



**IMPROVING STUDENTS' VOCABULARY MASTERYBY USING PICTURE  
AT GRADE X TKR (TEKNIK KENDARAAN RINGAN)  
SMK NEGERI 1 BATANG ANGKOLA KABUPATEN  
TAPANULI SELATAN**

**A THESIS**

*Submitted to Padangsidimpuan State Institute for Islamic Studies  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd) in English*

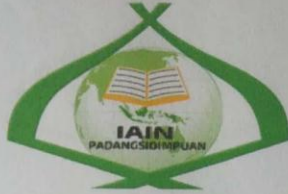
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PADANGSIDIMPUAN**

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2019



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Item : 7 (seven) exemplars

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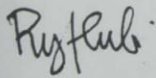
After reading, studying and giving advices for necessary revision on thesis belongs to **Amilin**, entitled "**Improving Students' Vocabulary Mastery by Using Picture at Grade X TKR (Teknik Kendaraan Ringan) SMK Negeri 1 Batang Angkola**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Educational Department of Tarbiyah and Teacher Training Faculty, IAIN Padangsidimpuan. Thank you.

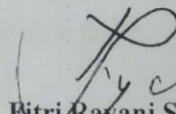
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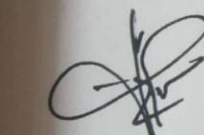
  
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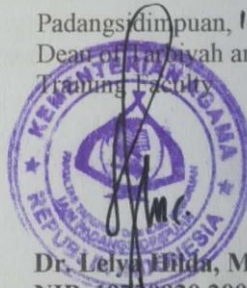
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**LEGALIZATION**

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SMK Negeri 1 Batang Angkola  
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This Thesis had been accepted as a partial fulfillment of the requirement for the degree of  
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## **ABSTRACT**

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The Title of Thesis : Improving Students' Vocabulary Mastery By Using Picture at Grade X TKR (Teknik Kendaraan Ringan) SMK Negeri 1 Batang Angkola.

This thesis is originated by the important background which is needed to improve students' vocabulary mastery in English learning especially students in SMK N 1 Batang Angkola at Grade X. Students' vocabulary mastery was very less. This was because they are still at 1<sup>st</sup> grade and the learning method that was adopted by the English teacher do not appropriate. It is reduce the interest and liveness of the students in the learning process. So, those students were bored and did not want to continue learning as they should, the students were lazy to study and they did not pay attention and enthusiasm to English subject when they were studying.

Solving those problems, the researcher conducted classroom action research by using picture to improve students' vocabulary mastery. The researcher used two cycles within English learning. The researcher purposed to describe the improve students' vocabulary mastery by collecting data through test. In this study, the researcher focused on the application of picture.

The research found in the first cyle students' vocabulary mastery mean score 50.75%. It was indicated students low in vocabulary mastery. The second cycle students' vocabulary mastery mean score 81.51%. It was indicated the improvement of students' vocabulary mastery. So, based on the result of the classroom action research, it was concluded the picture improved students' vocabulary mastery in SMK N 1 Batang Angkola 30,76%. It based on the mean score in which students' vocabulary mastery in cycle 1 was 50.75% and become 81.51 % in cycle 2.

Key Words : Improving, Vocabulary Mastery, Picture and Classroom Action Research (CAR).

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This thesis is presented to the Department of English of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1). This thesis cannot be completed without a great deal of help from many people. My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:

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2. Mr. Prof.Dr. H. Ibrahim Siregar, MCL as the Rector of State Institute for Islamic Studies Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty and the vices.
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10. My students in SMK Negeri1 Batang Angkola especially for X TKR (Teknik Kendaraan Ringan) who allow me to take them to be the subjects of the research.

Eventually, I realize that the thesis is still far from being perfect. Therefore, the constructive criticism and corrections from the examiners will be highly appreciated. Last but not least, I just want to say thank you very much for their help, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan, September 23<sup>rd</sup>, 2019  
Declaration maker

**AMILIN**  
**Reg. No. 15 203 0022**

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# CHAPTER I

## INTRODUCTON

### A. Background of The Problem

In Indonesia, English is categorized as a foreign language because English is not our language and it has different word and structure with our language. In addition, English also as an international language which is used in international communication. So, in order to know recent information in the world we are demanded to master English.

In other hand, English in Indonesia is important to transfer and gain knowledge, science, and technology, art, and culture, and establish international relationship. English is the global language that is controlled by each student in Indonesia. Almost all aspects of life have anything to do with English; especially the source of immunization knowledge in this world is made English.

English is an international language, which is taught in Indonesia since kindergarden up to university level. All languages in the world are created in agreement with the creativity of the people who live at a certain place. Based on their spread and scope, language can be classified as international language, national language, and nation language. English is not only as a mean of communication, but also it is a medium to transform the knowledge and technology too. Most of the countries in all over the world

regard it an important subject. So, in order to know recent information in the world we are demanded to master English.

As stated in senior high school curriculum, teaching English consists of four language skills, they are: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, and structure. One of the elements in the language that cannot be separated from teaching linguistic skills is English vocabulary. It is difficult to mastery foriegn language without understanding the vocabulary. According to Linda Nora “in SMK Negeri 1 Batang Angkola English is the main subject in this school. In learning English mastering vocabulary is also the important. Some teachers in this school put emphasizes of English subject in this semester on teaching vocabulary”.<sup>1</sup>

In SMK Negeri 1 Batang Angkola there are seven majors, one of them is Teknik Kendaraan Ringan (TKR). Teknik Kendaraan Ringan (TKR) is a part of automotive that talks about car, engine and workshop. Actually, talking about car, engine and workshop, it must conclude and relate with components of car. So, students need to know the vocabularies of car components in English. So that’s why this research is important to do in this case.

Every child passes some phases in growing to get speaking well start from symbols, simple words until complete words. The children get it by passing some periodes in the different age. Children's language

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<sup>1</sup> Linda Nora, English Teacher at Grade X of SMK Negeri 1 Batang Angkola, *Private Interview*, (SMK Negeri 1 Batang Angkola: February 5<sup>th</sup>, 2019 at 09.30 a.m).

developmenttest in the periodes. The flrst periode is the pre-linguistic periode which are 0-2 months ofphonation stage in which children learn pronounce the vocal symbols, 2-4 months of going stage, 4-7 months ofexpansion stage in which children begin to produce some new sounds, 7-10 months of cononical stage, 10-14 months of contraction stage in wihchchildren learn to imitate same soundthey listen to. The second is the linguistic period. It includes 12 months children in holofrase periode in which children are able to express a sentence consisting of 3-6 words, 2-3 year children may use the wider nouns with the vocabulary of 350 words, 3 year children have vocabulary of 200-300 words. 4 year children are able to use a langusge with the correct stucture and with the vocabulary of 1400-1600 words. 5-6 year children have a correct order of language.<sup>2</sup>

In fact, after conducting an observation in SMK Negeri 1 Batang Angkola, the researcher found students' problems in mastering English vocabulary. The students are less in vocabulary mastery because they are still at the first semester on the X grade, so they do not have background knowledge about the automotive vocabularies. The learning method that is adopted by the English teacher do not fit anymore in this day. The teacher teaches vocabulary translating the word. Therefore, the students always open dictionary when they want to find out the meaning of the word.It is reduce the interest and liveness of the students in learning process.

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<sup>2</sup> P. John Dworetzky, *Introduction to Child Development*, (West: Publishing Company, 1990),p. 214.

So, those students are bored and do not want to continue learning as they should, the students are lazy to study and they do not pay attention and enthusiasm to English subject when they are studying. So, to find a solution for this problem, teachers have to make variation in teaching vocabulary mastery and teachers should be more creative in improving the students' achievement in vocabulary mastery which is suitable to students' in every course provided.

Furthermore, to solve some problems above the researcher tries to use media picture in teaching vocabulary. Picture is the media which most common used in learning process. Some excess of picture is concrete character, can overcome limitation. The price is cheap and also is easy to made and also used in the class. It means that pictures possible used in teaching vocabulary, because picture is common used in learning process and also easy to find and cheaper.

Media are tools or physical things used by the teacher do motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex. Media have important roles in teaching and learning process.

There were some motives, why researcher chooses to use picture, like below: The first, using picture as a media is appropriate way for learning vocabulary. The students can easy to understand the topic by using picture, and make students are easy to construct within any content area. The second, picture is one of classification of education media. In the education, picture is

media that general and usually used by the teacher. Because picture is easy to getting and the picture is more known by the children. So, the picture will help a lot in understanding and memorizing vocabulary. The last, using picture can motivate the students to learn vocabulary, by looking at the pictures they will have high motivation in learning new words. So, we must give the interesting and colorful pictures which can increase the students motivation, with their motivation and interest depend on the activities in class. Therefore, activities should be made fun in order to decrease students bored.

Pictures are very helpful media especially to avoid misunderstanding of the questions since the students can relate the questions to the pictures given. Pictures have an important role in the understanding of meaning. They give illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily.

In applying this method, the researcher used repetition to teach vocabulary. the students repeated an utterance aloud as soon as he has heard it. So, after the students listen to the teacher and look up the image of the vocabulary, the teacher asked them to imitate and repeat it.

Indeed, the researcher was interested in improving the students' vocabulary and in this research researcher tried to apply picture media in teaching vocabulary. Thus, the researcher did a research entitled **“Improving Students' Vocabulary Mastery By Using Picture At Grade X TKR (Teknik Kendaraan Ringan) SMK Negeri 1 Batang Angkola”**.

## **B. Identification of the Problem**

Vocabulary is the most important part that must be mastered by students, but in SMK Negeri 1 Batang Angkola there were some problems in teaching vocabulary. The problems may come from students and teacher. However the problems were considered to be solve immediately. The problems were:

1. The students were less in vocabulary mastery because they were still at the first semester on the X grade, so they did not have background knowledge about the automotive vocabularies.
2. The learning method that was adopted by the English teacher did not fit anymore in this day. The teacher taught vocabulary translating the word.
3. The students were bored and did not want to to continue learning as they should, the students were lazy to study and they did not pay attention and enthusiasm to English subject when they are studying.

## **C. Focus of the Problem**

Based on identification of the problems were described in the previous section, the researcher just explored the improvement of vocabulary mastery about noun through picture. This reasearch was conducted in teaching English to grade X TKR SMK Negeri 1 Batang Angkola by Class Room Action Research (CAR).



#### **D. Formulation of the Problem**

Based on the background above, the researcher could formulate the problem as: “To what extent picture could improve students’ vocabulary mastery at grade X TKR SMK Negeri 1 Batang Angkola?”

#### **E. Objectives of the Research**

The objective of the research found using picture to improve the students’ vocabulary, in line of the objective of research was intended to find out the result of application of using picture whether it could increase students’ in vocabulary mastery or not.

#### **F. Definition of Terminologies**

##### 1. Improving

Improving is going through better work to reach something. Improving is also the last work is better than the first work. This definition is similar, to make this definition relate with this research, improving is a process to make students’ learning vocabulary better by using picture.

##### 2. Student

Student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

##### 3. Vocabulary

Vocabulary is the most important part that should be mastered in English. Vocabulary means the list of words with their meanings

especially in a book for learning a foreign language. Vocabulary as one of the most obvious components of language and one of the first applied linguists turned their attention.

#### 4. Picture

Picture is an important element in teaching and learning process, picture is also the media reproduction original form in two demention, the picture is visual instruction material that efective because can visualization that will explain with more concrete and realists.

### **G. Significances of the Research**

The research gave some significances as follows:

1. Theoretical significance
  - a. The research could useful to other researcher who wanted to conduct a research that was related to the same theme that was vocabulary.
  - b. The research gave clear description on the implementation of teaching vocabulary using picture in improving students' vocabulary.
2. Practical significance
  - a. The result of teaching vocabulary using picture could reference for English teacher in order to improve the students' vocabulary using picture.
  - b. The result of learning using picture could useful for the students in improving their vocabulary.
  - c. The researcher got clear description of the implementation of teaching English using picture and apply this technique in real teaching.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

Review of related literature involved the systematic identification; location and analysis of documents containing information relate to the research problems. It proposed to determine what has already been done that related to the topic of the research and provided the understanding and insights necessary to develop a logical framework in to the topic. This research reviewed the theories of vocabulary mastery using picture as in the following.

#### **1. The Description of Vocabulary Mastery**

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

Vocabulary is the stock of words on which it can draw in expressing people selves. Most of people do not use nearly as many in speaking or writing as someone recognizes or understands what they hear or see.<sup>1</sup> It means that someone uses vocabularies which students have been known, and can not use vocabulary that students have been known yet.

Vocabularies are the knowing of words which individual adult or child can attach one or more meanings. It means that vocabulary is important to know, learn and use. Without having a good vocabulary, the students cannot make meaningful sentences in communication.A

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<sup>1</sup> Richard D. Mallery, *How to Enlarge and Improve Your Vocabulary*, (United State America: The Blakiston Company, 1974), p. 1.

person's vocabulary is the set of words which he/she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as useful and fundamental tool for communication and acquiring knowledge.

Vocabulary can say essential part of language learning to communicate with others using a language, everyone must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Howard Jackson said that vocabulary used by specific social groups, age group, sub-cultures or occupations. Other have concentrated on the vocabulary developed by particular occupational groups, often to mystify their profession and create a barrier for outsiders.<sup>2</sup> Vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. Vocabulary is a core component of language proficiency and provides much of the basis for how well students speaks, listens, reads and writes. So, the students have to know the meaning and also understand how to use it in a sentence according to the context.

