Rubrik Penilaian

Uraian	Skor
Jawaban benar	4
Jawaban salah	0

Validator

Peneliti

Sri Purnama, S.Pd  
NIP. 197304251998012001

Reza Pahlepy Siregar  
NIM. 19 203 00085

**CONTROL CLASS**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah : SMA NEGERI 1 BATANG TORU  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/1  
Materi Pokok : Adjective  
Alokasi Waktu : 2 x 45 menit (2 pertemuan)

---

**A. Kompetensi Inti**

Memahami penggunaan Adjective dalam kalimat bahasa Inggris.

**B. Kompetensi Dasar**

1. Mengidentifikasi dan menggunakan adjective dalam kalimat

**C. Indikator**

Siswa diharapkan mampu:

1. Siswa dapat mengidentifikasi adjective
2. Siswa dapat membuat kalimat menggunakan adjective yang relevan.

**D. Tujuan Pembelajaran**

Di akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat memahami dan mengidentifikasi jenis-jenis adjective.
2. Siswa dapat menggunakan adjective dalam kalimat yang tepat.
3. Siswa dapat membuat kalimat deskriptif menggunakan adjective.

Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

**E. Materi Pembelajaran**

1. Pengertian dan jenis-jenis Adjective (descriptive, quantitative, demonstrative, possessive).
2. Penggunaan adjective dalam kalimat.

**F. Metode Pembelajaran**

1. Conventional Technique
2. Ceramah
3. Diskusi

### G. Langkah-langkah Pembelajaran

#### *Pertemuan pertama dan kedua*

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan 1. Pembukaan: a. Greeting/ salam b. Berdo'a c. Menyapa siswadan memeriksa kehadiran d. Menjelaskan tujuan pembelajaran	10 Minutes
2	Kegiatan Inti 1. Penjelasan materi a. Menjelaskan pengertian adjective dan memberikan contoh. b. Menguraikan jenis-jenis adjective dengan contohnya. c. Menjelaskan cara penggunaan adjective dalam kalimat. 2. Latihan praktik a. Meminta siswa untuk mengidentifikasi adjective dlam kalimat yang diberikan. b. Meminta siswa membuat kalimat deskriptif menggunakan minimal 3 adjective. c. Diskusi dalam kelompok kecil untuk membahas kalimat yang telah dibuat.	70 Minutes
3	Kegiatan Penutup 1. Menyimpulkan materi tentang adjective yang telah dipelajari 2. Memberikan kesempatan kepada siswa untuk bertanya. 3. Menyampaikan tugas rumah	10 Minutes

### H. Sumber belajar dan Media pembelajaran

1. Buku teks/ work book
2. Papan tulis dan spidol
3. Lembar kerja

### I. Penilaian

1. Pedoman Penilaian
  - a. Untuk tiap nomor, tiap jawaban benar skor 4
  - b. Jumlah skor maksimal  $4 \times 25 = 100$
  - c. Nilai maksimal = 100
  - d. Nilai siswa =  $\frac{\text{nilai perolehan}}{\text{nilai maksimal}} \times 100$
2. Instrument:  
Menjawab pertanyaan berdasarkan kepada gambar dan pertanyaan
3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	4
Jawaban salah	0

Validator

Peneliti

Sri Purnama, S.Pd  
NIP. 197304251998012001

Reza Pahlepy Siregar  
NIM. 19 203 00085

**CONTROL CLASS**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah : SMA NEGERI 1 BATANG TORU  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/1  
Materi Pokok : Noun  
Alokasi Waktu : 2 x 45 menit (2 pertemuan)

---

**A. Kompetensi Inti**

Memahami penggunaan noun dalam kalimat bahasa inggris.

**B. Kompetensi Dasar**

1. Mengidentifikasi dan menggunakan noun dalam kalimat

**C. Indikator**

Siswa diharapkan mampu:

1. Siswa dapat mengidentifikasi noun
2. Siswa dapat membuat kalimat menggunakan noun dengan tepat.

**D. Tujuan Pembelajaran**

Di akhir pembelajaran siswa diharapkan dapat:

1. Siswa dapat memahami dan mengidentifikasi berbagai jenis noun (kata benda).
2. Siswa dapat menggunakan noun dalam kalimat yang tepat.
3. Siswa dapat membedakan antara countable dan uncountable nouns

Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

**E. Materi Pembelajaran**

1. Pengertian dan jenis-jenis noun (common noun, proper noun, abstract noun, collective noun)
2. Countable vs uncountable noun.

