



**THE COMPARATIVE STUDY ON USING PICTURES  
AND FLASH CARDS MEDIA IN TEACHING  
VOCABULARY AT SD NEGERI 200508  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic  
Studies (STAIN) Padangsidimpuan in Partial Fulfillment of the Requirement for  
the Degree of Islamic Education Scholar (S.Pd.I) in English Program*

**By**

**MILA SARTIKA TANJUNG**

**Reg. No. : 07 340 0015**

**ENGLISH EDUCATIONAL STUDY PROGRAM**

**DEPARTMENT OF TARBIYAH**

**STATE COLLAGE FOR ISLAMIC STUDIES (STAIN)**

**PADANGSIDIMPUAN**

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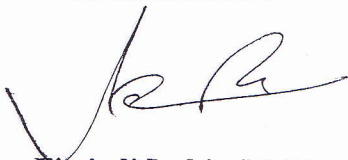
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Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr.wb.*

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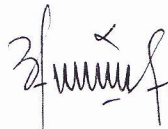
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## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, researcher would like to thank Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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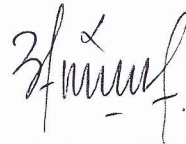
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6. Thanks are due to all of my best friends who have given support and helping in this research.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidimpuan.

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## ACKNOWLEDGEMENT

الرحيم الرحمن الله بسم

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7. Thanks are due to all of my best friends who have given support and helping in this research.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, I expect the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan,      April 2012  
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**MILA SARTIKA TANJUNG**  
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Year : 2011 - 2012

### ABSTRACT

The aim of this research was to compare the result of using pictures media and flash cards media in teaching vocabulary at SD Negeri 200508 Padangsidimpuan. This research was conducted by quantitative method and the type of the research was comparative research. The populations of this research were the grade IV students that consist of 55 students. The researcher taked the samples of this research for whole the population as the sample, they are 55 students and the technique of taking the sample is population sample. Then, the total numbers of sample divided into two class; they were class IV<sub>A</sub> consists of 27 students by using pictures media and class IV<sub>B</sub> consist of 28 students by using flash cards media. To collect the data, in conducting by the instrument of research that contained of vocabulary test. In testing the hypothesis and analyzed the data of the research, it analyzed with a formula. In this analysis, the researcher used the formula of T-test.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Based on the calculation above, it can be known that the coefficient of  $t_0 = 2,45$ . It is compared with the score of  $t_t$  on degree of freedom (df) 55 in significant of 5 % is 2,01. So, the score of  $t_0$  is greater than the score of  $t_t$  namely  $2,45 > 2,01$ . Dealing with calculation, it can be concluded that the hypothesis is rejected. Because, the result of teaching vocabulary by using pictures media is better than flash cards media at grade IV of SD Negeri 200508 Padangsidimpuan in 2011-2012 academic year.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

English is the first foreign language in Indonesia. Many schools or course gives English as one of the lessons. It seems that interest in the teaching of English to Elementary school is growing well. Even though, it doesn't get maximal result. The important point is children get basic learning in English to make them easier to learn further. In 1993, Indonesian government decides to involve English language started since in elementary school students. The recruitment of Indonesian educational ministry number 060/U/1993 date 25 February 1993 about the possibility of English language as one of a subject in elementary school.<sup>1</sup> The curriculum started in fourth class of Elementary school. In 2006, the existence of English in elementary curriculum is very necessary in upgrading and improving the quality of formal elementary school in Indonesia.<sup>2</sup>

English teaching involves four language skills; they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language. Because, vocabulary is one of the important factors in all language teaching, and student must continually be learning words as they learn structure and as they practice sound system.

---

<sup>1</sup>Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: Bima Aksara, 2008), p. 1.

<sup>2</sup>*Ibid.*, p. 2.

Vocabulary is the total number of word which makes up a language. It is one of language components and as a base of a language. That is why vocabulary building should be given to children. Getting much vocabulary is better because they will have stronger base in learning and simple vocabulary is the best choice for the children.

But in fact, based on the result of preliminary studies by asking the English teacher about students' result of teaching vocabulary by using media, said that the grade IV students in SD Negeri 200508 Padangsidempuan still lack in teaching vocabulary by using media. It can be assumed that there are some problems in learning English process. Therefore, the teacher must know how to teach the lesson by using media in teaching vocabulary to increase their ability in vocabulary.

In teaching vocabulary, the teachers usually applied many various media, they are real thing, flashcard, photo, book, encyclopedia, magazine, newspaper, reference book and other printed material goods, picture, illustration, clipping, frame film/slide, chain film, transparency, microfiche, overhead projector, graph, schema, diagram, sketch, poster, cartoon, map, and globe, radio, tape recorder and telephone, video, CD, computer and television. The media is usually used by the teachers in the elementary school is pictures, flash cards, book and poster. But, the student's vocabulary still low.

The important of media in teaching vocabulary is media can help teachers to explain the material. It also stimulates students to learn more enthusiastically. It means that students more understand about vocabulary if the teacher teaches them by using media and the teacher know how to teach them by using media.

The medias that expect learning vocabulary, they are pictures and flash cards. Picture is media reproductions original from two dimensions. The picture colored in the general interest attention the students. Then, flash card is a kind of visual media. Flash card is a card with words or numbers or pictures that is flashed to a class by a teacher. Flash card is not expensive media and can be designed in full of color.

The role of picture in teaching vocabulary is the teachers show the children pictures on it. Say the English word clearly, and then repeat it all together. At the same time wait and see if anyone can

remember the word. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then use students as a model for the rest of the class.

The role of flash card in teaching vocabulary is the teachers show the children a flashcard with a picture on it. Say the English word clearly, and then repeat it all together. Go on to the next card. When you have shown them about ten cards (the number depends on the age of the children and the difficulty of the words) go back to the beginning and hold up the first card again. This time wait and see if anyone can remember the word. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then use him or her as a model for the rest of the class. Continue with the rest of the cards.

Based on the explanation above, the researcher wants to do a research about the comparative study of media in teaching vocabulary. This research entitled “the comparative study on using pictures and flash cards media in teaching vocabulary at SD Negeri 200508 Padangsidempuan”.

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

Based on the background above, the researcher focused on the problem about English vocabulary. To teach vocabulary especially for elementary students, teacher should find an appropriate strategies, methods, and media. There are various media can be used in teaching vocabulary and learning vocabulary such as, real thing, flashcard, photo, book, encyclopedia, magazine, newspaper, reference book and other printed material goods, picture, illustration, clipping, frame film/slide, chain film, transparency, microfiche, overhead projector, graph, schema, diagram, sketch, poster, cartoon, map, and globe, radio, tape recorder and telephone, video, CD, computer and television. So, in this research the researcher limited the problem about pictures and flash cards media.

## **C. Limitation of the Problem**

Based on the identification of the problem, the researcher did not compare all the media. The researcher compared two medias only; they are the pictures and flash cards media, because in this school was teaching vocabulary by using pictures, flash cards, books, and posters. In this research, researcher wanted to focus about finding and getting the comparative study on using pictures and flash cards media at SD Negeri 200508 Padangsidimpuan. From all students at SD Negeri 200508 Padangsidimpuan, researcher would focus only for grade IV students.

#### **D. Formulation of the Problems**

The problems of this study are stated as follows:

1. How was the result of teaching vocabulary by using pictures at SD Negeri 200508 Padangsidimpuan?
2. How was the result of teaching vocabulary by using flash cards SD Negeri 200508 Padangsidimpuan?
3. Which one was the better result in teaching vocabulary by using pictures or flash cards at SD Negeri 200508 Padangsidimpuan?

#### **E. Aims of the Research**

The aims of the study are expected:

1. To know the result of teaching vocabulary by using pictures at SD Negeri 200508 Padangsidimpuan.
2. To know the result of teaching vocabulary by using flash cards SD Negeri 200508 Padangsidimpuan.
3. To know the better media in teaching vocabulary at SD Negeri 200508 Padangsidimpuan.

#### **F. Significances of the Research**

The significances of this research are:

1. To give information for the teachers about the ability of their students so they can give motivation for the students of SD Negeri 200508 Padangsidimpuan.
2. To give information to headmaster to give motivation the teacher in English teaching especially about pictures and flash cards in teaching vocabulary.
3. To other researchers who want to do further research on the same topic.

## **G. Definition of Operational Variable**

To reduce misunderstanding about the terms that used in this research, researcher maked a limitation of terms, they are:

### **1. Media**

Defend on Sadiman, adopted an idea from F. Pervical and H. Ellington, media is the physical tools of educational technology including printed, words, films, tapes, records, slides and the various combinations thereof.<sup>3</sup> While Defend on Sudarwan Danim, media is the component of educational tools that used by teachers in the process of teaching.<sup>4</sup>

Media means in this research is the media pictures and flash cards that used by researcher in teaching vocabulary at SD Negeri 200508 Padangsidimpuan.

### **2. Pictures**

Sadiman said that pictures are the media more general of used. The pictures is general language, that can understand and enjoy in anywhere.<sup>5</sup> Picture means here is pictures of parts of human body.

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<sup>3</sup>Arif Sukadi Sadiman, *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: Mediatatama Sarana, 1989), p. 164.

<sup>4</sup>Sudarwan Danim, *Media Komunikasi Pendidikan* (Jakarta: Bumi Akasara, 2008), p. 7.

<sup>5</sup>Arief S. Sadiman, et. al., *Media Pendidikan* (Jakarta: Rajawali, 1990), p.29.