Vocabulary is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes

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<sup>2</sup>Howard Jackson, *Words, Meaning, and Vocabulary*, (New York: the Groomwell Press, 2000), p. 144-145.

successful communication. Many researchers argue that vocabulary is one of the most important components in learning a foreign language and foreign language curricula must reflect this. Vocabulary is crucial to be mastered by the learner in order to understand the language.

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

To understand vocabulary, below are the definitions:

- 1) Vocabulary is stock of words used by person, class of people, profession.
- 2) Vocabulary is the collection of words that an individual knows.
- 3) Vocabulary means the list of words with their meanings especially in a book for learning a foreign language.
- 4) Vocabulary as one of the most obvious components of language and one of the first applied linguists turned their attention to.

On the other words, vocabulary is the total number of words with their meanings that individual knows as the most important components in learning language.

From the above explanation, it can be concluded, English teachers applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of these research takes the form of investigation of strategies learners use specifically for vocabulary as focus of attention.

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

Many kinds of vocabulary can be used to know some people about their knowledge or their vocabulary. Another word, with many kinds of vocabulary can be use to identify the level of someone: who is beginner level, who is intermediate level, or who is in the advance level. So, kinds of vocabulary are one of knowledge to know some people about their ability in vocabulary.

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention. According to Harmer, there are two kinds of vocabulary.

##### a) Active Vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

##### b) Passive vocabulary

Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the

word meaning. The students usually apply passive vocabulary in listening and reading materials.<sup>3</sup>

Thus, students can apply active vocabulary in speaking and writing, meanwhile passive vocabulary can apply in listening and reading.

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into:

- a) Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
- b) Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
- c) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar and used frequently.<sup>4</sup>

One classification involves the three types of reading vocabulary founding textbooks Richard:

- a) The first type general vocabulary, it consists of everyday words with widely acknowledge meanings in common usage.
- b) The second type, special vocabulary, it is made of words from everyday vocabulary that take on specialized meanings in a particular content area.
- c) The third type, technical vocabulary, it consists of words that are used only in a particular area.<sup>5</sup>

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<sup>3</sup>Jeremy Harmer, *The Practice English Language Teaching*, (Longman Group: UK..1991), p. 159.

<sup>4</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

<sup>5</sup>Fathul Munir and East Java, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students" 1, no. 2 (2016): 13–37.

From the explanation above, the researcher points the types of vocabulary can be classified into two, they are active and passive vocabulary, because all of the statements above have the same point. Active vocabulary used in speaking and writing skills. Then passive vocabulary used in listening and reading skills. The young learners study simple vocabulary in their environment in order that the students know about the environment.

### **c. Classification of Vocabulary**

In vocabulary there are some kinds of vocabulary. Another ways, vocabulary is also classified. Kinds of vocabulary are knowledge to know the level someone, but classified of vocabulary is types of vocabulary itself, or division of words. In this research, there are some describing about classified of vocabulary.

There are some classifications that have to be understood in understanding vocabulary. Vocabulary or words can be used to describe actions, show relationship and to combine words or sentences. Which are frequently used in speech or writing are called by the word class. It can see from example sentence that words play different roles in a text. They fall into one of different word class.

However, the researcher chooses Noun from the kinds of word classes. The researcher chooses it, because interest to explain noun to the students. Here the researcher would explain the definition of noun.



### 1) Definition of Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification.

### 2) Types of noun

Some noun may belong to more than one of the types given below:<sup>6</sup>

- a) Proper nouns
- b) Concrete or abstract nouns
- c) Countable or noncountable nouns
- d) Collective noun and etc.

From the explanation above, the researcher chooses noun as vocabulary development and target language in this research because noun is more concrete and easy to learn even though using some pictures.

#### **d. Teaching Vocabulary**

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. To make good conversation in English not only the learners but also the teacher should have a good idea of how to expand their vocabulary in teaching learning process so that they can provide a vocabulary that is inserted all of the material

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<sup>6</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p. 6.

being taught. The teacher should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Then, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book in each chapter. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

There are many ways in teaching vocabulary can be applied by the teacher. According to Sukirah Sutarjo there are five possible ways of teaching vocabulary. First way is teaching vocabulary through creativity. By using this technique, the teacher allows the students to decide what they want to learn. The teacher can use such a technique, to encourage the students to be creative for producing the vocabulary, such as using picture, puzzle, providing keywords, and game. The second is teaching vocabulary through context clues. In this technique, the teacher can use a context clue in surrounding context, for example give the antonym and synonym. The third is teaching vocabulary through translation. This technique is considered as ancient one and here the teacher teaches the meaning of the word through translation.

The fourth way is teaching vocabulary through guessing. In this case, the teacher can encourage the students to guess the word first and then consult it. To guess the right word, a student should have a good rationale. The teacher can draw five pictures on the board and then teacher pronounces the word and asks a student to point the picture mean. The last is teaching vocabulary through derivation. This technique requires the teacher to involve the four classes of words on the basis of their position of occurrences in English sentence pattern. The teacher can give noun, verb, adjective and adverb.<sup>7</sup>

Based on those five possible ways of teaching vocabulary, the researcher applied picture series as a technique in this research. Teaching vocabulary is the vocabulary teaching process in order to help the students get the meaning and use the words. It also including meaning, pronunciation and spelling to teach the vocabulary.

Additionally, Adrian Doff states that the techniques in teaching vocabulary, they are:

- 1) Say the word clearly and write it on the board.
- 2) Get the class to repeat the word in chorus.
- 3) Translate the word into the student's own language.
- 4) Ask the students to translate the word.
- 5) Draw a picture to show what the word means.
- 6) Give an English example to show how the word is used.
- 7) Ask question using the new word.<sup>8</sup>

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<sup>7</sup> Sukirah Sutarjo, *Reading Technique for College Students*, (Jakarta: Depdikbud Dikti, 1998), p. 24.

<sup>8</sup> Adrian Doff, *Teach English a Training Course for Teacher on Teacher's Work Book*, (New York: Cambridge University Press, 1988), p. 54.

From explanation above the general points about presenting vocabulary visual is real objects, mime or pictures, but from all of the explanation above using is more effective, because the teacher can explain something, as noun. There are many kinds of techniques in presenting vocabulary to the English learners such as mentioned above. The researcher summarizes that the way in teaching vocabulary in English classroom is depend on the teacher to choose the best way in order to make students feel enjoy and does not make them feel bored, because teacher as a facilitator has to be able to choose a good techniques to teach vocabulary.

## **2. The Description of Media**

### **a. Definition of Media**

Media is a mediator of communication. Media is needed to reach the objectives of the teaching-learning process. In the teaching-learning process, media play has an important role. According to Harmer as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basis of a whole activity.<sup>9</sup> Meanwhile Lever-Duffy and McDonald state that media are technologies that are used to facilitate the teachers. It means that teachers should use various media or teaching aids in giving the

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<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Longman Inc. 2001), p.134.

material to the students.<sup>10</sup> So, media is a tool in teaching learning process to help the teacher.

Teaching media is a learning instrument used by the teacher in the teaching and learning process in the classroom. The use of media is important to arouse the intrinsic motivations of the learners. In order to keep teaching and learning process running effectively and efficiently, the teacher often uses teaching media. It is expected that the teacher can deliver the instructional material easily. The use of media can help the teacher reach the instructional aims.

From the definitions above, it can be concluded that media are tools, materials, or events that establish conditions used by a teacher to facilitate the instruction, acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity. Media are all things that can be used to deliver te message from sender to receiver so it can stimulate the mind, feeling, attention, and student's interest in order to attain the teaching and learning process.

#### **b. Advantages of Media in the Teaching-Learning Process**

In teaching and learning process, especially in English learning the use of media is very useful. Media is not only teaching aid but also as a tool to deliver the message of learning from the teachers to the students. The use of media, especially picture will help the teacher to reach the learning goal.

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<sup>10</sup> Judy Lever Duffy and Jean B. McDonald, *Teaching and Learning with Technology(Third Edition)*, (New York: Pearson Education Inc, 2009), p.61.

Sudjana and Rivai mention the rationales of the use of media in teaching-learning process as follows:

- a) The teaching-learning process will be more interesting so that it can improve the students' motivation.
- b) The materials will be understood easily by the students, since the media will enable them to master the teaching objectives well.
- c) The teaching methods will be various so the students will not get bored during teaching-learning processes.<sup>11</sup>

Additionally, teaching learning process will run well by using media and makes students more interested in learning process. According to Brinton, media helps teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she summarizes the rationales for using media in the language classroom as follows:<sup>12</sup>

- a) Media can be an important motivator for students in the language teachinglearning process.
- b) By using audiovisual media the students can create a contextualized situation within which language items are presented and practiced. It is because the audiovisual media provides the students with content, meaning, and guidance.

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<sup>11</sup> Nan Sudjana and Ahmad Rifa'i. *Media Pengajaran*. (Bandung: Sinar Baru Algesindo, 2009), p.2.

<sup>12</sup> Donna M. Brinton, *The use of Media in Language Teaching in Marianne Celce-Murcia (Eds). Teaching English as a Second or Foreign language (Third Ed)*. (Boston, MA.: Heinle&Heinle, 2001), p. 461.

- c) Media can provide some authentic materials so students can relate directly between the language classroom and outside world.

Additionally media can serve four general purposes as follows:

- a) To simplify the teaching and they can help to complete it.
- b) To allow teacher's point of view to practice the principles of teaching object and illustration.
- c) To avoid the use of the mother tongue of the students.
- d) To motivate and to stimulate the students in the teaching-learning process.

In conclusion, the use of media in the teaching-learning process is useful for both of the teachers and the students. For the teachers, they can avoid monotonous teaching-learning process because they have variation in teaching. So, the teaching-learning process will be more interesting. Meanwhile for the students, media can stimulate the students' motivation and interest. Therefore, they will be more active in the classroom. Moreover, the students can understand the materials easily.

### **3. The Description of Picture**

#### **a. Definition of Pictures**

Picture is one of the classification of education media. In the education, picture is media that general and usually used by the teacher. Because the picture is easy to get and the picture is more known by

the children. There are many definitions of picture that expressed by experts among others:

Pictures are two-dimensional visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be a sketch, cartoon, a manual, or even a chart, graph or map. Pictures may be used for individual study, for display on bulletin boards and in exhibits, and for projection when groups of students need to look at one picture at the same time.<sup>13</sup>

Next, according to Marianne Celce Murcia and Sharon Hill, the meaning of pictures are visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to each or reinforce skill. Picture can also be used in various configurations to enhance learning and practice.<sup>14</sup> Then, picture is one of including various ways for students' vocabulary.<sup>15</sup> In teaching English, use of picture has important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. The second, by using picture, students will be more interested and eager to learn the material which is given.

Picture is one of the media, which may be used by teacher to help the students easily to understand the new words. Pictures are kinds of visual instruction materials which might be used more

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<sup>13</sup> Vernon S. Gerlach and Donald P. Ely, *Teaching and Media Systematic Approach*, (New Jersey: Prentice-Hall 1, 1971), p. 365.

<sup>14</sup> Marianne Celce Murcia and Sharon Hill, *Technique and Resources in Teaching Grammar*, (New York: Oxford University Press, 198), p. 71.

<sup>15</sup> Jeanne McCantén, *Teaching Vocabulary*, (New York: Cambridge University Press, 2007), p. 25.



effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It means that pictures have an irascible appeal for the children. They create suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language. According to Hornby Picture is painting, drawing and sketch of something, especially as work of art. The picture is the kind of media for teaching vocabulary.<sup>16</sup>

In addition, Phillips Vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object.<sup>17</sup> Based on definition above, it can be concluded that picture is a manifestation symbol of imitation of objects, landscape, flow of thoughts, or ideas are visualized into two dimensional shapes. Meanwhile, One of visual aids that can be used for teaching vocabulary is the picture. Silbert says that picture is kind of interesting visual aid which is able to give motivation and good impression for the students, so that the students can memorize the words related to the picture.<sup>18</sup>

From the description above, it can be said that pictures are defined as drawing, painting or photograph, image of someone or something. Picture is a two-dimensional visual representation of

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<sup>16</sup> A.S. Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p. 631.

<sup>17</sup> Sarah Philip, *Young Learners*, (New York: Oxford University Press, 1993), p. 74

<sup>18</sup> E. D, Silbert, *Teaching Aids for The Language Teacher*, (New York: Heinla Publisher Inc, 1997), p. 44.

personals, places, or things. The picture can be projected, easy to find around the children circle and adult, the picture also easy to show the children. The picture can be used as media of education, picture has any price education to students, possible to study in an efficient manner in the schools. The picture can motivate presenting a sequence of events, story and things like life. Pictures are an important element in teaching and learning process. Pictures are also visual materials that give many contributions to the teaching and learning language process, such as made the class interesting and teaching process more affective.

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

The students will be able to imagine how the things looked like through the pictures. This way can help the teacher in introducing new vocabularies and grammatical items. The teacher shows the pictures and the learning process more interesting.

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by picture depend on the types of the picture. According to Bowen there are some types of picture based on their shapes:

- a) Wall charts
- b) Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.

- c) Sequence picture is a series of pictures of single subject it is function is tell a story or a sequence of events.
- d) Flash cards
  - 1) Word flash cards; card with printed words on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes.
  - 2) Picture flash cards; useful for the representation of a single concept, such as an object or in action.
- e) Work cards
 

Includes visual as well as text magazine pictures drawing maps and diagrams can be important part of work cards at all levels used for variety of purposes.<sup>19</sup>

Meanwhile, Yunus in his book grouped the picture into four groups:

- a) Composite picture
 

These are large single pictures, which show a scene (hospital, beach, canteen, railway station, street) in which number of people can be seen doing things.
- b) A picture series
 

A picture series is a number of related picture linked to form a series of sequences.
- c) Individual picture
 

These are single pictures of objects, person or activities such pictures vary in size from small newspaper picture and can be mounted singly.
- d) Specialized pictures (posters, charts, advertisements, brochures).<sup>20</sup>

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<sup>19</sup> Betty Morgan Bowen, *Look Here! Visual Aids in Language Teaching*, (London: Essential Language Teaching Series, 1973), p. 13-14.