**F. Metode Pembelajaran**

1. Conventional Technique
2. Ceramah
3. Diskusi

### G. Langkah-langkah Pembelajaran

#### *Pertemuan pertama dan kedua*

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan 1. Pembukaan: a. Greeting/ salam b. Berdo'a c. Menyapa siswadan memeriksa kehadiran d. Menjelaskan tujuan pembelajaran e. Menanyakan siswa tentang apa yang mereka ketahui mengenai noun f. Menanyakan contoh noun di kehidupan sehari-hari	10 Minutes
2	Kegiatan Inti 1. Pengenalan materi a. Menjelaskan jenis-jenis noun dengan contoh. b. Memberikan penjelasan tentang countable dan uncountable noun. c. Menjelaskan cara penggunaan adjective dalam kalimat. 2. Diskusi a. Mengajak siswa untuk berdiskusi tentang perbedaan antara noun –noun yang mereka ketahui. b. Menyakan contoh dari setiap jenis noun. 3. Latihan individu a. memberikan soal pilihan ganda tentang noun b. meminta siswa untuk menulis kalimat menggunakan berbagai jenis noun	70 Minutes
3	Kegiatan Penutup 1. Tanya jawab tentang materi yang telah diajarkan. 2. Menyampaikan tugas rumah	10 Minutes

### H. Sumber belajar dan Media pembelajaran

1. Buku teks/ work book
2. Papan tulis dan spidol
3. Lembar kerja

## I. Penilaian

### 1. Pedoman Penilaian

- e. Untuk tiap nomor, tiap jawaban benar skor 4
- f. Jumlah skor maksimal  $4 \times 25 = 100$
- g. Nilai maksimal = 100
- h. Nilai siswa =  $\frac{\text{nilai perolehan}}{\text{nilai maksimal}} \times 100$

### 2. Instrument:

Menjawab pertanyaan berdasarkan kepada gambar dan pertanyaan

### 3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	4
Jawaban salah	0

Validator

Peneliti

Sri Purnama, S.Pd

NIP. 197304251998012001

Reza Pahlepy Siregar

NIM. 19 203 00085

## **APPENDIX 2 Instrument Test**

### **SOAL PRE TEST**

**Jawablah soal-soal berikut ini dengan benar!**

**Pilih jawaban a, b, c, d dengan melingkari jawaban yang menurut anda benar!**

**Look at the picture below to answer question number 1 to 2**



1. What is the picture showed?
  - a. A huge mount
  - b. A clean beach
  - c. A cozy living room
  - d. A River
2. How the weather looks like?
  - a. Rainy
  - b. Cloudy
  - c. Cozy
  - d. Shiny



**Look at the picture below to answer question number 3 to 5**



3. Name of the animal in the picture above!
  - a. Cat
  - b. Birds
  - c. Stone
  - d. Cow
4. What is the colour of the grass in the picture?
  - a. Green
  - b. Red
  - c. Black
  - d. Orange
5. How is the weather look like in the picture?
  - a. Shiny
  - b. Cloudy
  - c. Heavy Rain
  - d. Storm

**Look at the picture below to answer question number 6 to 8**



6. What colour is the child's shirt?
  - a. Red
  - b. Purple
  - c. Green

- d. Student
- 7. What is the child doing?
  - a. Colouring
  - b. Swimming
  - c. Reading
  - d. Running
- 8. Identify how the kid's feeling looks like?
  - a. Angry
  - b. Crying
  - c. Serious
  - d. Sad

