

**THE EFFECTIVENESS OF USING PICTURES TO INCREASE  
STUDENTS VOCABULARY  
(A Case Study at SMPN1 Makassar)**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University  
in Partial Fulfillment to Obtain Sarjana Degree  
in English*

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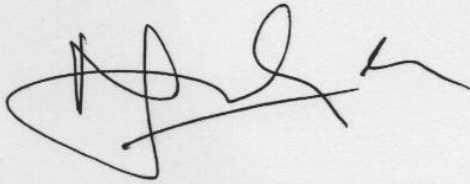
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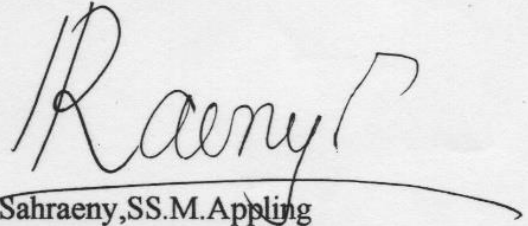
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THESIS

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(A CASE STUDY AT SMPN 1 MAKASSAR)

BY  
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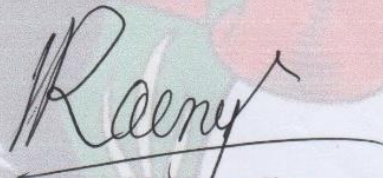
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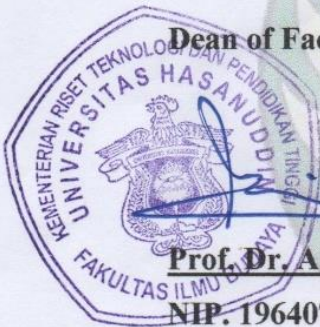
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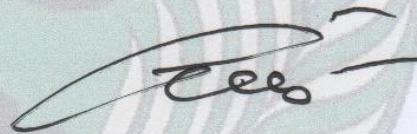
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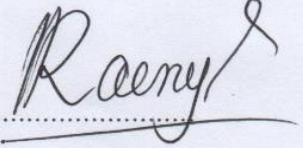
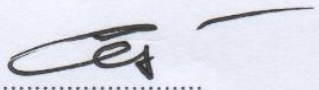
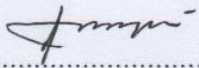

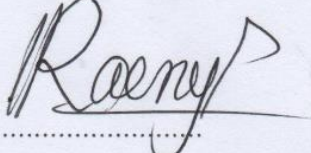


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Today, Wednesday 2 January 2019, the Board of Thesis Examination has kindly approved a thesis by ANDI IMANTYAS NING (No.F21114522) entitled, **“THE EFFECTIVENESS OF USING PICTURES TO INCREASE STUDENTS VOCABULARY (A Case Study at SMPNI Makassar)”** submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (SS) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 2 January 2019

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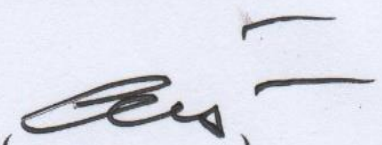


## DECLARATION

The thesis by **ANDI IMANTYAS NING** (No.F21114522) entitled, **THE EFFECTIVENESS OF USING PICTURES TO INCREASE STUDENTS VOCABULARY (A Case Study at SMPNI Makassar)**, has been revised as advised during the examination on January 2 2019 and is approved by the Board of Undergraduate Thesis examiners:


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Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thought full suggestion and critics are welcomed.

Makassar, 30 December 2018

Writer

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## ABSTRACT

**ANDI IMANTYAS NING.** *The Effectiveness Of Using Pictures To Increase Students Vocabulary. A Case Study at SMPN 1 Makassar* (supervised by **Nadira Mahaseng and St. Sahraeny**).

This research aims to identify the effects of using pictures to increase students' vocabulary and to disclose the students' perceptions about the use of this technique in improving their vocabulary.

The population of the research were 400 students, but the writer only took one class grade VII-7 in SMPN 1 Makassar, from which 40 students were taken as sample. The writer selected the sample by using simple random sampling. This research used quantitative and qualitative method. The data were collected through multiple-choice test and questionnaire.

The findings of this research show that the result of the students' vocabulary achievement is significantly different between Pre-test and Post-test. The mean score of post-test (75,45) is higher than pre-test (55,25). The students' perceptions in learning vocabulary by using pictures is mostly positive. This is because they enjoy learning vocabulary using pictures which make them be able to easily remember the vocabulary that has been taught through this method.

*Keywords: Vocabulary, Improving, Picture.*



## **ABSTRAK**

**ANDI IMANTYAS NING.** *Keefektifan Menggunakan Gambar Untuk Meningkatkan Kosakata Siswa: Studi di SMPN 1 Makassar.* (dibimbing oleh **Nadira Mahaseng dan St. Sahraeny**).

Penelitian ini bertujuan untuk mengetahui dampak penggunaan menunjukkan gambar dalam meningkatkan kosakata Bahasa Inggris siswa dan menunjukkan persepsi siswa terhadap metode pembelajaran tersebut dalam meningkatkan kosakata mereka.

Populasi penelitian ini berjumlah 400 siswa. Peneliti hanya mengambil satu kelas yaitu kelas VII-7 di SMPN 1 Makassar, terdapat 40 responden pada penelitian ini. Peneliti memilih sample menggunakan pemilihan sederhana secara acak. Penelitian menggunakan metode kuantitatif dan kualitatif. Data dikumpulkan melalui tes pilihan ganda dan kuesioner.

Hasil dari penelitian menunjukkan hasil pencapaian kosakata siswa yang berbeda secara signifikan antara Pre-test dan Post-test. Nilai dari Post-test (75,45) lebih tinggi dari Pre-test (55,25). Persepsi siswa dalam pembelajaran kosakata dengan menggunakan gambar positif. Dikarenakan mereka menikmati pembelajaran kosakata menggunakan media gambar, yang membuat mereka dapat dengan mudah mengingat kosakata yang telah diajarkan melalui metode tersebut.

*Kata Kunci: Kosa Kata, Meningkatkan, Gambar.*

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Nowadays in Indonesia, English language is an international language or some people call it the second language. As the second language, the importance of communication is often overlooked. Sometimes, misunderstanding and mistranslation are commonplace. The language helps express our feelings, desires and queries to the world.

The language is such a key aspect to setting up children for success in their future professional. An ability to communicate in multiple languages is becoming more important in the increasingly integrated global business community. In Indonesia, students have to communicate with one person to another people from other countries by using English.

Being able to do this automatically puts any multilingual person miles ahead of his or her peers in the competition for jobs and high-prestige positions. This makes the government think the way to build the students skill in English, which one is to introduce English early in the Junior High School.

Junior High School is one formal form of early childhood education program that aims to help lay the foundation of the basic conditioning development and basic capabilities which include language skills, cognitive, motor and physical arts.

As beginning level, the writer thinks that the teacher should introduce English vocabulary by using visual media. There are pictures, videos on youtube and etc which

the students will easily comprehend the material because visual media child's could be more active.

As the example, from the use of images to audio-visual materials and teaching a foreign language always seem to be associated to the extent by using a visual part. To decide the reason for this association, we must consider humanity's history such as began with drawings of various objects in nature as a literal image to symbolic.

When their teachers explain English vocabulary by using pictures, the students will easily comprehend the material. They can guess the meaning quickly than they have to read or heard the explanation from the teacher. Usually activities for beginners are designed mostly with the help of images, especially if the beginners are young children and if they do not know how to write.

Most learners combine visual memory skills with linguistic memory skills, and even sometimes motor skills. However, most of these skills have the sense of sight in common. Everything seems to be done to visualize the meaning of what we say in a foreign language. In the same way, we visualize what we say in our own mother tongue.

With the gradual learning, the child will be easier to understand and they will not be confused. The writer believes that the visual media such as pictures can introduce a basic vocabulary. The writer realizes that the teacher can teach them to use English in their entireties with ease, using the English language means that children not only understand what they read in English. But, the children also can understand what they heard.



There are a lot of researches about improving the ability of vocabulary that are by doing interactive vocabulary techniques, imagery method that uses teaching aids and many more with the object and a different year.

Based on the background above, the writer is interested in doing this research entitled “*The Effectiveness of Using Pictures to Increase Students Vocabulary. (A Case Study at SMPN 1 MAKASSAR).*”

## **B. Identification of Problems**

From the background above, the writer identified several issues related to the effect of using pictures to increase vocabularies, as follows:

1. Students especially in Junior High School are still confused to learn English vocabulary because verbal explanation is not effectively used without using pictures.
2. It is difficult for the students to know the meaning of English vocabulary by using verbal explanation so that it influences their achievements.

## **C. Scope of Problems**

The main focus of this research is to analyze how effective the teacher used visual media such as pictures to increase students’ vocabularies in Junior High School.

## **D. Research Questions**

From the statement background above, the writer formulates the two research questions as follow:

1. How is the effectiveness of image using in Junior High School student’s vocabulary?
2. How does picture affect the student’s vocabulary achievement?

