THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA

A THESIS

Submitted to the English Ddepartment of State College for Islamic Studies (STAIN) Padangsidimpuan in Partial Fulfillment of the Rrequirement for the Degree of Islamic Scholar Educational in English Program (S.Pd.I)

By

MASROANA LUBIS
Reg. No: 07 340 0055

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2 0 1 2

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Reg. No: 07 340 0055

Advisor I	**Advisor II**
Drs. H.Syahid Muammar Pulungan, S.H	**Zainuddin, S.S.,M.Hum**
NIP.19531207 198003 1 003	NIP.19760610 200801 1 016

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2 0 1 2

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PADANGSIDIMPUAN
JURUSAN DAKWAH

Jl. Imam Bonjol Km. 4,5 Sihitang, Telp. (0634) 22080 fax (0634) 24022 Padangsidimpuan

Hal : Skripsi a.n
      Masroana Lubis
Lamp : 5 (lima) Examplar

Padangsidimpuan,   2012
Kepada Yth.
Bapak Ketua Sekolah Tinggi Agama Islam
Negeri (STAIN) Padangsidimpuan
    Di –
        Padangsidimpuan

Assalamu'alaikum Wr. Wb.

    Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n **Masroana Lubis** yang berjudul **"The Students' Vocabulary Mastery By Using Picture At Sd Negeri No. 100890 Muaratais Batang Angkola".**

    Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Sosial Islam (S.Sos.I) dalam Ilmu Dakwah pada STAIN Padangsidimpuan.

    Untuk itu dalam waktu yang tidak lama kami harapkan saudara dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

    Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Advisor I   Advisor II

Drs. H.Syahid Muammar Pulungan, S.H   **Zainuddin, S.S.,M.Hum**
NIP.19531207 198003 1 003   **NIP.19760610 200801 1 016**

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

DEWAN PENGUJI
UJIAN MUNAQASAH SARJANA

N a m e   : **MASROANA LUBIS**
NIM   : 07 340 0055
JUDUL   : **THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA**

Ketua   : Drs. Syahid Muammar Pulungan   (   )

Sekretaris   : Eka Sustri Harida, M.Pd   (   )

Anggota   : 1. Drs. Syahid Muammar Pulungan (   )

                 2. Eka Sustri Harida, M.pd   (   )

                 3. Dr. Mahmuddin siregar, M.A   (   )

                 4. Muhammad Arsad Nasution, M.Ag (   )

Diuji di STAIN Padangsidimpuan pada tanggal, 29 Mei 2012
Pukul 08.00 s/d 12.00
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Indeks Prestasi Kumulatif (IPK): 3,08
Predikat; amat baik

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

P E N G E S A H A N

SKRIPSI BERJUDUL : THE STUDENTS' VOCABULARY MASTERY BY USNG PICTURE AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA

N a m e   : **MASROANA LUBIS**
NIM   : 07 340 0055

Telah dapat diterima sebagai salah satu syarat memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 29 Mei 2012

Ketua STAIN

DR. H.IBRAHIM SIREGAR, MCL
NIP. 19680921 200003 1 003

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama   : MASROANA LUBIS

Nim   : 07. 340 0055

Jurusan/Prodi   : Tarbiyah/ Bahasa Inggris-2

Thesis title   : The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola

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Padangsidimpuan, 02 Mei 2012
Saya yang Menyatakan,

MASROANA LUBIS
NIM: 07 340 0055

DECLARATION LETTER OF WRITING OWN THESIS

Name	:	**MASROANA LUBIS**
Register Number	:	07 340 0055
Department/ Study Program	:	Tarbiyah/ TBI-2
The Title of Thesis	:	**THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 02 May 2012
Declaration Maker,

MASROANA LUBIS
Reg. No: 07 340 0055

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT. The mighty and merciful who has given her the health, time and change for finishing this thesis.

Secondary, 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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1. Special thanks are due to Drs. H. Syahid Muammar Pulungan, SH as her Advisor I (one) and also as the lecture in State College for Islamic Studies (STAIN) Padangsidimpuan

2. Special thanks are due to Zainuddin, S.S., M.Hum as his advisor II (two) and also as the staff of English Study program that has helped the researcher to complete this research.

3. Special thanks to DR. H. Ibrahim Siregar, MCL., as the chief of state college for Islamic Studies (STAIN) Padangsidimpuan who has helped the researcher as his students in STAIN Padangsidimpuan.

4. Thanks are due to Hj. Zulhimma, S.Ag., M.Pd., as the chief of Tarbiyah Department and her staffs.

5. Special thanks to Rayendriani Fahmei Lubis, M.Ag., as a chief of Department English section STAIN Padangsidimpuan.

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

Padangsidimpuan, 02 May 2012
Researcher,

MASROANA LUBIS
Reg. No: 07. 340 0055

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By

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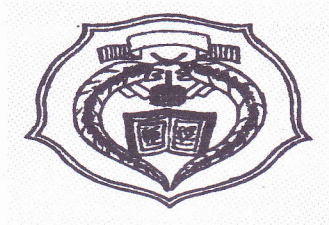
DEWAN PENGUJI
UJIAN MUNAQOSAH SARJANA

Ditulis   : **MASROANA LUBIS**
Nim   : 07 340 0055
Judul   : **THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARA TAIS BATANG ANGKOLA**

Ketua   : Drs. H. Syahid Muammar Pulungan, S.H   (   )

Sekretaris : Eka Sustri Harida, M.Pd   (   )

Anggota   : 1. Drs. H. Syahid Muammar Pulungan, S.H   (   )

                    2. Eka Sustri Harida, M.Pd   (   )

                    3. Dr. Mahmuddin Siregar, M. A   (   )

                    4. Muhammad Arsad Nasution, M. Ag   (   )

Diuji di STAIN Padangsidimpuan pada tanggal 29 Mei 2012
Pukul 08.30 s/d 12.00
Hasil/ Nilai: 67, 89 (C)
Indeks Prestasi Kumulatif (IPK): 3,08
Predikat; Amat baik

Hal   : Sidang Skripsi   Padangsidimpuan, 2 Mei 2012
      a. n. Masroana Lubis   Kepada Yth.
Lamp : 5 (Lima) Examplar   Bapak Ketua STAIN Padangsidimpuan
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                                          Padangsidimpuan

Assalamu 'alaikum wr.wb.

      Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Masroana Lubis, yang berjudul" **The Students' Vocabulary Mastery By Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

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      Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

PEMBIMBING I   **PEMBIMBING II**

<u>**Drs. H. Syahid muammar pulungan, S. H**</u>   <u>**ZAINUDDIN, S.S., M.Hum**</u>
NIP. 19531207 198003 1 003   **NIP. 19760610 200801 1 016**

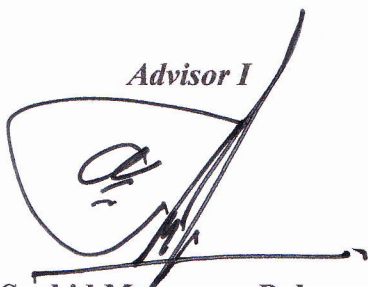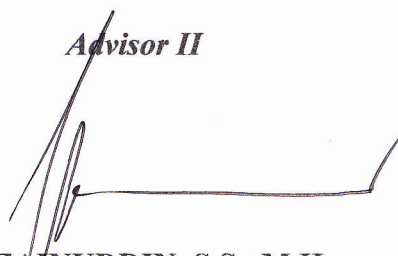# THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARA TAIS BATANG ANGKOLA

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By:
MASROANA LUBIS
Reg. No. 07 340 0055

Advisor I	*Advisor II*
Drs. H. Syahid Muammar Pulungan, S. H	**ZAINUDDIN, S.S., M.Hum**
NIP. 19531207 198003 1 003	**NIP. 19760610 200801 1 016**

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
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P E N G E S A H A N

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NIM   : 07 340 0055

Telah dapat diterima sebagai salah satu syarat memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 29 Mei 2012
Ketua STAIN

DR. H. IBRAHIM SIREGAR, MCL
NIP.19680704 200003 1 003

DECLARATION LETTER OF WRITING OWN THESIS

Name   : **MASROANA LUBIS**

Register Number   : 07 340 0055

Department/ Study Program   : Tarbiyah/ TBI-2

The Title of Thesis   - : **THE STUDENTS' VOCABULARY MASTERY AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA**

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Padangsidimpuan, 29 May 2012
Declaration Maker,

METERAI
TEMPEL
PAJAK MEMBANGUN BANGSA
TGL.   20
7FBA4AAF000047368
ENAM RIBU RUPIAH
6000 DJP

MASROANA LUBIS
Reg. No: 07 340 0055

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama	:	MASROANA LUBIS
Nim	:	07. 340 0055
Jurusan/Prodi	:	Tarbiyah/ Bahasa Inggris-2
Thesis title	:	The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola

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Padangsidimpuan, 02 Mei 2012
Saya yang Menyatakan,

MASROANA LUBIS
NIM: 07 340 0055

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

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Padangsidimpuan, 02 May 2012

Researcher,

MASROANA LUBIS
Reg. No: 07. 340 0055

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Name   : Masroana Lubis
Nim   : 07. 340 0055
Jurusan/Prodi   : Tarbiyah/ Bahasa Inggris-2
Thesis title   : The Students' Vocabulary Mastery at SD Negeri No. 100890 Muaratais Batang Angkola

ABSTRACT

The problems of research were is student vocabulary mastery in using picture at SD Negeri No. 100890 Muaratais Batang Angkola, were the difficulties is students vocabulary mastery by using picture, were the effort of the teacher to overcome the difficulties of students in learning vocabulary mastery by using picture.

The aims of research were to know the students' vocabulary mastery at SD Negeri No. 100890 Muaratais Batang Angkola, the difficulties is students' vocabulary mastery in using picture at SD Negeri No. 100890 Muaratais Batang Angkola, difficulties is students' vocabulary mastery in using picture at SD Negeri No. 100890 Muaratais Batang Angkola, and the efforts of the teacher to overcome the difficulties of students in learning vocabulary using picture at SD Negeri No. 100890 Muaratais Batang Angkola.