### 3. Flash Cards

Based on Wikipedia Encyclopedia Dictionary, flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf.<sup>6</sup>In this research, flash cards mean flash cards usually consist of devices that are grouped by type or class, such as group pictures of food, fruits, vegetables, parts of body, transportation, and clothing.

## H. Outline of the Thesis

The systematic of this thesis is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one is about introduction, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, significances of the research, definition of operational variables, and outline of the thesis.

Chapter two is the theoretical review, which explain about teaching vocabulary, pictures, flash cards,review related finding, framework of thingking, and hypothesis.

Chapter three discusses about research methodology consist of; research design, location and time of the research, population and sample, instrument of data collection, techniques of collecting data, and techniques of data analysis.

Chapter four is the description of data, testing hypothesis, discussion of research, and threats of research.

Chapter five is the conclusions and suggestions.

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<sup>6</sup>Wikipedia Merriam-Webster, "Flashcards", Dictionary Sensagent, (<http://www.flashcards.com>), accessed at March 28, 2012 on 04 am.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Description

##### 1. Teaching Vocabulary

###### a. Teaching

Talking about the definition of teaching this refers to activities of educating. It is relevant to Brown who said that: “teaching is guiding and facilitating learning, enabling, and setting the condition for learning”.<sup>1</sup> Then, according to Wikipedia Merriam-Webster said that “teaching is the activities of educating or instructing; activities that impart knowledge or skill”.<sup>2</sup>

Based on the explanation above, the researcher can conclude that teaching is guiding and facilitating learning and the activities of educating or instructing.

###### b. Characteristic of Students at Elementary School

According to Kasihani said that the characteristic of the fourth graders of elementary school are they range age of the Elementary School students is between six to twelve years old. The range age of the students can be divided two groups, they are; younger group (6-8 year old) and older group (9-12 years old).<sup>3</sup>

Older group refer to the students of elementary school; in this case is the fourth grade. The fourth grade of elementary school is in the range age of nine to ten years old. They still like to play and learn through their hands, eyes, and ears.<sup>4</sup>

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<sup>1</sup>Brown, H. Douglas, *Principles of Language Learning and Language Teaching* (New Jersey: Prentice Hall Inc, 1988), p. 8.

<sup>2</sup>Wikipedia Merriam Webster, “Teaching”, Dictionary Sensagent, (<http://dictionary.sensagent.com/teaching/en-en/>), accessed at March 28, 2012 on 04 am.

<sup>3</sup>Kasihani K.E.Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2006), p. 15.

<sup>4</sup>*Ibid.*

Based on the statements above, the range age of the students can be divided two groups, they are; younger group and older group. Older group refer to the students of elementary school; in this case is the fourth grade. They still like to play and learn through their hands, eyes, and ears.

Then, the researcher takes the material of lesson units in SD Negeri 200508 Padangsidempuan and written by Mukarto, they are:

1. Hello, Friends!

It means that the part of hello, friends, for example; hi/hello, good morning, how are you, see you tomorrow.

2. Let's go to school.

It means that the parts of the school, for examples; bag, book, ruler, sharpener, blackboard, chalk, color pencil, eraser.

3. I love my family.

It means that the parts of family, for examples; father, mother, grandmother, grandfather, older brother, older sister, uncle, aunt, brother, sister.

4. Body and face.

It means that the parts of body and face, for example; head, hand, back, calf, cheek, chest, chin, eyebrow, elbow, finger, forehead, hair, heel, leg, lips, nail, nose, shoulder, sole, thigh, thumb, toes, stomach, teeth.

5. Put on your cap, please

It means that the parts of put on your cap, for example; wear, beautiful, may I borrow, may I help you.

6. Home sweet home

It means that the parts of home sweet home, for example; bedroom, dining room, living room, table, kitchen.<sup>5</sup>

But, in this research, the researcher focused the material of lesson units about body and face.

### **c. English Teacher at Elementary School**

In teaching a foreign language, a teacher is the important factor in teaching and learning process. He has a great responsibility to transfer his knowledge and skill to the students, to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skill. It is relevant to Guest said that “teacher is a person who helps the learners to the right way, who is the guide for learners. There are five qualities of a teacher; they are attractive personality, having immense knowledge about the subject, helpful, social, and enthusiastic”.<sup>6</sup>

Based on the statements above, teacher is a person who helps the learners to the right way, who is the guide for learners.

### **d. Vocabulary**

#### **a) Definition of Vocabulary**

Vocabulary is component of language that maintains all of information about meaning and using word in language. According to Hornby, “vocabulary is all the words that a person knows or uses”.<sup>7</sup> Then, According to Penny in Altheme said that “vocabulary can be defined, roughly, as the words we teach in the foreign language”.<sup>8</sup> Furthermore, according to Barnhart

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<sup>5</sup>Mukarto, *Grow with English Book 4* (Jakarta: Erlangga, 2007), p. 17-70.

<sup>6</sup>Guest, “Question”, (<http://www.allinterview.com/showanswers/10829.html>), accessed at March 28, 2012 on 04 am.

<sup>7</sup>A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Press, 2003), p. 1506.

<sup>8</sup>Altheme, “Vocabulary is?- Definition of Vocabulary”, Englishindo, (<http://www.englishindo.com/2011/12/vocabulary-is-definition-of-vocabulary.html>), accessed at March 28, 2012 on 04 am.

in Altheime said that “...(1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined”.<sup>9</sup>

So, vocabulary is all the words we teach in the foreign language and as stock of words used by person, class of people, and profession usually in alphabetical order and defined.

## **b) Kinds of Vocabulary**

According to Wikipedia, there are four kinds of vocabulary, they are:

### **1. Reading vocabulary**

A person’s reading vocabulary is all words he or she can recognize when reading. This is largest of vocabulary simple because it includes two other three.

### **2. Listening vocabulary.**

A person’s listening vocabulary is all the words he or she can recognize when listening to speeds. This vocabulary is aided in size by context and tone of voice.

### **3. Writing vocabulary.**

A person’s writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types. The writing vocabulary is stimulated by its user.

### **4. Speaking vocabulary.**

A person’s speaking vocabulary is all the words he or she can use in speech. Due To the spontaneous nature of the speaking vocabulary, words are often missed. This missed-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture.<sup>10</sup>

Vocabulary varies in the four skills of language. Generally students will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching.

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<sup>9</sup>*Ibid.*

<sup>10</sup>Wikipedia Merriam-Webster, “Kinds Vocabulary”, ([www.kindsvocabulary.com](http://www.kindsvocabulary.com)), accessed at March 28, 2012 on 04 am.

Then, according to Evelyn Marcusen said that vocabulary can be divided in two kinds, they are high frequency vocabulary and low frequency vocabulary.

1. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words informal spoken texts.
2. The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.<sup>11</sup>

Further, according to Scott Thorbury vocabulary can be divided into two kinds too, they are:

1. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.<sup>12</sup>

From the explaining above, there are some kinds of vocabulary, they are reading vocabulary, listening vocabulary, writing vocabulary, speaking vocabulary, high-frequency vocabulary, low-frequency vocabulary, active vocabulary, and passive vocabulary. Then, in this research, the researcher will focus on the high-frequency vocabulary and low-frequency student's vocabulary.

## **2. Pictures**

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

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Pictures are identified as visual representation from people or things realized

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<sup>11</sup>Evelyn Marcusen, *Vocabulary, Semantic and Language Education* (Cambridge: Cambridge University Press, 1997), p. 45.

<sup>12</sup>Scott Thorbury, *How To Teach Vocabulary* (New Zealand: Longman, 2002), p.114

into a paper. Based on the classification of media above, pictures are visual media and non-projected media. The size of the pictures can be enlarged or made small so they can be used in learning needs.

According to Gerlach and Ely definition of pictures is:

A picture is a two-dimension visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be sketch, a cartoon, a mural, 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>

Then, according to Basyiruddin and Usman in their book;

Foto/gambar merupakan media reproduksi bentuk asli dalam dua dimensi. Foto ini merupakan alat visual yang efektif karena dapat divisualisasikan sesuatu yang akan dijelaskan dengan lebih konkrit dan realistis. Informasi yang disampaikan dapat dimengerti dan mudah karena hasil yang diperagakan lebih mendekati kenyataan melalui foto yang diperlihatkan kepada anak-anak, dan hasil yang diterima oleh anak-anak akan sama.<sup>14</sup>

Picture is media reproduction original from two dimensions; picture is tool visual the effective because can visualization that will explain with more concrete and realistic, information the extended can understand with easy because the yield boast fact through picture showed to students, and accepted by students will same.

Furthermore, Oemar Hamalik in his book said that;

Gambar ilustrasi fotografi adalah gambar yang diproyeksikan, terdapat dimana-mana, baik di lingkungan anak-anak maupun di lingkungan orang dewasa, mudah diperoleh, dan ditunjukkan kepada anak-anak. Gambar yang berwarna umumnya menarik perhatian. Semua gambar mempunyai arti, uraian, dan tafsiran. Karena itu, gambar dapat digunakan sebagai media pendidikan dan mempunyai nilai-nilai pendidikan bagi anak-anak, dan memungkinkan belajar efisien di sekolah.<sup>15</sup>

Media pictures is the picture can projection, easy to getting, can get in the children circle and in the adult circle, and easy showed to children, the picture colored in the general interest attention, all pictures have mean, analysis, and interpretation. Because, the picture can use as

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

<sup>14</sup>M. Basyiruddin and Usman H. Asnawir, *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002), p. 47.