**Look at the picture below to answer question number 9 to 12**

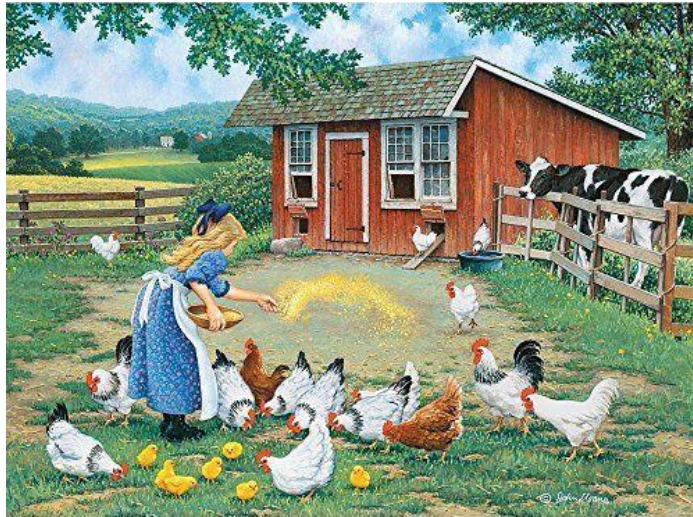


- 9. What is the animal in the picture?
  - a. Lion
  - b. Zebra
  - c. Bird
  - d. Bear
- 10. What is the animal doing?
  - a. Eating
  - b. Sleeping
  - c. Flying
  - d. Running
- 11. Where the animal might be?
  - a. Beach
  - b. Mountain
  - c. Savannah
  - d. City

12. Where is the animal?

- a. Above the tree
- b. Inside the tree
- c. On the tree
- d. Below the tree

**Look at the picture below to answer question number 13 to 17**



13. How many brown chickens are there in the picture?

- a. Three chickens
- b. Four chickens
- c. Two chickens
- d. One chicken

14. What is the girl in the picture above doing?

- a. Harvesting
- b. Swimming
- c. Feeding
- d. Eating

15. What are animals there in the picture?

- a. Crocodiles and Chickens
- b. Cows and Hen
- c. Cows and Chickens
- d. Bears and Fish

16. What is the colour of the barn?

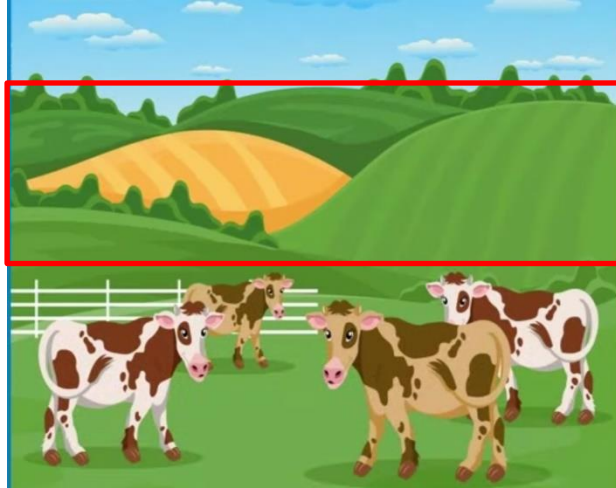
- a. Black
- b. Green
- c. Brown
- d. Red

17. Where the situation of the picture might be?

- a. Forest

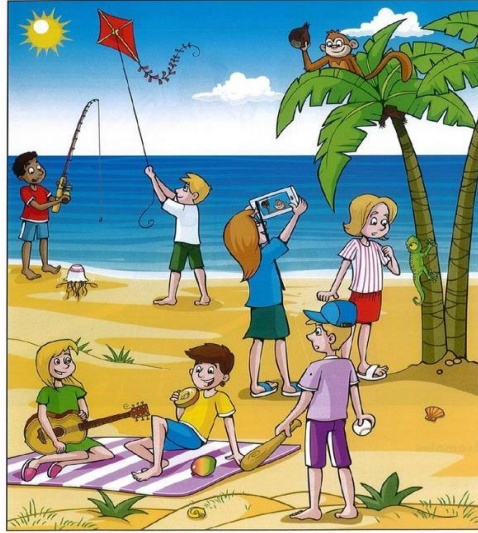
- b. Beach
- c. Farm
- d. Wood

**Look at the picture below to answer question number 18 to 21**



18. What animals are there in the picture?
- a. Cows
  - b. Bears
  - c. Horses
  - d. Mice
19. What is the colour of the fence in the picture? (adjective)
- a. Blue
  - b. Black
  - c. White
  - d. Green
20. What are the things in the red box area in the picture? (noun)
- a. Fence
  - b. Sun
  - c. Hills
  - d. Cows
21. How many animals with darker colour?
- a. Three animals
  - b. Two animals
  - c. One animal
  - d. None of them

**Look at the picture below to answer question number 22 to 25**



22. Where the situation in the picture might be?
- In the mountain
  - On the beach
  - In the castle
  - At the town
23. What is the shirt colour of the boy who play kite?
- Purple
  - Blue
  - White
  - Red
24. Which of the following option is true?
- The girl with the blue shirt hold the guitar
  - A boy with the red shirt plays the kite
  - The boy with the red shirt is fishing
  - The girl with the green dress is picturing the monkey
25. What animal is on top of the coconut tree?
- A bird
  - A lizard
  - A monkey
  - A snail

## SOAL POST-TEST

Jawablah soal-soal berikut ini dengan benar!