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

In this research, the writer limits discussion by focus on:

1. To describe how effectiveness the pictures increase student's vocabulary
2. To explore the main score of the Junior High School vocabulary

### **F. Significance of Research**

The result of the research is expected to be useful information for the English teacher of Junior High School in order to be always use pictures in explaining vocabulary of English. Furthermore, the writer hopes that the students are interested in learning English vocabulary by using pictures. Thus, they will easily remember it.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Previous Studies

The writer has found out some researches about the use of pictures. The first researcher was Hamid (1997). She researched about “The Students’ Interest toward the Use of Picture in Learning Vocabulary”. He collected data through questionnaires. She found out that mean score of students’ response was 83,96. It was categorized as strongly agree and proved that picture could encourage the students in Learning English Vocabulary.

The second one was Rahma (2007) who carried out research on the “Effectiveness of learning English vocabulary by using the picture for the fifth-grade students of SDN 67 Rappocini Makassar”. She found that there was a significant difference of achievement between the class that taught by using picture (class A) and taught by not using picture (class B). it was proved that mean score got was 19,2 and word mastery was eight new vocabulary for class A. while class B mean score 11,06 and word mastery was five new vocabulary.

Muhammad Chairil Aqza Ibrahim (2013) “Significant Advantages of Pictures to Improves Vocabulary for Kindergarten Students”. He explains that the use of images make learning vocabulary becomes more fun and enticed for students who want to learn and remember the words. Besides that, the images can help students to learn the difficult words easily when



they saw the picture. Using the images may help to increase the amount of vocabulary students in a kindergarten.

## **B. Theoretical Framework**

### **1. Vocabulary**

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

According to Hornby (1969:3) in Advance Learner Dictionary of Current English says that vocabularies are:

- 1) All the words that a person knows or user.
- 2) All the word in particular language.
- 3) The word that people use when they are talking.
- 4) A list word with their meanings. Especially in a book for learning a foreign language.

Meanwhile, Webster (1935:1) state that vocabulary are:

- 1) A list words and sometimes phrases arranged in alphabetical order and defined a dictionary, glossary, or lexicon.
- 2) All the words of language.
- 3) All the words used by a particular person, class, profession, etc. sometimes all the words recognized and understood by a particular person, although not necessarily used by him (in full, passive vocabulary).

And the definitions of vocabularies that are based on Oxford Learner Pocket Dictionary (2000:1), vocabulary:

- 1) A total number of words in language and

2) List of words with their meanings, especially in a book used foreign language.

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

Harmer (2004:11) classifies vocabulary in two kinds, there are:

- 1) Active vocabulary refers to the words which is students have learnt that have expected to be able to use.
- 2) Passive vocabulary refers to words which is students would organize when they meet them but which they would probably not produced.

### **c. Types of Vocabulary**

There are some types of vocabulary. According to Barnhart (1983:3) types of vocabulary are:

- 1) Reading vocabulary, a person's reading vocabulary is all the words. He or she can recognize when reading
- 2) Listening vocabulary, a person's listening vocabulary is all the words. He or she can recognize when listening to speech
- 3) Writing vocabulary, a person's writing vocabulary is all the words. He or she can employ in writing
- 4) Speaking vocabulary, a person's speaking vocabulary is all the words. He or she can use in speech.

## **2. Pictures**

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

Mc Kenchnie (1980: 1357) defines in Webster dictionary that “Picture is an image, or likeness of an object, person, or scene, produce on a flat, surface, especially by painting, drawing, of photography.”

Meanwhile, according to Wright (1989:10): “Picture is not just an aspect of method but through it is representation of place, object and people, it is an essential part of the overall experiences.”

The kinds and numbers of picture that the students learn from the teachers can be taken from magazines, articles, newspapers which are interactive and interested to capture the student’s attention and the purposes of using pictures for students to give them an opportunity to practice the language in a real context or situations in which they can make it to communicate their ideas.

The use of pictures in improving vocabulary building for kindergarten is more efficient, because the students are easier to recall and to remember the words that they got before. Furthermore, they expose the real life situation although it happened in a long time ago. As it has been explained by Gerlach and Donald Elly (1980: 273) “A picture may not only be worth a thousand words it may also be worth a thousand years or a thousand miles. Through pictures, learners can see people, place and things from areas and outside of their own. Picture can also represent image from ancient times or portray the future.”

According to Gairms and Redman (1986:103) “Pictures can be formed through wall charts, commercially produced flashcard, hand



drawn pictures, and of course illustration from course books and supplementary books.”

From the definitions of picture above, those indicate that the pictures have exchanged and represented the real object into a simple device which have displayed a series of places, objects, people, or even experiences.

#### **b. Types of Pictures**

According to Szyke (1981:9) in Chairil (2013:11), there are two kinds of picture which are useful for teaching aid:

- 1) Picture of individual person or thing may be used mainly at the elementary level, to introduce or test vocabulary item. For examples: a man, and a car. A potrait picture that is showing to people in close details are useful for intermediate profession of the model.
- 2) Pictures of situations in which person and object are “in action” between objects and people, can be perfect in teaching aid for introducing or reviewing grammaticals or structures.

Wright (1990:193) classifies many types of picture that convey non-verbal information. They are commonly:

- 1) Pictures of famous people, pictures present our acquisition with famous people indirectly. We often see that picture in big size. For example, picture, of president, government or artist.

- 2) Pictures from history, these pictures illustrate scenes, and objects from past time. People can get information about the important events in the past time.
- 3) Pictures and texts, these pictures are always used by students in the classroom. Pictures are used as adding information. It is caused that students are sometimes confused when reading the text without the extra information such as pictures. They cannot get main points in the text.
- 4) Explanatory pictures, explanatory pictures are often found when buying something such as printer, wardrobe or table. These pictures are used as a guide to operate the computer or construct the wardrobe or table. They help to work something stage by stage.
- 5) Pictures of maps and symbols, these pictures help the students to know what the symbol means, and how position of city river, or lake the maps is. The adventures always take a picture of maps.

And also the type of picture by Bowen (1973:13-31) that sorted by their shapes says:

- 1) Wall charts.
- 2) all pictures, are simply a large illustration of scenes or events. It is usually to be used with the whole class.
- 3) Sequence picture is a series of picture of single subject, it is as a function that tells a story or a sequence event.

4) Flash cards: a) words flash cards, card with printed words on it can help us rapidly, the cards can be used demonstrate exactly what the teacher wishes. b) picture flash card, it can be useful for the representation of a single concept, such as an object or in action.

### **c. The Advantages of Pictures**

In general, pictures give more information for us. Through the pictures, we can know the things either in our mind or something that we never think before. They help us to understand the things because if we know something through verbal explanation, we will often interpret thing incorrectly.

Wright (1990:137) said that pictures can be represented as the non verbal information. We can predict what the text talks about. In addition, we also recognize about the meaning quicker than if we have to hear or read.

There are some advantages of pictures which are stated by Gerlanch and Ely in Hamid (1997:16). Those are:

- 1) Picture is inexpensive and widely available.
- 2) The visual detail makes it possible.
- 3) Picture can help to prevent and correct misconception.

According to Klasek in Rahma (2007:14), there are some advantages using pictures in learning. They are:

- 1) Picture is inexpensive, familiar medium of communication.

- 2) Although is seldom in fixed sequence. It can be arranged in sequence and adapted in many subjects.
- 3) Collecting picture can be an activity for students, but it can also be an on-going activity of teacher, librarian, and material specialist for the picture file.
- 4) Picture has a multiplicity of uses by individual students, on bulletin board in opaque projector.
- 5) Picture can assist in prevention of, and correction of misconception.
- 6) Picture can translate word symbol, recent event, explain process, extended experience, make comparison, and develop a critical judgment.
- 7) Picture can also enrich and stimulate reading, review material and test learning.

### **3. Principles For Teaching Vocabulary**

As we consider a vocabulary teaching, it can be reminded again that lexical items are basic to all of the four skills, and vocabulary is not a “skill” as people normally use the term. The skill comes in the efficient storage (competence) and adept retrieval (performance) of those units. How vocabulary should be taught to stimulate some controversies over time which we will first take a brief look at there.

One of the casualties of the early approaches to CLT was a loss of a concerted focus on the lexical forms of language. While traditional



language-teaching methods highlighted vocabulary study with lists, definitions, written and oral drills, and flash cards there was a period of time when “the teaching and learning of vocabulary were undervalued” (Zimmerman, 1997:5). In the zeal for natural, authentic classroom tasks and activities, vocabulary focus was swept under the rug.

Below are some guidelines for the communicative treatment of vocabulary instruction (Teaching by Principles An Interactive Approach to Language Pedagogy, H. Douglas Brown):

1. To allocate specific class time to vocabulary learning.
2. To help students to learn vocabulary in context.
3. To play down the role of bilingual dictionaries
4. To encourage students to develop strategies for determining the meaning of words.
5. To engage in “unplanned” vocabulary teaching.

#### **4. Imagery Method in Learning Vocabulary**

Regarding the importance of improving vocabulary, teacher should seek some effective ways of teaching and learning process. Harmer and Suarni (2005:35) give some examples of method which can be used in teaching vocabulary. The methods are: picture, action, gesture, enumeration, explanation, and translation.

Harmer says that all of the method that explained above is a useful ways of introducing new words on speech it also will help remembering the words.

Nation (1996:131) states some criteria of a good vocabulary teaching technique they are: a) it interests the learners, b) it makes the learners give attention to the form as the meaning of the word, c) it gives the chance of repetition.

Thornbury (2004:204) listed several methods to make vocabulary teaching and learning more effective one of them is Imagery method. He believed that the use of picture to introduce and develop a new word to the students will makes vocabulary teaching and learning more effective.