In this research, the researcher has taken 52 students as the source of the research. This research was qualitative approach by using descriptive method. As for the instrument for collecting the data the research used the interview, observation and test. Based on the result of research, researcher found that the students' vocabulary mastery by using picture at SD Negeri No. 100890 Muaratais Batang Angkola in using picture was enough (55,28%).

From the result of the research the researcher found that there were some difficulties that faced by students in learning using picture to mastery vocabulary were they: The students lack vocabulary, went the give a picture the should be not the write of vocabulary but the mean know. The lazy to memorized of vocabulary. The efforts done by English teacher to overcome the student's difficulties were the English teacher often repeat the lesson and give more examples, which familiar with students' lives and sometimes the teacher made the example with Indonesian language. So the students were easy to understand the lesson. The teacher asked the students to choose the one of the alphabets with its vocabulary and say. The late students will write the English words and then they might get into the class and join the lesson.

Name   : Masroana Lubis
Nim   : 07. 340 0055
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CHAPTER I
INTRODUCTION

A. Background of the Problem

English was taught in *SD (Elementary School)* in which the purpose is to enable students to use English in daily communication because English is as an international language, it is very important to learn from Elementary School up to University. According to the curriculum of English in Elementary School, there are many subjects or materials taught in this level such as vocabulary (nouns, adjectives, verb, and so on), reading, speaking, etc. and the writer focuses research only on students' vocabulary.

Vocabulary mastery can influence the students' English skill (reading, listening and writing). It is very important to teach it in elementary school, because the students are children, fresh and they will be easy to remember vocabularies. If the students master vocabulary, they will be easy to learn English. In other words, vocabulary is essential for getting success in learning English.

However, based on researcher's pre observation, many students have less vocabulary, as a result they do not know the meaning of sentence and they can not reach the idea of what they have read or listened. Finally, most of them say "English subject is difficult", and it also makes them lazy to learn.

Considering, English in an important subject taught in formal education in Indonesia. It is taught for elementary to university. Nowdays, the teaching of

English take place every class of elementary school two hours a week and junior high school four hours a week. Ideally, a student who has finished elementary school must very substantial knowledge of English. It is clearly in the 2006 curriculum, the purpose of teaching English is to develop the students ability to communicate in English both orally and written (listening, speaking, writing, and reading) but in fact, many student do not capability to communicate in English. The English potency is very limited. We can see fact that students have not been able to make a sentence in English because the don't have vocabulary, from this, slow us that how difficult to master English although we have learn it from elementary school until university.

The description above explains that there are many problems in studying English. One of the problem is the vocabulary. Vocabulary is an important of language which should be studied by the student a mentioned in the curriculum, therefore the have to mastery a lot of vocabulary in order they can speak or produce that they have in mind.

Vocabulary, Nowdays become an important subject has to be taught at school or university because of the development of technology all come from aboard in English language, so that to know or to master it is not an easy work. The English teacher say: "The student low ability in mastering English, mastering vocabulary, is one important skills to determine their skill, but most of the student

lack of the vocabulary, they do not know how pronoun words correctly and meaning. So it make them difficulties to mastering English."[1]

One factor the make student lack vocabulary is the teacher do not know which techniques is better on teaching vocabulary. If a teacher only uses an method, the student would be bored, an active in following the teaching and learning process in the class.

This is a classification that the students lack to vocabulary:[2]

No	Score	Total of Students	Frequency	Percentage
1	80 – 100	52	3	5.76%
2	70 – 79	52	3	5.76%
3	60 – 69	52	18	34.64%
4	50 – 59	52	28	53.84%
Total			52	100%

A practice is a way to be good students but they on not practice English because they feel uninterested in studying English, and they have less innovation from environment or parent and so on. The other problem are students' family, environment, school, and teacher and so on.

The technique or method is very important to know for a teacher, but the teacher does not know the English method of teaching and he/ she does not know what the suitable technique for teaching speaking, reading, vocabulary, listening and so on.

---

[1]Elli Efriani. *Interview Private,* 03 March 2012.
[2]Nurleli Lubis. School Report Card One Semester SD Negeri No. 100890 Muaratais, 2011.

To be success in learning, the teacher must be able to use English in the class or outside. Without them the English learning is not perfect. For learning vocabulary we can use games, picture and using card and the researcher would focus only on using picture teaching vocabulary for elementary School.

Looking at the above phenomenon or problem, the researcher wants to see "The Student's Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola".

B. Focus of the Problem

The problem in this research was limited in order to make it specific. The problem was limited as the students' vocabulary mastery by using picture at SD Negeri No. 100890 Batang Angkola. And the researcher was using picture to increase vocabulary mastery treated by grade V students at the school. This research also limits to the technique of students' vocabulary mastery by using picture at SD Negeri No. 100890 Batang Angkola make only using picture.

C. The formulation of Problems

To make the problem clearer in this research, the writer formulates it the problems as follows:

1. How is students' vocabulary mastery in using picture at SD Negeri No. 100890 Muaratais Batang Angkola?

2. What were the difficulties is students' vocabulary mastery in using picture at SD Negeri No. 100890 Muaratais Batang Angkola?

3. What were the efforts of the teacher to overcome the difficulties of students in learning vocabulary using picture at SD Negeri No. 100890 Muaratais Batang Angkola?

D. The Aims of Research

The aims of the research are:

1. To know the students' vocabulary mastery in using pictures at SD Negeri No. 100890 Muaratais Batang Angkola.

2. To know what were the students' difficulties vocabulary mastery in using pictures at SD Negeri No. 100890 Muaratais Batang Angkola.

3. To know what were the efforts of teacher to overcome students difficulties in learning vocabulary at SD Negeri No. 100890 Muaratais Batang Angkola.

E. The Significances of the Research

The significances of this research were follows:

1. As input for the Headmaster in guiding his English teacher

2. As an input for the teacher, teaching learning process, especially in learning in teaching of the vocabulary using picture.

3. As input for the reader specially the English learners that this research is expected to able to improve their knowledge in learning about vocabulary an college for Islamic Studies Padangsidimpuan

F. Definition of key terms

To avoid the vagueness and misunderstanding between the writer and there the researcher states terminologies as follows:

1. Student

Student is a person who is studying at a university or collage.[3] while in *Kamus Besar Bahasa Indonesia* the student is a learner especially on the grade of elementary, junior and senior high school.[4] Beside, Rama Yulis in his book *Ilmu Pendidikan Islam* says that student is the member of society that tries to develop his/her self through education level process and kinds of certain education.[5] Then, like Abudin Nata opinion states that student is all of people who learn not only in formal education institution but also in informal education situation.[6] In addition, student can be defined as a raw material in transformation process in education.[7] So based on those definitions above, the writer concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

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[3]A.S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 1344.

[4]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077.

[5]Rama Yulis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

[6]Abuddin Nata. *Pendidikan dalam Perspektif Hadist* (Jakarta: UIN Jakarta Press, 2005),　　p. 249.

[7]Rama Yulis dan Samsul Nizar. *Filsafat Pendidikan Islam* (Jakarta: Kalam Mulia, 2010),　　p. 169.

2. Vocabulary

According to A.S. Hornby Stated that: vocabulary is total number of words which with rules for combining them make up language. So, vocabulary mastery is knowledge about a number of words make up language.

3. Mastery

It is states on oxford advance learner dictionary by Hornby that mastery is a complete knowledge or great skills.[8] While in Indonesian dictionary it is stated that mastery is comprehension or capability to use knowledge or skill.[9] Thomas Nelson says "Mastery is the power or authority at a master, power to understand or skill manager.[10]

From these above definition, it can be taken the conclusion that mastery is a complete know ledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that mastery is have the person of people to understand, skill to manage or complete knowledge in education.

4. Picture

Picture is the media reproduction original form in the two demention, the picture is visual instruction material that efectif because can visualization that will explain with more concrete and realistis.

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[8] *Ibid,* p. 235.

[9] Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: Grapindo, 2004), p. 112.

[10] Thomas Nelson, *The a word Compact English Dictionary* (London: Award Publication, 1985), p. 612.

G. Outline of the Thesis

The outline of the thesis includes five chapters, they were:

The first chapter consists of background of problem: the student low ability in mastering English, mastering vocabulary, is one important skills to determine their skill, but most of the student lack of the vocabulary, they do not know how pronoun words correctly and meaning. So it make them difficulties to mastering English. The focus of the problem: in this analysis was focused on technique learning vocabulary treated by grade V students at the school. This research also limits to the technique of students' vocabulary mastery at SD Negeri No. 100890 Batang Angkola make only using picture. The formulation of problem: how is students' vocabulary mastery in using picture?, what were the difficulties is students' vocabulary mastery in using picture?, and what were the efforts of the teacher to overcome the difficulties of students in learning vocabulary using picture at SD Negeri No. 100890 Muaratais Batang Angkola?. The aims of the problem: to know the students' vocabulary mastery in using pictures, to know what were the students' difficulties vocabulary mastery in using pictures, and to know what were the efforts of teacher to overcome students difficulties in learning vocabulary at SD Negeri No. 100890 Muaratais Batang Angkola. The significances of the research: As input for the Headmaster in guiding his English teacher, as an input for the teacher, teaching learning process, especially in learning in teaching of the vocabulary using picture, as input for the reader specially the English learners that this research is expected to able to

improve their knowledge in learning about vocabulary an College for Islamic Studies Padangsidimpuan. Definition of key term: student is a person who is studying at a university or collage, vocabulary is total number of words which with rules for combining them make up language. So, vocabulary mastery is knowledge about a number of words make up language, mastery is a complete know ledge or great skills.

The second chapter consists of the theoretical description: vocabulary is all the words in language list of word in lesson or books, all the word that one person knows, mastery is complete knowledge or great skill. Kinds of vocabulary: reading vocabulary, listening vocabulary, writing vocabulary, speaking vocabulary. Principle of teaching vocabulary: focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high frequency words across the four strands of a course. Aspect of vocabulary to be taught: form: pronunciation and spelling, grammar, collocation, aspect of meaning: denotation, connotation, appropriateness, aspects of meaning or meaning relationships. Classifications of vocabulary: noun, adjective, verb, adverb. The technique in learning of vocabulary: picture, game, card.