<sup>20</sup> Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, (Kuala Lumpur: Oxford University Press, 1981), p. 49.

The description above is about types of picture that can be used in teaching learning process, which the language teacher helps the students enter to an imaginative experience beyond the classroom. And in this research the researcher used picture series to conduct the research.

#### **e. Function and Characteristics of Picture**

##### **a) Function of Picture**

The main function of the picture media is a tool of learning which is used by teacher to convey the material. Setiawan, et.al. stated that there are several functions of picture. First function, it can provide visual illustrations that interesting for students. Second function, it can be explain what cannot be described verbally. The third, picture can motivate the students and make them want to pay attention and want to take apart. Picture can be described an objective way or interpreted or responded to subjectively and it can cue responses to questions or cue substitutions through control practice. The last function of picture it can stimulate and provide information to be referred to in conversation, discussion and storytelling.<sup>21</sup> So, there are many functions of picture can be used by the teacher to focus the students' attention, interest and motivation to imagine what the text information .

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<sup>21</sup> Denny Setiawan, et. al. *Komputer dan Media Pembelajaran*, (Jakarta: Universitas Terbuka, 2010), p. 18.

b) Characteristics, Daryanto states there are some characteristics of the picture media:

- 1) Picture must be authentic, it means that it can describe an object or event as if the students see it directly.
- 2) Picture must be simple, its composition must quite clearly shows the main parts in the picture.
- 3) Picture must have a proposional size, so that students will be easier to imagine the real size of the object.
- 4) Picture must combine beauty with suitability to achieve learning objectives. In the other words, picture have to appropriate with the learning objectives.
- 5) Picture must have message. Not all the picture media are good media. The best one is the picture must easy to understand.<sup>22</sup>

So, the picture must not have all of the characteristics above, but the best one is the picture must easy to understand and to describe an object or event as if the students see it directly.

#### **f. Strengths and Weakness of Using Picture in Teaching Vocabulary**

Applying picture in teaching learning process is of course intended to enable the students to achieve the language taught. The use of picture has some valuable advantages and disadvantages.

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<sup>22</sup> Daryanto, *Media Pembelajaran: Perannya Sangat Penting Dalam Mencapai tujuan Pembelajaran*, (Yogyakarta: Gava Media, 2010), p. 5.

a. Strengths of Using Picture

Using Picture media is commonly easy to understand by students. There are three strengths of picture. The first picture is more realistic than verbal media. In the other words, picture media can present the object or thing with the same shape of their original. The second, picture can explains a material clearly in all kinds of field. The last it is cheap. Ransom also gives some advantages of picture as follows:

- 1) Pictures provide settings for understanding and using new words, as they naturally spoken.
- 2) Picture represent an important step in concept and vocabulary development.
- 3) Picture help broaden observation, opportunities and knowledge, resulting in enlarges and enriched vocabulary.

Following are some opinions concerning with the advantages of using pictures, according to Gerlach:<sup>23</sup>

- a) They are inexpensive and widely available.
- b) They provide common experiences for entire group.
- c) The visual detail make it possible to study subject, which would turn back to be impossible.
- d) They can help you to prevent and correct disconcertion.

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<sup>23</sup> Vermon S. Gerlach and Donald P. Ely, *Teaching and Media Systematic Approach*..... p. 373.

- e) They offer a stimulus to further study, reading and research visual evidence is power tool.
- f) They help to focus attention and to develop critical judgment.
- g) They are easily manipulated.

Based on some advantages above, it can see picture is useful to help the students imagine the object detail, to prevent and correct disconcertion in learning process. Then, the picture also is cheap and easy to get, so it can help the teacher to prepare the interested material in teaching learning process.

#### b. Weaknesses of Using Picture

According to Sadiman et.al.<sup>24</sup> the weaknesses of using picture is only emphasizes to the visual side of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students. The last weaknesses of using picture is too complex, not effective enough for the learning vocabulary. The other some advantages of pictures used in teaching and learning process, such as:

- 1) Students pay attention on the picture more than learned material.
- 2) It takes time and costs much to provide attractive pictures.

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<sup>24</sup> Arief S. et. Al Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: Rajawali Pers 2010), p. 31.

- 3) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the picture.

Possible ways to overcome them are:

- a) Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students' activities including their attention during the teaching learning vocabulary process.
- b) The teacher should make or choose attractive simple picture to avoid wasting time and money.
- c) The teacher should make or choose big and clear enough pictures to avoid misunderstanding about the pictures.

Besides the advantages of the picture, there are also the weaknesses of using picture. The teacher will waste time and money to make the interesting picture and the students focus on the picture and will not pay attention to material.

#### **g. The Procedures of Pictures in Teaching English Vocabulary**

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the elementary students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Additionally, Pictures can be used to explain the meaning of



vocabulary items. According to Virginia French that for helping students to understand the meaning of a word, a picture is useful.<sup>25</sup> Nagaraj stated that another effective way of getting learners to learn words is through using picture. Picture can be drawn on the black board, chart papers or even cutouts.<sup>26</sup>

Thus, picture can motivate students to learn word and to understand the meaning of the words because the students can do anything with picture. For examples, picture can be draw on the black board, arranging cutouts, chart papers.

Wright states that pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity.<sup>27</sup> Picture can also be played with guessing words game by giving clues or keywords that aim to motivating students contextualizing.

Steps learning vocabulary by using pictures:

- a) The teacher provides a description, explanation, or example of the term.
- b) Linguistic: students restate the description, explanation, or example in their own words.
- c) Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.
- d) The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.

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<sup>25</sup> French Virginia Allen, *Technique in Teaching Vocabulary*, (New York: Oxford University, 1983), p. 36.

<sup>26</sup> G. Nagaraj, *English Language Teaching; Approach, Methods, Techniques*, (Orient: Longman, 1990), p. 168.

<sup>27</sup> Andrew Wright, *Picture for language Learning*, (Cambridge: Cambridge University Press, 1997), p. 2.

- e) Periodically as students to discuss the terms with one another.
- f) Involve students in games that enable them to play with the terms and reinforce word knowledge.<sup>28</sup>

From the explanation above it can be seen that Pictures are useful to focus the students' attention to imagine on what the text says. Pictures are not ambiguous; a picture should contain only what the word means. Using picture is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding. It means that using picture can be a good technique in teaching English vocabulary to the children.

#### **h. Vocabulary in TKR (Teknik Kendaraan Ringan)**

Teknik Kendaraan Ringan (TKR) is a part of automotive that talks about car, engine and workshop. The components of them include countable noun, uncountable noun and abstract noun. It means the students must know the name of the vocabularies or real components of car, engine and workshop to make learning process run well. Here are some of vocabularies in Teknik Kendaraan Ringan (TKR):

- |                       |                              |
|-----------------------|------------------------------|
| 1. Open end wrench    | 6. Pliers                    |
| 2. Combination wrench | 7. Nitrogen Transmission oil |
| 3. Oil                | 8. Fuel                      |
| 4. Coolant            | 9. Allen wrenches            |
| 5. Socket wrenches    | 10. Refrigerant              |

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<sup>28</sup>Marzano's, *Six Step Process Teaching Academic Vocabulary*, (<http://www.learningunlimitedllc.com> on March 09<sup>th</sup>, 2019 retrieved at 10.00 pm).

## B. Review of Related Findings

There are researchers who have done the same research as the researcher in different strategy. First, Dharin Okta Syaputri<sup>29</sup> the research design is classroom action research (CAR). She said that Picture can improve the students' mastery in vocabulary. From the first and the second cycle, there are upgrading percentages in answering test. It is from 65% to become 86%.

The second come from Liza Fauziah<sup>30</sup> the result shows that the use of Picture in teaching and learning English is effective and could develop the students' vocabulary. Alternative hypothesis (Ha) which states using Picture is effective to develop students' vocabulary is clearly accepted, and the null hypothesis (Ho) which states that there is no effectiveness of using Picture to develop students' vocabulary is rejected. The third, Dwi Hartati<sup>31</sup> said the mean score of test in the experiment class was 9.475 while the mean score of test in the control class was 4.875.

The other previous studied by previous researcher is Himayatus Sholihah<sup>32</sup> said the pictures could improve the students' motivation, the pictures could attract the students' attention, the pictures help the students to memorize the vocabulary and the pictures make the teaching and learning

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<sup>29</sup> Dharin Okta Syaputri, *Improving Students' Vocabulary Achievement Through Picture Series At The Second Year Students of SMP N 01 Tanjung Raja.*

<sup>30</sup> Liza Fauziah, *The Effectiveness of Teaching Vocabulary Using Pictures*, (an Experimental Study at Fourth Grade of SDN Pondok Cabe Ilir III Pondok Cabe-Tangerang Selatan.

<sup>31</sup> Dwi Hartati, *Using Picture in Teaching Vocabulary (A Case of Study at Smart Education Center (SEC) Villa Mutiara Jombang-Ciputat.*

<sup>32</sup> Himayatus Sholihah, *Teaching English Vocabulary Using Pictures To The Fifth Grade Students Of Sdn Tugu Jebres No.120 Surakarta.*

activities interesting. The last, Andri Donal<sup>33</sup> said the result of the research showed that there were upgrading of students vocabulary in using picture in learning process. It is from 53 to become 63.

After the researcher done the research, the researcher got the result of the research showed that there were upgrading of students vocabulary mastery by using picture in learning process. It could see from the first and the second cycle, there are upgrading percentages in answering test. It was from 50,75% to become 81,51%.

Based on the research above, they found that Picture can improve and develop students' vocabulary mastery. Nevertheless, the researcher found that picture improved students' mastery in vocabulary. Although the researcher used same strategy with one of research above, but the researcher made picture more easy and fun to students.

### **C. Conceptual Framework**

Teaching English to children is different from teaching English to adults. How children learn English will influence how teacher teach them. The teacher should provide appropriate and interesting instructions so children can enjoy their lesson.

The teaching and learning process is successful when the aspects of teaching and learning process work effectively and efficiently. Some of those aspects which determine the quality of the teaching and learning process are the role of teacher and students, the use of material, method/ technique, media,

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<sup>33</sup>Andri Donal, *Improving the Esp Students' Vocabulary by Using Pictures* in Agribusiness Study Program of The University of Pasir Pengaraian.

and the classroom atmosphere. Therefore, the teacher should find an affective media to make the teaching and learning process succeed. Picture is recommended as an attractive aid for teaching English to children. It is expected that by audio visual in teaching which is supported by the use of gestures and body movements, games, songs, and other media will encourage the effectiveness and the efficiency of the teaching and learning process.

Therefore, the researcher planned to do research based on the framework bellows:

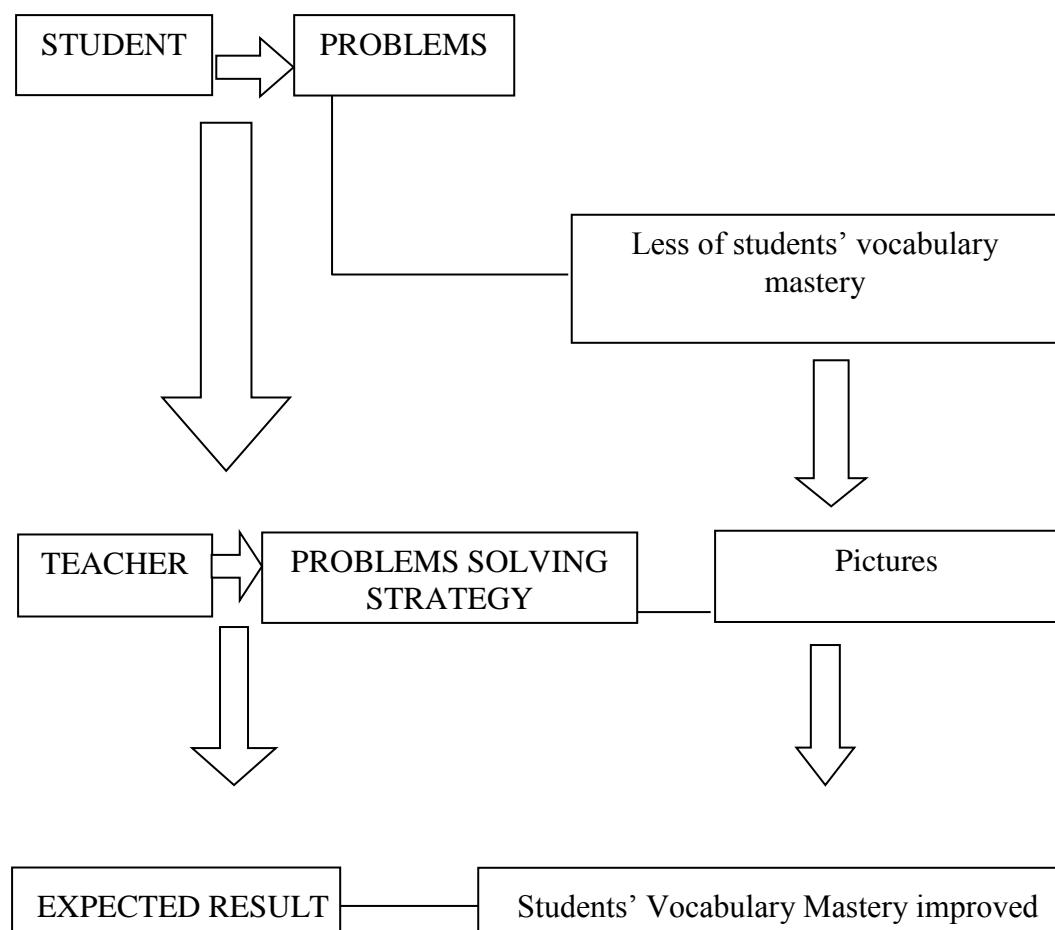


Figure 1: Research Conceptual Framework.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Schedule of Research**

The place of the research was done in SMK Negeri 1 Batang Angkola, on Jl. Mandailing No.2 Benteng Huraba, Kec. Batang Angkola, Kab. Tapanuli Selatan.