Pilih jawaban a, b, c, d dengan melingkari jawaban yang menurut anda benar!



1. How the children feeling looks like?
  - a. Sad
  - b. Running
  - c. Freedom
  - d. Happy
2. How many children wear white shirt?
  - a. Three
  - b. One
  - c. Two
  - d. All of them
3. Where the children might be?
  - a. Beach
  - b. River
  - c. Garden
  - d. Lake
4. Where is the position of the boy with the white shirt?
  - a. At the back
  - b. Beside the girl with stripped shirt
  - c. At the front or at the centre
  - d. Under the tree

**Look at the picture below to answer question number 5 to**





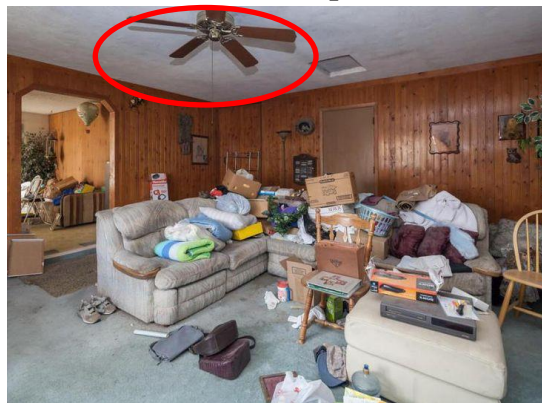
5. What is the boy doing?
  - a. Feeding the animal
  - b. Harvesting the crops
  - c. Running
  - d. Playing
6. What animal is in the picture?
  - a. Dragon
  - b. Fish
  - c. Goat
  - d. Bear
7. What is the colour of the pail in the picture?
  - a. Gold
  - b. Blue
  - c. Dark Brown
  - d. Purple
8. Where is the pail in the picture?
  - a. On the top of goat's head
  - b. In front of the goat
  - c. Under the table
  - d. Beside the house
9. What is the boy wears on his head?
  - a. Clothes
  - b. Cap
  - c. Shoes
  - d. Necklace
10. Where is the boy in the picture?
  - a. Outside the goat cage
  - b. Inside the goat cage
  - c. On the goat cage
  - d. Under the pail

**Look at the picture below to answer question number 11 to 13**



11. Where the situations of the picture probably happen?
  - a. In the house
  - b. At the market
  - c. At the beach
  - d. At the mall
12. What is the expression of the lady with green clothes in the pictures?
  - a. Angry
  - b. Cry
  - c. Smile/happy
  - d. Sad
13. What is the fruit in the middle?
  - a. Orange
  - b. Grape
  - c. Dragon fruit
  - d. Pear

**Look at the picture below to answer question number 14 to 17**



14. What room is in the picture above?
  - a. Kitchen



- b. Bathroom
  - c. Living room
  - d. Bedroom
15. How is the condition of the room in the picture?
- a. Neat room
  - b. Cozy room
  - c. Messy room
  - d. Kitchen room
16. What is the thing in the red circle?
- a. Lamp
  - b. Pillow
  - c. Ceiling Fan
  - d. Blanket
17. What colour is the ceiling of that room in the picture?
- a. Blue
  - b. White
  - c. Black
  - d. Maroon

**Look at the picture below to answer question number 18 to 21**



18. Where the picture may take place?
- a. At the beach
  - b. In the city
  - c. In the village
  - d. At the suburb
19. What is the thing in the red circle of the picture?

- a. Bus
  - b. Horse
  - c. Taxi
  - d. Bicycle
20. What is the stripped line in the yellow box at the picture?
- a. Zebra Cross
  - b. No smoking sign
  - c. Bus
  - d. People
21. What is the colour of the building in the picture?
- a. Yellow
  - b. Blue
  - c. Purple
  - d. Brown

**Look at the picture below to answer question number 22 to 25**



22. What the people do at the picture number 2?
- a. Swimming
  - b. Gardening
  - c. Camping
  - d. Climbing
23. What is the colour of the tent in the second picture?
- a. Black
  - b. White

- c. Blue
  - d. Orange
24. What are the people doing at the picture number 1?
- a. Swimming in the river
  - b. Crossing the wood bridge
  - c. Climbing the tree
  - d. Roasting marshmallow
25. What are the people doing at the picture number 3 and how are they feeling?
- a. They are swimming happily
  - b. They are roasting marshmallow with happy feeling
  - c. They are sleeping tight
  - d. They are crossing the wood bridge carefully