The third chapter consists of the research methodology: the place and schedule: this research had been done at SD Negeri No. 100890 Muaratais Batang Angkola, is planned to start from Marc 2012. method of the research: the research would use qualitative approach. The sources of data: primary sources of data are the second year students at SD Negeri No. 100890 Muaratais Batang Angkola,

were 52 person, secondary sources of data, is information from the students' grade five, the English teacher, the headmaster. Instrument of collecting data: test, interview, observation.

The fourth chapter consists of general finding, specific finding, the difficulties is students' vocabulary mastery, the efforts of English teacher, the technique the determine the data trustworthiness, the threats of the research, and discussion.

The fifth chapter consists of conclusions: based on the result of observation, interview and test which are done by the researcher about the students' vocabulary mastery were: the student' vocabulary mastery at SD Negeri No. 100890 Muaratais Batang Angkola could be high categories, the difficulties that faced by students in learning using picture to mastery vocabulary were they: the student lack vocabulary, went the give a picture they should be not the write of vocabulary but the mean know, the lazy to memorize of vocabulary. The suggestion: to Headmaster much to motivate the English teacher to increase her ability in teaching English with increase score of vocabulary, headmaster much add to English teacher for teaching, the English teachers often the lesson and give more examples, the readers, to improve their knowledge in vocabulary mastery.

CHAPTER II
THEORETICAL DESCRIPTION

A. Theoretical Description

1. Vocabulary

a. The Concept of Vocabulary

Vocabulary is one of the language elements.[1] Then, vocabulary is a list of word usually in alphabetical order and with explanation of their meanings less complete than a dictionary.[2] Then, Shirly Butridge says "vocabulary is all the words in language list of word in lesson or books, all the word that one person knows".[3] Thomas Nelson says "Vocabulary is a list of word expand in alphabetical order".[4] And then, Hornby says "Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject.[5]

Richard and Renandiya says "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[6]

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[1]A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000)*,* p. 959.

[2]http://kumpulan-karya-ilmiah,bologspot.com.2010/12/improving-vocabularymastery.

[3]Shirley Burnidge. *Oxford Basic English Dictionary* (New York: Oxford University Press, 1981), p. 477.

[4]Thomas Nelson. *The Award Compact English Dictionary* (London: Award Publication, 1985), p. 612.

[5]Hornby. *Op. Cit.,* p.1506.

[6]Jack C. Richard and Williy A Renandya. *Metodology in Language Teaching an Anthology of Current Practice* (USA: Cambridge University Press, 2000), p. 225.

According to the curriculum of SLTP 2004, the aim of teaching vocabulary for the third year students is: "Dengan kemampuan lebih kurang 500 kosa kata, tingkatan kosa kata lebih kurang 750, dan tata bahasa yang sesuai dengan tema yang ditentukan siswa dapat memiliki keterampilan berbahasa"[7]

From above the statements the researchers concluded that vocabulary was a list or a series of words that was used to express the ideas or in other it is use for general communication.

b. Kinds of Vocabulary

According to wikipedia, there are four kinds of vocabulary, they were:

1) Reading vocabulary

A person's reading vocabulary is all words he or she can recognize when reading.

2) Listening Vocabulary

A person's listening vocabulary is the words he or she can recognize when listening to speech. 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 it's user.

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[7] Dierjan Dikdasman, *Pendidikan Nasitonal* (Jakarta: Erlangga, 2004) p. 6.

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, word are often miscued. This miscued-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture.[8]

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

Then, according to every Marcusin vocabulary could be divided in two kinds, there 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 or 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.[9]

2) The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text it means that low

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[8]www.wikipedia.com, 2 Nopember 2011.
[9]Even Marcusin. *Vocabulary, Semantic and Language Education* (Cambridge: University Press, 1997), p. 45.

frequency vocabulary is rarely used in common activity of English language. This group includes over 100.000 word families.[10]

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

1) Active vocabulary refers to put item which the learned 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 item that can be recognized and understand in this context of reading or listening also called as receptive vocabulary.[11]

Vocabularies are classified into functions and contents of words. The classification of word intended nouns, adjective, verbs, and adverb. In classification the words, categorized them are follows:

a. Noun is a word used as the name of a person, place or thing.
b. Adjective is a word used to end to the meaning of noun
c. Verb is a words used to say something about some person, place or thing
d. Adverb is a word used to end some thing to the meaning of a verb, and adjectives, or another adverb.[12]

Based on the above classification, so the researchers will focus on noun, adjective, verb and adverb.

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[10]www.wikipedia.com, 2 Nopember 2011, *Op. Cit.,*
[11]Scott Thorbury. *How to Teach Vocabulary* (New Zealand: Longmain, 2002), p. 114.
[12]Martin. *High School English Grammar* (Jakarta: Prasada Rao, 1990), p. 3-4.

1) Noun

A noun is a word used as the name of a person, place, or thing.[13]

No	Word	Class	Sentence
1	*pencil*	noun	Touch the *pencil* !
2	*paper*	noun	Pick up the *paper* !
3	*window*	noun	Walk to the *windows!*
4	*door*	noun	Open the *door* !
5	*door*	noun	Close the *door* !
6	*desk*	noun	Sit on *desk!*
7	*book*	noun	Open your *book!*
8	*table*	noun	Walk to he *table!*
9	*chair*	noun	Walk to the *chair!*

2) Adjective

Adjectives is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective.[14]

No	Word	Class	Sentence
1	*sad*	adjective	I am *sad*
2	*happy*	adjective	I am *happy*
3	*white*	adjective	Book is *white*
4	*black*	adjective	Pencil is *black*
5	*orange*	adjective	Bag is *orange*
6	*thin*	adjective	He is *thin*
7	*fat*	adjective	She is *fat*
8	*tired*	adjective	I am *tired*
9	*hot*	adjective	Water is *hot*

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[13]*Ibid.,* p. 3.
[14]Marcella Frank. *Modern English* (New York : Prentice Hall, 1972), p. 42.

3) Verb

The verb follows subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb. The verb may be a single word and the verb may be a verb phrase.[15]

No	Word	Class	Sentence
1	*open*	verb	*Open* your mouth !
2	*close*	verb	*Close* your mouth !
3	*sing*	verb	*Sing* a song !
4	*play*	verb	*Play* the guitar !
5	*dance*	verb	*Dance* with me !
6	*catch*	verb	*Catch* the mouse !
7	*walk*	verb	*Walk* to the door !
8	*run*	verb	*Run* slowly !
9	*eat*	verb	*Eat* rice !

4) Adverb

Adverb is a word used to end something to the meaning of a verb, and adjectives, or another adverb.[16]

No	Word	Class	Sentence
1	*there*	adverb	He goes *there*
2	*out*	adverb	He gets *out*
3	*here*	adverb	He comes *here*
4	*slowly*	adverb	I walk *slowly*
5	*under*	adverb	He sits *under* the table
6	*past*	adverb	I run *fast*
7	*here*	adverb	Please come *here*

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[15]Jayanti Daksina Murthy. *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 86.
[16]Hotbin D. Lingga. *Advace English Grammar for Toefl* (Jakarta: Puspa Swara, 2006), p. 84.

| 8 | *near* | adverb | She stood *near* the gate |
| 9 | *there* | adverb | I went *there* |

c. **Teaching Vocabulary**

Vocabulary teaching and learning must fir info the broader framework of language course. One way to make sure that there is balanced range of learning opportunities is to see a language course as consisting of four strands, they are as follow:

1) Learning from meaning-focused input

The learning from meaning-focused input strands involves learning from listening and reading. In vocabulary learning learners need to know 98 percent of the running words already. For example, in the text, there should be only one unknown word in fifty running words.

2) Deliberate learning of language study

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

3) Learning from meaning-focused output

The learning from meaning-focused output strands involves learning through speaking and writing where the learners "main attention is on

communicating messages". it may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and push learners to did not need to attend to when listening and reading.

4) Fluency development

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

There were many aspect must be known by teacher in teaching vocabulary, it is important to give solution for the problem that learner face in learning vocabulary. Learning from meaning. Focused input means learning vocabulary by translates what was learners read and hear directly. But learning from meaning. Focused output means learning vocabulary by translates what will be wrote and read by learners directly. Besides, deliberate learning refers to learning new vocabulary by memorizing their first language translation, it could be use in learning vocabulary by using picture for kids or beginners.[17]

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[17]David Nunan, *Practical English Language Teaching* (New York: MC Graw Hill, 1999), p. 133-134.

d. Aspect of Teaching Vocabulary

In teaching vocabulary there are many aspect need to be tough, they are:

1) Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (it's spelling). We need to make sure that both these aspects are accurately presented and learned.

2) Grammar

When teaching a new verb, for example, we might give also its part form, if this is irregular *(think, thought)*, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to presents its plural form, it irregular *(mouse, mice)*, or draw learner's attention to the fact it has no plural al all *(advice, information)*.

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given content. So this is another piece of information about a new item which it may be worth teaching.

4) Aspect of meaning: denotation, connotation, appropriateness

The meaning of word is primarily what it refers to in the real word, is denotation, this is often the sort of definition that is given in a

dictionary, for example, *dog* denotes a kind animal. "connotation is the associations or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition", the word *dog,* I for example, as understood by most British people, has positive connotation of friendship and loyalty, whereas the equivalent in Arabic, as understood by mast people in Arab countries has negative associations of dirt and inferiority.

5) Aspects of meaning/ meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some or main ones.

a) Synonyms

Items that mean the some, or nearly the same; for example: *bright, clever smart may serve as synonyms of intelligent.*

b) Antonyms

Items that mean the opposites, rich is an antonyms of poor.

c) Hyponyms

Items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of animal.

d) Co. hyponyms

Other items that are the "same kind of thing" or example: *red, blue, green* and *brown* are co-ordinates.

e) Super ordinates

General concepts that cover specific item; animal is the super ordinate of *dog, lion, mouse.*

f) Translation

Words of expression in the learner's mother tongue that is *(more or less)* equivalent in meaning to the item being taught.

g) Word formation

In teaching vocabulary, teacher also needs to explain about process of prefixes and suffixes.[18]

e. Principles for Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course.

1) Focus on the most useful vocabulary first

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word *help* can be used to ask for help, to describe how people work with others, to

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[18]Indra Kurniawan Thesis. *The Effect of Using Flashcards on Students's Vocabulary Mastery at Seven Grade of SMP Swasta Nurul Ilmi Padangsidimpuan* (Padangsidimpuan: STAIN, 2011), p. 18-21.

describe how knowledge, tools, and materials can make people's work easier and so on.