This time determination refers to the educational calendar of Tapanuli Selatan when the second semester of the year of school study was started on January to the next five month. The research action were accomplished in the classroom only three weeks of semester to be sufficient for research to complete that was needed an effective learning as usually in the classroom.

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

This research was conducted by using Classroom Action Research. Classroom Action Research is a practice in class doing in directly. Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had gone. Action means implementation about the content of action in the classroom. The action and the observation can not be separated each other, because the teacher must the return observation while reading what is being done. Reflection is to propose what have done.

### **C. The Participant**

The participants of this research were the students at Grade X TKR (Teknik Kendaraan Ringan) in SMK Negeri 1 Batang Angkola because the researcher found the students' problem of less vocabulary especially automotive vocabulary. The total of the students in X were 33 students. Moreover, there were another participant was an English teacher of SMK Negeri 1 Batang Angkola, the researcher asked the teacher as collaborator in this research. It means that the teacher and the researcher collaborate to do teaching learning process by applying picture.

### **D. Instrument of Collecting the Data**

Researcher used observation, interview and test in collecting the data.

#### 1) Observation

Researcher used observation type field notes. The researcher observed the teaching learning process, that concludes teacher activities, students' respond, materials and teaching media and teaching strategy of teacher.

#### 2) Test

The researcher used the test about Countable noun and uncountable noun test. The researcher used vocabulary test in multiple choice test form. The researcher gave worksheet to students. Moreover, the researcher has some indicators in vocabulary test by using picture, as follows:

**Table 1: Indicator of Vocabulary**

No	Indicators	Number of test	Total Test	Score
1	Countable noun	1,2,6,11,14,17,19,21,25,29,30,31,32,33,35,37,43,45,46,49,50	21	52,5
2	Uncountable noun	3,4,8,10,12,18,23,28,36,38,40,42,44,47,	14	35
3	Abstract noun	7,15,22,41,48,	5	12.5
Total			40	100

From the above indicators, the researcher made test in multiple choice test form, and then the researcher divided the score criteria into three criterias. They were the scores of the countable nouns, uncountable nouns and abstract nouns. The total tests were 40 tests, 1,2,6,11,14,17,19,21,25,29,30,31,32,33,35,37,43,45,46,49,50 number of test for countable nouns, 3,4,8,10,12,18,23,28,36,38,40,42,44,47, number of test for uncountable nouns, and 7,15,22,41,48, number of test for abstract nouns. Each test given 5 scores for each number, so the highest score were 100 in all of test. The researcher discussed the test with the teacher in SMK to validate the test. So, the validity of the test was items validity. The amount of test were 5,9,13,16,20,24,26,27,34,39.

### **E. Procedure of the Research**

This action research followed the model that was developed by Kemmis and Robin in Ortrun. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model was described in the following figure:



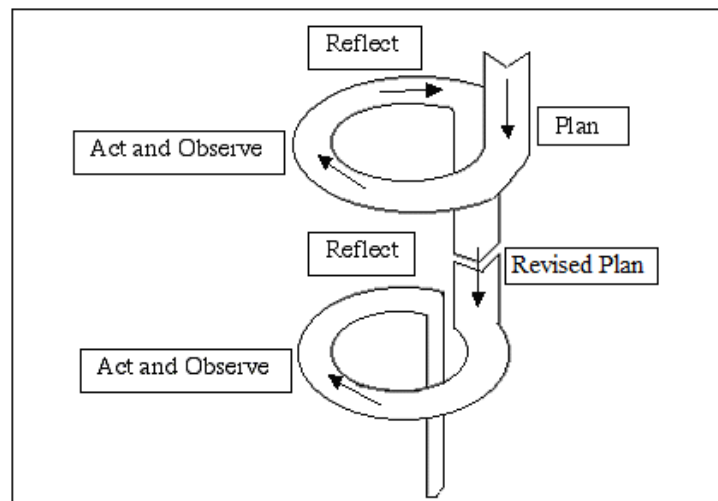


Figure 2: Cyclical AR Model Based on Kemmeis and Mc Taggart<sup>1</sup>

In this research the researcher applied two cycles. Each cycle consisted of two meetings. Each meeting consisted of 45 minutes. So, there were four meetings during research process. Each cycle consisted of four steps; planning, action, observation and reflection.

### 1. Cycle 1

The first cycle the researcher conducted for two meetings. Every meeting done ninety minutes. The researcher observed all the activities in the classroom.

#### a. Planning

- 1) Making lesson plan that consist of the step of action.
- 2) Making learning planning approached that using picture.

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<sup>1</sup>Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 9.

- 3) Preparing all material that needed in the teaching learning process, as: lesson plan, media and value criteria.
- 4) Discussing how the picture done in teaching learning.

b. Action

- 1) Warming up (ask the students to draw the picture of the same objects that teacher said in Indonesia, example: obeng, ban, roda, knalpot, etc.).
- 2) Explaining the aim of the research and picture to students.
- 3) Using picture to students learning process such as:
  - a) The teacher provided a description, explanation, or example the term.
  - b) Linguistic: students restated the description, explanation, or example in their own words.
  - c) Nonlinguistic definition– students construct a picture, pictograph, symbolic representation, or act aou the term.
  - d) The teacher extended and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.
  - e) Priodecally as students to discuss the terms with one another.
  - f) Involve students in games that enable them to play with terms and reinforce word knowledge.
- 4) Monitoring every step that will be planning.
- 5) Monitoring time allocation with the all activity will be done.

6) Preparing the solution if have the problem when the action will be done.

7) Collecting the student's discussing result.

c. Observation

1) Discussion with the English teacher to observation planning.

2) Monitoring the activity.

3) Making note every activity and the different when the teaching using picture learning process will be done.

4) Discussion with the English teacher about the weakness or the finding activity during observation will be done.

d. Reflection

1) Analyzing the finding during the observation will be done.

2) Analyzing the weakness and the teacher progress that using picture determine the follow up of activity.

3) Reflecting of picture will be used.

4) Reflecting on the teacher learning activity.

5) Reflecting on the students learning activity.

6) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

2. Cycle 2

This cycle the researcher evaluated all the activity in cycle before and repairing the problem. Conducted two meetings and every meeting done ninety minutes.

- a. Planning
  - 1) Arranging lesson plan.
  - 2) Determining the lesson material.
  - 3) Designing procedures of teaching.
  - 4) Preparing the instrument for students, teacher and observer.
- b. Action
  - 1) Eliminating find problems in cycle 1 by motivating, encouraging, controlling and managing the class.
  - 2) Rearranging the classroom arrangement.
  - 3) Dividing the students in group.
  - 4) Organizing the group of students to each groups base on new arrangement.
  - 5) Doing learning process using picture below:
    - a) Giving the worksheet to each group.
    - b) Showing the picture.
    - c) Answering the test booklet by showing the picture.
  - 6) Explaining that the students; making prediction must be better than cycle 1.
  - 7) Each goups read the result of their task loudly and other group gave comment about it.
  - 8) Collecting the student's discussing result
- c. Observation

- 1) Monitoring the teaching learning by using the picture in teaching learning.
- 2) Recording the different is being.
- 3) Discussing the problem in the process learning and giving solution.

d. Reflection

- 1) Analyzing the weakness and the teacher progress when picture will be done determine the next activity planning.
- 2) Reflecting of teaching activity and students learning result that using picture.
- 3) Evaluating or interpreted the data will get from the class and will make any decisions for the next cycle.

**F. Technique of Data Analyzing**

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students.

To know the means of students' score for each cycle, the researcher will apply the following formula:

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

*Explanation:*

X : the mean of the students

$\sum x$  : the total score

N : the number of the students<sup>2</sup>

The percentages of students' mastery in vocabulary through picture is calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

*Explanation:*

P : the percentage of student

R : the number of students

T : the total number of students<sup>3</sup>

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<sup>2</sup>Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p.30.

<sup>3</sup>ZainalAqib, et. Al., *PTK Untuk Guru SMP, SMA, SMK*, (Bandung : CV. Yrama Widya, 2008), p. 205.

After collecting the data, then the next thing that researcher did was to analyze the data. Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:

Steps 1: organizing and preparing the data for analysis. It is to start on process of analyzing the data, the researcher have to provides transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information. Here in organizing and preparing the data. The researcher make planning on teaching learning process.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning. It is time to read the data, trying to wisely point out issues that seem important by taking notes, underlining, or else.

Step 3: beginning detail analysis with a coding process, it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis. It addresses the issues. The aim is to provide a true picture of the phenomena that took place

on it so the researcher and the reader have an understanding of context in this study.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table. It addresses the issues. The aim is to provide a true picture of the phenomena that took place on it so the researcher and the reader have an understanding of context in this study.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature. It is a process of writing result of the study. It should be reflective, integrative, and explanatory aspect of dealing with a study's data.<sup>4</sup>

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<sup>4</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190.



## **CHAPTER IV**

### **RESEARCH FINDING**

To evaluate the result of teaching vocabulary by using picture on students' mastery in vocabulary mastery, the researcher has calculated the data description by setting of the research, acting, the finding of the actions and discussion.

#### **A. The Data Description**

In this section, the researcher analyzed each data that had been found from the teaching learning process and evaluate in every cycle of this research. In this research, analysis was started from cycle 1 up to cycle 2, because this research used action research. Thus, analysis was also done with observation and interview.

##### **1. Setting**

The place of the research was at SMK N 1 Batang Angkola. It located on JL. Mandailing No.2 Benteng Huraba. It consists 28 classes. Each class consists of 26 until 38 students. There were 59 teachers in this school. There were four English teachers. The English subject had two periods in a week.

The participants of this research were the grade X students of SMK Negeri 1 Batang Angkola. The research participants were the students of class X TKR (Teknik Kendaraan Ringan). It consisted of 33 students. All of them were male. The researcher chosed this class because the researcher found the problems of students' vocabulary mastery. For

the first cycle, the students enthusiastic in teaching learning process even though the applying the picture was not well organized because of the new technique which brought confusion and complicated. Then, for the second cycle, after redesigning procedures teaching vocabulary through picture, the students became active, interested, and have new vocabularies about automotive.

## **2. Cycle 1**

The first cycle was conducted for two meetings. Each meeting was done for forty-five minutes. So, the total time of first and second meeting were ninety minutes. The researcher also prepared two lesson plans which would be done, because there were two meetings. In this cycle, the researcher must do some steps, they were planning, action, observation and reflection. Moreover, the researcher observed the teacher, the students and classroom process. Based on the observation, some students seemed to be interested in teachers' teaching technique. It can be seen from their enthusiasm in doing picture in learning process. However, some students were still uninterested yet.

For the first, the researcher would make lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicators of this research. Also, preparing the topic to do picture along with the first test vocabulary to be given to the students and made an instrument as a tool to see the students' vocabulary mastery improvement, and also discussing how the picture to be done in

teaching. This action research would be done with the English teacher at grade X TKR (Teknik Kendaraan Ringan) of SMK Negeri 1 Batang Angkola. In this research English teacher was as a co-teacher. The teacher would observe the researcher when the researcher done action in each cycle.

In this research, the researcher used field note as observation or observation sheet teacher's activity in teaching learning process in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. This observation would be done by reseracher and co-teacher when the lesson plan was done and when the researcher gave the test in second meeting. It means that, the co-teacher would observe the researcher when done the action research, and the researcher with co-teacher were together to observe the students when teaching learning process in this research was done.

The first cycle applied in two meetings. For the first meeting was conducted on Friday, 6 September 2019. It was done at grade X TKR of SMK Negeri 1 Batang Angkola, consisted of 33 students. Firstly, the researcher gave greeting to open the class, and to make relationship between students and researcher better, the researcher explained the purpose of the research into their class. The researcher also gave motivation.

After this, in this cycle, the researcher introduced the picture in teaching vocabulary. In the first meeting in cycle 1 acted some actions;

the first, the researcher activated their background knowledge by showing the picture about material that would be given before gave the first material. The second while-teaching vocabulary process, the researcher explained picture with outline of using picture to the students. The researcher divided students into six groups, each group consisted of 5 students. Then, the researcher showed some pictures would be discussed using game started from matched the names, the meaning to the picture has been posted on the wall and memorizing the words. The third discussed the tests based on countable, uncountable and abstract noun suitable of the pictures. The researcher asked the students to make prediction about the name, and the meaning of the picture. Some of students answered the researcher's question, I did not understand about it, please gave us the time to discussed it. So, the researcher answered this was one of media in teaching vocabulary, you could know the name of something just looked the picture without read the name of the things and you could know the things that you did not know before by showing the picture.

Then, to make students more comprehend, the researcher showed the picture of car. And then, the researcher asked the students to find out as many as vocabularies possible in the car. After that the students said the vocabularies based on their discussion.