In other word, the teacher should help the students build up and use mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. And pictures represent a convenient tool to be employed in nearly all of these methods.

Hill also (1990:205) pointed out that the standard classroom is usually not a very suitable environment for learning language. That is why teachers search for various aids and stimuli to improve this situation. Pictures are one these valuable aids. They bring “image of reality into the unnatural world of the language classroom ”(Hill 1990:205) pictures bring not only images to reality, but can also function as a fun element in the class.

There are many reasons for using pictures in language teaching. As Wright (1990:102) pointed out, they (pictures) are motivating and drawing learner attention. Furthermore, Wright (1990:102) claims that

pictures can provide a sense of context of the language and give a specific reference point and stimulus.

Hill (1990:204) listed several advantages of using pictures in language teaching and learning activity, such as availability, costless, free of using, they are personal; flexibility – easily kept, useful for various types of activities, they are “always fresh and different”, which means they come in a variety of formats and styles and moreover the learners often wonders what comes next”.

Based on the explanation above, it can be concluded that English teacher in Junior High School should find the effective ways to introduce new vocabulary by using imagery method, that according to the expect statement above, it is believed to be the most effective method to improve students’ vocabularies need to teach patiently and synchronized with Nation’s good vocabulary teaching technique criteria.

## CHAPTER III

### METHODOLOGY

#### A. Method of Research

In this research, the writer applied the quantitative and qualitative method. The quantitative method was obtained from pre-test and post-test result. According to Sugiyono (2009), the pre-test and the post-test result in this method were compared, so that it will have a representation about the influence of the treatment. Meanwhile, the qualitative method was obtained from the results of questionnaire analysis.

The ensuring description classifies the research design as follow:

$O_1 - - - X - - - O_2$

Where:

$O_1$  = pre-test

$X$  = treatment

$O_2$  = post-test

#### B. Instrument of the Research

The instrument of this research as follows:

##### 1) Test

The tests that used in this study are pre-test. The pre-test is intended to find out the total numbers of vocabulary that has been already known by the students' achievement based on the material that has been learned.

## **2) Questionnaire**

In this section, the writer analyzed the perceptions faced by students.

In this research, the writer uses the questionnaire to find out the perceptions about the use of showing pictures in improving students' vocabulary.

## **C. Population and Sample**

### **1) Population**

The population in this research was all first grade's Junior High School student at SMPN 1 Makassar. The numbers of population were 400 students.

### **2) Sample**

In this study, the sampling has used random sampling techniques from the number of population. The numbers of sample were 40 students from the population.

## **D. Method of Collecting Data**

### **1) Library Research**

The writer reads some written materials such as books, journals, thesis, and articles which have a relation to the writer's research. It is necessary to conduct a library research in order to gather theories and some information for supporting the analysis.



## 2) Pre-test

Before doing a treatment, the researcher made the paper which tests are multiple-choice questions to know the prior students' knowledge. In the test, the question is about the verb, fruits, colors and objects around their activity. It will take a place on the first meeting on August, 24 2018.

## 3) Treatment

After doing pre-test and see the results, the researcher did the treatments by showing the same picture which is not known by most students on the pre-test. In the treatment, the researcher asked students to categorize any objects, such as the category of fruits and others.

The procedures of doing the treatment through pictures to improve students' vocabularies that those are:

- a. First meeting on August, 31 2018.

Topic : Verb and adjective

Time : 60 minutes

Activity :

1. The researcher explained what the students are going to do.
2. The researcher showed ten pictures of verbs and adjectives. Some of these images about verb are write, eat, jump, drink, dance, sing, sleep, read, laugh and swim. And the images about adjective are big, beautiful, small, ugly, scared, shy, angry, strong, happy and sad.

3. After showing the picture one by one, the researcher categorized then stick pictures on a whiteboard and each student wrote it in their notebooks.

b. Second meeting on September, 7 2018.

Topic : Color, fruit and season.

Time : 60 minutes.

Activity :

1. The researcher explained what the students are going to do.
2. The researcher showed four season, ten pictures of colors and eight of fruits. Some of these images about season are winter, rainy, summer and autumn. The colors are red, white, green, grey, orange, blue, pink, purple and black. Then, the images about fruit are banana, mango, grape, pear, watermelon, pineapple, avocado and strawberry.
3. After showing the picture one by one, the researcher categorized then stick pictures on the whiteboard and each student wrote it in their notebooks.

c. Third meeting on September, 14 2018.

Topic : What is in Bedroom and Bathroom.

Time : 60 minutes.

Activity :

1. The researcher explained what the students are going to do.
2. The researcher showed pictures of what is in bedroom and bathroom. Some of these images about bedroom and wardrobe, lamp, alarm

clock, blanket, rug, mattress, sheet and table. And the images about bathroom are towel, toothpaste, toothbrush, bathrobe, mirror, tap, comb, shampoo, bathtub and soap.

3. After showing the picture one by one, the researcher categorized then stick pictures on the whiteboard and each student wrote it in their notebooks.

#### **4) Post-test**

In a post-test, the researcher identify the effect of doing treatment to increase vocabulary by using picture. It will take a place on the first meeting on September, 21 2018.

#### **5) Questionnaire**

In this research, the writer used questionnaire to know the students' interests on the method used by the teacher in teaching. The questionnaire has 12 questions.

### **E. Method of Analyzing Data**

In conducting the research, the writer uses quantitative method by using a certain formula to analyze the data form. From the result of the research, the writer concludes that the correlation between the used of picture to increase junior high school students vocabulary are significant. There are some techniques to analyze data, those are:

- 1) The writer coded the samples as T1, T2, T3...until T40. This code was made in order to keep the students' privacy.

2)  $Score : \frac{\text{Students correct answer}}{\text{Total test items}} \times 100$

3) Tabulating and classifying the student's score into the following classification

<b>Range Score</b>	<b>Classification</b>
100-90	<b>Excellent:</b> Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
89-80	<b>Very Good:</b> Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling.
79-70	<b>Good:</b> General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering with understanding.
69-60	<b>Fair:</b> Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering with understanding.
59-0	<b>Fail:</b> Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

(<https://www.slideshare.net/lavillal/rubrics-presentation>)

4) Calculating the mean score of the junior high school student's answer

by using the following

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

Where:

$M$  = Mean score

$\sum(x)$  = The sum of total score

$N$  = Number of students

## **CHAPTER IV**

### **PRESENTATION AND ANALYSIS DATA**

In this chapter, the writer shows the analysis of the data and the result of the research findings that the writer has taken from the first' grade students of SMPN 01 Makassar. In addition, this chapter presents the finding of the research in the form of the data description, and the discussion of the findings including giving arguments and further interpretations of the findings. This chapter also shows the analysis of the students' vocabularies achievement that the writer gets from pre-test and post-test. After that, the writer shows the analysis of treatment, the effect of teachers teaching method on student's performance and student's interest with the method used by the teachers.

#### **A. Findings**

The findings of the research are based on the results of the data analysis. The pictures test consists of pre-test and post-test. The pre- test is given to find out the prior knowledge of students in pictures before presenting the treatments, while the post-test is given to discover the effect of teachers teaching method in pictures to improve vocabulary after utilizing the whole treatments using article. Giving the Questionnaire for the students is to disclose the students' interest with the method used by the teachers.

#### **B. Presentation and Analyzing of Data Pre-Test**

The result of pre-test as represented in the students as follows:



**Table 1. The Students Scores from Pre-Test :**

No. (Student)	Correct Answer	Score	Classification				
			Excellent	Very Good	Good	Fair	Fail
T1	10	40				✓	
T2	16	64				✓	
T3	8	32					✓
T4	15	60				✓	
T5	16	64				✓	
T6	10	40					✓
T7	18	72			✓		
T8	13	52					✓
T9	16	64				✓	
T10	11	44					✓
T11	15	60				✓	
T12	13	52					✓
T13	17	68				✓	
T14	7	28					✓
T15	6	24					✓
T16	12	48					✓
T17	9	36					✓
T18	7	28					✓
T19	13	52					✓
T20	17	68				✓	
T21	8	32					✓
T22	20	80		✓			
T23	21	84		✓			
T24	18	72			✓		
T25	17	68				✓	
T26	18	72			✓		
T27	12	48					✓
T28	11	44					✓
T29	11	44					✓
T30	23	92	✓				
T31	13	50					✓
T32	11	44					✓
T33	13	54					✓
T34	22	88		✓			
T35	13	54					✓
T36	19	76			✓		
T37	12	48					✓
T38	15	60				✓	
T39	17	76			✓		
T40	7	28					✓
<b>TOTAL</b>		<b>2210</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>21</b>
<b>MEAN SCORE</b>		<b>55,25</b>					

Table 1 above illustrates the scores of students' pictures achievement before giving the treatment. The scores that the writer gives to the students are taken from

the picture test. The test consists of 25 multiple-choice. The writer concludes that the students' vocabulary was low. It can be proven that there are one students (Students 30) who got the highest scores in the pre-test that are classified into very good.

Based on the fact, the writer considered to give them treatment in supporting the research. In addition, some picture about vocabulary was chosen as the materials in the treatment step. The mean score was gotten from the sum of the students' scores. The sum of students' score is 2210. Therefore, the mean score of pre-test is 55,25 that is classified as a fair thing. The fair one in this section based on the classification means that student is still acceptable of vocabulary knowledge.