### **APPENDIX 3 Key Answers**

#### **Key answer (Pre- Test)**

- 1. A. A huge mount
- 2. D. Shiny
- 3. D. Cow
- 4. A. Green
- 5. B. Cloudy
- 6. C. Green
- 7. C. Reading
- 8. C. Serious
- 9. A. Lion
- 10. B. Sleeping
- 11. C. Savannah
- 12. C. On the Tree
- 13. C. Two Chickens
- 14. C. Feeding
- 15. C. Cows and Chickens
- 16. D. Red
- 17. C. Farm
- 18. A. Cows
- 19. C. White
- 20. C. Hills
- 21. B. Two animals
- 22. B. on the beach
- 23. C. White
- 24. C. the boy with red shirt is fishing

25. C. A monkey

**Key answer (Post Test)**

1. D. Happy
2. B. One
3. C. Garden
4. C. At the front or at the centre
5. A. Feeding the animal
6. C. Goat
7. C. Dark brown
8. B. In front of the goat
9. B. Cap
10. A. Outside the goat cage
11. B. At the market
12. C. Smile/ Happy
13. C. Dragon fruit
14. C. Living room
15. C. Messy room
16. C. Ceiling room
17. B. White
18. B. In the city
19. C. Taxi
20. A. Zebra cross
21. D. Brown
22. C. Camping
23. D. Orange
24. B. Crossing the wood bridge
25. B. They are roasting marshmallow with happy feeling

#### **APPENDIX 4 : STUDENTS RESULT**

##### **Result in Control Class**

<b>No</b>	<b>Nama Siswa</b>	<b>CONT Pre test</b>	<b>CONT Post test</b>
<b>1</b>	<b>ASN</b>	<b>56</b>	<b>64</b>
<b>2</b>	<b>MAP</b>	<b>76</b>	<b>80</b>
<b>3</b>	<b>TA</b>	<b>80</b>	<b>84</b>
<b>4</b>	<b>JH</b>	<b>56</b>	<b>72</b>
<b>5</b>	<b>SR</b>	<b>68</b>	<b>56</b>
<b>6</b>	<b>HSH</b>	<b>72</b>	<b>76</b>
<b>7</b>	<b>SH</b>	<b>68</b>	<b>80</b>
<b>8</b>	<b>IJ</b>	<b>76</b>	<b>72</b>
<b>9</b>	<b>NA</b>	<b>64</b>	<b>72</b>
<b>10</b>	<b>FT</b>	<b>68</b>	<b>80</b>
<b>11</b>	<b>GM</b>	<b>64</b>	<b>88</b>
<b>12</b>	<b>N</b>	<b>44</b>	<b>64</b>
<b>13</b>	<b>RN</b>	<b>56</b>	<b>64</b>
<b>14</b>	<b>JSN</b>	<b>68</b>	<b>76</b>
<b>15</b>	<b>AR</b>	<b>56</b>	<b>64</b>
<b>16</b>	<b>AJ</b>	<b>68</b>	<b>84</b>
<b>17</b>	<b>RJ</b>	<b>64</b>	<b>64</b>
<b>18</b>	<b>AP</b>	<b>72</b>	<b>80</b>
<b>19</b>	<b>MN</b>	<b>76</b>	<b>92</b>
<b>20</b>	<b>RP</b>	<b>60</b>	<b>80</b>
<b>21</b>	<b>JK</b>	<b>46</b>	<b>56</b>
<b>22</b>	<b>ST</b>	<b>68</b>	<b>84</b>
<b>23</b>	<b>RS</b>	<b>72</b>	<b>76</b>
<b>24</b>	<b>JT</b>	<b>68</b>	<b>72</b>
<b>25</b>	<b>AS</b>	<b>64</b>	<b>60</b>

### Result in Experimental Class

NO	NAMA SISWA	EXPER PRE TEST	EXPER POST TEST
1	HF	60	80
2	AW	68	76
3	DB	72	84
4	TAS	56	64
5	SHH	64	76
6	TP	56	80
7	JHN	44	64
8	DHT	76	76
9	PA	80	88
10	SAT	64	80
11	FRS	72	76
12	AS	76	84
13	ZF	56	80
14	SG	54	80
15	IMN	72	88
16	PH	44	72
17	IRS	60	88
18	PS	40	56
19	TW	80	80
20	AGH	78	92
21	AMN	60	72
22	SS	60	88
23	RS	88	92
24	ASH	64	80
25	RMT	72	88