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English.

2) Focus on the Vocabulary in the Most Appropriate Way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

3) Give Attention to the High Frequency Words across the Four Strands of a Course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening,

speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.[19]

2. Picture

a. Concept of Picture

Picture is one of the 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. There are many definitions of picture that expressed by experts among others:

> Pictures are a two-dimensional visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be a sketch, a 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.[20]

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 teach or reinforce skills. Picture can also be used in various configurations to enhance learning and practice.[21]

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[19]David Nunan. *Op. Cit.*, p. 135-139.
[20] Vernon S. Gerlach and Donald P. Ely, *Teaching and Media Systematic Approach* (New Jersey: Prentice-Hall1, 1971) p. 365.
[21]Marianne Celce-Murcia and Sharon Hill, *Technique and Resources in Teaching Grammar* (New York: Oxford University Press, 1998) p. 71.

Furthermore, M. Basyiruddin and Usman H.Asnawir said 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 dimengarti dan mudah karena hasil yang diragakan lebih mendekati kenyataan melalui foto yang diperlihatkan kepada anak-anak, dan hasil yang diterima oleh anak-anak akan sama.[22]

Pictures are original reproduction media in two dimentions. This

picture is effective media visual because can visualize something with

more concrete and realistis. The information given can be more

understood and easier cause of the result of visualization trough showed to

students, and result accepted by students will be same.

Besides, on Oemar Hamalik in his book stated,

> Gambar ilustrasi fotografi adalah gambar yang diproyeksikan, terdapat dimana-mana, baik di lingkungan anak-anak maupun dilingkungan 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 disekolah.[23]

Pictures illustration photography are the projected picture, can be

anywhere, can get around the children on adult circle, easy to get and

showed to children. The colour pictures generaly take interest of students'

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[22]M.Basyiruddin and Usman Asnawir, *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002) p. 47.
[23]Oemar Hamalik, *Media Pendidikan* (Bandung : PT. Citra Bakti, 1994) p. 63.

attention. All pictures have meaning, description, and interpretation. Because of that, the picture can be used as an educational media and have values of education for children, it can make the learning in the school efficiently.

Last, Arief S.Sadiman, et. al states, "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."[24]

Pictures are media that most generally used. It is general language, can be understood and comforted anywhere. It is true like what China aphorism said that a picture speaks more than thousand word.

From description above, it can be said that pictures are defined as drawing, painting or photograph, image of someone or something. Pictures is a two-dimensional visual representation of personals, places, or things. The picture can projected, easy to get, easy to find around the children circle and adult, the picture also easy to showed the children. The picture can use as media of education , picture have any price education to students, posible to study in an efisien manner in the schools. The pictures can motivate presenting a sequent of even, story and thing like the real life.

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[24]Arief S.Sadiman, et. al, *Media Pendidikan* (Jakarta: Rajawali, 1990) p. 29.

Pictures play an important role as an alternative teaching aid in teaching english. The teacher gives pictures, than she asks the students about them. By using pictures in teaching present continuous tense, the students are expected to use it communicatively.

Pictures are easy to find by all people. Through pictures the students can practice to develop their ideas. They can make pictures on the whitebroad, carton, and others.

b. **Types of Pictures**

There are many types of pictures can be used as visual aids and help the teacher bringing the material easier for the students to understand. The types of pictures are:

1) Documentation pictures, are the pictures that have history for individual or society.
2) Actual pictures, are pictures that explain an insident to cover any aspect life, such as, quake, strom, and others.
3) View pictures, are pictures that describe view of location.
4) Advertisement pictures, are pictures that used to influence people or society.
5) Simbolis pictures, are pictures that use simbol or sign for certain message and can express life of people and idea or the idea students.[25]

From the statements above the writer concluded that, pictures have many kinds, there are documentasion picture, actual picture, view picture, advertisement picture, and simbol pictures, in this thesis the writer only use simbol picture to teaching present continuous tense. The teacher must

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[25]M. Basyiruddin Usman and Asnawir, *Op Cit.,* p. 51.

be capable in choosing pictures in teaching, the pictures must be able

interest the attention students.

c. The advantages and Disadvantages of Using Picture

There are some advantages of using pictures in teaching, as belows:

1) Picture are inexpensive and widely available.
2) They provide common experiences for an entire group.
3) The visual detail makes it possible to study subject which would otherwise be impossible.
4) Picture can help to prevent and correct misconceptions.
5) Picture offer a stimulus to further study, reading and research. visual evidence is a powerful tool. They help to focus attention and to develop critical judgment.[26]

Beside the advantages, pictures as teaching aids have

disadvantages they are:

1) Sizes and distances are often distorted.
2) Lack of color in some pictures limits proper interpretations.
3) Students do not always know how to "read" pictures.
4) Unless each students has a picture or the picture is properly projected, the medium should not be used.[27]

Picture are varsatile and useful resources aspects of grammar that

require a structure meaning match. Picture can motivate students to

response in ways that more routine aid, such as textbook or sentence on

the board. Picture can also be used in various configurations to echance

learning and practice.[28]

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[26]Vernon S Gerlach and Donald P. Ely, *Op Cit.*, p. 365.
[27]*Ibid,* p. 366.
[28]Marianne Celce-Murcia and Sharon Hill, *Op Cit*, p. 73.

According to Kasihani K. E. Suryanto in his book, using picture or flashcards on teaching grammar is necessary, because with media picture the students will be easier understand the pattern of sentence, chose of picture must be suitable with purpose and skill or language component that will be set out. If a teacher creative, one picture can used as media for any pattern of sentence.[29]

So, from the explanation about advantages and disadvantages of using pictures above, the writer assumes that it is difficult to make picture that explane an abstract condition and teacher has to prepare herself to make a picture or to find a good picture. Because the students do not always know how to read the pictures often limits student interpretation. The advantages of using picture in teaching is it more concrete and realistic, the students will be able to look pictures clearly that teacher are speaking and discussing. The pictures also are inexpensive, widely available, easy to getting and easy to use for individual or group.

The teacher give a picture to students for learning vocabulary using picture and the teacher shows the picture about aktivity and vocabulary from the picture.

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[29]Kasihani K. E, *English for Young Learner* (Jakarta: PT. Bumi Aksara, 2009) p. 46-106.

The teacher shows the picture to the students and the teacher asks the question, what this picture? "the students answer, "the picture about dolphin" or "the student answer "the picture dolphin and people".

To know vocabulary can use the picture about noun adjective and verb. The students will be interest to study. The teacher would need large picture the every one can see. For example:[30]

These are four sweet birds and they are on branch

In hamper there are eight egg and one from eight egg already to crack.

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[30]Blogspot, *Picture,* http://e-iggris.blogspot.com/2012/05/picture.html, Retrieved on Friday, 25 May 2012.

These are jasmine flower have of white color and free flower stalk

These are people was touch of dolphin fish on the floor

3. **Game**

Lugman says "game is something you play, with laws that tell you what to do.[31] And then Hornby also says "game is form of play, esp. with ruler. 999 tennis, football and cards.[32]

4. **Card**

Lugman says "card is a piece of stiff thick paper; a playing card has signs and numbers on it and it used with others in games.[33] And than Hornby also says "Card is piece of stiff paper or thin card board, as used for various purposes.[34]

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[31]*Ibid.,* p. 45.
[32]Hornby. *Op. Cit.,* p. 25.
[33]*Ibid.,* p. 112.
[34]Hornby. *Op, Cit.,* p. 126.

Based on the technique of vocabulary the writer went to explain about teaching vocabulary using picture. For learning vocabulary we can see thy picture and writing of meaning.

B. Review of Related Finding

In the Sangkot Supiah's script entitled "The effect of memory game to the student's achievement in learning vocabulary". The aim of the research is to find out the effect of memory game to the student's achievement in learning vocabulary. The research was conducted by experimental method. After calculating and analyzing the data, was stated that there was significantly effect of memory game to the grade VII student's achievement in learning vocabulary.[35]

In Muhammad Yusuf's script entitled "The effect of Total Physical Response (TPR) to students vocabulary mastery". The aim of the researchers is to find out the effect of total physical response to the student's vocabulary. The researcher conducted by experimental method. After calculating and analyzing the data, is stated that there was significantly effect of TPR to the grade V student's vocabulary mastery.[36]

In Febriani Siregar script entitled "a comparison between communicative approach and Contextual Teaching Learning (CLT) approach in teaching

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[35]Sangkot Supiah. Effect of Memory Game to The Student's Achievement in Learning Vocabulary (Padangsidimpuan, UMTS, 2010), p.30.

[36]Muhammad Yusuf. The Effect of Total Physical Responsy (TPR) to student's vocabulary mastery (Padangsidimpuan, STAIN, 2011), p.32.

vocabulary. The researcher conducted by descriptive method. After calculation and analyzing the data, it stated that:

1. The successfulness of the students in learning can be influenced by some factors on of those the use of approaches namely communicative approach because in this approach the student are free to use the language motivation and their environment.
2. The student are better in learning vocabulary by using communicative approach than contextual teaching learning approach.
3. The result of teaching vocabulary by using communicative approach is better or it has a significant different result than contextual teaching and learning approach at MTsN Pinangsori.[37]

Her researchers was similarly with writers' title, the aim of the research was to find the using picture to student's vocabulary mastery.

Finally, the researcher's research would be conducted by descriptive.

[37]Febriani Siregar. A Comparison Between Communicative Approach and Contextual Teaching Learning (CLT) Approach in Teaching Vocabulary (Padangsidimpuan: UMTS, 2008), p.41.

CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

This research had been done at SD Negeri No. 100890 Muaratais Batang Angkola. And this subject of research is the grade V students of SD Negeri No. 100890 Muaratais Batang Angkola 2012 academic years. This research was planned to done from September 2011 to January 2012. So, that this research had been done for about three months.

B. Kind of the Research

The method that used in this research was conducted by qualitative research and the type of the research was descriptive method. Qualitative descriptive method is a "method witch describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people".[1]

Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. "On the other

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[1]L.R. Gay. *Educational Research Competencies for Analysis and application* (USA: New Jersey, 2000), p. 276.

words descriptive studies involve a number of unique problems".[2] Sumadi Suryabrata says "Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat deskripsi mengenai situasi-situasi atau kejadian-kejadian.[3] One descriptive method is a method which is carried out in order to make the description about situation and condition).