### C. Presentation and Analyzing of Data Post-Test

The result of post-test as represented in the students as follow:

**Table 2. The Students Scores from Post-Test :**

No. (Student)	Correct Answer	Score	Classification				
			Excellent	Very Good	Good	Fair	Fail
T1	11	44					✓
T2	22	88		✓			
T3	22	88		✓			
T4	21	84		✓			
T5	20	80		✓			
T6	18	72			✓		
T7	21	84		✓			
T8	19	76			✓		
T9	21	84		✓			
T10	13	52					✓
T11	18	72			✓		
T12	18	72			✓		
T13	21	84		✓			
T14	18	72			✓		
T15	19	76			✓		
T16	15	60				✓	
T17	14	56					✓
T18	15	60				✓	
T19	16	64				✓	
T20	22	88	✓				

T21	13	52					✓
T22	23	92	✓				
T23	22	88	✓				
T24	17	68				✓	
T25	17	68				✓	
T26	23	92	✓				
T27	16	64				✓	
T28	17	68				✓	
T29	24	48					✓
T30	24	96	✓				
T31	19	76			✓		
T32	22	88	✓				
T33	19	76		✓			
T34	25	100	✓				
T35	18	72			✓		
T36	18	72			✓		
T37	24	96	✓				
T38	23	92	✓				
T39	23	92	✓				
T40	15	60				✓	
<b>TOTAL</b>		<b>3018</b>	<b>10</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>5</b>
<b>MEAN SCORE</b>		<b>75,45</b>					

Table 2 illustrates the achievement of students based on their scores results in the post-test after doing the treatment, that is the guessing improvement from pre-test and post-test that the writer has given to them.

Based on the result above, flash cards : a) words flash card, card with printed words on it can help us rapidly, the cards can be used to demonstrate exactly what the teacher wishes. b) picture flash card, useful for the representation of a single concept, such as an object or in action by Bowen (1973:13-31)

In this case, the effect of the showing pictures on students' vocabularies is given an improvement of their level of the test than before. It can be proven that there are ten students who get an excellent score 90-100, eight students who got the score within the range 80-89 which are categorized into very good, nine

students who got score 70-79 classified as good, eight students who got score 60-69 as fair and five students classified as a failure.

#### D. Comparison between the Pre-Test and Post-Test results

To see the improvement of the student's vocabulary after showing pictures on treatment, the result of the pre-test needs to be compared with the result of the post-test. The table below indicates about the comparison between the students' scores in the pre-test and post-test.

**Table 3. Comparison of the Pre-Test and Post-Test**

Classification	Range	Pre-test		Post-test	
		Person	Percentage	Person	Percentage
Excellent	100-90	1	2,5%	10	25%
Very Good	89-80	3	7,5%	8	20%
Good	79-70	5	12,5%	8	20%
Fair	69-60	10	25%	9	22,5%
Fail	59-0	21	52,5%	5	12,5%
<b>Total</b>		<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>

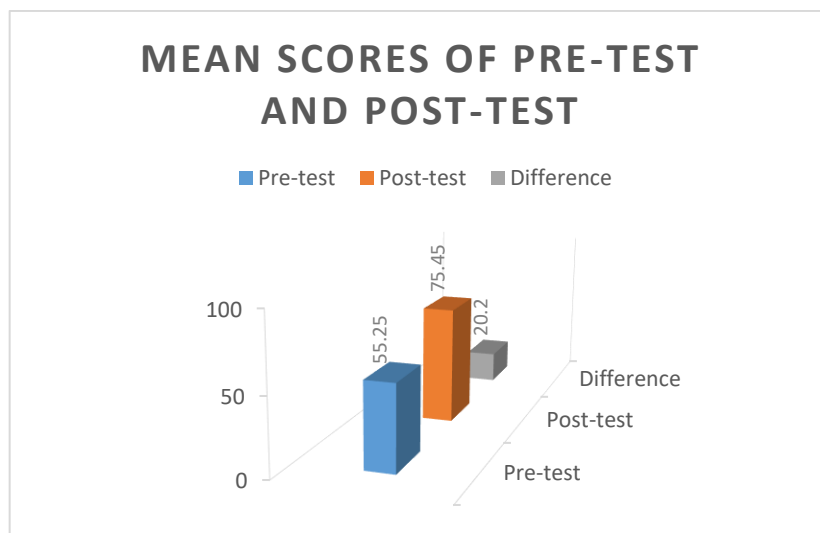
Table 3 above illustrates the result of data analysis from pre-test and post-test of the percentage of students' scores. It can be concluded that there are 21 (52,5%) students' who are classified into fail and 10 (25%) students' who are classified into fair in the pre-test. In the post-test, there are 10 (25%) students' who are classified into excellent, 9 (22,5%) students who are classified into fair, 5 (12,5%) students are classified into fail. It indicates that some students has a lot of improvement from pre-test and post-test that the writer has given to them.

However, there are many students who get a little improvement from pre-test and post-test. Because in writers' observation during the treatment, the students are more active in learning and more joyful while they are using media in the treatment.

In order to see whether the vocabulary of the students has improved or not, the mean score of the pre-test and post-test is need to be compared first. The mean

score is the percentage result of total pre-test and post-test, all values are added together and divided.

Here the writer presents the data on chart form so that it is easy to see the difference between the mean score of the pre-test and post-test. The vocabulary of the students is improving if the mean score of the post-test is higher than the mean score of the pre-test.



From the chart above, it can be summed up that all students make a significant increase on the achievement after doing the treatment by showing pictures. This surely makes a strong proof that the showing pictures can help in improving the students' vocabularies. The difference between the mean score of the pre-test and post-test is 20,2.

#### **E. Analysis of Questionnaire**

In this research, questionnaire also becomes the instrument to answer one point of research questions. The questionnaire is given after the post-

test to know the interest of teaching and to show the students' options about method used by the teacher.

The questionnaire contains about 12 questions which 12 questions are about the students' interest with the method used by teacher. Type of questionnaire is on opinion/choice question. There are 12 questions of the questionnaire as follow:

1. Questionnaire No.1

Apakah guru membantu anda ketika mengalami kesulitan saat mengerjakan latihan? (*Does the teacher help you when you have a trouble while doing exercise?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 4. The teacher contribution in helping students' in the exercise**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu (<i>Always</i>)</b>	19	47,5%
<b>Sering (<i>Often</i>)</b>	8	20%
<b>Kadang-kadang (<i>Sometimes</i>)</b>	11	27,5%
<b>Tidak Pernah (<i>Never</i>)</b>	2	5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 19 (47,5%) students who choose "Kadang-kadang (*Sometimes*)". Generally, the students realize about

the role of the teacher. it can be concluded that the students sometimes are assisted by the teacher in working on the problem and sometimes not. However, the students should try the best work while they are studying in the classroom.

## 2. Questionnaire No.2

Apakah guru melibatkan anda aktif berpartisipasi dalam kegiatan pembelajaran? (*Does the teacher engage you actively in participating in learning activities?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 5. Involvement of students' in learning**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu (<i>Always</i>)</b>	20	50%
<b>Sering (<i>Often</i>)</b>	12	30%
<b>Kadang-kadang (<i>Sometimes</i>)</b>	4	10%
<b>Tidak Pernah (<i>Never</i>)</b>	4	10%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 20 (50%) students who choose “Selalu (*Always*)”. It can be concluded that teacher involve students to be active of participating in learning activities. The students can be motivated to be brave in expressing their opinions.



3. Questionnaire No.3

Apakah guru memberitahu anda rencana materi yang akan diajarkan?

*(Does the teacher tell you the plan of the material to be taught)?*

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 6. Notification of material plan**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu (<i>Always</i>)</b>	25	62,5%
<b>Sering (<i>Often</i>)</b>	6	15%
<b>Kadang-kadang (<i>Sometimes</i>)</b>	2	5%
<b>Tidak Pernah (<i>Never</i>)</b>	7	17,5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 25 (62,5%) students who choose “Selalu (*Always*)”. It can be concluded that the teacher wants the students to know about the material before learning. The teacher wants to give a chance to the students for contribution and have a little knowledge about the material.

4. Questionnaire No.4

Apakah guru memberikan tugas kepada anda ketika pembelajaran berlangsung? *(Does the teacher give you exercise when learning takes place)?*

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 7. Assignment to students'**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu (<i>Always</i>)</b>	30	75%
<b>Sering (<i>Often</i>)</b>	6	15%
<b>Kadang-kadang (<i>Sometimes</i>)</b>	4	10%
<b>Tidak Pernah (<i>Never</i>)</b>	-	-
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 30 (75%) students who choose “Selalu (*Always*)”. It can be concluded that the teacher wants the students to always practice in working on the problem so that the material is provided by the teacher that is not easy to forget.

#### 5. Questionnaire No.5

Apakah guru membentuk kelompok diskusi ketika pembelajaran berlangsung? (*Does the teacher form discussion groups when learning takes place?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 8. Creating students' group discussion**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	4	10%
<b>Sering</b> ( <i>Often</i> )	7	17,5%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	25	62,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	4	10%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 25 (62,5%) students who choose “Kadang-kadang (*Sometimes*)”. It can be concluded that students are rarely given the assistance of the teacher, because the teacher sometimes wants the students to work together in solving problems that exist within the group. Contributing to the group makes students know more about their role in the group but it sometimes does not happen.