<sup>15</sup>Oemar Hamalik, *Media Pendidikan* (Bandung: PT. Citra Bakti, 1994), p. 63.

media of education and have any price education to students and possible to study in a efisien manner in the school.

Based on Arief S.Sadiman, et. al.,:

Gambar adalah media yang paling umum dipakai. Dia merupakan bahasa yang umum, yang dapat dimengerti dan dinikmati dimana-mana. Oleh karena itu ada pepatah Cina yang mengatakan bahwa sebuah gambar berbicara lebih banyak dari pada seribu kata.<sup>16</sup>

Pictures are the media more general of used. The pictures is general language, that can understand and enjoy in any were because of China aphorism said that a picture many speak from one thousand word.

From the statement above, pictures are the media more general of used for individual study.

Media pictures is easy to getting, easy showed to children, and it is can understand with easy to students. Then, China aphorism said that a picture many speak from one thousand word.

#### **b. Kinds of Pictures**

There are many types of picture can be used as visual aids and help the teacher bring the material easier for the student to understand. One of them is pictures of situational pictures that show or suggest relationship between object and or people can be perfect teaching aid, for introducing, practicing or reviewing grammatical structure. According to Basyiruddin usman and Asnawir there are some kinds of pictures, they are:

- a) Foto dokumentasi, yaitu gambar yang mempunyai nilai sejarah bagi individual maupun masyarakat.
- b) Foto aktual, yaitu gambar yang menjelaskan sesuatu kejadian yang meliputi berbagai aspek kehidupan, misalnya, gempa, topan, dll.
- c) Foto pemandangan, yaitu gambar yang melukiskan pemandangan sesuatu daerah/lokasi.
- d) Foto iklan/reklame, yaitu gambar yang digunakan untuk mempengaruhi orang atau masyarakat.
- e) Foto simbolis, yaitu gambar yang menggunakan bentuk simbol atau tanda yang mengungkapkan message(pesan) tertentu dan dapat mengungkapkan kehidupan manusia yang mendalam serta gagasan atau ide-ide anak didik.<sup>17</sup>

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<sup>16</sup>Arief S.Sadiman, et. al, *Op. Cit.*, p.29.

<sup>17</sup>M. Basyiruddin usman and H. Asnawir, *Op. Cit.*, p.51.

(There are some kinds of pictures, they are:

- a) Documentation picture is the picture has history for individual or society.
- b) Actual picture, is picture that explain a incident to cover any aspect life, such as, quake, storm, etc
- c) View picture, is picture that describe view a location.
- d) Advertisement picture is picture that used to influence people or society.
- e) Symbolis pictures, is pictures that use form simbol or sign that use certain message and can express life of people and idea or the idea students).

So, pictures have many kinds there are dokumentasi picture, actual picture, view picture, advertisement picture, and simbol pictures. So, by using pictures the teacher can help the students to dominate of good vocabulary.

### **c. Advantages of Using Pictures**

According to Vernon S Gerlach and Donald P. Ely, “there are some opinions concerning with the advantages of using pictures, they are:

- a) Pictures are inexpensive and widely available.
- b) They provide common experiences for an entire group.
- c) The visual detail makes it possible to study subjects which would otherwise be impossible.
- d) Pictures can help to prevent and correct misconceptions.
- e) Picture offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.
- f) They help to focus attention and to develop critical judgment”.<sup>18</sup>

Then, according to Hackbarth in Nurani, “pictures can help teachers teach the material to the students. The advantages of using pictures are as follows:

- a) Pictures can attract students’ attention because they like seeing pictures.
- b) Pictures are making clear the description of abstract things.
- c) Pictures can illustrate the process of something.
- d) Pictures can be gotten easily from sources such as from the books, newspapers, magazines.

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<sup>18</sup>Vernon S Gerlach and Donald P. Ely, *Op. Cit.*, p.365-366.

- e) The teachers just need a little of money to get the pictures.
- f) Pictures can give concrete description about the object”.<sup>19</sup>

So, the advantages of using pictures are picture inexpensive and widely available, sizes and distances are often distorted, and can attract students’ attention because they like seeing pictures.

#### **d. Steps of Using Pictures**

According to Janice there are the steps of using pictures, they are:

- a) The teachers show the children pictures on it. Say the English word clearly, and then repeat it all together.
- b) At the same time wait and see if anyone can remember the word.
- c) There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then use students as a model for the rest of the class.<sup>20</sup>

Example:



So, the teacher shows the children pictures on it. Say the English word clearly, and then repeat it all together. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation.

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<sup>19</sup>Nurani Yuliani, dkk, *Strategi Pembelajaran* (Jakarta: Pusat Penerbitan Universitas Terbuka, 2003), p. 10-17.

<sup>20</sup>Janice, “Some Techniques in Teaching Vocabulary For Children”, (<http://Yumangratna.Wordpress.Com/2011/05/27/>), accessed at March 05, 2012 on 08 pm.

### 3. Flash cards

#### a. Definition of Flash Cards

Flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. According to Hornby, “flash card is a card with a word or picture on it, which teachers use during lessons”.<sup>21</sup>

Then, According to Wikipedia Encyclopedia:

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear [vocabulary](#), historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a [learning](#) drill to aid [memorization](#) by way of [spaced repetition](#).<sup>22</sup>

Furthermore, According to Kasihani, flash cards can be defined as follows:

...flash cards terdiri atas perangkat yang dikelompokkan menurut jenis atau kelasnya, misalnya kelompok gambar makanan, buah-buahan, sayuran, alat rumah tangga, alat transportasi, dan pakaian. Flash cards lebih banyak digunakan untuk seluruh kelas. Karena itu, ukurannya besar agar jelas dilihat oleh semua siswa. Biasanya, guru memegang beberapa buah flash cards dan digerakkan dengan cara memindahkan kartu bergambar yang berada ditumpukan terakhir ke arah depan untuk dilihat siswa...<sup>23</sup>

...Flash cards usually consist of devices that are grouped by type or class, such as group pictures of food, fruits, vegetables, household items, transportation, and clothing. Flash cards are more widely used for the entire class. Therefore, the large size so clearly seen by all students. Typically, the teacher holds several flash cards and is driven by moving picture card that was last parted forward to see the students...

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<sup>21</sup>A S Hornby, *Op. Cit.*, p. 509.

<sup>22</sup>Wikipedia Merriam-Webster, *Op. Cit.*, accessed at March 28, 2012 on 04 am.

<sup>23</sup>Kasihani K.E.Suyanto, *Op. Cit.*, p. 109.

So, flash card is a card with a word used in classroom drills or in private study. Flash cards usually consist of devices that are grouped by type or class, such as group pictures of food, fruits, vegetables, household items, transportation, and clothing. Flash cards are more widely used for the entire class.

### **b. Kinds of Flash Cards**

According to Joanna there are many kinds of flash cards, they are:

- a) Word cards are the form of flash cards can be a card with a word only or some words.
- b) Pictorial cards are flash card can be also a card with a picture only or a picture and a word/sentence.<sup>24</sup>

From the explanation above, the researcher can conclude that flash cards are divided into several kinds; word cards and pictorial cards. The researcher used pictorial cards with a picture and a word. The researcher decided to use pictorial cards that use word because picture can help students to understand. To make students more interested in learning vocabulary, it is suggested to use bright colors in the flash cards because colors give high emotional to children, almost of the entire children like colorful thing. Furthermore, using colors in teaching vocabulary will make children easy to memorize what word it is.

### **c. How Making Flash cards**

According to Janu Arseto flash cards not only can be obtained by purchase, but the teacher can make flash cards with a relatively more cheap cost, the way is:

- a) Prepare a paper that is a bit thick like duplex paper or cardboard material. This paper serves to store or put the pictures in accordance with learning objectives.
- b) Paper is given a sign with a pencil or marker and using a ruler, to determine the size of 15 x 10 Cm.
- c) Cut the duplex paper become a pieces, can use scissors or a cutter knife to exact size 15 x 10 Cm. Make the cards a number of pictures that will be affixed to or a number of materials we need.
- d) Next, if the object image will be directly made by hand, duplex paper have to be coated with fine paper for drawing, for example, HVS paper, paper or paperboard.

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<sup>24</sup>Joanna Budden, "Using Flashcards with Young Learners", Teaching English, (<http://www.teachingenglish.org.uk/think>), accessed at December 12, 2011 on 01 am.

- e) Start drawing by using drawing tools like brushes, watercolors, markers, crayons or makes design using a computer with the appropriate size and then when you finish placed on the duplex paper.
- f) If the images are sold in stores, on the market, then the next image cut paper are staying in accordance with size, and then attached using glue paper.
- g) At the end, write at the cards accordance with the name of the object in front of him. These names usually by using several languages such as Indonesian and English.<sup>25</sup>

So, we can make flash cards with a relatively more cheap cost, can be obtained by purchase.

#### **d. Advantages of Using Flash Cards**

Below the researcher will mention several advantages of using flash cards in teaching vocabulary based on the expert explanation. There are many advantages of using flash cards in teaching vocabulary. According to Jared Lewis:

Flash cards are effective memory-aid tools that can help students learn new material quickly. Flash cards can be one of the least expensive ways to study material. Flash cards provide students with a portable learning tool. The portability of flash cards can improve efficiency in learning new material.<sup>26</sup>

Furthermore, Jola said that, there are advantages of using flash cards in teaching vocabulary, they are:

Most teacher use flash cards in their English lesson when they have to introduce new vocabulary. Using flash cards our students will be able to understand the new vocabulary without any kind of translation. Anyway, we have to take into account that there are lexical field that cannot be illustrated through flash cards (abstract words such as feelings, for example).<sup>27</sup>

So, advantages of using flash cards are flash cards can help students learn new material quickly and the students will be able to understand the new vocabulary without any kind of translation.