## APPENDIX 5 : DATA DESCRIPTION MANUAL

### 1. PRE-TEST EXPERIMENT

a. DATA

60, 68, 72, 56, 64, 56, 44, 76, 80, 64, 72, 76, 56, 54, 72, 44, 60, 40, 80,  
78, 60, 60, 88, 64, 72

b. High : 88

c. Low: 40

d. Range: high score – low score

$$= 88 - 40$$

$$= 48$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 6$$

f. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

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

$$= 8 = 9$$

### 2. POST-TEST EXPERIMENT

a. DATA

80, 76, 84, 64, 76, 80, 64, 76, 88, 80, 76, 84, 80, 80, 88, 72, 88, 56, 80, 92, 72,  
88, 92, 80, 88

b. High : 92

c. Low: 56

d. Range: high score – low score

$$= 92 - 56$$

$$= 36$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 6$$

f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

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

$$= 6 = 7$$



### 3. PRE-TEST CONTROL

a. DATA

56, 76, 80, 56, 68, 72, 68, 76, 64, 68, 64, 44, 56, 68, 56, 68, 64, 72, 76,  
60, 46, 68, 72, 68, 64

b. High : 80

c. Low: 44

d. Range: high score – low score

$$= 80 - 44$$

$$= 36$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 6$$

f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

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

$$= 6 = 7$$

#### 4. POST-TEST CONTROL

a. DATA

64, 80, 84, 72, 56, 76, 80, 72, 72, 80, 88, 64, 64, 76, 64, 84, 64, 80, 92,  
80, 56, 84, 76, 72, 60

b. High : 92

c. Low: 56

d. Range: high score – low score

$$= 92 - 56$$

$$= 36$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 6$$

f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

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

$$= 6 = 7$$

## APPENDIX 6: SPSS OUTPUT

### 1. Normality test

Tests of Normality							
	KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Test result	Control class pre-test	,182	25	,032	,934	25	,109
	Control class post-test	,153	25	,134	,953	25	,291
	Experimental class pre-test	,127	25	,200*	,970	25	,648
	Experimental class post-test	,169	25	,065	,922	25	,058
*. This is a lower bound of the true significance.							
A. Lilliefors Significance Correction							

### 2. Data descriptive

Descriptives					
	KELAS			Statistic	Std. Error
TEST RESULT	CONTROL CLASS PRE-TEST	Mean		65,20	1,804
		95% Confidence Interval for Mean	Lower Bound	61,48	
			Upper Bound	68,92	
		5% Trimmed Mean		65,58	
		Median		68,00	
		Variance		81,333	
		Std. Deviation		9,018	
		Minimum		44	
		Maximum		80	
		Range		36	
		Interquartile Range		14	
		Skewness		-,726	,464
		Kurtosis		,331	,902
	CONTROL CLASS POST-TEST	Mean		73,60	1,987
		95% Confidence Interval for Mean	Lower Bound	69,50	
			Upper Bound	77,70	
		5% Trimmed Mean		73,60	
		Median		76,00	

		Variance		98,667	
		Std. Deviation		9,933	
		Minimum		56	
		Maximum		92	
		Range		36	
		Interquartile Range		16	
		Skewness		-,181	,464
		Kurtosis		-,832	,902
	EXPERIMENTAL CLASS PRE-TEST	Mean		64,64	2,438
		95% Confidence Interval for Mean	Lower Bound	59,61	
			Upper Bound	69,67	
		5% Trimmed Mean		64,76	
		Median		64,00	
		Variance		148,573	
		Std. Deviation		12,189	
		Minimum		40	
		Maximum		88	
		Range		48	
		Interquartile Range		18	
		Skewness		-,229	,464
		Kurtosis		-,386	,902
	EXPERIMENTAL CLASS POST-TEST	Mean		79,36	1,784
		95% Confidence Interval for Mean	Lower Bound	75,68	
			Upper Bound	83,04	
		5% Trimmed Mean		79,87	
		Median		80,00	
		Variance		79,573	
		Std. Deviation		8,920	
		Minimum		56	
		Maximum		92	
		Range		36	
		Interquartile Range		12	
		Skewness		-,860	,464
		Kurtosis		,772	,902

### 3. Homogeneity test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
TEST RESULT	Based on Mean	1,536	3	96	,210
	Based on Median	1,458	3	96	,231
	Based on Median and with adjusted df	1,458	3	94,242	,231
	Based on trimmed mean	1,630	3	96	,188