6. Questionnaire No.6

Apakah guru menggunakan media pembelajaran (LCD/Modul)?  
Saat pelajaran Bahasa Inggris? (*Does the teacher use instructional media during English lesson?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 9. Notification of material plan**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	7	17,5%
<b>Sering</b> ( <i>Often</i> )	3	7,5%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	13	32,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	17	42,5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 13 (32,5%) students who choose “Kadang-kadang (*Sometimes*)”. It can be concluded that the teacher only sometimes used instructional media when teaching and sometimes gives it directly to the material delivered. It means that the teacher is not too concerned about using instructional media when teaching in the classroom. The instructional media should use in order to help students for understanding the material.

7. Questionnaire No.7

Apakah anda merasa bosan jika guru menyampaikan materi Bahasa Inggris tanpa menggunakan media pembelajaran? (*Do you feel bored if the teacher submits English material does not use learning media*)?

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 10. Impact of the use of instructional media**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	-	-
<b>Sering</b> ( <i>Often</i> )	13	32,5%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	27	67,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	-	-
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 27 (67,5%) students who choose “Kadang-kadang (*Sometimes*)”. It can be concluded that the teacher should sometimes use the media when teaching because learning with media is very influential in psychology of students. But, it sometimes makes students feel bored, it can affect the students’ understanding of the material which presented and the comfort of students in the classroom.

8. Questionnaire No.8

Ketika guru menjelaskan materi Bahasa Inggris, apakah anda mudah memahami materi tersebut? (*When the teacher explains English material, are you easy to understand it?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 11. Understanding about the material**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	16	40%
<b>Sering</b> ( <i>Often</i> )	22	55%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	2	5%
<b>Tidak Pernah</b> ( <i>Never</i> )		
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 22 (55%) students who choose “Sering (*Often*).” It can be concluded that the way of delivering teacher material is better considered by the most of students that the delivery of the material from the teacher is easy to understand.

9. Questionnaire No.9

Apakah guru menyampaikan materi Bahasa Inggris disertai dengan contoh-contoh? (*Does the teacher deliver English material along with an example?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 12. The teacher delivers material**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	31	77,5%
<b>Sering</b> ( <i>Often</i> )	5	12,5%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	4	12,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	4	10%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 31 (75,5%) students who choose “Selalu (*Always*)”. It can be concluded that the teacher gives the example for their students in order to make students easy to understand. Without example, students are difficult to know in detail the important points that exist in the material presented by the teacher.

10. Questionnaire No.10

Dalam menjelaskan materi, guru menggunakan Bahasa yang mudah diterima dan dipahami oleh anda? (*In explaining the material, the teacher uses a language that is easily accepted and understood by you*)?

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 13. The language used by teacher**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	25	62,5%
<b>Sering</b> ( <i>Often</i> )	6	15%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	7	17,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	2	5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The table illustrates that there are 25 (62,5%) students who choose “Selalu (*Always*)”. It can be concluded that the language used by teacher is easy to understand and makes the students easy to get the point of the material. Language is a tool for delivering material which is always used by the teacher. The use of language greatly affects the good or bad learning in the classroom.

11. Questionnaire No.11

Apakah guru dalam mengajar menggunakan metode yang bervariasi? (*Does the teacher in teaching used varied method?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)



The answers from respondents are classified in the following table:

**Table 14. The use of methods varies by the teacher**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	10	25%
<b>Sering</b> ( <i>Often</i> )	8	20%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	17	42,5%
<b>Tidak Pernah</b> ( <i>Never</i> )	5	12,5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The illustrates that there are 17 (42,5%) students who choose “Kadang-kadang (*Sometimes*)”. It can be concluded that the teacher sometimes gives the material with another method which is mostly used.

12. Questionnaire No.12

Apakah anda dapat menerima pelajaran dengan baik dengan metode yang digunakan oleh guru anda? (*Could you receive the material well with the method used by your teacher?*)

- a. Selalu (*Always*)
- b. Sering (*Often*)
- c. Kadang-kadang (*Sometimes*)
- d. Tidak pernah (*Never*)

The answers from respondents are classified in the following table:

**Table 15. Acceptance of material by students'**

	<b>Frequency</b>	<b>Percentage</b>
<b>Selalu</b> ( <i>Always</i> )	12	30%
<b>Sering</b> ( <i>Often</i> )	6	15%
<b>Kadang-kadang</b> ( <i>Sometimes</i> )	22	55%
<b>Tidak Pernah</b> ( <i>Never</i> )	-	-
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The illustrates that there are 22 (55%) students who choose “Kadang-kadang (*Sometimes*)”. It can be concluded that the method used by the teacher sometimes hard to accept by students and the point of the material sometimes cannot get it because the use of the methods that is used by the teacher is still not good enough to make students difficult to accept the material delivery.

Based on the questions above, the writer shows the students' interests with method that is used by the teacher on the following list:

1. Some of students do not like the method used by the teacher.

Their reasons are as follow:

- a. Sometimes teacher does not help students when they have difficulties in the classroom
- b. The teacher makes students get bored when she does not instructional media in the classroom. Because the use of instructional media helps students understand better for the material that is presented.

- c. The students sometimes do not enjoy with the method used by the teacher in the classroom.
2. On the question number 11 and 12 about the method using by the teacher, the students sometimes choose, it means that the teacher did not use varied method and sometimes used varied method which depended on the situation, but sometimes used 1 method that makes students lazy and bored.

From the explanation above, it can be concluded that the students' opinions about method used by the teacher sometimes it is not too interested for the students. Most of the students' opinion choose "sometimes" because they think that this method used by the teacher is not enjoyable and easier way to increase their vocabulary. Because in writers' observation during the treatment, the students are more active in learning and more enjoy while they are doing the instructions in the treatment.

## **F. Interview**

To obtain data about students' interests beside giving the questionnaires for the students, the writer also used an interview for students' responds to support the data. The interview concluded four students. Two of them from the highest score and two of them from lower score. The questions are given to the students that are :

1. What is your opinion about your learning progress before and after treatment?
2. What factors do you think that influence the changes your learning achievement?

The first answer, students with code of T34 get the highest score. Her opinion is in a progress of learning increases even before treatment are already known the vocabulary but she more understands about the explanation of the vocabulary after treatment. She thinks that the factor is she really likes English, the method is used when the treatment is good because she enjoys when treatment is given for her, the test given is also not too difficult and the time used in doing the test is a bit long.

The second answer, students with code T37 get highest score. Her opinion is the progress of learning little increases because the pictures are already known before treatment but she more understands when learning in treatment and discussion that is often repeated. She thinks that the factor is the way of give the treatment is relaxed, the example of picture is good, often learn and know vocabulary even though not in the class.

The third answer, students with code T1 get lower score, her opinion is the progress of learning that does not increase because it is not able to understand of the material when treatment is why before treatment and after treatment not improved his ability. She thinks the factor is she does not really like English, because she said English is a complicating lesson and have many rules.

The fourth answer, students with code T10 get lower score, her opinion is the progress of learning not increase because before the treatment and after treatment is same ability that still not improve. She thinks that the factor is not mood to complete the test, she does not like English too much, lazy and many distractions in the class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on data analysis that the writer has presented in the previous chapter, the writer would like to describe same conclusion about the effect of the teacher's teaching method on student's performance and suggestion which would be explained afterward.

#### A. Conclusion

1. The result of pre-test and post-test shows the effect of teacher's teaching method on students' performance. Based on the present analysis of data in the research, it can be concluded that the student's progress through showing picture method can improve vocabulary mastery. It means that showing picture method is better than a total physical respond method for students' in improved their vocabulary.
2. The students think that English is one of the difficult subjects. That is why the students need more attention to improve their vocabulary ability. They should realize that vocabulary is one of important element in learning English. On the other hand, students are not too interesting the method used by teacher because the students' get bored and not easy to get the point of the material.

#### B. Suggestion

1. In terms of seeing the importance of vocabulary for Indonesian students to master English as an international language, the writer would like to suggest the students and readers to find some methods in improving vocabulary mastery so that English can be easy to understand and they can

enjoy it. It can be increased students' vocabularies mastery. The teacher should have a capability to teach in vocabulary for the student because the teacher can affect the students' vocabularies mastery.

2. Used picture method is one of the best methods that can use in learning vocabulary. It is suggested for teacher's use grammar translation method in learning vocabulary as an innovation in the English class. The teacher should have a capability to teach in grammar for the students because the teacher can affect the students' vocabularies ability. It means the teacher should know the teaching method that can make students very interested in learning and they can improve vocabularies mastery.

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## APPENDICES

### APPENDIX 1

#### Questionnaire

**Nama** :

**Nis** :

Kuesioner ini merupakan alat untuk mendapat informasi mengenai keakuratan data skripsi. Jawaban yang Saudara/i berikan tidak akan mempengaruhi keberadaan Saudara/i di lingkungan sekolah, karena penelitian ini semata-mata untuk keperluan akademis. Untuk itu saya mengharapkan jawaban serta informasi yang benar-benar objektif sesuai dengan pengalaman Saudara/i pada saat mengikuti kegiatan belajar di sekolah.

Kuesioner ini bukan tes psikologi dari manapun. Maka dari itu, Saudara/i tidak perlu takut atau ragu memberikan jawaban yang sejujurnya. Setiap jawaban yang diberikan merupakan bantuan yang tidak ternilai harganya pada penelitian ini. Atas perhatian, bantuan, dan kerjasama yang baik, saya ucapkan terima kasih.