According to the explanation above, this research tried to describe the students' vocabulary mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola. So, the researcher has used both field and library approach.

C. The Sources of Data

The sources of data in this research are divided in to two parts, they are:

1. Primary sources of data are the second year student at SD Negeri No. 100890 Muaratais Batang Angkola, the are 52 person. They were divided into three classes. This research would be done with using snowball sampling. Riduwan states "Snowball sampling is one of technical that can be used by researcher, it is beginning from little respondents until many respondents. Then, the result of interview which are gotten the same difficulties from each of respondents and researcher can take conclusion from result of interview"[4]

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[2]*Ibid.,*
[3]Sumadi Subyarata. *Metode Penelitian* (Jakarta: Rajawali, 1983), p. 18.
[4]Riduwan. *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 64.

So, the research take all students, they are 52 students to collect the data, in the grade V students at SD Negeri No. 100890 Muarais Batang Angkola in 2011/ 2012.

Table. 1

The Sources of Research

No	Class	Total of Students
1	V^A	25 students
2	V^B	27 students
Total		52 students

2. Secondary sources of data is information from SD Negeri No. 100890 Muaratais Batang Angkola:

a. The students' grade five

b. The English teacher

c. The headmaster

D. Instrument of Collecting Data

The instrument of collecting data would be used in this research are:

1. Test

Test was some question to get information that pointed to the students vocabulary mastery by using picture at SD Negeri No. 100890 Muaratais Batang Angkola:

Test is some of questions or views and other tools which where used to measure skills, knowledge and mastery. This research, the researcher give multiple choice about picture and synonym in order to get the information about the students mastery in using picture. The researcher gave 20 items test to them the students are asked to answer the entire question.

Table. 2

Students Specification of Mastery in Using Picture Test

No	Indicator	Items	Number of test	Score
1	Using picture: animals	5	1, 2, 3, 4, 5	25
2	Using picture: game	5	6, 7, 8, 9, 10	25
3	Using picture: number	5	11, 12, 13, 14, 15	25
4	Using picture: synonyms	5	16, 17, 18, 19, 20	25
	Total			100

Based on the above table, it can be known that there are 20 question as instrument of the research, the score of a question is 5, this 20 x 5 is 100, it means that the score of all questions, further, if a students can answer all of the questions she/ he will get 100 as the highest score.

2. Interview

Interview is a purposeful interaction usually between two people, focused on any person trying or more to get information from the other

person.[5] In this research, the writer will use structural interview. In structural interview the writer prepares the question an alternative of the answer that will be given to the interviewer.[6]

So, this interview is one the techniques of collecting data by doing oral interview in individual meeting. Interview is given for grade V students' at SD Negeri No. 100890 Muaratais Batang Angkola, the questions was appropriated with the list of interview. Interview is done for getting data about the difficulties that usually. Faced by the grade V SD Negeri No. 100890 Muaratais Batang Angkola in vocabulary mastery and the efforts done by English teacher to increase the students' vocabulary mastery both picture and synonym at SD Negeri No. 100890 Muaratais Batang Angkola.

3. **Observation**

Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadilan atau perilaku objek sasaran.[7]

(Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior). So this

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[5]Gay and peter Airasion. *Education Research Competencies for Analysis and Application* (USA: prentice hall, 2000), p. 219.

[6]Amirul Hadi and Haryono. *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

[7]Abdurrahman Fathoni. *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

observation will be used to know how students vocabulary mastery by using picture at SD Negeri No. 100890 Muaratis Batang Angkola.

So, observation is a technique of collecting data to again in sight on understand the natural environment as lived by the participant.

E. The Technique of the Data

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time

2. The application of research is the researcher must do the research with careful, detail and continuous to the object or the research

3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends

5. Analyze the negative case is the research collects the example an inappropriate case with the model and the indication of information that have collected a used as a substance of comparison

6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected

7. Checking the member is the most important in checking the credibility

8. The detail description is a technique to demand the researcher to the result his/ her research, so description is done carefully and accurately to draw the context of the research.

9. Auditing used to check the truth and certainly of data, this point that done well to the process or result and extent.[8]

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. It was a technique that used to check the data trustworthiness data by compare the result of test, interview, and observation.

F. Checking of Trustworthiness

Lexy J. Moleong said "The validity of data can be done to upgrade the credibility (degree of confidence). Technique of investigation is stated by doing observation and sufficiency of reference. We also should conceder about the quality of interview to informant to get a top-grad and best quality data". To get the validity of data, researcher has made a test to students out of sample who had been chosen before: this is an anticipation of ambiguity of the test which will be given to the informant of research.[9]

Techniques of data analysis the researchers would be analyze the data by using some steps, they are:

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[8]Lexy J. Moleong. *Op. Cit.,* p. 175.
[9] *Ibid,* p. 327.

1. Checking the true of false of the data

2. Calculate the their result (mark) by using mean score, the formula bellow:

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

Explanation: M   : Mean score (average)

$\sum X$: Total of the result

N   : Sum of respondents.[10]

3. Description of data, it is done to describe or interpret ate data that have been collected systematically.

4. After calculating and scoring students' answer sheets then, their score are consulted the classification quality on the table below:

Table. 3

The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80	High
5	81% - 100%	Very high

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

a.   If the value of mean score 81 – 100%, it can be categorized into very high

b.   If the value of mean score 61 – 80%, it can be categorized into high

[10] Anas Sujiono, *Pengantar Statistik Pendidikan* (Jakarta: Grapindo Persada, 1991), p. 40.

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

e. If the value of mean score 0 - 20%, it can be categorized into very low[11]

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[11]Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian permula* (Bandung: Alfabeta, 2005), p. 89

CHAPTER IV
THE RESULT OF RESEARCH

A. Findings

1. General Findings

This research was conducted in SD Negeri No. 100890 Muaratais Batang Angkola in Bintuju-Tapanuli Selatan regency-Sumatera Utara province

SD Negeri No. 100890 Muaratais Batang Angkola built in 1932 there was a history about this school like the every village have many children the went school and than SD Muaratais built because SD in Muaratais less until the children not accommodated in SD Muaratais, therefore SD Muaratais built with number SD 100890 at Bintuju village Batang Angkola village chef, Sumatera Utara province.

And than SD Negeri No. 100890 Muaratais Batang Angkola old was 80 year, and the school have one teacher and the students are there in SD Negeri No. 100890 Muaratais Batang Angkola have 303 person.

After twenty year the school was built, the headmaster move to Medan, the school was given to Masrenim, and begin from on 2002 until now the school hold by Masrenim. The school has headmaster (see appendix V)

Based on the observation, the location of SD Negeri Muaratais is very strategic because this school is located in the center of village so it is reach able easily. Moreover, there are it also have good infrastructures as follows:

42

Table. 4

The Kind of Infrastructure at SD Negeri No. 100890 Muaratais
Batang Angkola

No	Infrastructure		
	Items	Total	Info
1	Class rooms	12	Bad

2	Teacher office	1	Good
3	Headmaster office	1	Good
4	Bathrooms	3	Bad
5	Administration room	1	Good
6	Mosque	1	Bad
7	Library	1	Good

In this research, the participants were all of five year students of SD Negeri No. 100890 Muaratais Batang Angkola, they were 52 students, of them 15 were boys and 37 were girls.

This research was conducted from October 2011 until June 2012.[1]

2. Specific Findings

a. The Description of Students' Vocabulary Mastery at SD Negeri No. 100890 Muaratais Batang Angkola

Based on the result of the test, it was known that respondents, score was between 25 to 75. It means that the highest score was 75 and the lowest score was 25. There the description scores of five year students at SD Negeri No. 100890 Muaratais Batang Angkola using picture seen in these following tables:

Table. 5

Question Number 1: Picture

No	The Alternative Answer	F	%
1	Fish	3	5.77%
2	**Frog**	**31**	**59.62%**
3	Elephant	3	5.77%
4	Bird	15	28.84%
	Total	52	100%

[1]Masrenim, S.Pd. *Headmaster Of SD Negeri 100890 Muaratais Batang Angkola.* Private Interview, 16 Januari 2012.

Based on the above the data above, it could be known that students who chose (frog) in the sentence were 31 students (59.62%), where as the there were 3 students (5.77%) chose "fish", 3 students (5.77%) chose "elephant", and 15 students (28,84%) chose "bird". Actually, the should chose is went, but most of them chose "bird". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 6

Question Number 2: Picture

No	The Alternative Answer	F	%
1	Snack	3	5.77%
2	Ant	3	5.77%
3	**Bird**	**28**	**53.05%**
4	Fish	18	34.61%
Total		52	100%

Based on the above the data above, it could be known that students who chose (bird) in the sentence were 28 students (53.05%), where as the there were 3 students (5.77%) chose "snack", 3 students (5.77%) chose "ant", and 18 students (34.61%) chose "fish". Actually, the should chose is went, but most of them chose "fish". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 7

Question Number 3: Picture

No	The Alternative Answer	F	%
1	**Chicken**	**31**	**59.61%**
2	Buffalo	5	9.61%
3	Monkey	10	19.23%

4	Elephant	6	11.55%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (chicken) in the sentence were 31 students (59.61%), where as the there were 5 students (9.61%) chose "buffalo", 10 students (19.23%) chose "monkey", and 6 students (11.55%) chose "elephant". Actually, the should chose is went, but most of them chose "monkey". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 8

Question Number 4: Picture

No	The Alternative Answer	F	%
1	Dog	4	7.69%
2	Cat	1	1.98%
3	Rabbit	10	19.23%
4	**Elephant**	**37**	**71.10%**
	Total	52	100%

Based on the above the data above, it could be known that students who chose (elephant) in the sentence were 37 students (71.10%), where as the there were 4 students (7.69%) chose "dog", 1 students (1.98%) chose "cat", and 10 students (19.23%) chose "rabbit". Actually, the should chose is went, but most of them chose "rabbit". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 9