In observing the action, this observation would be done by researcher and co-teacher. The researcher observed the students and

classroom process, and co-teacher observed the researcher when doing the action. In observing the action<sup>1</sup>, researcher used observation sheet to observe students and the teaching learning process. The observation result from the observation sheet, it has found that the researcher came to the class on time, greeted the students. He explained the material about countable noun, uncountable noun and abstract noun in automotive was given and concluded the material after doing the class.

Additionally for the students, most of students enthusiastic in teaching learning process, although some students still made noisy in the class, the students were confused to distinguish countable noun, uncountable noun and abstract noun based on pictures and some students were still uninterested yet. Moreover, some students still had low motivation in participating in learning vocabulary. Based on the result of the observation, the researcher realized that the results of activities that had been done were not so successful in solving the students' mastery problem in vocabulary. It could be concluded that the activities should be changed, improved, and completed. Therefore, the researcher made lesson plane again for the second meeting in this cycle.

The second meeting in cycle 1 was done on Saturday, 7 September 2019. In this meeting, the researcher continued the first meeting. Before reseacher was going to continue material, the researcher gave greeting to open the class and remembering the students about material last meeting,

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<sup>1</sup> English Teacher and Students at Grade X of SMK Negeri 1 Batang Angkola, *Observation*, (SMK Negeri 1 Batang Angkola: August 30<sup>th</sup> & 31<sup>th</sup> at 10.15-11.45 & 08.00-09.30 a.m).

so the material still relation. After that, the researcher organized the students into groups. The groups were still six groups and each group consisted of 5 students. Next, the researcher showed the pictures would be discussed each group started from the name, meaning of the picture and memorizing the words. The pictures were about countable noun, uncountable noun and abstract noun in automotive vocabularies. Then, discussed the picture was given time 30 minutes to answer the test. The students read the result of discussion. The last, teacher collected the students' discussing result.

After this, the researcher gave instruction about the test that would be given to students. The researcher gave explanation about test, how to answer the test, and asked the students to write the name and made answer had been prepared. Furthermore, the test was 20 items multiple choice test form. On this test, students were enthusiastic and serious attention when they were answer the test, but still there were four students become trouble maker, they always ask to other students around of them, so it made other students did not concentration and made them noisy and cheat with their friends.

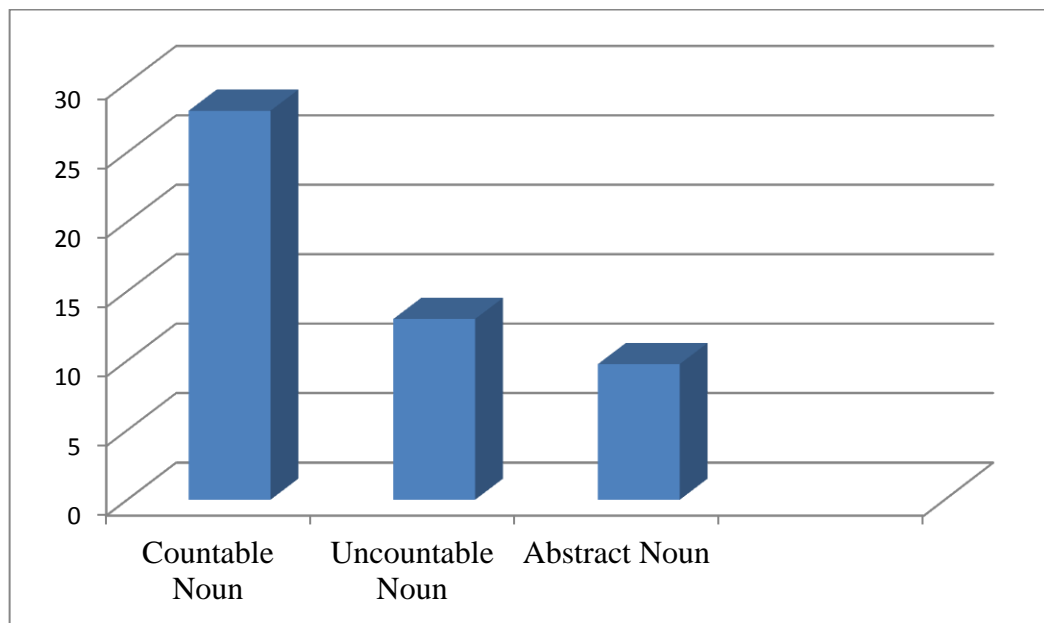


Figure 3: The Result of Test Cycle 1

Finally, based on the result of the first test in cycle 1, the researcher did not find that the student got score up 10-20, there were 9 students got score 21-40, there were 9 students got score 41-60, there were 12 students got score 61-80. There was 1 student got score 80-90. Then 2 students did not attend. Also, the researcher got the students' result of test in vocabulary mastery based on the indicator of vocabulary mastery. It concluded that the main score of countable noun 28, uncountable noun was 13, and abstract noun 9,75. The total mean score of first cycle was 50.75 (see in appendix 5). It means that the average mean score of students' vocabulary mastery in the first test was 50.75 with percentage of students got above score 70 was 18,2%. It could be seen, most of students did not pass on the minimum mastery criterion on SMK

Negeri 1 Batang Angkola with score 70. There were 81.8% of students did not pass the minimum mastery criterion or KKM. Moreover, most of students still confused in countable noun, uncountable noun, and abstract noun, and most of students are still low motivation.

From the data above, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students' vocabulary mastery. It can be concluded that, the action should be repaired and change for improve students' vocabulary mastery again. The researcher should change the trick or the new atmosphere in activities teaching learning process.

To repair, the researcher done reflecting related to action research and effort that had been done in first cycle. It means that, making eveluation about teaching learning process in the first cycle and gave solution for the next cycle. So that, observation that had been done by reseracher and co-teacher purposed to find out the problem when the action or teaching learning process was done and made conclusion. Based on the observation and the result of the first test should be needed to repair and gave solution for improve some students that still got score in underneath of minimum mastery criterion. The last the researcher and co-teacher concluded that the first cycle should be repaired especially in lesson plan, material, and trick the teaching learning process for the next cycle. Re-planning of the picture in the first cycle, which resolved in the second picture, clearly will be figured in the following table.



**Table 1: The First Cycle Problems and Resolutions**

<b>Problems in the First Cycle</b>	<b>The Solution</b>
Students' low in vocabulary mastery a. Students lack in naming the picture. b. Students lack in predict the meaning of the picture. c. Students lack in memorizing the new word. d. The students were confused to distinguish countable noun, uncountable noun and abstract noun.	Teacher motivated students active in teaching learning process. a. Teacher explains them in naming the picture must know about the picture. b. Teacher explains how to make prediction quickly about the meaning of the picture. c. Teacher explains them for memorizing the new word, students must know the meaning and pronunciation. d. Teacher explains the differentiation of countable noun, uncountable noun and abstract noun.

### 3. Cycle 2

The second cycle was conducted for two meetings. The meeting was done for ninety minutes. The researcher observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students' vocabulary mastery. Problems in naming the picture, making prediction of the meaning, memorizing the new vocabulary and the students were confused to distinguish countable noun, uncountable noun and abstract noun. Researcher planned the activities for the second cycle. The planning that had repaired to improved the students' vocabulary mastery in cycle 1, the first made lesson plan and prepared all material that would be used and the test in this cycle, the

second, motivated students to have quick prediction in vocabulary mastery. The last setting seat formation widely.

The first meeting was conducted on Friday, 13 September 2019. Researcher in developing picture needed extra time to prepare students about the activity. As a result, the testing only was done in the execution of picture in the end of the cycle. The researcher and the co-teacher acted: the first, eliminated found problems in cycle 1 by motivating, encouraging, controlling and managing the class. Researcher explained some solutions in first cycle. For naming the picture, researcher explained to know the name of the picture must be showed the picture and then given some clues maybe about the function, place, and characteristic. For making prediction quickly, must be correlated the name and pictures to easy made the prediction of the picture. The last for memorizing the new words, must be understood the meaning and drilling the words.

In the first meeting in cycle 2, researcher divided the students in group, organized the group of students to each groups based on new arrangement. The researcher made six groups, because the students in X were 33 students, so each group there were 5 students. Then, the researcher presented some pictures would be discussed using game. The researcher gave the clues how to do the game and then researcher gave test and picture would be discussed to each group. After that, researcher asked them made prediction about test in the picture based on the steps in picture worksheet. Next, each goup read the result of their task loudly and

other groups gave comment about it. The last collected the student's discussing result.

In observing the items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet,<sup>2</sup> there was an improvement on students' vocabulary mastery. The researcher came to the class on time, greeted the students. The researcher could improve his ability in taught the class. In the opening the class, the researcher gave good motivation to the students so they had spirit in teaching learning process. They also improved their vocabulary mastery. The researcher could organize the class well. He moved from to group to control the class and gave suggestion. The students were more active in the group. Although still there were some students made noisy in their groups to talk their predictions. They could apply the picture to do the task in each group. It can be seen that the students very enthusiastic to look for their task in each group.

The next, for the second meeting was conducted on Saturday, 14 September 2019. This meeting was continuity of the first meeting in cycle 2. As like as usually, to open the class, the researcher gave greeting, and gave review about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

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<sup>2</sup> English Teacher and Students at Grade X of SMK Negeri 1 Batang Angkola, *Observation*, (SMK Negeri 1 Batang Angkola: September 6<sup>th</sup> & 7<sup>st</sup> at 10.15-11.45 & 08.00-09.30 a.m).

Last meeting, the researcher made the learning process with group again. The researcher also made six groups. The group same with the last meeting. But 1 student did not attend. The researcher gave the test with pictures. In this time, researcher asked them to make prediction quickly, who was the first collected their prediction was given reward. The students seen happy and enjoy because every group wanted to be a winner and got reward. In the last, researcher made conclusion or summary about the material and gave reward to group that became a winner to make students felt happy.

Finally, in the end of the second meeting in the cycle 2, the researcher gave test. There were 20 items multiple choices for test. Before gave the test, the firstly, the researcher gave instruction how to do the test again, that was same with the first test before in cycle 1, so that the students did not confused to answer the test like in the first test in cycle 1, the researcher told that the students made the answer written in the students worksheet had been prepared by researcher.

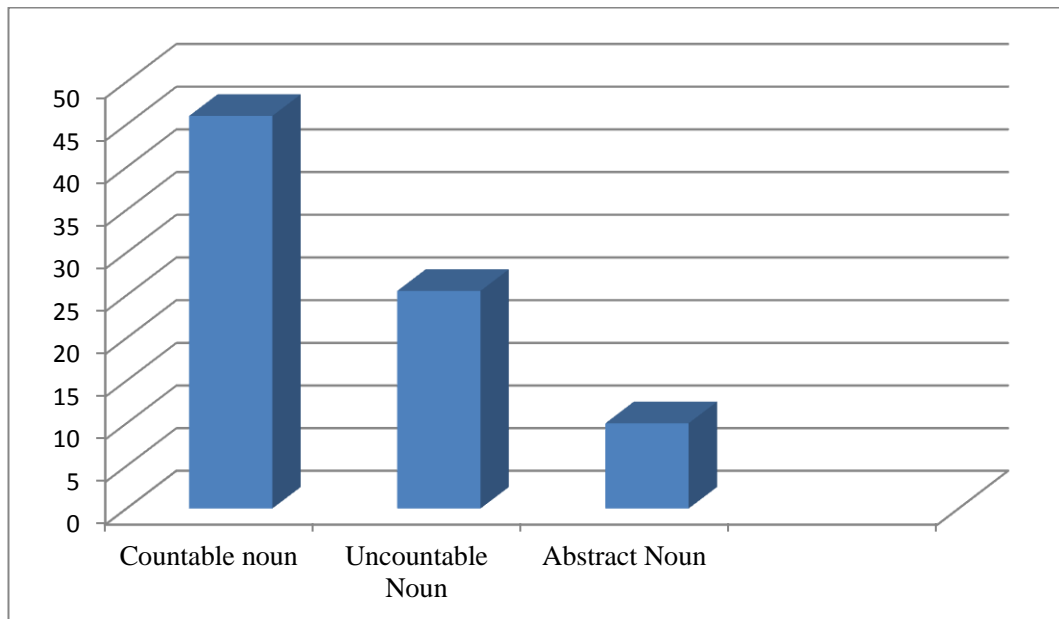


Figure 4: the result of test cycle 2

Based on the result of the second test, the researcher got score of students' vocabulary mastery improved when the first test in the first cycle. In the first test mean score 50.75 and percentage of students got above 70 was 18,2%, but in the second test in cycle 2 mean score of the students' vocabulary mastery was 81.51 and percentage of students got score above 70 was 100% (see appendix 6), also can be concluded mean score of students got based on indicator vocabulary mastery. The total mean score of first cycle was 81.51 (see in appendix 5). It meant that the main score of countable noun was 46, uncountable noun was 25,51, abstract noun was 10. It could see from the histogram above. It meant that the students' vocabulary mastery could improve from cycle 1 and cycle 2.

## B. The Comparative Result of the Action

The students' score improved from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students' score kept improving from the first test to the last test. By application picture the students' score was significantly improved. There were difference in lowest and the highest of students' vocabulary score in each vocabulary test which was given during the researcher. The differences showed that there was a significant improvement of students' vocabulary. The improvement of students' score in each vocabulary test can be seen in the following table:

**Table 3. Comparison Score of Students' Vocabulary Test**

Type of Score	Test I	Test II
	Meeting 2	Meeting 4
	Cycle 1	Cycle 2
Lowest Score	25	75
Highest Score	85	100
N	33	33

From the table above, it was seen that students' score kept improving. In vocabulary test I, the lowest score was 25 and the highest score was 85. In vocabulary test II, the lowest score was 75 and the highest score was 100. It showed the significant improvement in students' vocabulary mastery.