1. Apakah guru membantu anda ketika mengalami kesulitan saat mengerjakan latihan?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
  
2. Apakah guru melibatkan anda aktif berpartisipasi dalam kegiatan pembelajaran?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah



3. Apakah guru memberitahu anda rencana materi yang akan diajarkan?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
  
4. Apakah guru memberikan tugas kepada anda ketika pembelajaran berlangsung?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
  
5. Apakah guru membentuk kelompok diskusi ketika pembelajaran berlangsung?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
  
6. Apakah guru menggunakan media pembelajaran (LCD/Modul)? Saat pelajaran Bahasa Inggris?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
  
7. Apakah anda merasa bosan jika guru menyampaikan materi Bahasa Inggris tanpa menggunakan media pembelajaran?
  - a. Selalu

- b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
8. Ketika guru menjelaskan materi Bahasa Inggris, apakah anda mudah memahami materi tersebut?
- a. Sangat mudah
  - b. Mudah
  - c. Sulit
  - d. Sangat sulit
9. Apakah guru menyampaikan materi Bahasa Inggris disertai dengan contoh-contoh?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
10. Dalam menjelaskan materi, guru menggunakan bahasa yang mudah diterima dan dipahami oleh anda?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
11. Apakah guru dalam mengajar menggunakan metode yang bervariasi?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah

12. Apakah anda dapat menerima pelajaran dengan baik dengan metode yang digunakan oleh guru anda?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah

APPENDIX 2

**PRE-TEST**

**NAME** :

**STEM NUMBER** :

**Choose and cross (X) the correct answers**

**(Pilih dan silang (X) jawaban yang tepat)**

1. Tiwi and Lisa . . . a song together.  
A. Talk    B. Walk    C. Sing    D. Swim

2. Look at the picture!



*(source by google)*

Jo and Lina . . . together.

- A. Sing                      B. Dance                      C. Talk                      D. Walk

3. Look at the picture!



*(source by google)*

What is the color of this fruit?

- A. Purple                      B. Red                      C. Green                      D. Grey

4. Look at the picture!



*(source by google)*

Dinda and Riska . . . together.

- A. Swim                      C. Read  
B. Talk                      D. Walk

5. Look at the picture!



(source by google)

What is the colour of this fruit?

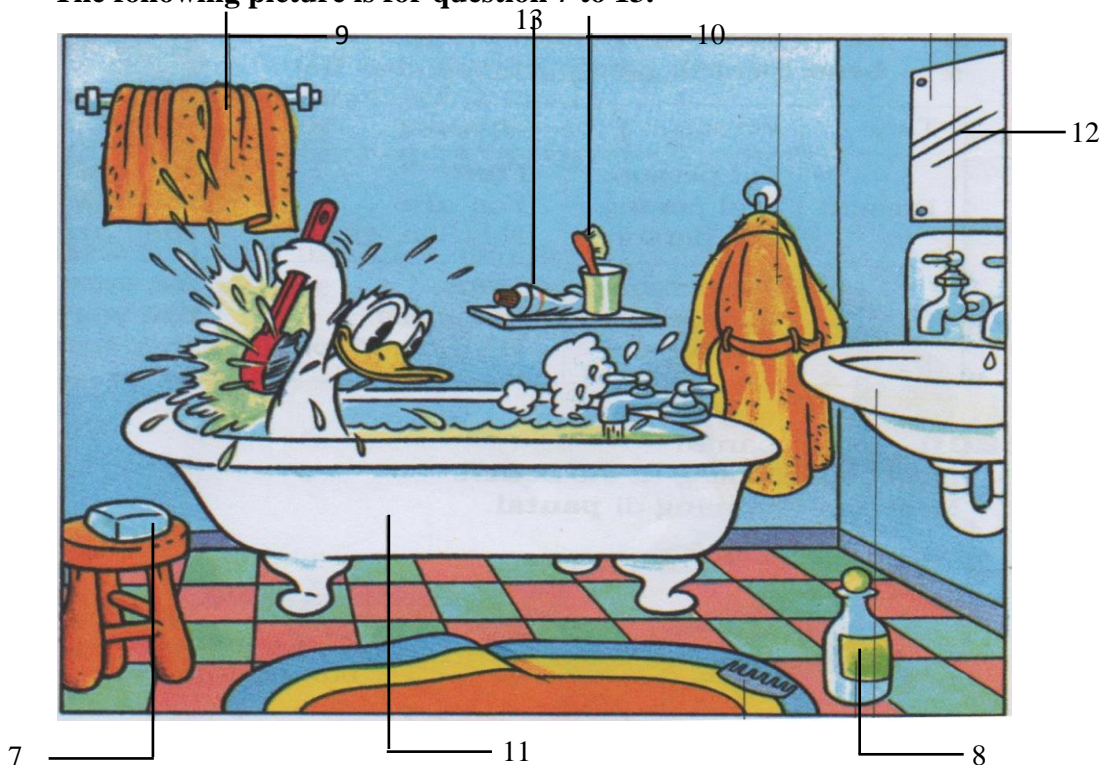
- A. Yellow
- B. Black
- C. Orange
- D. Pink

6. This is . . .



- A. A watermelon
- B. An apple
- C. An orange
- D. A pear

The following picture is for question 7 to 13.



7. What do you call it in English?

- A. A shower
- B. A towel
- C. A mirror
- D. Soap

8. What do you call it in English?

- A. A soap
- B. A comb
- C. Shampoo
- D. A dipper

9. What do you call it in English?

- A. A mop                      B. Toothpaste                      C. A towel                      D. A washbasin

10. What do you call it in English?

- A. A sink                      B. A toilet                      C. Toothbrush                      D. A bathtub

11. What do you call it in English?

- A. A bathtub                      B. A toilet                      C. A sink                      D. A tub

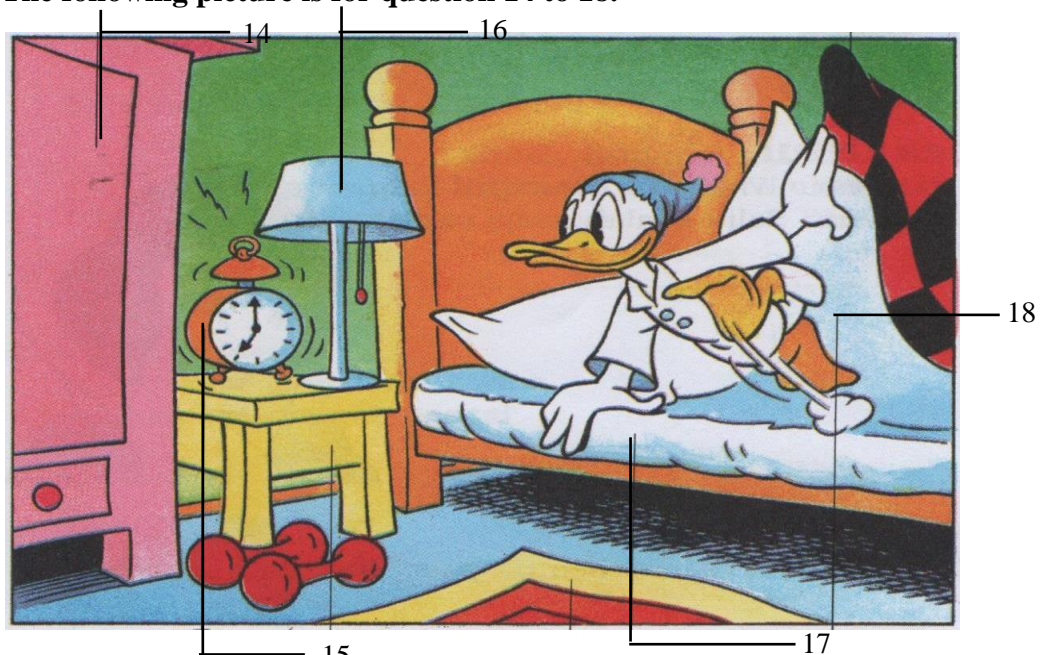
12. What do you call it in English?

- A. A bathtub                      B. A Mirror                      C. A sink                      D. A tub

13. What do you call it in English?

- A. A bathtub                      B. A toilet                      C. A sink                      D. Toothpaste

**The following picture is for question 14 to 18.**



14. What do you call it in English?

- A. A table                      B. A wardrobe                      C. A rug                      D. A Sheet

15. What do you call it in English?

- A. A lamp                      B. A blanket                      C. A wardrobe                      D. A alarm-clock

16. What do you call it in English?

- A. A blanket                      B. A lamp                      C. A alarm-clock                      D. A table

17. What do you call it in English?

- A. A bed                      B. A blanket                      C. A mattress                      D. A Sheet

18. What do you call it in English?

- A. A rug                      B. A wardrobe                      C. A sheet                      D. A lamp

19. Pinocchio is . . .



(source by google)

- A. Read                      B. Swimming                      C. Drinking                      D. Laughing

20. The color of grape is . . .

- A. Red                      B. Green                      C. Purple                      D. Black

21. Dilla and Ilham . . . pizza together.



(source by google)

- A. Swim                      B. Eat                      C. Drink                      D. Walk

21. The color of apple is . . .

- A. White                      B. Purple                      C. Pink                      D. Red

22. He is . . . a book.



(source by google)

- A. Reading                      B. Eating                      C. Drinking                      D. Walking

23. The color of Indonesian flag is . . .

- A. White and Red                      C. Yellow and Red  
B. Red and White                      D. White and Black

24. What season is it?

- a. summer season  
b. winter season

- c. dry season
- d. rainy season

25. How many season in Indonesia?

- A. One                      B. Two                      C. Three                      D. Four



*(source by google)*



APPENDIX 3

POST-TEST

NAME :

STEM NUMBER :

Choose and cross (X) the correct answers

(Pilih dan silang (X) jawaban yang tepat)

1. Look at the picture!



(source by google)

What is the color of this fruit?