Question Number 5: Picture

No	The Alternative Answer	F	%
1	Elephant	3	5.78%
2	**Monkey**	**42**	**80.78%**
3	Cat	2	3.78%
4	Mouse	5	9.66%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (monkey) in the sentence were 42 students (80.78%), where as the there were 3 students (5.78%) chose "elephant", 2 students (3.78%) chose "cat", and 5 students (9.66%) chose "mouse". Actually, the should chose is went, but most of them chose "mouse". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 10

Question Number 6: Picture

No	The Alternative Answer	F	%
1	Cycling	16	30.77%
2	Shipping	15	28.84%
3	**Seesaw**	**5**	**9.66%**
4	Sliding	16	30.77%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (seesaw) in the sentence were 5 students (9.66%), where as the there were 16 students (30.77%) chose "cycling", 15 students (28,84%) chose "shipping", and 16 students

(30.77%) chose "sliding". Actually, the should chose is went, but most of them chose "sliding". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 11

Question Number 7: Picture

No	The Alternative Answer	F	%
1	Sliding	10	19.26%
2	Seesaw	32	61.57%
3	Cycling	2	3.78%
4	**Shipping**	**8**	**15.39%**
	Total	52	100%

Based on the above the data above, it could be known that students who chose (shipping) in the sentence were 8 students (15.39%), where as the there were 10 students (19.26%) chose "sliding", 32 students (61.57%) chose "seesaw", and 2 students (3.78%) chose "cycling". Actually, the should chose is went, but most of them chose "sliding". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 12

Question Number 8: Picture

No	The Alternative Answer	F	%
1	Swing	5	9.62%
2	Roller skating	9	17.30%
3	**Sliding**	**15**	**28.84%**
4	Seesaw	23	44.24%

Total	52	100%

Based on the above the data above, it could be known that students who chose (sliding) in the sentence were 15 students (28.84%), where as the there were 5 students (9.62%) chose "swing", 9 students (17.30%) chose "roller skating", and 23 students (44.24%) chose "seesaw". Actually, the should chose is went, but most of them chose "sliding". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 13

Question Number 9: Picture

No	The Alternative Answer	F	%
1	**Swing**	**10**	**19.23%**
2	Cycling	9	17.30%
3	Sliding	5	9.62%
4	Shipping	28	53.85%
Total		52	100%

Based on the above the data above, it could be known that students who chose (swing) in the sentence were 10 students (19.23%), where as the there were 9 students (17.30%) chose "cycling", 5 students (9.62%) chose "sliding", and 28 students (53.85%) chose "shipping". Actually, the should chose is went, but most of them chose "shipping". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 14

Question Number 10: Picture

No	The Alternative Answer	F	%
1	Run	3	5.77%
2	**Cycling**	**27**	**51.93%**
3	Seesaw	5	9.61%
4	Sliding	17	32.69%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (cycling) in the sentence were 27 students (51.93%), where as the there were 3 students (5.77%) chose "run", 5 students (9.61%) chose "seesaw", and 17 students (32.69%) chose "sliding". Actually, the should chose is went, but most of them chose "sliding". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 15

Question Number 11: Picture

10

No	The Alternative Answer	F	%
1	One	-	-
2	**Ten**	**52**	**100%**
3	Eight	-	-
4	Fifty	-	-
	Total	52	100%

Based on the above the data above, it could be known that students who chose (ten) in the sentence were 52 students (100%), where as the there were 0 students (0%) chose "one", 0 students (0%) chose "eight", and 0 students (0%) chose "fifty". Actually, the should chose is went, but most of them chose "ten". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 16

Question Number 12: Picture

25

No	The Alternative Answer	F	%
1	Twenty four	-	-
2	Twenty	1	1.98%
3	Thirty	3	5.77%
4	**Twenty five**	**48**	**92.25%**
	Total	52	100%

Based on the above the data above, it could be known that students who chose (twenty five) in the sentence were 48 students (92.25%), where as the there were 0 students (0%) chose "twenty four", 1 students (1.98%) chose "twenty", and 3 students (5.77%) chose "thirty". Actually, the should chose is went, but most of them chose "thirty". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 17

Question Number 13: Picture

50

No	The Alternative Answer	F	%
1	**Fifty**	**43**	**82.69%**
2	One hundred	1	1.98%
3	One thousand	2	3.77%
4	Twenty one	6	11.55%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (fifty) in the sentence were 43 students (82.69%), where as the there were 1 students (1.98%) chose "one hundred", 2 students (3.77%) chose "one thousand", and 6 students (11.55%) chose "twenty one". Actually, the should chose is went, but most

of them chose "one hundred". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 18

Question Number 14: Picture

100

No	The Alternative Answer	F	%
1	**One hundred**	**48**	**92.25%**
2	Ten	-	-
3	One thousand	3	5.77%
4	One million	1	1.98%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (one hundred) in the sentence were 48 students (92.25%), where as the there were 0 students (0%) chose "ten", 3 students (5.77%) chose "one thousand", and 1 students (1.98%) chose "one million". Actually, the should chose is went, but most of them chose "one thousand". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 19

Question Number 15: Picture

1000

No	The Alternative Answer	F	%
1	One thousand	49	94.25
2	One hundred	1	1.98%
3	One million	2	3.77%
4	Ten	-	-
	Total	52	100%

Based on the above the data above, it could be known that students who chose (one thousand) in the sentence were 49 students (94.25%), where as the there were 1 students (1.98%) chose "one hundred", 2 students (3.77%) chose "one million", and 0 students (0%) chose "ten". Actually, the should chose is went, but most of them chose "one million". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 20

Question Number 16: Synonyms

No	The Alternative Answer	F	%
1	Turn off	16	30.77%
2	Turn on	5	9.62%
3	**Pass away**	**15**	**28.84%**
4	deceased	16	30.77%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (pass away) in the sentence were 15 students (28.84%), where as the there were 16 students (30.77%) chose "turn off", 5 students (9.62%) chose "turn on", and 16 students (30,77%) chose "deceased". Actually, the should chose is went, but most of them chose "turn on". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 21

Question Number 17: Synonyms

No	The Alternative Answer	F	%
1	Walk	4	7.69%
2	Sell	10	19.63%
3	Bargain	19	36.54%

4	Purchase	19	36.54%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (purchase) in the sentence were 19 students (36.54%), where as the there were 4 students (7.69%) chose "walk", 10 students (19.63%) chose "sell", and 19 students (36.54%) chose "bargain". Actually, the should chose is went, but most of them chose "bargain". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 22

Question Number 18: Synonyms

No	The Alternative Answer	F	%
1	Jump	16	30.86%
2	**Loser**	**13**	**25%**
3	Go	2	3.77%
4	Success	21	40.37%
	Total	52	100%

Based on the above the data above, it could be known that students who chose (loser) in the sentence were 13 students (25%), where as the there were 16 students (30.86%) chose "jump", 2 students (3.77%) chose "go", and 21 students (40.37%) chose "success". Actually, the should chose is went, but most of them chose "success". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 23

Question Number 19: Synonyms

No	The Alternative Answer	F	%
1	**Baby**	**31**	**59.62%**
2	Sister	3	5.77%

3	Brother	3	5.77%
4	Aunt	15	28.84%
Total		52	100%

Based on the above the data above, it could be known that students who chose (baby) in the sentence were 31 students (59.62%), where as the there were 3 students (5.77%) chose "sister", 3 students (5.77%) chose "brother", and 15 students (28.84%) chose "aunt". Actually, the should chose is went, but most of them chose "aunt". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Table 24

Question Number 20: Synonyms

No	The Alternative Answer	F	%
1	Blues	10	19.23%
2	Hat	9	17.30%
3	Dress	5	9.62%
4	**Neck**	**28**	**53.85%**
Total		52	100%

Based on the above the data above, it could be known that students who chose (neck) in the sentence were 28 students (53.85%), where as the there were 10 students (19.23%) chose "blues", 9 students (17.30%) chose "hat", and 5 students (9.62%) chose "dress". Actually, the should chose is went, but most of them chose "dress". So, the types of students' mistakes in this sentence is about using picture in vocabulary.

Based on the test result that given to the students, to determine the students' vocabulary mastery at SD Negeri No. 100890 Muaratais Batang Angkola can be seen on the criteria below:

Table 25

Criteria Score Interpretation

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high[2]

Based on the calculating score (see appendix IV) an the students vocabulary mastery at SD Negeri No. 100890 Muaratais Batang Angkola at grade V with using picture can be categorized in to enough category.

Table 26

Classification of the Students Vocabulary Mastery at SD Negeri
No. 100890 Muaratais Batang Angkola in 2011/ 2012
Academic Years

No	Classification	Predicate	Total of students	Percentage
1	0% - 20%	Very low	0	0%
2	21% - 40%	Low	9	17.31%
3	41% - 60%	Enough	29	55.76%
4	61% - 80%	High	10	19.23%
5	81% - 100%	Very high	4	10.25%

According to the classification above, it can be seen that:

1) There are 0 student that can be categorized in to very weak category it means that there are 0% of the student can be classified to the very low.

2) There are 9 student that can be categorized in to very weak category it means that there are 17.31% of the student can be classified to the low.

[2]Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian permula* (Bandung: alfabeta, 2005), p. 89.

3) There are 29 student that can be categorized in to very weak category it means that there are 55.76 % of the student can be classified to the enough.

4) There are 10 student that can be categorized in to very weak category it means that there are 19.23% of the student can be classified to the high.