ANOVA					
TEST RESULT					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3759,480	3	1253,160	12,281	,000
Within Groups	9795,520	96	102,037		
Total	13555,000	99			

### 4. T test (independent sample t-test)

Group Statistics					
	KELAS	N	Mean	Std. Deviation	Std. Error Mean
TEST RESULT	EXPERIMENTAL POST-TEST	25	79,36	8,920	1,784
	CONTROL POST-TEST	25	73,60	9,933	1,987

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TEST RESULT	Equal variances assumed	1,131	,293	2,157	48	,036	5,760	2,670	,391	11,129
	Equal variances not assumed			2,157	47,455	,036	5,760	2,670	,390	11,130

## APPENDIX 7 : T-TABLE

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
41	0,680521	1,302543	1,682878	2,019541	2,420803	2,701181	3,301273
42	0,680376	1,302035	1,681952	2,018082	2,418470	2,698066	3,295951
43	0,680238	1,301552	1,681071	2,016692	2,416250	2,695102	3,290890
44	0,680107	1,301090	1,680230	2,015368	2,414134	2,692278	3,286072
45	0,679981	1,300649	1,679427	2,014103	2,412116	2,689585	3,281480
46	0,679861	1,300228	1,678660	2,012896	2,410188	2,687013	3,277098
47	0,679746	1,299825	1,677927	2,011741	2,408345	2,684556	3,272912
48	0,679635	1,299439	1,677224	2,010635	2,406581	2,682204	3,268910
49	0,679530	1,299069	1,676551	2,009575	2,404892	2,679952	3,265079
50	0,679428	1,298714	1,675905	2,008559	2,403272	2,677793	3,261409
51	0,679331	1,298373	1,675285	2,007584	2,401718	2,675722	3,257890
52	0,679237	1,298045	1,674689	2,006647	2,400225	2,673734	3,254512
53	0,679147	1,297730	1,674116	2,005746	2,398790	2,671823	3,251268
54	0,679060	1,297426	1,673565	2,004879	2,397410	2,669985	3,248149
55	0,678977	1,297134	1,673034	2,004045	2,396081	2,668216	3,245149
56	0,678896	1,296853	1,672522	2,003241	2,394801	2,666512	3,242261
57	0,678818	1,296581	1,672029	2,002465	2,393568	2,664870	3,239478
58	0,678743	1,296319	1,671553	2,001717	2,392377	2,663287	3,236795
59	0,678671	1,296066	1,671093	2,000995	2,391229	2,661759	3,234207
60	0,678601	1,295821	1,670649	2,000298	2,390119	2,660283	3,231709
61	0,678533	1,295585	1,670219	1,999624	2,389047	2,658857	3,229296
62	0,678467	1,295356	1,669804	1,998972	2,388011	2,657479	3,226964
63	0,678404	1,295134	1,669402	1,998341	2,387008	2,656145	3,224709
64	0,678342	1,294920	1,669013	1,997730	2,386037	2,654854	3,222527
65	0,678283	1,294712	1,668636	1,997138	2,385097	2,653604	3,220414
66	0,678225	1,294511	1,668271	1,996564	2,384186	2,652394	3,218368
67	0,678169	1,294315	1,667916	1,996008	2,383302	2,651220	3,216386
68	0,678115	1,294126	1,667572	1,995469	2,382446	2,650081	3,214463
69	0,678062	1,293942	1,667239	1,994945	2,381615	2,648977	3,212599
70	0,678011	1,293763	1,666914	1,994437	2,380807	2,647905	3,210789
71	0,677961	1,293589	1,666600	1,993943	2,380024	2,646863	3,209032
72	0,677912	1,293421	1,666294	1,993464	2,379262	2,645852	3,207326
73	0,677865	1,293256	1,665996	1,992997	2,378522	2,644869	3,205668
74	0,677820	1,293097	1,665707	1,992543	2,377802	2,643913	3,204056
75	0,677775	1,292941	1,665425	1,992102	2,377102	2,642983	3,202489
76	0,677732	1,292790	1,665151	1,991673	2,376420	2,642078	3,200964
77	0,677689	1,292643	1,664885	1,991254	2,375757	2,641198	3,199480
78	0,677648	1,292500	1,664625	1,990847	2,375111	2,640340	3,198035
79	0,677608	1,292360	1,664371	1,990450	2,374482	2,639505	3,196628
80	0,677569	1,292224	1,664125	1,990063	2,373868	2,638691	3,195258