In the first cycle, the researcher applied two meetings. After doing an action in first cycle in second meeting, the researcher found the test result of vocabulary test through picture. It could be seen from the mean score of students in this cycle. In the first cycle, the students understood about point of vocabulary: countable noun were 24 students, uncountable noun were 6 students, in abstract noun were 3 students. The means score in the second meeting was 50.75.

In the second cycle, the researcher applied two meetings. After doing an action in second cycle the test result of the vocabulary test through picture could also be seen from the mean score of the students in the second cycle. In the second cycle in the last meeting, the students understood about points of vocabulary: countable noun were 30 students, uncountable noun were 20 students and in abstract noun were 16 students. The mean of students in fourth meeting was 81.51.

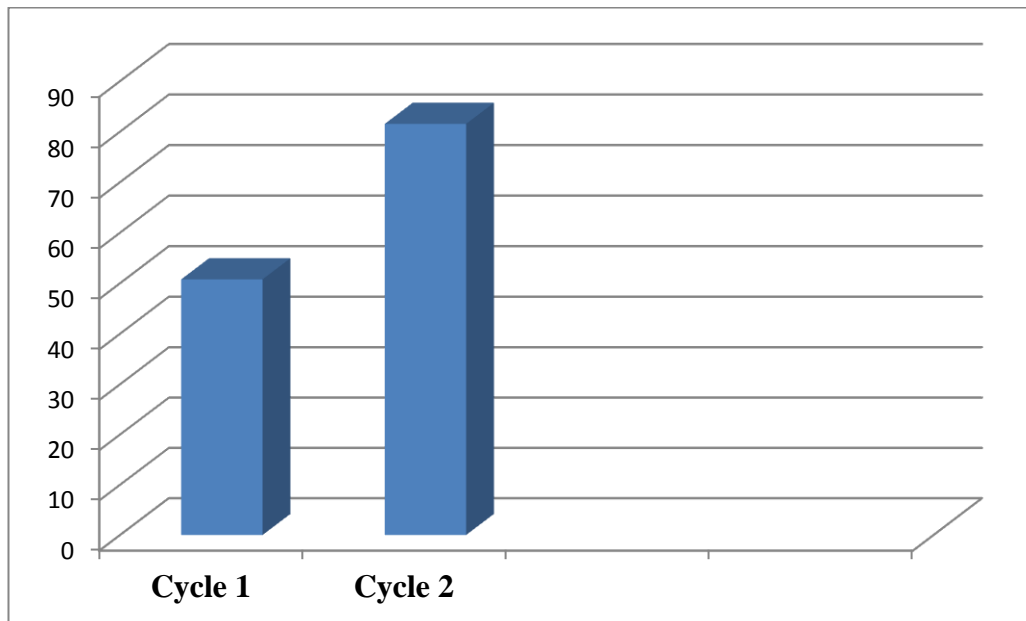


Figure 5: The Percentage of Cycle 1 and Cycle 2.

After doing an action in cycle 2, the researcher found the result of vocabulary test through picture improved. It could be seen from the mean score of the students. The mean of the students' score in the second cycle was higher than the first cycle. So it can be said that the students' vocabulary mastery through picture increased from 50.75 to 81.51. It can be seen in the following table. The improvement of students' score in vocabulary mastery through picture also can be seen from the mean of the students' score in every vocabulary test. The ranges of score improvement can be seen in the following table:



**Table 4. Students Mean Score in all Cycles**

<b>Meeting</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Ideal Mean Score</b>	<b>%</b>
<b>Cycle 1</b>	1,675	50.75	100	50.75 %
<b>Cycle 2</b>	2,690	81.51	100	81.51%

Based on test and observation of field notes' findings on students' vocabulary mastery in the first cycle had shown, after conducting picture, students' vocabulary mastery improved becoming 50.75. It had been found that discussion vocabulary mastery in picture. The second cycle had shown conducting picture students' vocabulary mastery improved higher than before to become 81.51%. There had 30,76% improvement for mean score of students' vocabulary mastery.

From the result observation sheet, it can be concluded that teaching learning process by applying picture ran well. The situation of teaching learning process was comfortable, lively, and enjoyable, because from the data that was taken from the first (I) meeting to the last (IV) meeting could find out that the note in the data got good and very good.

So this picture created a good environment in teaching learning vocabulary which students become active in the process of vocabulary, focus their mind to the teachers' explanation, and share prediction in their groups an interactive process where the students interacted not only with the text they read, and their teacher, but also with their group.

Based on the data analysis, it could be concluded that all of the students got improvement on their score. There was high improvement. In the cycle 1 in the last meeting were 6 students (18.2%) got 70 points. In cycle 2 in the last meeting were 30 students (100%) got 70 points.

The percentage of the improvement students' vocabulary mastery could be seen in the following table (for more clear of accounting see in appendix 6).

**Table 5. the Percentage of Students' Vocabulary Mastery through Picture**

<b>Meeting</b>	<b>The Students Got Point up 70</b>	<b>The Total Number of Students</b>	<b>Percentage</b>
<b>Cycle 1</b>	6	33	18.2%
<b>Cycle 2</b>	33	33	100%

The result indicated that there was an improvement on the students' vocabulary mastery through picture at grade X of SMK Negeri 1 Batang Angkola. So, the result of the first cycle and the second cycle showed that there was improve from the first cycle to the second cycle.

### **C. Discussion of the Research Findings**

This research was conducted in SMK N. 1 Batang Agkola with 33 participants. To what extant picture could improve students' vocabulary mastery especially in countable noun, uncountable noun and abstract noun. Based on the research findings, the researcher got the result of the research showed that there was upgrading of students vocabulary mastery by using

picture in learning process. It could see from the first and the second cycle, there are upgrading percentages in answering test. It was from 50.75% to become 81.51%. Here the researcher had to discuss the findings with other findings from other studies.

First, in Dharin Okta Syaputri's study, there were about 30 students as the participants. The research design is classroom action research (CAR). She said that Picture can improve the students' mastery in vocabulary. It consisted of verb noun, adjective, adverb. From the first and the second cycle, there are upgrading percentages in answering test. It is from 65% became 86%.<sup>3</sup> On the other hand, the researcher got score of students vocabulary mastery test in cycle 1 and cycle 2 were 50,75 and 81,51.

Second, come from Liza Fauziah's study, the participant of this research was 36 students as the control class and 34 students as the experiment class. The result shows that the use of picture in teaching and learning English is effective and could develop the students' vocabulary. Alternative hypothesis (Ha) which states using picture is effective to develop students' vocabulary is clearly accepted, and the null hypothesis (Ho) which states that there is no effectiveness of using picture to develop students' vocabulary is rejected<sup>4</sup> According to the researcher's finding, the alternative hypothesis was accepted and null hypothesis was rejected. Continued to this reseach, the researcher could improve students vocabulary mastery by using

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<sup>3</sup> Dharin Okta Syaputri, *Improving Students' Vocabulary Achievement Through Picture Series At The Second Year Students of SMP N 01 Tanjung Raja.*

<sup>4</sup> Liza Fauziah, *The Effectiveness of Teaching Vocabulary Using Pictures, (an Experimental Study at Fourth Grade of SDN PondokCabeIlir III PondokCabe-Tangerang Selatan.*

picture. It could be seen in research finding, in cycle 1 the students score was 50,75, and the cycle 2 was 81,51.

Third, Dwi Hartati's study, the sample of the research were 10 students from experiment (picture) class and 10 students were from control (drill) class. She said that the mean score of test in the experiment class was 9.475 while the mean score of test in the control class was 4.875.<sup>5</sup> Based on the researcher's finding, there were improvement of using picture in learning process. The average of cycle 1 up cycle 2 were 50,75 became 81,51.

Fourth, Himayatus Sholihah's study, said the pictures could improve the students' motivation, the pictures could attract the students' attention, the pictures help the students to memorize the vocabulary and the pictures make the teaching and learning activities interesting.<sup>6</sup> On the other hand, the researcher could improve students vocabulary mastery by using picture. Then, picture also could improve the students' motivation, interesting and easy to memorize the new word.

The last, Andri Donal, said the result of the research showed that there were upgrading of students vocabulary in using picture in learning process. It is from 53 to become 63.<sup>7</sup> According to the other hand, there were upgrading the score from cycle 1 was 50,75 and cycle 2 score was 81,51 of the students vocabulary in using picture in learning process.

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<sup>5</sup> Dwi Hartati, *Using Picture in Teaching Vocabulary (A Case of Study at Smart Education Center (SEC) Villa Mutiara Jombang-Ciputat*.

<sup>6</sup> Himayatus Sholihah, *Teaching English Vocabulary Using Pictures To The Fifth Grade Students Of Sdn Tugu Jebres No.120 Surakarta*.

<sup>7</sup> Andri Donal, *Improving the Esp Students' Vocabulary by Using Pictures in Agribusiness Study Program of The University of Pasir Pengaraian*.

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

When doing the research, the researcher found that some threats in this research. The researcher found the students' weakness in the class when the vocabulary class happened. The students never try to memorize. So that is why the researcher done the action in the research by using picture. So that the students more interest, felt happy, and also enjoy in teaching English learnig process without missing the lesson.

Then, when the action research was done, still there were some students become trouble maker. It make another students did not have concentration. The researcher felt difficult for this time, because they did not hear the researcher as a teacher when explained the material. In this case, the researcher made one way or solution. The students as trouble maker should be more pay attention. They asked to answer the question, or asked them about where was the material did not understand yet.

The last, the reseacher was as a teacher in this research. He was also as an observant, although English teacher was as a collaborator. The co-teacher observed the reseacher when the researcher doing the action, but when to observe the students, the researcher was as observant firstly although co-teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan should be affective and efficient. So it can be concluded that the result of this research should be objective, and all the activities of this research should be presented in the real situation.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. The Conclusion

After analyzing the data, the strategy attracts or motivates the students to improve their vocabulary mastery. Based on the result of the classroom action research, it was concluded that picture improved students' mastery in vocabulary mastery at grade X SMK Negeri 1 Batang Angkola 30,76 %. It based on the mean score in which students' mastery in cycle 1 was 50.75 % and became 81,51 % in cycle2.

#### B. The Suggestions

The discussion had been described that picture improved students' mastery in English, and implication of the result goes to English teachers of High School. The English teachers can apply picture in teaching and learning process. By picture, students will feel like in real situation and contextual learning. Picture with all structures creates students' mastery in vocabulary mastery be better than before and it must be relevant to the social environment and real situation.

The result of this study showed that the use of picture improved mastery in vocabulary mastery. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. Picture is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.
2. For the teacher, it is very wise to use picture in teaching vocabulary because this media can be directly students to predict the students up to be like in real situation and the students' mastery in vocabulary mastery will be improved directly.
3. For the students, it is hoped that by using picture the students more interested in studying English vocabulary, because picture provides attentive time in learning process.
4. For the researcher, picture as reference to further or other classroom action research more paying attention in the efficiency of time.

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## **CURRICULUM VITAE**

### **A. PERSONAL IDENTITY**

1. Name : Amilin
2. Reg. Number : 15 203 00022
3. Place/Date of Birth : Muaratais, 09 Oktober 1997
4. Address : Muaratais, Kec. Angkola Muaratais

### **B. EDUCATION**

1. In the of year 2009, graduated from SDN 101000 Muaratais
2. In year the of 2012, graduated from SMP N. 2 Batang Angkola
3. In year the of 2015, graduated from SMK N. 1 Batang Angkola
4. In year the of 2015, entered in IAIN Padangsidimpuan, Tarbiyah and Teacher Training Faculty English Educational Departmnet.

### **C. PARENT**

1. Father
  - a. Name : Faisal
  - b. Occupation : Farmer
2. Mother
  - a. Name : Rosdina
  - b. Occupation : Farmer
3. Address : Muaratais, Kec. Angkola Muaratais

## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) In CYCLE 1

Nama Sekolah : SMK Negeri 1 Batang Angkola  
Mata Pelajaran : Bahasa Inggris  
Kelas : X (Sepuluh) / 1  
Materi Pokok : Noun  
Alokasi Waktu : 2 x 45 menit  
Pertemuan : 1 & 2

A. Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar :

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.

C. Indikator :

1. Mengidentifikasi jenis-jenis noun (countable noun, uncountable noun, abstract noun).
2. Mengidentifikasi perbedaan dan penggunaan “s” dalam singular dan plural noun.

D. Materi :

1. Noun dan jenis-jenis noun
2. Fungsi Sosial : Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru.
3. Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
4. Unsur Kebahasaan :
  - Menunjukkan kata benda
  - Plural noun dan singular noun

E. Metode Pembelajaran :

1. Picture
2. Metode tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Gambar
2. white board.

G. Sumber

1. Buku bahasa Inggris Departemen pendidikan dan kebudayaan
2. Internet
3. Kamus Bahasa Inggris
4. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran :

Pertemuan 1

1. Kegiatan Pendahuluan
  - a. Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Allah SWT. dan berdoa untuk memulai pembelajaran.
  - b. Memeriksa kehadiran peserta didik sebagai sikap disiplin.
  - c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
  - d. Warming up : Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
2. Kegiatan Inti :
  - a. Guru menjelaskan materi pembelajaran mengenai countable noun, uncountable noun dan abstract noun beserta contoh.
  - b. Peserta didik menjelaskan ulang mengenai materi yang telah dijelaskan guru menggunakan kata-kata mereka sendiri.
  - c. Peserta didik memahami sebuah gambar.
  - d. Guru melibatkan Peserta didik dalam aktivitas mengulang-ulang kata untuk menambah kosakata Peserta didik .