5) There are 4 student that can be categorized in to very weak category it means that there are 10.25% of the student can be classified to the very high.

b. The Difficulties is Students' Vocabulary Mastery in Using Picture in Vocabulary at SD Negeri No. 100890 Muaratais Batang Angkola

One of the aim in this research was to know the grade five students vocabulary mastery at SD Negeri No. 100890 Muaratais Batang Angkola. The instrument that used to find those difficulties was interview. Researcher made an interview for students and English teacher at SD Negeri No. 100890 Muaratais Batang Angkola based on the result of interview to students and English teacher, there were students difficulties vocabulary mastery:

1. The students lack vocabulary

    Based on the result of interview between the researcher with Indah Pratiwi and said, the difficulties about vocabulary because she doesn't have many vocabularies.[3]

2. Went give a picture they are not able to write vocabulary but mean they knew the meaning.

    Based on the result of interview, Fitriani Harahap said she must not able to accommodation from picture to vocabulary.[4]

---

[3]Indah Pratiwi, *Private Interview,* 10 January 2012
[4]Fitriani Harahap, *Private Interview,* 10 January 2012

3. The students lazy to memorize of vocabulary

   In using synonym must able memorize, of vocabulary Tiara said the students felt difficulties to increasing synonym because the student lazy to memorize of vocabulary.[5]

c. The Efforts of the English Teacher in Overcoming Problems of Students Vocabulary Mastery at SD Negeri No. 100890 Muaratais Batang Angkola

Based on the interview to Eli Efriani, as English teacher in SD Negeri No. 100890 Muaratais Batang Angkola, she said that she anticipated the problem of the students in vocabulary like:

1. To overcoming the students problems in vocabulary, the English teacher effort to make condition in learning process are the make class peaceful and ceremony

2. The English teacher effort to overcoming the students' difficulties were the English teacher often repeat the lesson and give more example which familiar with students live and sometimes the teacher made the example with Indonesia language

3. The English teacher mush be used technique of picture, game, songs, and cards, and the teacher make condition learning process the make class to memorize vocabulary.[6]

B. The Threats of the Research

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

---

[5]Tiara, *Private Interview,* 10 January 2012
[6]Eli Efriani, English Teacher, *Private Interview,* 13 January 2012

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the sets answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher the helping from the entire advisors, headmaster and English teachers.

C. Discussion

After analyzing the collection data it was gotten that the students vocabulary mastery in using to picture at grade V SD Negeri No. 100890 Muaratais Batang Angkola can be categorized in to enough categorize it could be known from the calculating score (see appendix V) that the students mastery in using picture at grade V was enough it can be enough categorized.

Beside, according to research done by Sangkot Supiah's about the effect of memory game to the students' achievement in learning vocabulary that the result of her research was significantly effect of memory game to the grade V students' achievement in learning vocabulary. Besides to research done by Muhammad Yusuf's in the effect of Total Physical Response (TPR) to students vocabulary mastery. After calculating and analyzing the data, is stated that ther was significantly effect of TPR to the grade V students' vocabulary mastery. In addition, according to research done by Febriani Siregar which title about a comparison between communicative approach and Contextual Teaching Learning (CLT) approach in teaching vocabulary. After calculating and analyzing the data it stated that successfulness,

more better and have a significant different result than contextual teaching and learning approach at MTsN Pinangsori.

In vocabulary mastery using picture, there were some difficulties that face by students, they were students lack vocabulary. When the give a picture they should be not the write of vocabulary but they mean know they lazy to memorize of vocabulary because the teacher not order to memorize.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

Based on the result of observation, interview and test which are done by the researcher about the students' vocabulary mastery by using picture at SD Negeri No. 100890 Muaratais Batang Angkola, the conclusions are:

One or the aim in this research was to know the grade five students vocabulary mastery by using picture at SD Negeri No. 100890 Muaratais Batang Angkola. The instrument that used to found those difficulties was interview. Researcher made an interview for students and English teacher at SD Negeri No. 100890 Muaratais Batang Angkola based on the result of interview to students and English teacher, there were students difficulties vocabulary mastery:

1. The students lack vocabulary

2. Went the give a picture they should be not the write of vocabulary but mean

3. The students lazy to memorize of vocabulary

The efforts of the English teacher in overcoming problems of students vocabulary mastery by using picture at SD Negeri No. 100890 Muaratais Batang Angkola

1. To overcoming the students problems in vocabulary, the English teacher effort to make condition in learning process are the make class peaceful and ceremony

2. The English teacher effort to overcoming the students' difficulties were the English teacher often repeat the lesson and give more example which familiar with students live and sometimes the teacher made the example with Indonesia language

3. The English teacher mush be used technique of picture, game, songs, and cards, and the teacher make condition learning process the make class to memorize vocabulary.

B. The Suggestions

Based on the above conclusions, the researcher gave some suggestions as follow:

1. Headmaster of SD Negeri No. 100890 Muaratais Batang Angkola, to motivate the English teacher to increase her ability in teaching English with increase score of vocabulary

2. Headmaster much add of English teacher for teaching in SD Negeri because with many teacher that school can b e to support of students.

3. The English teachers often the lesson and give more examples

4. The difficulties of students about vocabularies, the teacher asked the students choose the one of the vocabularies in their called stand up and said what vocabularies that they wrote, but sometimes the teacher called the vocabularies and the student would stand up.

5. Before the English gave the lesson, the teacher asked the students that came late to write the English of something. After the found it so they could enter to class and may followed the lesson. The teacher made like that, they assumed that more write some word, naturally the students more remember and understood about it.

6. The readers, to improve their know ledge in vocabulary mastery

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CURRICULULM VITAE

A. Identity

Name   : **MASROANA LUBIS**

Place and birthday : Bintuju, 09 Nopember 1987

Sex   : Famale

Religion   : Moslem

Address   : Jl. Mandailing Km. 15 Muaratais Batang Angkola

Phone Number   : 0877 9446 2917

B. Parents

Father   : Harpolis Lubis

Mother   : Tianik Batubara

C. Background of Education

1. Graduated from Elementary School in SD Negeri No. 100890 Muaratais Batang Angkola in 2001

2. Graduated from Junior High School in SLTP Negeri 1 Kecamatan Batang Angkola in 2004

3. Graduated from Boarding High School MAS Babussalam Basilam Baru in 2007

4. Student of State College for Islamic Studies Padangsidimpuan from 2007

Appendix: VII

SKETCH OF SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA

Perumahan Sekolah

Bak Sampah

Ruang Kelas

Kamar Mandi

J A L A N   R A Y A

H G F E D C B

⇨ Gapura

⇨ Tiang Bendera

Ruang Kelas ⇐ **A**

Mesjid

Perpustakaan ⇐

Kantin

⇨ Perumahan Sekolah

J I

K

Keterangan:

A : Kelas I A	E : Kelas 5 B	I : Kelas 2 A
B : Kelas I B	F : Kelas 5 A	J : Kelas 2 B
C : Kelas 3 B	G : Kelas 6 B	K : Kelas 3 A
D : Kelas 4	H : Kelas 6 A	
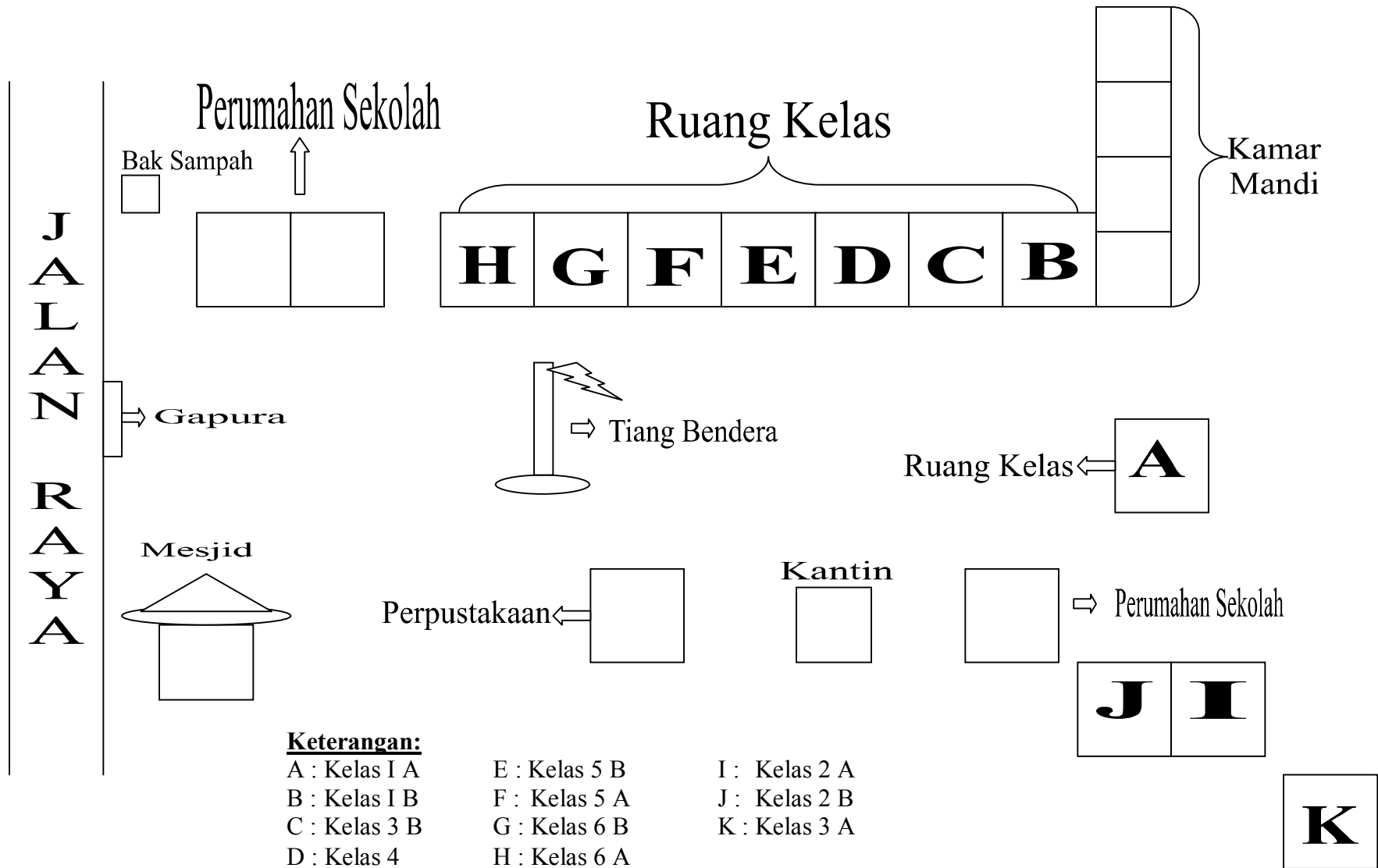
THE STUDENTS' SCORES IN VOCABULARY MASTERY USING PICTURE TEST