**APPENDIX 8: Example of the Picture used in Learning**











## **APPENDIX 9 : Documentation**

### **1. PRE-TEST**

#### **CONTROL CLASS**



#### **EXPERIMENTAL CLASS**



## 2. TREATMENT/ WHILE TEACHING USING PICTURE MEDIA





### 3. POST-TEST

#### CONTROL CLASS



#### EXPERIMENTAL CLASS



## CURRICULUM VITAE



### A. Identity

Name : Reza Pahlepy Siregar  
Reg. Num : 1920300085  
Place/ Date of Birthday : Hutapadang, 13<sup>th</sup> July 2001  
Gender : Male  
Religion : Islam  
Address : Dusun Hutapadang, Desa Huraba, Kec.  
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### B. Parents

Father's Name : Ahmad Rizal Siregar  
Job : Farmer  
Mother's Name : Masrita Wati  
Job : Farmer

### C. Educational Background

1. SDN Huraba 2007-2013
2. SMP N 2 Batangtoru 2013-2016
3. SMA N 1 Batangtoru 2016-2019
4. UIN Syekh Ali Hasan Ahmad Addary 2019-  
Padangsidempuan

## VALIDATION LETTER

I am the one who signed this letter

Name : Sri Purnama, S.Pd

Job : English Teacher at SMA Negeri 1 Batangtoru Tapanuli Selatan

Has provided test guide sheet on students' vocabulary test based on surface strategy taxonomy theory for completeness of the research entitled:

**“The Effect of Picture Media towards Students' Vocabulary Mastery at Grade XI SMA Negeri 1 Batangtoru- Tapanuli Selatan”**

Arranged by:

Name : Reza Pahlepy Siregar

NIM : 1920300085

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department

The input that I have given as follow:

- 1.
- 2.

With hope, the input and assessment that given can be used to complete in obtaining the quality of guidelines for good test.

Padangsidimpuan, October 2024  
Validator

Sri Purnama, S.Pd  
NIP. 197304251998012001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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Nomor : 7460 /Un.28/E.4a /TL.00.9/10/2024

30 Oktober 2024

Lampiran :-

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMA N 1 Batangtoru-Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Reza Pahlevy Siregar

NIM : 1920300085

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Dusun Hutapadang, Desa Huraba, Kec. Marancar

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Picture Media Towards Students' Vocabulary Mastery at Grade XI SMA N 1 Batangtoru-Tapanuli Selatan "**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 24 Oktober 2024 s.d. tanggal 24 November 2024 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan  
Kepala Bagian TU FTIK



Nasrud Halim Hasibuan, S.Ag, M.Ap  
NIP. 197203292000031001





PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SMA NEGERI 1 BATANGTORU**

Jl. Sibolga Aek Pining Batangtoru Tapanuli Selatan Telp. ☎ 0634-370271,  
E-mail. [smansabatangtoru@gmail.com](mailto:smansabatangtoru@gmail.com) Website :[sman1batangtoru.sch.id](http://sman1batangtoru.sch.id)

Nomor  
Lampiran  
Perihal

: 420/672/SMAN.01/XI/2024  
: 1 Lembar  
: Surat Balasan Permohonan Izin  
Melaksanakan Riset

Kepada Yth,  
Bapak/ Ibu Pimpinan  
Universitas Islam Negeri  
Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan  
di \_

Tempat

Dengan Hormat,

Berdasarkan surat permohonan dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : 7468/Ujn.28/E.4a/TL.00.9/10/2024 Perihal permohonan izin melaksanakan Riset mulai tanggal 24 Oktober 2024 s.d tanggal 24 November 2024, Maka dengan ini kami menerima mahasiswa tersebut untuk melaksanakan Riset di SMA Negeri 1 Batangtoru atas nama ;

Nama : **Reza Pahlevy Siregar**  
NIM : 1920300085  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris  
Alamat : Dusun Hutapadang, Desa Huraba, Kec. Marancar  
Dengan Judul Skripsi : "The Effect of Picture Media Towards Student' Vocabulary Mastery at Grade XI SMAN 1 Batangtoru – Tapanuli Selatan".

Demikianlah Surat Balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

Batangtoru, 07 November 2024  
KEPAJARAN 1 BATANGTORU  
  
**Khairani Harahap, S.Pd**  
NIP. 197008211994032004