- e. Peserta didik mendiskusikan materi yang telah di ajarkan.
- f. Peserta didik dilibatkan bermain game dengan materi yang telah disiapkan.

*Data collection* (pengumpulan data)

*Verification* (pembuktian)

Guru memberikan konfirmasi tentang hasil penyajian peserta didik.

*Generalization* (menarik kesimpulan)

Guru menyimpulkan materi dan memberikan ulasan.

### 3. Kegiatan Penutup

- a. Melakukan refleksi.
- b. Memberikan motivasi kepada peserta didik yang kurang dan belum bisa mengikuti materi pembelajaran.
- c. Guru menutup pembelajaran dengan mengucapkan salam dan doa.

## Materi Pembelajaran

### NOUN

#### 1. Definition of Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification. In simple definition, noun is a word that refers to a person, place, thing, event, substance, or quality: 'Doctor', 'coal', and 'beauty' are all nouns.

#### 2. Types of noun

##### a. Countable noun

Countable noun is Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:

a car, three cars

four Open end wrenches

##### • Singular and plural

Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*):

- *He's got **two tires** and **a engine**.*
- *Most people buy **things** like **brakes** and **head slenders** online **these days**.*
- ***These cars** look old now.*
- *I'll take **a few fuels** with me for **the flight**.*

##### b. Uncountable Noun

Uncountable nouns are for the things that we can not count with numbers. They may be the names for abstract ideas or qualities or for



physical object that are too small or too amorphous to be counted (liquid, powder, gas, etc). Uncountable nouns are used with a singular verb. They usually do not have a plural form. Examples:

Fuel, oil, air, fluid, etc.

c. Abstract Noun

Abstract nouns are a type of noun that you can not see or touch. A noun is a person, place or thing. However, in many cases, that 'thing' may be an intangible concept, or an abstract form of noun. Examples:

Air, pollution, residual combustion gas, nitrogen.

Validator

Tapanuli Selatan,

2019

Researcher

**Muhammad Thoib Prawira**

**NIP. 19780101 200904 1 002**

**AMILIN**

**NIM. 15 203 00022**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**IN CYCLE 2**

Nama Sekolah : SMK Negeri 1 Batang Angkola  
Mata Pelajaran : Bahasa Inggris  
Kelas : X (Sepuluh) / 1  
Materi Pokok : Noun  
Alokasi Waktu : 2 x 45 menit

I. Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

J. Kompetensi Dasar :

- 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.

K. Indikator :

3. Mengidentifikasi jenis-jenis noun (countable noun, uncountable noun, abstract noun).
4. Mengidentifikasi perbedaan dan penggunaan “s” dalam singular dan plural noun.

L. Materi :

5. Noun dan jenis-jenis noun
6. Fungsi Sosial : Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru.
7. Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
8. Unsur Kebahasaan :
  - Menunjukkan kata benda
  - Plural noun dan singular noun

M. Metode Pembelajaran :

3. Picture
4. Metode tanya jawab, wawancara, diskusi dan bermain peran

N. Media Pembelajaran

3. Gambar
4. white board.

O. Sumber

5. Buku bahasa Inggris Departemen pendidikan dan kebudayaan
6. Internet
7. Kamus Bahasa Inggris
8. Pengalaman peserta didik dan guru

P. Langkah-Langkah Pembelajaran :

Pertemuan 1

4. Kegiatan Pendahuluan

- e. Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- f. Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- g. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- h. Warming up : Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- i. Review the last lesson.

5. Kegiatan Inti :

- a. Guru menjelaskan materi pembelajaran mengenai countable noun, uncountable noun dan abstract noun beserta contoh.
- b. Peserta didik menjelaskan ulang mengenai materi yang telah dijelaskan guru menggunakan kata-kata mereka sendiri.
- c. Peserta didik memahami sebuah gambar.
- d. Guru melibatkan Peserta didik dalam aktivitas mengulang-ulang kata untuk menambah kosakata Peserta didik .

- e. Peserta didik mendiskusikan materi yang telah di ajarkan.
- f. Peserta didik dilibatkan bermain game dengan materi yang telah disiapkan.

*ata collection* (pengumpulan data)

*Verification* (pembuktian)

Guru memberikan konfirmasi tentang hasil penyajian peserta didik.

*Generalization* (menarik kesimpulan)

Guru menyimpulkan materi dan memberikan ulasan.

g. Kegiatan Penutup

- d. Melakukan refleksi.
- e. Memberikan motivasi kepada peserta didik yang kurang dan belum bisa mengikuti materi pembelajaran.
- f. Guru menutup pembelajaran dengan mengucapkan salam dan doa.

## NOUN

### 3. Definition of Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification. In simple definition, noun is a word that refers to a person, place, thing, event, substance, or quality: 'Doctor', 'coal', and 'beauty' are all nouns.

### 4. Types of noun

#### d. Countable noun

Countable noun is Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:

a car, three cars

four Open end wrenches

- **Singular and plural**

Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*):

- *He's got **two tires** and **a engine**.*
- *Most people buy **things** like **brakes** and **head slenders** online **these days**.*
- ***These cars** look old now.*
- *I'll take **a few fuels** with me for **the flight**.*

#### e. Uncountable Noun

Uncountable nouns are for the things that we can not count with numbers. They may be the names for abstract ideas or qualities or for physical object that are too small or too amorphous to be counted (liquid, powder, gas, etc). Uncountable nouns are used with a singular verb. They usually do not have a plural form. Examples:

Fuel, oil, air, fluid, etc.

f. Abstract Noun

Abstract nouns are a type of noun that you can not see or touch. A noun is a person, place or thing. However, in many cases, that 'thing' may be an intangible concept, or an abstract form of noun. Examples:

Air, pollution, residual combustion gas, nitrogen.

Validator	Tapanuli Selatan, Researcher	2019
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## Appendix 2

### THE INSTRUMENT OF STUDENTS' VOCABULARY MASTERY THROUGH PICTURE

#### A. Pengantar

1. Instrument ini bertujuan menjaring data siswa tentang meningkatkan kemampuan siswa dalam students' vocabulary dengan strategi picture, oleh karena itu jawaban sesuai dengan kemampuan anda.
2. Jawaban tidak akan mempengaruhi kedudukan anda di sekolah.
3. Jawaban anda akan dijaga kerahasiaannya.

#### B. Petunjuk

1. Perhatikan gambar dengan seksama!
2. Pilihlah jawaban yang paling tepat untuk melengkapi kalimat dengan seksama!
3. Apabila gambar dan soal kurang jelas, tanyakan langsung pada pengawas.
4. Waktu yang tersedia hanya 45 menit.

#### C. Soal

1. Instrument of students' vocabulary mastery for the 1<sup>st</sup> cycle.

Direction: choose the correct answer based on the pictures



1. My father buys two.....
  - a. Open end wrenches
  - b. Open end wrenches
  - c. Petrols
  - d. Radiators
  - e. Footbrakes





2. I use a .....to open moor
- a. Handbrake
  - b. Gear
  - c. Combination wrench
  - d. Hooter
  - e. Engine



3. I always change my motorcycle's .....twice a month
- a. Fuels
  - b. Coolant
  - c. Radiator water

- d. Oils
- e. Oil



4. ....are used to refrigerate the radiator
- a. Oils
  - b. Fuels
  - c. Coolant
  - d. Water
  - e. Coolants



5. There are many size of .....
- a. Socket wrenches
  - b. Wrenches
  - c. Pliers
  - d. Gear box
  - e. Headrest



6. To pump the tire we need much.....

- a. Nitrogent
- b. Nitrogens
- c. Gas
- d. Fluids
- e. Nitrogen



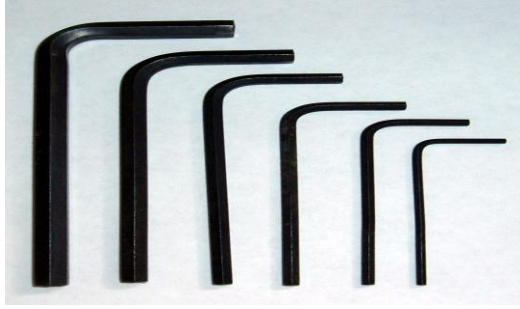
7. I pour a little .....to move gear easily

- a. Transmision oil
- b. Differential oils
- c. Fuels
- d. Oils
- e. Coolants



8. I needed much .....to get Sibolga yesterday

- a. Fuels
- b. Fuel
- c. Oil
- d. Coolant
- e. Transmition oil



9. I ask my mechanic to buy some.....
- a. Allen wrenches
  - b. Fan belts
  - c. License plates
  - d. Tail lights
  - e. Visors



10. Ario spills a little..... and he need to buy it again
- a. Break fluids
  - b. Fuel injections
  - c. Fluids
  - d. Refrigerant
  - e. Air conditioner



11. I lost some.....in workshop when we opened the engine

- a. Screw drivers
- b. Handbrakes
- c. Strips
- d. Spark plugs
- e. Legroom



12. .... can cause very dangerous air pollution for human

- a. Air conditioner
- b. Residual combustion gas
- c. Air
- d. Injections
- e. windscreens



13. I have something wrong in my spark plugs, may I have your..... to take it?
- a. Armrests
  - b. Crankshafts
  - c. Spark wrench
  - d. Cluthes
  - e. Spark plug wrenches



14. Bustan forgot put in..... when he check the brake
- a. Brake fluid
  - b. Brake fluids
  - c. Fluids
  - d. Refrigerants
  - e. oil



15. you need two..... and a Screw driver to open transmission

- a. Hammer
- b. Saws
- c. Hammers
- d. Scissors
- e. axle



16. .... are used to take up car when the tire is damaged

- a. Decompressors
- b. Footbrake
- c. Power steering
- d. Jacks
- e. Suspensions



17. When the engine is turn on, the ..... and the ..... must balance to burning process
- a. Fuel and air
  - b. Oils and air
  - c. Fuels and air
  - d. Coolants and air
  - e. Water and air



18. Differential have to use much.....to make system moving axle is run well
- a. Differential oil
  - b. Transmission oils
  - c. Oils
  - d. Differential fuels
  - e. coolants





19. Ahmad tries to cut the wire using some.....

- a. Pliers
- b. Pedals
- c. Petrols
- d. Wipers
- e. Wings



20. After you wash your car, use a little..... to make your wiper garish

- a. Wiper washers
- b. Wiper fluid
- c. Coolants
- d. Shampoo
- e. water

2. Instrument of students' vocabulary mastery for 2<sup>nd</sup> cycle.

Direction: choose the correct answer based on the pictures



1. The mechanic places two ..... inside the cylinder block

- a. Filter oils
- b. Fuel filter
- c. Crank shaft
- d. Filters
- e. Connetion rod



2. Rearrange the ..... component based on the correct structure.

- a. Crank shaft
- b. Clutchs
- c. Fly wheel
- d. Valve
- e. Cam shafts



3. The ..... will help the process burning in cylinder block.

- a. Rocker arm
- b. Push rod
- c. Valve lifter
- d. Nozzles

e. Spark plugs



4. Using many ..... can minimize the jolt.

- a. Springs
- b. Timing belts
- c. Spring beds
- d. Timing chain
- e. Radiator



5. The car needs four ..... in each suspension.

- a. Spring
- b. Spirings
- c. Schock absobers
- d. Water pump
- e. Upper hoses



6. Fortuner has five ..... in cylinder block

- a. Pistons
- b. Gaskets

- c. Valves
- d. Piston
- e. Carburettor



7. I spent much ..... to get Binasi Beach last night.
- a. Oil
  - b. Fuels
  - c. Fluid
  - d. Fuel
  - e. Differential oil



8. Every piston has ..... to up and down piston.
- a. Connecting rod
  - b. Gasket
  - c. Retainer
  - d. Crankcase
  - e. Camgear



9. Change the ..... every twice a month
- a. Differential oils
  - b. Differential

- c. Transmission oil
- d. Brake fluid
- e. Oil



10. You have to change ..... When your speedometer car has 4000 Km,

- a. Brake fluid
- b. Oil
- c. Oils
- d. Differential oils
- e. Fuel



11. The tubeless tire needs much ..... more than others.

- a. Winds
- b. Airs
- c. Nitrogen
- d. Water
- e. Oil



12. Differential have to use much.....to make system moving axle is run well

- a. Differential fuel
- b. Transmission oils
- c. Oil
- d. Differential oil
- e. Fuel



13. Rahman uses many ..... to measure the space cylinder block.

- a. Feeler gauges
- b. Micrometer
- c. Fanmeter
- d. Termometer
- e. Gauge



14. We have to check ..... the radiator.

- a. Fuels
- b. Coolant

- c. Water
- d. Oils
- e. Coolants



15. In general, the car uses four ..... in cylinder block.

- a. Spark plugs
- b. Nozzles
- c. Feeler gauges
- d. Gauge
- e. Brake fluid



16. Use ..... to measure the diameter piston.

- a. Termometers
- b. Micrometer
- c. Speedometer
- d. Feeler gauges
- e. Gauge



17. Pour a little..... to refregate AC.

- f. Break fluids
- g. Fuel injections
- h. Fluids
- i. Refrigerant
- j. Air conditioner



18. .... is very dangerous for human

- f. Air conditioner
- g. Residual combustion gas
- h. Air
- i. Injections
- j. Windscreens



19. .... are used to control electric current.

- a. Electric switches
- b. Switches



- c. Nozzle
- d. Electrics
- e. Plugs



20. .... are used to minimize electric current.