#### **e. Steps of Using Flash Cards**

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<sup>25</sup>Janu Arseto, *The Influence of Using Flashcards towards Voabulary Achievement for Elementary Students* (Tegal: tp, 2009), p. 30.

<sup>26</sup>Jared Lewis, "The Advantages Of Flash Cards", eHow Contributor, ([http://www.ehow.com/list\\_7427604\\_advantages-flash-cards.html](http://www.ehow.com/list_7427604_advantages-flash-cards.html)), accessed at March 08, 2012 on 10 pm.

<sup>27</sup>Jola, "Using Flashcards in The English Classroom", topeng English teaching, ([http://www.topengenglishteaching.com/using\\_flashcards\\_in\\_the\\_english\\_classroom.html](http://www.topengenglishteaching.com/using_flashcards_in_the_english_classroom.html)), accessed at March 23, 2012 on 03 am.

According to Janice there are steps of using flash cards at the classroom, they are:

- a) The teachers show the children a flash card with a picture on it.
- b) Say the English word clearly, and then repeat it all together. Go on to the next card.
- c) When you have shown them about ten cards (the number depends on the age of the children and the difficulty of the words) go back to the beginning and hold up the first card again.
- d) This time wait and see if anyone can remember the word. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then use him or her as a model for the rest of the class. Continue with the rest of the cards.<sup>28</sup>

Example:



So, the teacher shows the children a flashcard with a picture on it. Say the English word clearly, and then repeat it all together. When you have shown them about ten cards go back to the beginning and hold up the first card again.

## B. Review of Related Finding

There are related finding about teaching vocabulary, as follows:

1. Desi Nurlani Br.Bangun in 2008/2009, the title is “the effect of using English songs in teachig vocabulary at Madrasah Tsanawiyah Swasta Teladan Gebang Jl. Sudirman Kel. Pekan Gebang 2008/2009”. The result of her script is: At the level of significance 0,05 there is significant effect of using English songs in teaching vocabulary.<sup>29</sup>

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<sup>28</sup> Janice, “Some Techniques in Teaching Vocabulary For Children”, ([Http://Yumangratna.Wordpress.Com/2011/05/27/](http://Yumangratna.Wordpress.Com/2011/05/27/)), accessed at March 05, 2012 on 08 pm.

<sup>29</sup>Desi Nurlani Br.Bangun, “The Effect of Using English Songs in Teaching Vocabulary” (Thesis, UNIMED, 2009).

2. Sumarni Sitinjak in 2008/2009, the title is “the effect of Total Physical Response (TPR) on students’ vocabulary achievement at SMP N 3 Palipi”. The result of her script is: there is a significant effect of using TPR method on students’ vocabulary achievement.<sup>30</sup>
3. Cahya Wardayani in 2008/2009, the title is “the effectiveness of using flashcards in teaching vocabulary towards vocabulary achievement of students of Khaira Ummah Islamic Elementary School”. The result of the data analysis showed that using flashcards gave significant effect toward the students’ vocabulary achievement.<sup>31</sup>

In relation with that, researcher wanted to know and to try a new thing to do a research whether the using two medias gave different of result toward the students’ vocabulary mastery.

### C. Framework of Thinking

Vocabulary is all the words we teach in the foreign language and as stock of words used by person, class of people, and profession usually in alphabetical order and defined. There are some kinds of vocabulary, they are reading, listening, writing, speaking, high-frequency, and low-frequency, active and passive vocabularies. Then, in this research, the researcher will focus the material about listening and reading vocabularies because in SD Negeri 200508 Padangsidempuan just only study about listening and reading vocabularies.

Pictures are the media more general of used for individual study. Media pictures is easy to getting, easy showed to children, and it is can understand with easy to students. Then, China aphorism said that a picture many speak from one thousand word. The advantages of using pictures are picture inexpensive and widely available, sizes and distances are often distorted, and can attract students’ attention because they like seeing pictures.

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<sup>30</sup>Sumarni Sitinjak, “The Effect Of Total Physical Response (TPR) on Students’ Vocabulary Achievement” (Thesis, UNIMED, 2009).

<sup>31</sup>Cahya Wardayani, “The Effectiveness of Using Flashcards in Teaching Vocabulary Towards Vocabulary Achievement of Students of Khaira Ummah Islamic Elementary School” (Thesis, University Bung Hatta Padang, 2009).

Flash card is a card with a word used in classroom drills or in private study. Flash cards usually consist of devices that are grouped by type or class, such as group pictures of food, fruits, vegetables, household items, transportation, and clothing. Flash cards are more widely used for the entire class. Flash cards are divided into several types; word cards and pictorial cards. The researcher used pictorial cards with a picture and a word because picture can help students to understand. Then, advantages of using flash cards are flash cards can help students learn new material quickly and the students will be able to understand the new vocabulary without any kind of translation.

Based on the explanation above, the researcher can assume that flash cards media is better than pictures media in teaching vocabulary. It is because children at elementary school usually have highly inquisitive minds and they will learn fun through playing. Flash cards are easy to present the new vocabulary for children, because they allow the learners to immediately see and understand the meaning of vocabulary.

#### **D. Hypothesis**

Hypothesis is needed to show the researcher's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research was "The using flash cards media is better than pictures media in teaching vocabulary at the grade IV of SD Negeri 200508 Padangsidempuan".

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research was designed by using quantitative method. Quantitative method was method of research that have statistical and usually used formula and percentage. Actually, the type of the research was conducted by comparative research. It was relevant according to Gay said that, “comparative research is the researcher attempts to determine the cause, or reason, for preexisting differences in groups of individuals. In other words, it is observed that groups are different on some variable and the researcher attempts to identify the main factor that has led to this difference”.<sup>1</sup>

#### **B. Location and Time of the Research**

The location of research has been done in SD Negeri 200508 Padangsidimpuan. It is located on JL.H.T. Rizal Nurdin Km 4,5 Sihitang, Kec. Padangsidimpuan Tenggara. The researcher chose this place because, the researcher found the problems that the students still have weakness in learning vocabulary, beside no one has investigated this problem in this place before, and this place is near from my bedsitter. Then, the research has conducted on September 2011 up to April 2012.

#### **C. Population and Sample**

##### **a. Population**

Population is all of object of the research, they were the students of the grade IV at SD Negeri 200508 Padangsidimpuan in 2011-2012 academic years. The total of the grade IV are 55 students

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<sup>1</sup>L. R. Gay and Peter Airasian, *Educational Research* (New Jersey: Prentice-Hall, 2000), p. 349.

and there are two classes. According to Suharsimi Arikunto said that, “Populasi adalah keseluruhan objek penelitian.”<sup>2</sup> (The population is the entire subject of research).

**Table 2**

The population of grade IV students of SD Negeri 200508 Padangsidempuan in 2011-2012 academic years.

| No.          | Class           | Population |
|--------------|-----------------|------------|
| 1            | IV <sub>A</sub> | 27         |
| 2            | IV <sub>B</sub> | 28         |
| <b>Total</b> |                 | 55         |

(Resource: *Dokumen Administrasi Tata Usaha SD Negeri 200508 Padangsidempuan Tahun Ajaran 2011-2012*)

#### **b. Sample**

Sample is a part of population that is analyzed for getting the data. According to Suharsimi Arikunto, “Sampel adalah sebagian atau wakil populasi yang diteliti.”<sup>3</sup> (Sample is a limited number that is selected from population to present the population.) “Total sampling adalah apabila subjek kurang dari 100, lebih baik diambil semua, penelitiannya adalah penelitian populasi. Tetapi jika jumlah subjeknya besar, dapat diambil 10-15% atau 20-25% atau lebih”.<sup>4</sup> (If the subjects are less from 100, it is would be better to take whole subjects, so the research is the population research. But if it is large number of subjects can be taken 10-15% or 20-25% or more.)

So, from the explanation above, the researcher took the sample of this research for whole the population as the sample, they are 55 students and the technique of taking the sample was total sampling.

#### **D. Instrument of Data Collection**

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<sup>2</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 130.

<sup>3</sup>*Ibid.*, p. 131.

<sup>4</sup>*Ibid.*, p. 133.

A research of course needs data, without collecting data it is impossible to do the research, data is the one of very important. Next, the data in this research is collecting by using an instrument. According to Suharsimi Arikunto, “Instrumen adalah alat yang digunakan untuk mengumpulkan data”.<sup>5</sup> (Instrument of research is a tool of facility is used by the researcher in collecting data).