No	Inisial Name	TOTAL TASK																				SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	DAN	0	5	5	5	5	5	5	5	5	5	5	5	0	0	5	0	0	0	0	0	60
2	NAD	5	5	5	5	5	0	0	0	0	0	5	5	5	5	5	5	5	5	5	5	75
3	ABD	5	5	5	0	5	0	0	0	5	0	5	0	5	5	0	0	0	0	0	0	40
4	ADEL	0	5	5	5	5	5	0	5	0	0	5	5	0	5	0	5	0	5	0	5	60
5	ISR	0	5	5	5	5	0	0	5	0	5	5	5	5	5	0	0	5	0	5	5	65
6	EJ	0	0	0	5	5	0	0	5	5	0	5	5	5	5	5	0	0	0	5	5	55
7	A.S	5	5	5	5	5	0	0	5	0	0	5	5	5	5	5	5	0	5	5	5	75
8	I.S	0	5	5	5	5	0	0	0	0	5	5	0	0	0	5	5	5	0	5	0	50
9	D.P	5	5	5	5	5	0	0	0	0	0	5	5	0	5	5	0	0	0	5	5	55
10	H.SP	0	0	0	5	5	0	0	5	0	0	5	5	5	5	5	5	0	0	5	5	55
11	HAJ	5	0	5	5	5	0	0	0	0	5	5	5	0	0	5	0	0	5	5	5	55
12	L.T	0	0	5	0	5	5	0	0	0	0	5	5	5	5	5	5	5	0	5	5	60
13	AD	0	0	0	5	5	0	0	0	0	0	5	0	0	5	5	0	0	0	0	0	25
14	F.S	5	0	0	0	5	5	0	0	5	5	5	5	5	5	5	0	0	0	0	5	60
15	I.E	0	0	0	5	5	0	0	5	0	0	5	5	0	0	5	5	5	5	0	0	45
16	MAR	0	0	5	5	0	0	0	5	5	0	5	5	5	5	5	5	0	0	5	5	65
17	ANG	0	0	0	5	5	0	0	5	0	5	5	5	5	5	5	0	5	5	0	0	55
18	MTR	5	0	0	5	5	0	0	5	0	5	5	5	0	5	5	0	0	0	0	5	50
19	SRY	5	5	5	0	5	0	5	0	0	0	5	5	5	5	5	5	5	0	5	5	70
20	A.S	0	5	0	5	5	0	0	0	0	5	5	5	0	5	5	0	0	0	5	5	50
21	A.W	5	0	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	5	5	5	75
22	A.A	5	0	0	5	0	0	0	5	0	5	5	5	5	5	5	0	0	0	0	5	50
23	ABD	5	5	0	5	0	0	0	0	0	0	5	5	5	5	5	5	5	5	5	5	70
24	SP	5	0	0	0	0	0	0	0	0	0	5	5	5	5	5	0	0	0	5	0	35
25	M.B	5	5	5	5	5	0	0	5	0	0	5	5	5	5	5	5	5	0	5	5	75
26	HOL	5	5	5	5	5	0	0	0	0	0	5	5	5	5	5	5	0	0	5	5	65
27	RAN	5	0	5	5	5	0	0	0	0	5	5	0	5	5	5	0	0	0	0	0	45
28	Y.A	0	5	5	5	5	0	0	5	5	0	5	5	5	5	5	0	5	0	5	5	70
29	R.A	5	5	5	0	0	0	5	0	0	0	5	5	5	5	5	0	0	0	5	5	55
30	R.A	0	0	5	5	0	0	0	0	0	5	5	5	5	5	5	0	5	5	5	5	60
31	NUR	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	5	5	0	0	0	60
32	KHO	0	5	5	5	0	0	5	5	0	0	5	5	5	5	5	0	0	0	5	0	55
33	OK	5	5	5	0	5	0	5	0	0	5	5	5	5	5	5	0	0	5	0	0	60
34	AID	0	5	5	5	5	0	0	0	5	5	5	5	5	5	5	0	0	0	0	0	55
35	RHO	5	0	0	0	5	0	0	0	0	0	5	5	5	5	5	0	0	0	0	0	35
36	P.Y	5	5	0	5	5	0	5	5	0	5	5	5	5	5	5	0	0	0	0	0	60
37	R.N	0	0	5	0	5	0	0	0	0	0	5	5	5	5	5	0	0	5	0	0	40
38	P.Y	0	0	0	5	5	0	5	0	0	0	5	5	5	5	5	0	0	0	0	0	40
39	A.I	0	0	0	5	5	0	0	0	5	0	5	5	5	5	5	0	0	0	0	0	40
40	W.P	5	5	5	5	5	0	0	0	0	5	5	5	5	5	5	0	0	0	0	5	60
41	H.M	5	5	0	5	5	0	5	0	0	0	5	5	5	5	5	0	0	0	5	5	60
42	M.R	5	0	0	0	5	0	0	0	0	0	5	5	5	5	5	0	0	5	0	0	45
43	S.P	5	5	5	0	5	0	0	0	0	0	5	5	5	5	5	0	5	0	5	5	65
44	JAR	0	5	5	5	5	0	0	0	0	0	5	5	5	5	5	0	0	0	5	5	55
45	Y.T	5	0	5	5	5	0	0	0	0	5	5	5	5	5	5	0	0	5	0	0	55
46	R.N	5	5	5	5	0	0	0	0	0	0	5	5	5	5	5	0	5	0	5	0	60
47	R.A	5	5	5	5	5	0	0	0	0	0	5	5	5	5	5	0	0	0	5	0	60
48	R.	0	0	5	5	5	0	0	0	5	0	5	5	5	5	5	0	0	0	5	0	50
49	R.A	5	0	5	0	0	0	0	0	0	5	5	5	5	0	5	0	0	0	5	0	40

50	Y.A	5	5	5	0	0	0	0	0	0	5	5	5	5	5	5	0	0	0	5	0	50
51	A.H	5	0	5	5	0	0	0	0	5	0	5	5	5	0	5	0	0	0	5	0	45
52	TAK	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	0	0	0	5	5	60
TOTAL																						**2875**

$$M = \frac{\sum Score}{\sum Responden \times \sum Item \times Nilai\ Item\ tertinggi} \times 100\%$$

$$= \frac{2875}{52 \times 20 \times 5} \times 100\%$$

$$= \mathbf{55,28\%}$$

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
website:http//stainpsp.ac.id

Padangsidimpuan,7 Desember 2011

Nomor :Sti.14/II.B4/PP.00.9/ 1172 /2011
Lamp. : -
Hal   : ***Mohon Bantuan Informasi***
      Penyelesaian Skripsi.

Kepada Yth,
Kepala SD Negeri 100890
Muaratais
di-

    Batang Angkola

    Assalamu'alaikum Wr.Wb.

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

|		
Nama	: Masroana Lubis
Nomor Induk Mahasiswa	: 07. 340 0055
Jurusan/Prog.Studi	: Tarbiyah/TBI
Alamat	: Bintuju

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Student's Vocabulary Mastery At SD Negeri 100890 Muaratais Batang Angkola ".**
    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
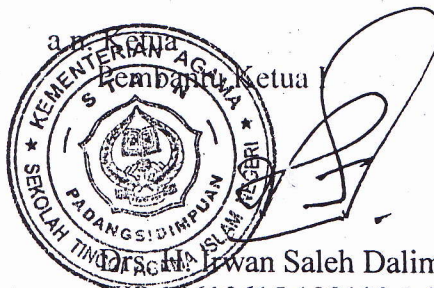
Drs. H. Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004
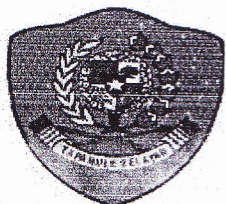
Tembusan :
Bina Skripsi

SURAT IZIN RISET

Muaratais, 07 Maret 2012

Nomor   : 422 / 10 / SD / 2012
Lampiran   : -
Hal   : Surat Izin Pelaksanaan Riset

Kepada Yth :
Bapak Ketua I
Sekolah Tinggi Agama Islam Negeri Padangsidimpuan
(STAIN) Padangsidimpuan
di-

        Padangsidimpuan

Dengan Hormat,

Sehubungan dengan surat Bapak dengan nomor : Sti.14/II.B4/PP.00.9/1172/2011 Tanggal 07 Desember 2011 tentang pelaksanaan Riset Mahasiswa Sekolah Tinggi Agama Islam Negeri Padangsidimpuan atas nama :

Nama   : MASROANA LUBIS
NIM   : 07.340 0055
Jurusan   : Tarbiyah / TBI
Alamat   : Kelurahan Bintuju

Dengan ini disampaikan bahwa kami dapat memberikan izin dan kesempatan kepada yang bersangkutan untuk melakukan penelitian di SD Negeri No. 100890 Muaratais dengan Judul " THE STUDENT'S VACABULARY MASTERY AT **SD NEGERI NO. 100890 MUARATAIS**"

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya, atas kerja sama yang baik diucapkan terima kasih.

Muaratais, 07 Maret 2012
Kepala Sekolah
SD Negeri No. 100890 Muaratais

HJ. ENIM DALIMUNTHE, S.Pd
NIP. 19580426 197909 2 001

Nomor:Sti.14/USB/P...../2010
Lamp:_____

Padangsidimpuan, Maret 2011

Hal:**Pembimbing Skripsi**

Kepada
Yth:1.Drs.H.Syahid Muammar
     Pulungan,S.H
   2. Zainuddin,S.S.,M.Hum
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   : MASROANA LUBIS /07 340 0055
Jurusan/Prog.Studi : Tarbiyah/TBI-2
Judul Skripsi   : **THE STUDENTS' VOCABULARY MASTERY BY USING PICTURE AT SD NEGERI NO. 100890 MUARATAIS BATANG ANGKOLA**

Seiring dengan hal tersebut,kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan,atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terimah kasih.

Wassalamu'alaikum Wr.Wb

KETUA PRODI BAHASA INGGRIS

RAYENDRIANI FAHMEI LUBIS,M.Ag
NIP: 19710510 200003 2 001

KEPALA UNIT SKRIPSI

Drs.AGUS SALIM LUBIS,M.Ag
NIP:1963821 199303 1 003

An.PEMBANTU KETUA I
KETUA JURUSAN TARBIYAH

Hj.ZULHIMMA,S.Ag.M.Pd
NIP:19720703 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Drs.H.SYAHID MUAMMAR PULUNGAN S.H
NIP: 19531207 1980031003

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

ZAINUDDIN,S.S.,M.Hum
NIP: 19760610 200801 1 016