- a. Electric switch
- b. Fuses
- c. Switch
- d. Electric
- e. Plugs

### APPENDIX 3

#### THE STUDENTS' SCORE IN VOCABULARY MASTERY IN THE FIRST CYCLE

No	Respondents	RESPONDENT ANSWER OF EACH ITEM NUMBER																				Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AHR	0	5	5	5	5	5	5	5	0	5	5	0	0	5	0	5	0	5	5	5	70
2	AR	5	5	0	0	5	0	5	5	0	0	5	0	0	0	0	5	0	0	5	0	40
3	AK	5	0	5	5	5	0	5	5	0	0	5	0	5	0	5	5	5	5	5	0	65
4	AH	0	0	0	5	5	0	0	0	0	0	5	5	0	0	5	5	0	5	5	0	40
5	ASL	5	0	0	0	5	0	5	5	0	0	5	0	0	0	5	5	0	0	5	0	40
6	ADH	5	5	0	5	5	0	0	0	0	0	5	5	0	5	5	5	5	5	5	0	60
7	AR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	ALH	0	0	5	0	5	0	5	5	0	0	5	5	0	5	5	5	5	0	5	0	55
9	BU	5	5	5	5	5	0	5	5	5	0	5	5	0	0	0	5	0	5	5	5	70
10	BR	5	0	0	0	5	0	0	5	0	0	5	5	5	0	5	5	0	0	5	0	45
11	DS	5	5	0	0	5	0	0	5	0	0	5	5	0	0	0	5	5	0	5	0	45
12	EL	5	0	0	5	5	0	0	5	0	0	0	0	0	0	0	5	0	0	5	0	30

13	IA	5	0	5	5	5	0	0	5	5	0	5	5	0	0	0	0	0	0	5	0	45
14	IY	5	0	5	0	5	0	0	0	0	0	5	0	5	0	0	5	5	0	5	0	40
15	IY	0	5	5	5	5	5	5	5	0	0	5	0	0	5	0	5	5	0	5	5	65
16	IA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	KA	5	0	5	5	5	5	0	5	0	0	5	5	0	0	5	5	5	5	5	0	65
18	KA	5	5	0	5	5	0	0	5	0	0	5	0	0	5	0	5	0	5	5	0	50
19	KAD	5	5	5	5	5	5	5	5	0	0	5	5	0	0	0	5	5	5	5	0	70
20	M	0	0	5	5	5	0	5	5	0	0	5	5	0	5	0	5	5	0	5	0	55
21	MN	5	0	0	0	5	0	0	0	0	0	5	0	0	0	0	5	0	0	5	0	25
22	R	5	5	5	5	5	0	5	5	0	0	5	5	5	0	5	5	5	0	5	5	75
23	RP	5	5	5	0	5	0	0	5	0	0	5	5	0	0	5	5	0	5	5	0	65
24	RRN	5	5	0	5	5	5	5	5	0	0	5	5	0	0	0	5	5	5	5	0	65
25	RR	0	5	5	5	5	5	5	5	5	0	5	0	0	5	0	5	5	0	5	0	65
26	RB	5	0	0	5	0	0	0	0	0	0	5	0	0	0	0	0	0	5	5	0	25
27	RWH	5	0	5	5	5	0	5	5	5	0	5	5	0	0	0	5	0	5	5	0	60
28	RR	5	5	0	5	5	0	0	5	0	0	5	5	0	0	0	5	5	5	5	0	55
29	RM	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	0	5	5	5	85

30	SA	0	0	0	5	5	0	0	0	5	5	5	5	0	0	5	5	0	5	5	5	65
31	ST	0	0	0	5	5	5	5	5	0	0	5	5	5	5	5	5	0	5	5	5	70
32	SA	5	5	0	0	5	0	0	0	5	0	0	0	0	5	5	0	0	0	0	0	30
33	TA	5	5	5	5	5	0	0	0	0	0	5	0	0	5	0	5	0	0	5	0	40
	<b>TOTAL</b>																				1,675	

$$\text{MEAN} = X = \frac{\sum x}{N} = X = \frac{1,675}{33} = 50.75$$





30	SA	5	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	0	5	85
31	ST	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	95
32	SA	0	0	5	0	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	80
33	TA	0	0	5	0	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	80
	<b>TOTAL</b>																				2,690	

$$\text{MEAN} = X = \frac{\sum x}{N} = X = \frac{2,690}{33} = 81,51$$

## **Appendix 4**

### **The Key of Answer**

#### **The first cycle**

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

#### **The second cycle**

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



## Appendix 5

### STUDENTS' MEAN SCORE ANALYSIS

#### A. The First Cycle Score:

$$X = \frac{\sum x}{N} = \frac{1,675}{33} = 50.75$$

*Where:*

X : the mean of the students

$\sum x$  : the total score

N : the number of the students

#### B. The Second Cycle Score:

$$X = \frac{\sum x}{N} = \frac{2,690}{33} = 81,51$$

*Where:*

X : the mean of the students

$\sum x$  : the total score

N : the number of the students

## Appendix 6

### THE PERCENTAGE OF STUDENTS THAT COMPLETE IN STUDY AT FIRST CYCLE UP TO SECOND CYCLE

#### 1. First Cycle

$$P = \frac{R}{T} \times 100\%$$

*Where:*

P : the percentage of student

R : the number of students

T : the total number of students

So: The number of students who get the points up 70 = 6 students

Total number of students do the test = 33 students

$$P = \frac{R}{T} \times 100\% = \frac{6}{33} \times 100\% = 18,2 \%$$

#### 2. Second Cycle

$$P = \frac{R}{T} \times 100\%$$

*Where:*

P : the percentage of student

R : the number of students

T : the total number of students

So: The number of students who get the points up 70 = 33 students

Total number of students do the test = 33 students

$$P = \frac{R}{T} \times 100\% = \frac{33}{33} \times 100\% = 100\% \%$$

## Appendix 7

### The Picture When Doing Research in the Class



Picture 1. Researcher and teacher when opened the learning process



Picture 2. Researcher activated students background knowledge



Picture 3. The condition of students in learning process



Picture 4. Researcher gave the stuents' worksheet when doing the test



Picture 5. Researcher controlled the stuents when doing the test



Picture 6. The condition of the stuents when doing the test



Picture 6-9. The condition of the stuents when doing the game



Picture 10. Researcher collected the students the test



Picture 11. Researcher and teacher when closed the learning process



Picture 12. Researcher interviewed the students and the teacher.



## LIST OF INTERVIEW

### A. To The Students

1. How long you learned English?

*Sudah berapa lama kamu belajar Bahasa Inggris?*

- Akmaluddin, Bustan Roudho, Bahrul Ulum, Arry Lukman, and Evarius Lalia say” since grade III at Primary School
- Akhiruddin, Abdul Hamid, Doni Saputra, Ifra Alwi, And Kautsar Azhari say” since grade IV at Primary School
- Sukri Afandi, Salman Alfaris, Michael and Rahmad Bilal say” since grade V at Primary School

2. Do you like learning English?

*Apakah kamu suka belajar Bahasa Inggris?*

- Akmaluddin, Bahrul Ulum say” yes.
- Kautsar Azhari, SalmanAlfaris, Rahmad Bilal, Sukri Afandi, Michael, Rahmad Pangidoan and Royhan Rizky say” Tidak
- Doni Saputra, Akhiruddin, Arry Lukman, Rahmad Risky, Rahmad Hidayat and Rio Mahendra say” not bad, sometime I like

3. How is the situation and condition of learning English?

*Bagaimana situasi dan kondisi dalam belajar Bahasa Inggris?*

- All of the student” not enjoy, because I think Learning English is difficult

4. How do you feel when you are in English learning process especially when you are ordered your teacher to translate the words?

*Bagaimana perasaanmu ketika belajar Bahasa Inggris khususnya ketika kamu diperintahkan gurumu untuk menerjemah beberapa kata?*

- Doni Saputra, Akhiruddin, Rio Mahendra, Rahmad Risky, Arry Lukman, Michael, Rahmad Pangidoan, Sukri Afandi and Royhan Rizky say” nervous, embarrassed of mistake.
- Akmaluddin and Bahrul Ulum said “enjoy although afraid

5. Do you like learning vocabulary?

*Apakah kamu suka belajar kosa kata?*

- All of the student say” not really interesting.

6. Do you feel difficult to learning vocabulary?

*Apakah kamu merasa sulit belajar kosa kata?*

- All of the student say” yes

7. Where are the difficulties that you found in learning vocabulary?

*Apa kesulitan yang kamu peroleh dalam proses pembelajaran kosa kata?*

- All of the students say” pronunciation, because different with it writing.

8. What are your problem when you are learning vocabulary?

*Apa masalahmu ketika belajar kosa kata?*

- Akmaluddin said “pronunciation when say word.”
- Bustan Roudho said “can not memorize the new words.”
- Bahrul Ulum said “do not know the meaning.”
- Khoirul Anam said ”can not say the word because different with the written.”
- Rahmad Risky said “do not know the word class.”
- Riyan Wahyudi said “I have problem in Vocabulary, I am poor vocabulary.”

9. How do you think about your English teacher?

*Bagaimana pendapatmu tentang guru bahasa Inggrismu?*

- All of the student said “good teacher.”

10. What do you like when you study English with your teacher?

*Apa yang kamu senangi ketika kamu belajar bahasa Inggris dengan gurumu?*

- All of the student said “when English teacher explain the lesson and order to look of difficult vocabulary”

11. Are they enjoyed for learning?

*Apakah mereka cukup menyenangkan dalam pembelajaran?*

- All of the student said “yes, enjoyed”

12. How do you think about the learning situation and medias of learning like library, book, etc?

*Bagaimana dengan situasi pembelajaran dan media pendukung pembelajaran seperti perpustakaan, buku-buku dll?*

- All of the student said “never to the library.”

13. Does it help you in English learning?

*Apakah media tersebut cukup membantu mu dalam belajar Bahasa Inggris?*

- All of the student said “no.”

14. What do you do to overcoming yours' problem in vocabulary?

*Apa yang kamu lakukan untuk mengatasi masalahmu?*

- Riyan Wahyudi said “will study hard to understand of English.
- Akmaluddin said “that he will learn 50 vocabularies every week to know the meaning.”
- Khoiruman said “will learn 50 vocabularies every week to know the meaning.”
- Abdul Rasyid said “will study hard and repeat the lesson to understand about vocabulary.

15. What do you hope for developing your English ability especially vocabulary?

*Apa yang kamu harapkan untuk membantu dalam meningkatkan kemampuan bahasa Inggris khususnya kosa kata?*

- All of the students said “the teacher will be more teach about vocabulary and the library for opened.”

## **B. To the English Teachers**

1. What do you think about the students in learning English?

*Bagaimana menurut Bapak/ Ibu siswa-siswi dalam proses pembelajaran Bahasa Inggris?*

- *They are lazy to study and noisy when in learning English*

2. What do you think about their abilities in learning vocabulary?

*Bagaimana pendapat Bapak/ Ibu tentang kemampuan mereka dalam proses pembelajaran kosa kata?*

- *Still less, they can not pronounce correctly, and do not understand what they say, because less vocabulary.*

3. What do you know about their difficulties in learning vocabulary?

*Menurut Bapak/ Ibu, dimana letak kesulitan siswa-siswi dalam pembelajaran kosa kata?*

- *Pronunciation the word, naming the word, translating the word.*

4. What are the important things for helping them in vocabulary?

*Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan kosa kata?*

- *Motivation them to diligent memorizing the new words, and teach them.*

5. What have you done to overcoming the students' problem in reading comprehension?

*Apa tindakan yang dilakukan Bapak/ Ibu dalam mengatasi masalah siswa-siswi dalam kosa kata?*

- *Often repeat and ordered students to study English until the student have as much as vocabulary. In overcome the poor vocabulary of students, asked to student to know 15 vocabularies by heart and the meaning every day, before English teacher gave the lesson, the teacher asked the students randomly, and in difficult to understand about vocabulary. the English teacher will teach clearly.*

6. What do you hope from the headmaster to overcoming students' problem in vocabulary?

*Apa yang Bapak/ Ibu harapkan dari kepala sekolah untuk mengatasi masalah siswa-siswi dalam kosa kata?*

- *The headmaster present some medias to help teaching learning process.*

### LIST OF OBSERVATION IN CYCLE 1

NO	TEACHERS ACTIVITY	ACTIVITY CHECK		NOTES FOR THE NEXT LESSON
		√	×	
1.	Checking students attendant			
2.	Warming up			
3.	Explaining the aim			
4.	Using picture in teaching process			
5.	Monitoring every step			
6.	Monitoring time allocation			
7.	Preparing the solution			
8.	Collecting the students discussing research			
9.	Students enthusiasm			

### LIST OF OBSERVATION IN CYCLE 2

NO	TEACHERS ACTIVITY	ACTIVITY CHECK		NOTES FOR THE NEXT LESSON
		√	×	
1.	Checking students attendance			
2.	Warming up			
3.	Review previous lesson			
4.	Explaining the aim			
5.	Using picture in teaching process			
6.	Monitoring every step			
7.	Monitoring time allocation			
8.	Preparing the solution			
9.	Collecting the students discussing research			
10.	Using new vocabulary			
11.	Students enthusiasm			
12.	Evaluating			

Appendix 8

Vocabularies in TKR



Transmission Oil



Hammers



Fuel and Air





**Pliers**



**Nozzles**



**Springs**



**Schock Absobers**



**Pistons**



**Fuel**



**Nitrogen**



**Feeler gauges**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
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Nomor: B - 1399 /In.14/E.1/TL.00/09/2019  
: Izin Penelitian  
: Penyelesaian Skripsi.

September 2019

Th. Kepala SMKS Negeri 1 Batang Angkola  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

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

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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

Ketua Program Studi Tadris Bahasa Inggris

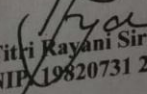
  
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