There are many kinds of instrument, they are questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.<sup>6</sup> The instrument that is used by researcher was achievement test. The test was used multiple choices forms that consist of four chosen, they are a, b, c, and d. Then, the correct answer got 1 score and the incorrect answer got 0 score. Suharsimi Arikunto says, “untuk kepentingan ini maka dilakukan penyekoran terhadap tes dengan skor 1 jawaban benar dan skor 0 bagi jawaban yang salah”.<sup>7</sup> Then, after collecting the students score, to get each of score would be divided the number of score and times 100, so the rating score is 0-100.

$$\frac{\text{The Correct of Number}}{\text{The Number of Items}} \times 100^8$$

In measuring the result of teaching vocabulary by using both media the researcher gave the vocabulary test to the students, in order to be clearer the indicators can be seen in the table below:

**Table 3**  
Indicator Vocabulary

| No. | Indicator Vocabulary | Sub Indicators | number | Item |
|-----|----------------------|----------------|--------|------|
| 1   | Parts of Body        | a. Hair        | 3      | 20   |
|     |                      | b. Eyes        | 8      |      |
|     |                      | c. Nose        | 7      |      |
|     |                      | d. Forehead    | 14     |      |
|     |                      | e. Eyebrow     | 17     |      |

<sup>5</sup>*Ibid.*, p. 106.

<sup>6</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 1995), p. 134.

<sup>7</sup>*Ibid.*, p. 253.

<sup>8</sup> Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT RajaGrafindo Persada, 2003), p. 217.

|  |       |             |    |    |
|--|-------|-------------|----|----|
|  |       | f. Ears     | 18 |    |
|  |       | g. Mouth    | 1  |    |
|  |       | h. Tooth    | 19 |    |
|  |       | i. Tongue   | 4  |    |
|  |       | j. Cheek    | 6  |    |
|  |       | k. Chin     | 20 |    |
|  |       | l. Hand     | 9  |    |
|  |       | m. Fingers  | 11 |    |
|  |       | n. Shoulder | 15 |    |
|  |       | o. Knee     | 16 |    |
|  |       | p. Stomach  | 5  |    |
|  |       | q. Foot     | 2  |    |
|  |       | r. Buttock  | 10 |    |
|  |       | s. Elbow    | 12 |    |
|  |       | t. Back     | 13 |    |
|  | Total |             | 20 | 20 |

#### **E. Technique of Collecting Data**

From the indicator above, the researcher gave the vocabulary test for post-test to the students. The each students gave some materials, which is consists of class IV<sub>A</sub> taught by using pictures media and the class IV<sub>B</sub> taught by using flash cards media. After preparing the tests, the researcher gave the test to the sample of the research, than tries to find out the result. There were some steps to collect the data, they are: 1) The researcher made preparation of the tests which are all the items of the tests concern with the material. 2) The researcher gave students the tests and the time to do the tests. 3) Collecting the item of students' answer. 4) Analyzing the data.

## F. Techniques of Data Analysis

Before analyzing the result of collected data, it is needed to classify the criteria of score. The classification of score can be seen on table 4, this function is to describe the extent of students related to the variable. the classification of score can be seen in table below:

**Table 4**  
The Criteria of Value

| No. | Grade  | Predicated        |
|-----|--------|-------------------|
| 1   | 80-100 | Very good         |
| 2   | 70-79  | Good              |
| 3   | 60-69  | Enough            |
| 4   | 50-59  | Low               |
| 5   | 0-49   | Fail <sup>9</sup> |

After collecting the data, it needs to be clarified the data by using a technique, the technique of data analysis is done by statistic process because this research is a kind of quantitative research. In quantitative research, all the data will be computed by statistic. To analyze the data, the researcher uses the formula of the t-test as shown below, to know the better media in teaching vocabulary. Actually, in this research, the researcher has been used Anas Sudijino opinion by using t-test formula.

The formula is:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}^{10}$$

Where:

$t_0$  : Result of observation

$M_1$  : Mean variable I, the result of teaching vocabulary by using pictures.

$M_2$  : Mean variable II, the result of teaching vocabulary by using  
flash cards.

$SE_{M_1 - M_2}$  : Standard Error, the different of Mean variable I and variable II.

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<sup>9</sup>Ibid, p. 221.

<sup>10</sup>Anas Sudijino, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1996), p. 325.

## HAPTER IV

### DATA ANALYSIS

#### A. Description of Data

After the data needed be collected, namely the result of learning that the students got from vocabulary test by using pictures and flash cards media. It would be described further as follows:

##### 1. Result of Teaching Vocabulary by Using Pictures Media

In the description of result of teaching vocabulary the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and it was consists of 20 items and every item was given.

The test score become the data that needed for testing hypothesis; the data are tabulated as follows:

**Table 4**  
The Resume of Variable Scores of Teaching Vocabulary  
by Using Pictures Media

| No. | Criteria   | The Result |
|-----|------------|------------|
| 1.  | High score | 90         |
| 2.  | Low score  | 50         |
| 3.  | Range      | 40         |
| 4.  | Mean score | 70         |
| 5.  | Median     | 74.43      |

From the table above, it was known that the high score of variable of teaching vocabulary by using pictures media had been searched by 27 students based on the total of sample research were high score 90 (it was for 2 students) and low score 50 (it was for 3 students), range 40, mean score 70, median 74.43 (see appendix VIII).

Based on the above means score, 70-79 is good. So students' teaching vocabulary by using pictures media is good. The revelation of data for teaching vocabulary by using pictures media score in which the total of classes was 6 and 7 for interval.

**Table 5**  
Frequency Distribution of Teaching Vocabulary by Using Pictures Media

| Interval     | Median | Frequency | Percentage % |
|--------------|--------|-----------|--------------|
| 50-56        | 53     | 6         | 22.23%       |
| 57-63        | 60     | 1         | 3.70%        |
| 64-70        | 67     | 8         | 29.63%       |
| 71-77        | 74     | 3         | 11.11%       |
| 78-84        | 81     | 5         | 18.52%       |
| 85-91        | 88     | 4         | 14.81%       |
| <b>i = 7</b> |        | <b>27</b> | <b>100%</b>  |

The data could be seen on the following the bar chart as follow:

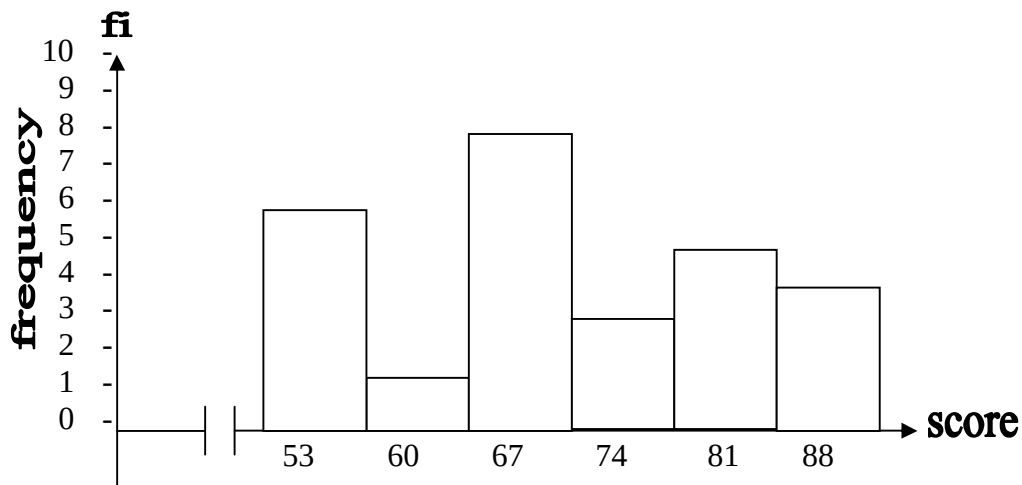


Figure 1: The bar chart of teaching vocabulary by using pictures media for students at SD Negeri 200508 Padangsidimpuan.

Based on the table above, it was known that the variable revelation of teaching vocabulary by using pictures media for respondent at interval 50-56 were 6 students (22.23%), interval 57-63 were 1 students (3.70%), interval 64-70 were 8 students (29.63%), interval 71-77 were 3 students (11.11%), interval 78-84 were 5 students (18.52%), and interval 85-91 were 4 students (14.81%).

## 2. Result of Teaching Vocabulary by Using Flash Cards Media

In the description of result of teaching vocabulary the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and it was consists of 20 items and every item was given.

The test score become the data that needed for testing hypothesis; the data are tabulated as follows:

**Table 6**  
The Resume of Variable Scores of Teaching Vocabulary  
by Using Flash Cards Media

| No. | Criteria   | The Result |
|-----|------------|------------|
| 1.  | High score | 90         |
| 2.  | Low score  | 50         |
| 3.  | Range      | 40         |
| 4.  | Mean score | 64.49      |
| 5.  | Median     | 62.62      |

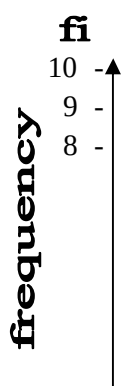
From the table above, it was known that the high score of variable of teaching vocabulary by using flash cards media had been searched by 28 students based on the total of sample research were high score 90 (it was for 1 student) and low score 50 (it was for 3 students), range 40, mean score 64.49, median 62.62 (see appendix IX).

Based on the above means score, 60-69 is enough. So, students' teaching vocabulary by using flash cards media is enough. The revelation of data for teaching vocabulary by using flash cards media score in which the total of classes was 6 and 7 for interval.