- A. Purple                      B. Red                      C. Green                      D. Grey

2. Look at the picture!



(source by google)

What is the color of this fruit?

- A. Yellow                      C. Orange  
B. Black                      D. Pink

3. Pinochio is . . .



(source by google)

- A. Read                      C. Drinking  
B. Swimming                      D. Laughing

4. The color of grape is . . .

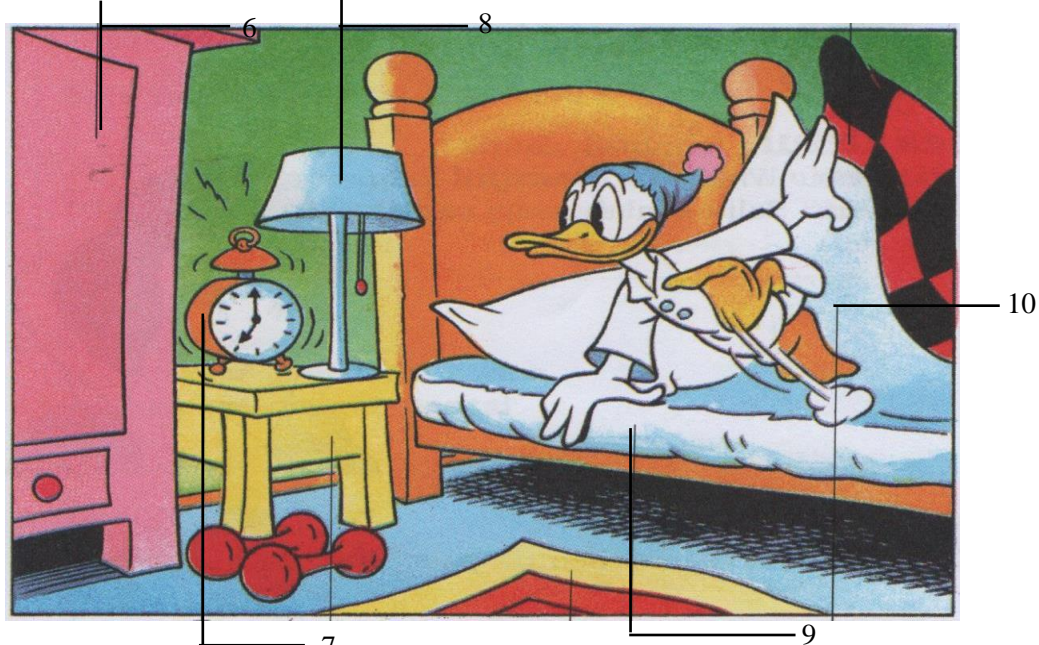
- A. Red                      B. Green                      C. Purple                      D. Black

5. He is . . . a book.



- A. Reading                      C. Drinking  
B. Eating                      D. Walking

The following picture is for question 6 to 10.



6. What do you call it in English?

- A. A table                      B. A wardrobe                      C. A rug                      D. A Sheet

7. What do you call it in English?

- A. A lamp                      B. A blanket                      C. A wardrobe                      D. A alarm-clock

8. What do you call it in English?

- A. A blanket                      B. A lamp                      C. A alarm-clock                      D. A table

9. What do you call it in English?

- A. A bed                      B. A blanket                      C. A mattress                      D. A Sheet

10. What do you call it in English?

- A. A rug                      B. A wardrobe                      C. A sheet                      D. A lamp

11. Dilla and Ilham . . . pizza together.

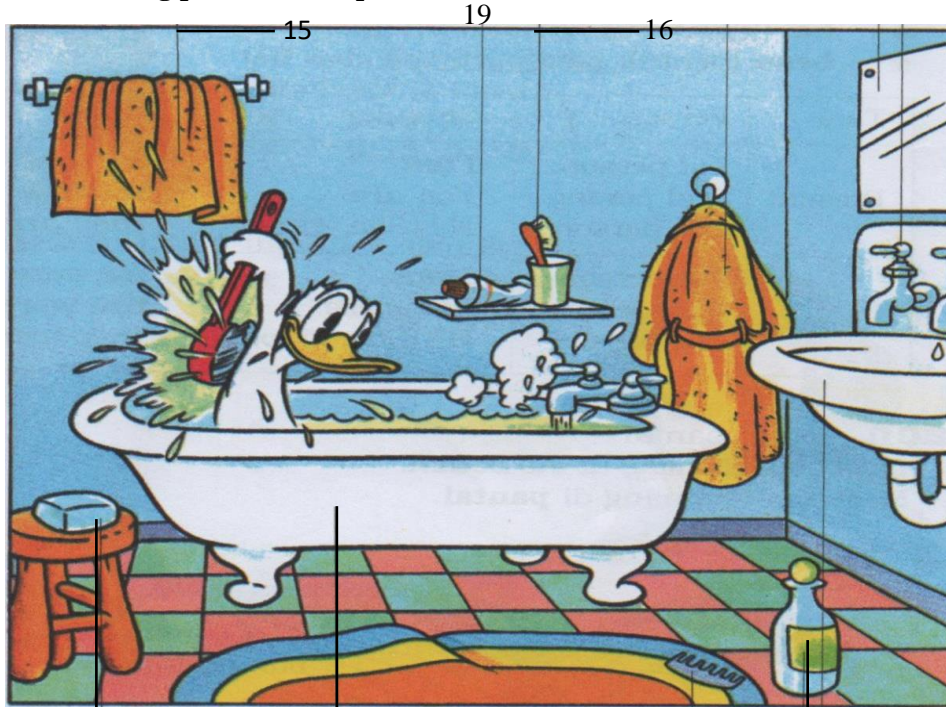


- A. Swim                      C. Drink  
B. Eat                      D. Walk

12. The color of Indonesian flag is . . .

- A. White and Red
- B. Red and White
- C. Yellow and Red
- D. White and Black

The following picture is for question 13 to 19.



18

13. What do you call it in English? 17

- A. A shower
- B. A towel
- C. A mirror
- D. Soap

14. What do you call it in English?

- A. A soap
- B. A comb
- C. Shampoo
- D. A dipper

15. What do you call it in English?

- A. A mop
- B. Toothpaste
- C. A towel
- D. A washbasin

16. What do you call it in English?

- A. A sink
- B. A toilet
- C. Toothbrush
- D. A bathtub

17. What do you call it in English?

- A. A bathtub
- B. A toilet
- C. A sink
- D. A tub

18. What do you call it in English?

- A. A bathtub
- B. A Mirror
- C. A sink
- D. A tub

19. What do you call it in English?

- A. A bathtub
- B. A toilet
- C. A sink
- D. Toothpaste

20. The color of apple is . . .

- A. White                      B. Purple                      C. Pink                      D. Red

21. What season is it?



- a. Summer season                      C. Dry season  
b. Winter season                      D. Rainy season

(source by google)

22. This is . . .



- A. A watermelon                      C. An orange  
B. An apple                      D. A pear

(source by google)

23. Tiwi and Lisa . . . a song together.

- A. Talk      B. Walk      C. Sing      D. Swim

24. Look at the picture!



Jo and Lina . . . together.

- A. Sing                      C. Talk  
B. Dance                      D. Walk

25. Look at the picture!



Dinda and Riska . . . together.