**Table 7**  
Frequency Distribution of Teaching Vocabulary by Using Flash Cards Media

| Interval     | Median | Frequency | Percentage % |
|--------------|--------|-----------|--------------|
| 50-56        | 53     | 7         | 25%          |
| 57-63        | 60     | 8         | 28.57%       |
| 64-70        | 67     | 6         | 21.43%       |
| 71-77        | 74     | 4         | 14.28%       |
| 78-84        | 81     | 2         | 7.15%        |
| 85-91        | 88     | 1         | 3.57%        |
| <b>i = 7</b> |        | <b>28</b> | <b>100%</b>  |

The data could be seen on the following the bar chart as follow:



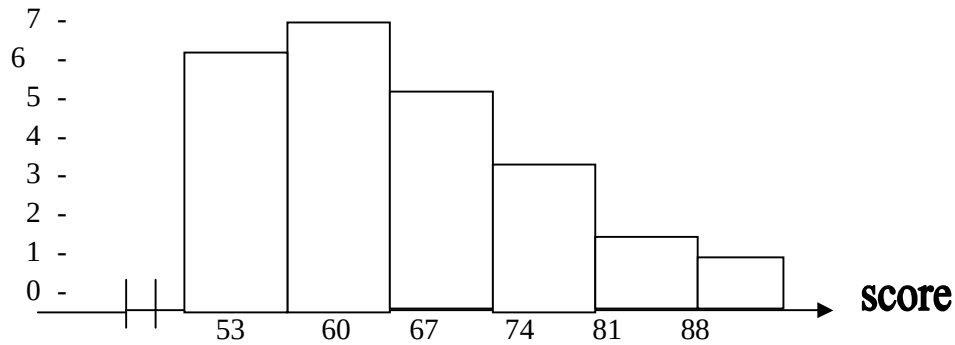


Figure 2: The bar chart of teaching vocabulary by using flash cards media for students at SD Negeri 200508 Padangsidempuan.

Based on the table above, it was known that the variable revelation of teaching vocabulary by using flash cards media for respondent at interval 50-56 were 7 students (25%), interval 57-63 were 8 students (28.57%), interval 64-70 were 6 students (21.43%), interval 71-77 were 4 students (14.28%), interval 78-84 were 2 students (7.15%), and interval 85-91 were 1 students (3.57%).

## B. Testing of Hypothesis

The hypothesis testing did after getting the students score from the both group students in teaching vocabulary by using pictures and flash cards media. Based on the explanation of the data description, got the variety of means score. It means that to result the students' in teaching vocabulary used pictures media is better than used flash cards media. So that, by used pictures media was gave the result to teaching vocabulary.

Thus, the hypothesis could be accepted if this calculation ( $t_0$ ) is higher than table score ( $t_t$ ) which had significant degree of 5% in turn the hypothesis is rejected if the calculation score ( $t_0$ ) is lower than table score ( $t_t$ ) the table score could be seen at the appendix X.

To get the value of  $t_0$  used formula of "t" as below:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

In conducting the calculation to above formula, should get the score of mean variable  $X_1$ , mean variable  $X_2$ , standard deviation of variable  $X_1$ , standard deviation of variable  $X_2$ , standard error mean variable  $X_1$ , standard error mean variable  $X_2$  and score of  $t_0$  formula as follows:

1. The calculation of data pictures media on teaching vocabulary.

a. Mean variable  $X_1$  by formula as follows:

$$M_{x1} = \frac{\sum X}{N} = \frac{1890}{27} = 70$$

b. Standard deviation of variable  $X_1$  by formula as follows:

$$SD_{x1} = \sqrt{\frac{\sum X}{N}} = \sqrt{\frac{1890}{27}} = \sqrt{70} = 8.36$$

c. Standard error of variable  $X_1$  by formula as follows:

$$SE_{MX1} = \frac{SDX}{\sqrt{N-1}} = \frac{8.36}{\sqrt{27-1}} = \frac{8.36}{\sqrt{26}} = \frac{8.36}{5.09} = 1.64$$

2. The calculation of data flash cards media on teaching vocabulary.

a. Mean of variable  $X_2$  by formula as follows:

$$M_{x2} = \frac{\sum X}{N} = \frac{1805}{28} = 64.49$$

b. Standard deviation of variable  $X_2$  by formula as follows:

$$SD_{x2} = \sqrt{\frac{\sum X}{N}} = \sqrt{\frac{1805}{28}} = \sqrt{64.49} = 8.03$$

c. Standard error of variable  $X_2$  by formula as follows:

$$SE_{MX2} = \frac{SDX}{\sqrt{N-1}} = \frac{8.03}{\sqrt{28-1}} = \frac{8.03}{\sqrt{27}} = \frac{8.03}{5.19} = 1.54$$

3. The calculation between the mean of pictures and flash cards media on teaching vocabulary.

a. Standard error differences variable  $X_1$  and mean variable  $X_2$  by formula as follows:

$$\begin{aligned} SE_{M1-M2} &= \sqrt{(SE_{M1}) + (SE_{M2})} \\ &= \sqrt{(1.64) + (1.54)} \end{aligned}$$

$$= \sqrt{2.6896 + 2.3716}$$

$$= \sqrt{5.0612}$$

$$= 2.24$$

b. The value of  $t_0$  applying the formula as follows:

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\ &= \frac{70 - 64.49}{2.24} \\ &= \frac{5.51}{2.24} \\ &= 2.45 \end{aligned}$$

Based on the calculation above, the researcher had found that the coefficient of  $t_0 = 2.45$ . It was compared with the score of  $t_t$  on degree of freedom (df) 55 is 2.01. So, the score of  $t_0$  is greater than the score of  $t_t$  namely  $2.45 > 2.01$ . Dealing with calculation, it can be concluded that the hypothesis is rejected. Because, the teaching vocabulary by using pictures media was better than flash cards media on teaching vocabulary at SD Negeri 200508 Padangsidimpuan.

### C. Discussion of Research

Based on the data analysis above, it has proven that teaching vocabulary by using pictures and flash cards media gave different of result. It can be shown from the mean score of teaching vocabulary by using pictures media and flash cards media. The mean score of teaching vocabulary by using pictures media was 70 and the mean score of teaching vocabulary by using flash cards media was 64.49. It means that the mean of teaching vocabulary by using pictures media was bigger than mean score of teaching vocabulary by using flash cards media.

This fact showed that using pictures media had comparative between the result Of teaching vocabularies by using flash cards media. It was related to Basyiruddin and Usman who said that

picture is tools of visual the effectif because can visualization that will explain with more concrete and realistis. Information the extended can understand with easy because the yield boast fact through picture showed to students, and accepted by students will same. But, based on the result of research, the researcher did not obtain of the hypothesis presented. So that it can be said that the flashcards media are not better than the pictures media.

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

From the explanation above can be concluded that studying vocabulary by using pictures media is better than flash cards media. And the hypothesis which says the using flash cards media is better than pictures media in teaching vocabulary at the grade IV of SD Negeri 200508 Padangsidempuan rejected.

#### **D. Threats of Research**

In this research, the researcher believed that there were many the threats of the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities and the researcher couldn't meet them quickly. Beside, the time which was given to the students was not so enough. And also the students did not do the test seriously. So, the researcher took the sheets answers directly without care about it.

Limitations also occur in the problem are made. It could be the instrument is not suitable for students so that the hypothesis be rejected. The researcher was aware all the things would want to be searched but to got the excellence result from the result this research were more difficult because there were the threats of researcher. The researcher has searched this research only. Finally, this has been done because the helping from the entire advisor, headmaster and English teacher.

## **CHAPTER V**

### **CONCLUSIONS & SUGGESTIONS**

#### **A. Conclusions**

After getting the result of her research work, the research came to the conclusions as follows:

1. In SD Negeri 200508 Padangsidempuan, the grade IV in teaching vocabulary by using pictures media was “good” by getting mean score were 70.
2. The grade IV in teaching vocabulary by using flash cards media was “enough” by getting mean score were 64,49.
3. After testing hypothesis it found that pictures media is better than flash cards media of grade IV at SD Negeri 200508 Padangsidempuan in 2011-2012 academic year. Because after calculated the data the researcher had found that the coefficient of  $t_0 = 2,45$ . It was compared with the score of  $t_t$  on degree of freedom (df) 55 is 2,01. So, the score of  $t_0$  is greater than the score of  $t_t$  namely ( $2,45 > 2,01$ ) so, the hypothesis is rejected. It is because, the hypothesis of this research was “the comparative study on using flash cards media is better than pictures media.

#### **B. Suggestion**

Based on the conclusion, the researcher would like to give some suggestion as follows:

1. The students should improve their ability of language use especially in teaching vocabulary by using pictures and flash cards media in English.
2. It is strongly suggested to English teacher to teach vocabulary by using pictures media.

3. It is suggested to headmaster to motivate English teachers to develop their ability in teaching English for vocabulary by using pictures and flash cards media.

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## **CURRICULUM VITAE**

### **A. Identity**

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### **B. Parents**

Father's name : Baktiar Tanjung  
Mother's name : Fadillah Nasution

### **C. Educational Background**

1. Graduated from elementary school in SD 116874 Bakaran Batu from 1995-2001.
2. Graduated from elementary school in SMP NEGERI 2 Rantau Selatan from 2001-2004.
3. Graduated from elementary school in MA Alliful Ikhwan SAA from 2004-2007.
4. Be University student in State College for Islamic Studies (STAIN) Padangsidempuan.

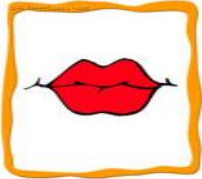
## APPENDIX I

### VOCABULARY TEST

Name : \_\_\_\_\_

Class : \_\_\_\_\_

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

1.  What is this?

This is an .....

- a. Hair
- b. Mouth
- c. Foot
- d. Forehead

2.  What is this?

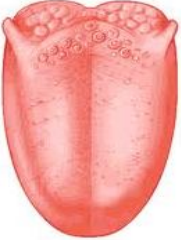
This is a.....

- a. Mouth
- b. Foot
- c. Nose
- d. Tongue

3.  What is this?

This is a.....

- a. Eyebrow
- b. Hair
- c. Tooth
- d. Cheek

4.  What is this?

This is a.....

- a. Neck
- b. Leg
- c. Tongue
- d. Finger

5.  What is this?

This is a.....

- a. Heel
- b. Chest
- c. Stomach
- d. Knee

6.



What is this?

This is a.....

- a. Ears
- b. Waist
- c. Cheek
- d. Sister

7.



What is this?

This is a.....

- a. Ear
- b. Nose
- c. Shoulder
- d. Eye

8.

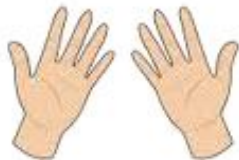


What is this?

This is an .....

- a. Eyes
- b. Knee
- c. Lip
- d. Hair

9.

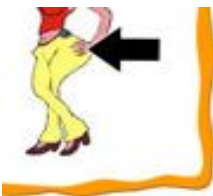


What is this?

This is a.....

- a. Mouth
- b. Hand
- c. Lip
- d. Eye

10.



What is this?

This is a.....

- a. Buttock
- b. Eye
- c. Nose
- d. Ear

11.



What is this?

This is a.....

- a. Ears
- b. Foot
- c. Fingers
- d. Chin

12.



What is this?

This is a.....

- a. Elbow
- b. Hell
- c. Knee
- d. Ear

13.



What is this?

This is a.....

- a. Tooth
- b. Eyes
- c. Heel
- d. Nose

14.

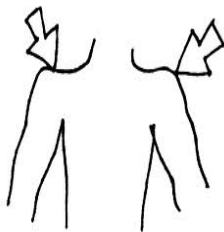


What is this?

This is a.....

- a. Forehead
- b. Tooth
- c. Nose
- d. Shoulder

15.



What is this?

This is a.....

- a. Stomach
- b. Waist
- c. Heel
- d. Shoulder

16.

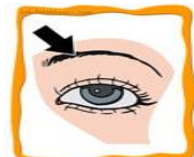


What is this?

This is a K\_\_E\_\_

- a. N-E
- b. E-J
- c. I-U
- d. O-H

17.

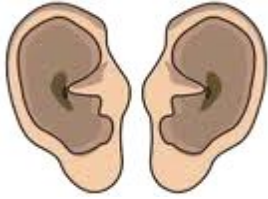


What is this?

This is a E\_\_E\_\_ROW

- a. Y-B
- b. C-A
- c. L-C
- d. O-D

18.



What is this?

This is an.....

a. Mouth

b. Ears

c. Lip

d. Heel

19.



What is this?

This is a T\_\_OT\_\_

a. H-L

b. C-A

c. L-C

d. O-H

20.



What is this?

This is a CH\_\_N

a. U

b. A

c. D

d. I

## APPENDIX II

### Key answer of instrument pos-test

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

# APPENDIX III

## TEST RESULT OF TEACHING VOCABULARY BY USING PICTURES MEDIA

| No. | Initial | Number of Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Score |
|-----|---------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|
|     |         | 1               | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |
| 1   | AD      | 1               | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 10    |
| 2   | AT      | 1               | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 14    |
| 3   | AN      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 0  | 16    |
| 4   | BG      | 1               | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 11    |
| 5   | CN      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 18    |
| 6   | BL      | 1               | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 14    |
| 7   | FT      | 1               | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 11    |
| 8   | IA      | 1               | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 16    |
| 9   | IH      | 0               | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 10    |
| 10  | MA      | 1               | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 15    |
| 11  | MJ      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 17    |
| 12  | MS      | 1               | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 10    |
| 13  | HB      | 1               | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 16    |
| 14  | UP      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 18    |
| 15  | MM      | 0               | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 11    |
| 16  | PR      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 15    |
| 17  | PK      | 1               | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 13    |
| 18  | ZA      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 14    |
| 19  | RH      | 1               | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 13    |
| 20  | SR      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 16    |
| 21  | SI      | 0               | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 12    |

[illegible]

## APPENDIX IV

# TEST RESULT TEACHING VOCABULARY BY USING FLASH CARDS MEDIA

| No. | Initial | Number of Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |       |
|-----|---------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|
|     |         | 1               | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Score |
| 1   | DP      | 1               | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 12    |
| 2   | DK      | 0               | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 10    |
| 3   | DR      | 1               | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 14    |
| 4   | FS      | 1               | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 12    |
| 5   | HY      | 1               | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 16    |
| 6   | IB      | 1               | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 12    |
| 7   | IR      | 1               | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 14    |
| 8   | KH      | 1               | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 10    |
| 9   | MK      | 1               | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 15    |
| 10  | MD      | 1               | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 10    |
| 11  | NW      | 1               | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 18    |
| 12  | RS      | 1               | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 12    |
| 13  | RW      | 1               | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 12    |
| 14  | RK      | 1               | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 11    |
| 15  | RG      | 1               | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 16    |
| 16  | RS      | 0               | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 13    |
| 17  | SA      | 1               | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 11    |
| 18  | TY      | 1               | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 11    |
| 19  | YG      | 1               | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 15    |
| 20  | HK      | 1               | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 12    |
| 21  | MB      | 0               | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 13    |

[illegible]

## APPENDIX V

### TEST RESULT OF TEACHING VOCABULARY BY USING PICTURES MEDIA

| No.   | INITIAL | PICTURES MEDIA |
|-------|---------|----------------|
| 1     | AD      | 10             |
| 2     | AT      | 14             |
| 3     | AN      | 16             |
| 4     | BG      | 11             |
| 5     | CN      | 18             |
| 6     | BL      | 14             |
| 7     | FT      | 11             |
| 8     | IA      | 16             |
| 9     | IH      | 10             |
| 10    | MA      | 15             |
| 11    | MJ      | 17             |
| 12    | MS      | 10             |
| 13    | HB      | 16             |
| 14    | UP      | 18             |
| 15    | MM      | 11             |
| 16    | PR      | 15             |
| 17    | PK      | 13             |
| 18    | ZA      | 14             |
| 19    | RH      | 13             |
| 20    | SR      | 16             |
| 21    | SI      | 12             |
| 22    | MS      | 13             |
| 23    | NA      | 17             |
| 24    | AW      | 14             |
| 25    | YF      | 16             |
| 26    | AL      | 13             |
| 27    | MT      | 15             |
| Total |         | 378            |

## APPENDIX VI

### TEST RESULT OF TEACHING VOCABULARY BY USING PICTURES MEDIA

| No.   | Initial | Score |
|-------|---------|-------|
| 1     | DP      | 12    |
| 2     | DK      | 10    |
| 3     | DR      | 14    |
| 4     | FS      | 12    |
| 5     | HY      | 16    |
| 6     | IB      | 12    |
| 7     | IR      | 14    |
| 8     | KH      | 10    |
| 9     | MK      | 15    |
| 10    | MD      | 10    |
| 11    | NW      | 18    |
| 12    | RS      | 12    |
| 13    | RW      | 12    |
| 14    | RK      | 11    |
| 15    | RG      | 16    |
| 16    | RS      | 13    |
| 17    | SA      | 11    |
| 18    | TY      | 11    |
| 19    | YG      | 15    |
| 20    | HK      | 12    |
| 21    | MB      | 13    |
| 22    | RH      | 12    |
| 23    | FA      | 15    |
| 24    | RA      | 15    |
| 25    | VA      | 12    |
| 26    | MT      | 13    |
| 27    | SF      | 14    |
| 28    | MF      | 11    |
| Total |         | 361   |

## APPENDIX VII

### THE DATA RESEARCH OF COMPARATIVE STUDY BETWEEN TEACHING VOCABULARY BY USING PICTURES AND FLASH CARDS MEDIA

| No.   | X <sub>1</sub> | X <sub>2</sub> | X <sub>1</sub> <sup>2</sup> | X <sub>2</sub> <sup>2</sup> | X <sub>1</sub> .X <sub>2</sub> |
|-------|----------------|----------------|-----------------------------|-----------------------------|--------------------------------|
| 1     | 50             | 60             | 2500                        | 3600                        | 3000                           |
| 2     | 70             | 50             | 4900                        | 2500                        | 3500                           |
| 3     | 80             | 70             | 6400                        | 4900                        | 5600                           |
| 4     | 55             | 60             | 3025                        | 3600                        | 3300                           |
| 5     | 90             | 80             | 8100                        | 6400                        | 7200                           |
| 6     | 70             | 60             | 4900                        | 3600                        | 4200                           |
| 7     | 55             | 70             | 3025                        | 4900                        | 3850                           |
| 8     | 80             | 50             | 6400                        | 2500                        | 4000                           |
| 9     | 50             | 75             | 2500                        | 5625                        | 3750                           |
| 10    | 75             | 50             | 5625                        | 2500                        | 3750                           |
| 11    | 85             | 90             | 7225                        | 8100                        | 7650                           |
| 12    | 50             | 60             | 2500                        | 3600                        | 3000                           |
| 13    | 80             | 60             | 6400                        | 3600                        | 4800                           |
| 14    | 90             | 55             | 8100                        | 3025                        | 4950                           |
| 15    | 55             | 80             | 3025                        | 6400                        | 4400                           |
| 16    | 75             | 65             | 5625                        | 4225                        | 4875                           |
| 17    | 65             | 55             | 4225                        | 3025                        | 3575                           |
| 18    | 70             | 55             | 4900                        | 3025                        | 3850                           |
| 19    | 65             | 75             | 4225                        | 5625                        | 4875                           |
| 20    | 80             | 60             | 6400                        | 3600                        | 4800                           |
| 21    | 60             | 65             | 3600                        | 4225                        | 3900                           |
| 22    | 65             | 60             | 4225                        | 3600                        | 3900                           |
| 23    | 85             | 75             | 7225                        | 5625                        | 6375                           |
| 24    | 70             | 75             | 4900                        | 5625                        | 5250                           |
| 25    | 80             | 60             | 6400                        | 3600                        | 4800                           |
| 26    | 65             | 65             | 4225                        | 4225                        | 4225                           |
| 27    | 75             | 70             | 5625                        | 4900                        | 5250                           |
| 28    | -              | 55             | -                           | 3025                        | 55                             |
| Total | 1890           | 1805           | 136200                      | 119175                      | 122680                         |