- A. Swim                      C. Read  
B. Talk                      D. Walk



**EAT**



**DRINK**



**DANCE**



**SWIM**





**PLAY**



**RUN**



**SING**



**CRY**



**WRITE**



**FLY**



**SMILE**



**CLAP**



**LAUGH**



**KNOCK**



**GIVE**



**SMELL**





**READ**



**GET UP**



**SLEEP**



**JUMP**



**BANANA**



**MANGO**



**GRAPE**



**PEAR**



**WATERMELON**



**PINEAPPLE**



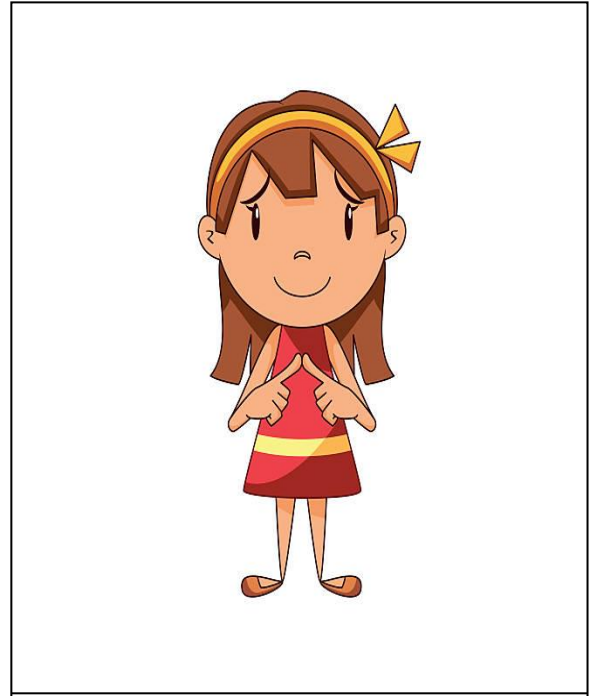
**ALVOCADO**



**STRAWBERRY**



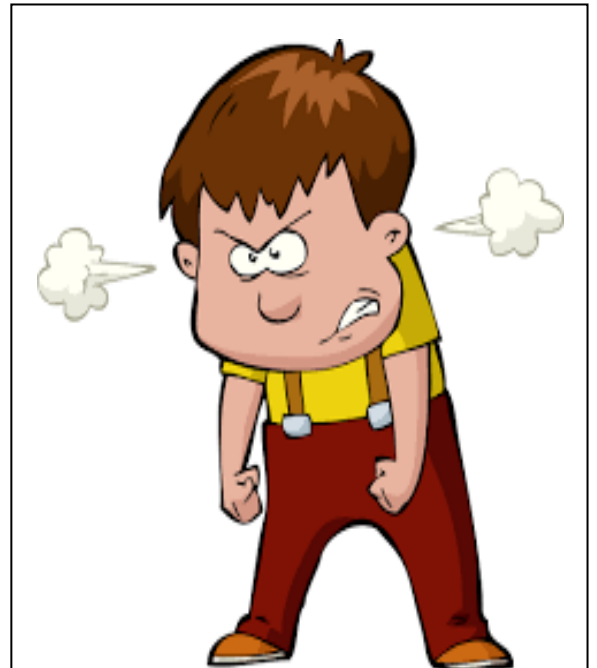
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**SHY**



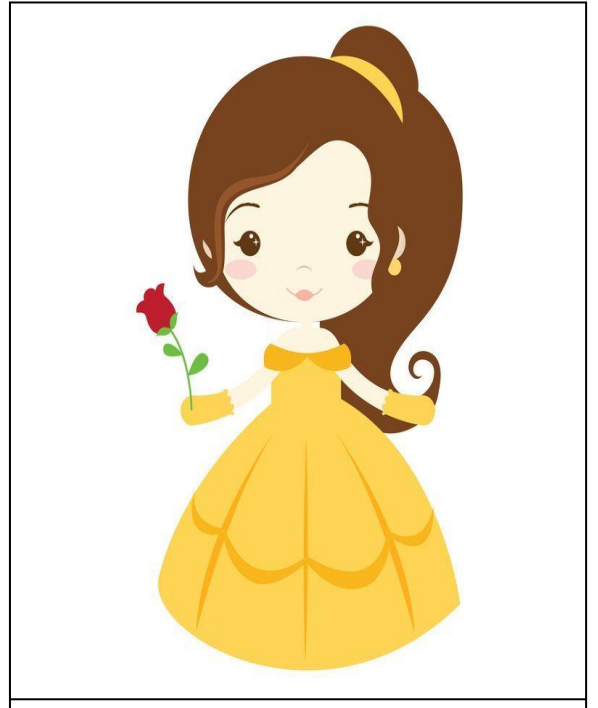
**STRONG**



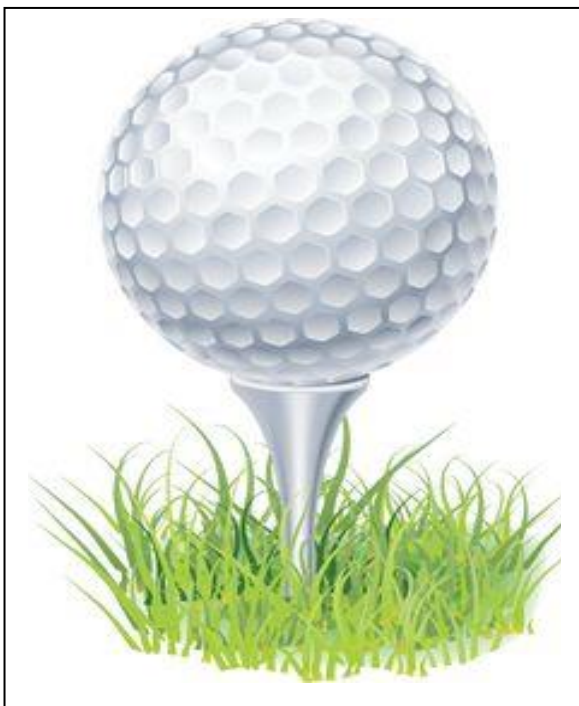
**ANGRY**



**UGLY**



**BEAUTIFUL**



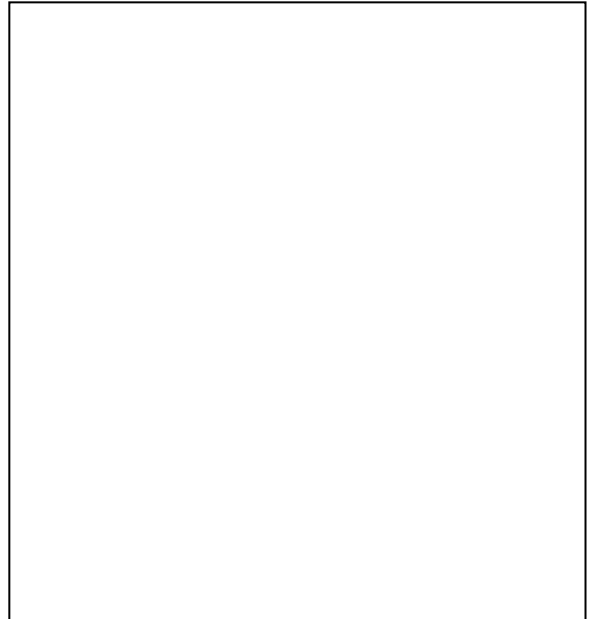
**SMALL**



**BIG**



**RED**



**WHITE**



**GREEN**



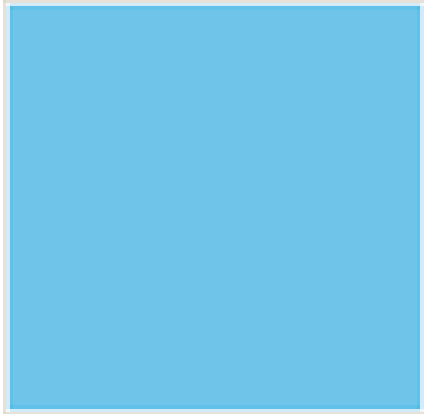
**PINK**



**GREY**



**ORANGE**



**BLUE**



**PINK**





**SUMMER**



**WINTER**



**SMILE**

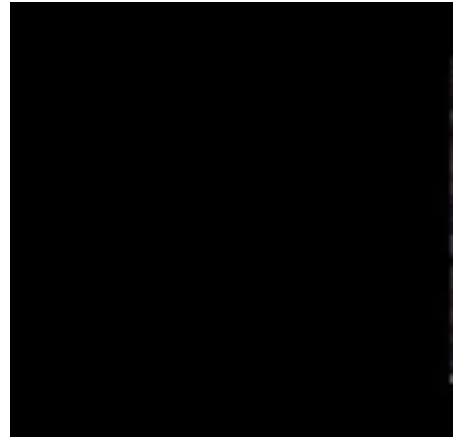


**CLAP**

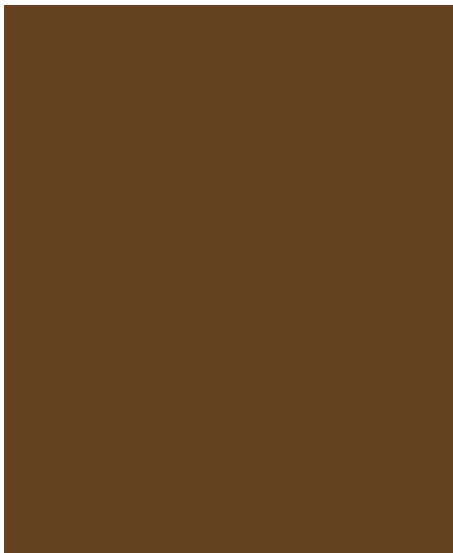




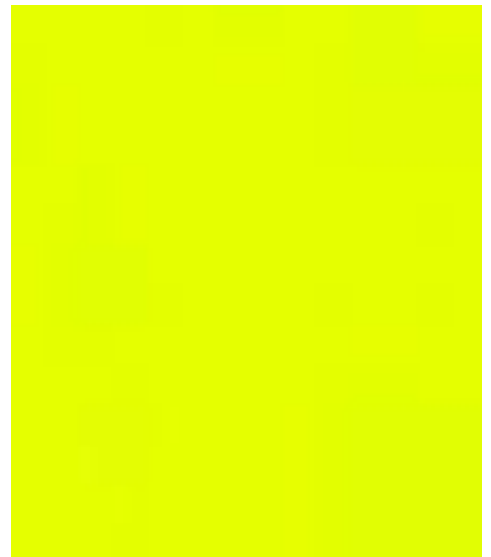
**PURPLE**



**BLACK**



**BROWN**



**YELLOW**



**AUTUMNN**



**DRY**



**RAINY**



**SPRING**