## APPENDIX VIII

### TEACHING VOCABULARY BY USING PICTURES MEDIA

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 50 | 50 | 50 | 55 | 55 | 55 |
| 60 | 65 | 65 | 65 | 65 | 70 |
| 70 | 70 | 70 | 75 | 75 | 75 |
| 80 | 80 | 80 | 80 | 80 | 85 |
| 85 | 90 | 90 |    |    |    |

2. High score = 90
3. Low score = 50
4. Range = high score – low score = 90 – 50 = 40

5. The total of classes

$$\begin{aligned} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (27) \\ &= 1 + 3,3 (1,43) \\ &= 1 + 4,719 \\ &= 5,719 \\ &= 6 \end{aligned}$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,66 = 7$$

## 7. Median

| Interval     | frequency |
|--------------|-----------|
| 50 - 56      | 6         |
| 57 - 63      | 1         |
| 64 - 70      | 8         |
| 71 - 77      | 3         |
| 78 - 84      | 5         |
| 85 - 91      | 4         |
| <b>i = 7</b> | <b>27</b> |

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\frac{1}{2}n = \frac{1}{2}27 = 13,5$$

$$b = \frac{63 + 64}{2} = \frac{127}{2} = 63,5$$

$$p = 7$$

$$F = 1$$

$$f = 8$$

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 63,5 + 7 \left( \frac{13,5 - 1}{8} \right)$$

$$= 63,5 + 7 \left( \frac{12,5}{8} \right)$$

$$= 63,5 + \left( \frac{87,5}{8} \right)$$

$$= 63,5 + 10,93$$

$$= 74,43$$

## APPENDIX IX

### TEACHING VOCABULARY USING FLASH CARDS MEDIA

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 50 | 50 | 50 | 55 | 55 | 55 |
| 55 | 60 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 65 | 65 | 65 |
| 70 | 70 | 70 | 75 | 75 | 75 |
| 75 | 80 | 80 | 90 |    |    |

2. High score = 90
3. Low score = 50
4. Range = high score – low score = 90 – 50 = 40
5. The total of classes  
 $= 1 + 3,3 \log n$   
 $= 1 + 3,3 \log (28)$   
 $= 1 + 3,3 (1,44)$   
 $= 1 + 4,752$   
 $= 5,752$   
 $= 6$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,66 = 7$$

## 7. Median

| Interval     | Frequency |
|--------------|-----------|
| 50 - 56      | 7         |
| 57 - 63      | 8         |
| 64 - 70      | 6         |
| 71 - 77      | 4         |
| 78 - 84      | 2         |
| 85 - 91      | 1         |
| <b>i = 7</b> | <b>28</b> |

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\frac{1}{2}n = \frac{1}{2}28 = 14$$

$$b = \frac{56 + 57}{2} = \frac{113}{2} = 56,5$$

$$p = 7$$

$$F = 7$$

$$f = 8$$

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 56,5 + 7 \left( \frac{14 - 7}{8} \right)$$

$$= 56,5 + 7 \left( \frac{7}{8} \right)$$

$$= 56,5 + \left( \frac{49}{8} \right)$$

$$= 56,5 + 6,12$$

$$= 62,62$$

## APPENDIX X

### NILAI "T" UNTUK TARAF SIGNIFIKAN 5% DAN 1 %

| df/db | 5%    | 1%    | df/db | 5%   | 1%   |
|-------|-------|-------|-------|------|------|
| 1     | 12,71 | 63,66 | 24    | 2,06 | 2,80 |
| 2     | 4,30  | 9,92  | 25    | 2,06 | 2,79 |
| 3     | 3,18  | 5,84  | 26    | 2,06 | 2,78 |
| 4     | 2,78  | 4,60  | 27    | 2,05 | 2,77 |
| 5     | 2,75  | 4,03  | 28    | 2,05 | 2,76 |
| 6     | 2,45  | 3,71  | 29    | 2,04 | 2,76 |
| 7     | 2,36  | 3,50  | 30    | 2,04 | 2,75 |
| 8     | 2,31  | 3,36  | 35    | 2,03 | 2,72 |
| 9     | 2,26  | 3,25  | 40    | 2,02 | 2,72 |
| 10    | 2,23  | 3,17  | 45    | 2,02 | 2,69 |
| 11    | 2,20  | 3,11  | 50    | 2,01 | 2,68 |
| 12    | 2,18  | 3,06  | 60    | 2,00 | 2,65 |
| 13    | 2,16  | 3,01  | 70    | 2,00 | 2,65 |
| 14    | 2,14  | 2,98  | 80    | 1,99 | 2,64 |
| 15    | 2,13  | 2,95  | 90    | 1,99 | 2,63 |
| 16    | 2,12  | 2,92  | 100   | 1,98 | 2,63 |
| 17    | 2,11  | 2,90  | 125   | 1,98 | 2,62 |
| 18    | 2,10  | 2,88  | 150   | 1,98 | 2,61 |
| 19    | 2,09  | 2,86  | 200   | 1,97 | 2,60 |
| 20    | 2,09  | 2,84  | 300   | 1,97 | 2,59 |
| 21    | 2,08  | 2,83  | 400   | 1,97 | 2,59 |
| 22    | 2,07  | 2,82  | 500   | 1,96 | 2,59 |
| 23    | 2,07  | 2,81  | 1000  | 1,96 | 2,58 |



KEMENTERIAN AGAMA  
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Hal : Pembimbing Skripsi

Padangsidimpuan, 23 Februari 2011

Kepada:

Yth. 1. Drs. Fitriadi Lubis, M.Pd

2. Rayendriani Fahmei Lubis, M.Ag

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : Mila Sartika Tanjung/ 07 340 0015

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-1

Judul Skripsi : THE COMPARATIVE STUDY BETWEEN THE RESULT  
OF TEACHING VOCABULARY BY USING PICTURES AND  
FLASH CARD AT SD NEGERI 200508 PADANGSIDIMPUAN

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

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

Wassalamu'alaikum 'Wr. Wb

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Nomor :Sti.14/I.B4/PP.00.9/1003/2011

Lamp. : -

Hal : ***Mohon Bantuan Informasi  
Penyelesaian Skripsi.***

Padangsidimpuan, 19 Oktober 2011

Kepada Yth,  
Kepala SD N 200508  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

|                       |                        |
|-----------------------|------------------------|
| Nama                  | : Mila Sartika Tanjung |
| Nomor Induk Mahasiswa | : 07. 340 0015         |
| Jurusan/Prog.Studi    | : Tarbiyah/TBI-1       |
| Alamat                | : Sihitang             |

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul **"The Comparative Study Between The Result Of Teaching Vocabulary  
By Using Pictures And Flash Cards At SD N 200508 Padangsidimpuan"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua  
Pembantu Ketua I



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Tembusan :

1. Ketua STAIN Padangsidimpuan
2. Bina Skripsi
3. Arsip



**PEMERINTAH KOTA PADANGSIDIMPUAN**  
**DINAS PENDIDIKAN**  
**SD NEGERI 200508 SIHITANG**  
**Kec. PADANGSIDIMPUAN TENGGARA**  
**Alamat: Jln. H.T.RIZAL NURDIN KM 4,5 SIHITANG**

**SURAT KETERANGAN**

**No. 421.2/SD/SD/16/SD/2012**

Yang bertanda tangan dibawah ini, kepala SD Negeri 200508 Sihitang Kec. Padangsidempuan Tenggara menerangkan bahwa:

|                       |                        |
|-----------------------|------------------------|
| Nama                  | : MILA SARTIKA TANJUNG |
| Nomor Induk Mahasiswa | : 07 340 0015          |
| Jurusan/Prog.Studi    | : Tarbiyah/TBI-1       |
| Alamat                | : Sihitang             |

Benar telah melaksanakan penelitian di SD Negeri 200508 Sihitang Kec. Padangsidempuan Tenggara pada tanggal 19 Februari s/d 09 April 2012 dengan judul:

“THE COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING VOCABULARY BY USING PICTURES AND FLASH CARDS MEDIA AT SD NEGERI 200508 SIHITANG Kec. PADANGSIDIMPUAN TENGGARA”.

Penelitian tersebut dilaksanakan guna mendapatkan informasi/keterangan/data-data yang berhubungan dengan skripsi dalam menyelesaikan kuliahnya pada Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan.

Demikian surat keterangan ini kami sampaikan untuk dapat diperlukan seperlunya dan diucapkan terima kasih.

Sihitang, 09 April 2012  
Kepala Sekolah  
SDN.200508  
SIHITANG  
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