

**THE EFFECTIVENESS OF USING PICTURES
IN TEACHING VOCABULARY
(An Experimental Research at the Seventh Grade of
SMP Hasanuddin 5 Semarang
in the Academic Year of 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Education



By:
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2016**

A THESIS STATEMENT

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Semarang, 7th December 2016

The Researcher,

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RATIFICATION

Thesis with following identity:

Title : **THE EFFECTIVENESS OF USING PICTURES IN TEACHING VOCABULARY (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)**

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ADVISOR NOTE

Semarang, 23rd November 2016

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum wr. wb.,

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE EFFECTIVENESS OF USING PICTURES IN TEACHING VOCABULARY (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)**

Name of Student : Izza Maulana Rohman

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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum wr. wb.,

Advisor,



Dra. Hj. Ma'rifatul Fadhillah, M.Ed.

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ABSTRACT

Title : The Effectiveness of Using Pictures in Teaching Vocabulary (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 in the Academic Year of 2016/2017)

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Keywords : Effective, picture and vocabulary

This research discusses the effectiveness of using pictures in the teaching vocabulary of seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017. The background of the research was based on the phenomenon students' difficulties in English vocabulary understanding. This research was intended to answer the following research question; How is the effectiveness of using pictures in teaching English vocabulary for the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2007? Population of the research was seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017. This research design was an experimental research. It was conducted into two groups; experimental group (VII D) and control group (VII B) which was chosen by simple random sampling technique. Experimental group was taught vocabulary by using pictures while control group was taught vocabulary without pictures. Instrument of the research were written test and documentation. There were pre-test and post test to collect data. From the result of analysis of normality test and homogeneity test, it was known that both groups were normal distribution and have same variant. Another formula that was used to analyze the data was t-test. It was used to determine whether there was a difference between average score of experimental group and control group or not. Based on the data obtained, it showed that pre-test

average score of experimental group was 86.15 and control group was 88.45. Meanwhile, the post test average of experimental group was 53.65 and control group was 43.97. Furthermore, it was obtained that t_{count} was 2.030 and t_{table} 2.006 for $\alpha = 5\%$. Because t_{count} was lower than t_{count} ($2.006 < 2.030$), H_0 was rejected and H_a was accepted that there was a difference of the post test average score between experimental group and control group. Based on the result, it was concluded that using pictures is effective in the teaching vocabulary at the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

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MOTTO

Fear is not real. The only place that fear can exist is in our thoughts of the future. It is a product of our imagination, causing us to fear things that do not at present and may not ever exist. That is near insanity. Do not misunderstand me danger is very real but fear is a choice.¹

¹ M. Night Shyamalan (Director), “After Earth”, *Film*, (USA: Columbia Pictures, 2013), 100 minutes.

8. PPL MTs. NU Darussalam Semarang and Posko 81 64th
KKN Temanggung thanks for your support and unforgettable
moments.
9. Everyone who has colored my life in UIN Walisongo
Semarang.

Finally, I realize that this thesis is still far from being perfect;
therefore, I will happily accept constructive criticism in order to make
it better. I hopes that this thesis would be beneficial to everyone.

Semarang, 7th December 2016

The Researcher,

Izza Maulana Rohman

SN. 113411063

2. The Head of English Education Department, Dr. H. Ikhrom, M.Ag. and Secretary of English Education Department, Sayyidatul Fadlilah, M.Pd.
3. The thesis advisor, Dr. Hj. Ma'rifatul Fadhilah, M.Ed. who had the responsibility for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation. There is no single word that I can say except, Thank you very much for guiding me, you are nice lecturer.
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7. Dearest friends; TBI B 2011 especially Maulana Achsan who guides me arranging this thesis and to my best classmates, 'Ainul Yaqin and Bangkit Cahyo Utomo, I am leaving, guys.

DEDICATION

This final project is dedicated to my beloved parents, Yaya Nur Rohman and Umi Hidayatun, my beloved brothers, my beloved teachers, also my friends and everyone who always pray and support me in finishing my study. Thank you for the valuable efforts and affection which always flow every time in my life.

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness and inspiration in lending me to accomplish the final project. I couldn't stay patient and in control in writing this final project from the first page to the last page.

Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the last prophet who had brought us from the darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished. *The Effectiveness of Using Pictures in Teaching Vocabulary (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)* is a thesis for readers who want to know the effectiveness of using pictures in teaching vocabulary. Therefore, I would like to extend my appreciation to all of them, especially to:

1. The dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed., St.

CHAPTER I INTRODUCTION

A. Background of the Research

Language is a tool that has primary function to communicate information.¹ Language may refer either to the specifically human capacity for acquiring and using complex systems of communication. Language as a communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings, resulting in an indefinite number of possible innovative utterances from a finite number of elements.

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

(Allah) Most Gracious! It is He who has taught the Qur'an. He has created man. He has taught Him speech (and intelligence) (Q.S. ar-Rahman/55: 1-4).²

It has been stated that the teaching of the Qu'ran is from Allah Almighty and it is very demand of His mercy that He should provide guidance to mankind through this teaching, for it

¹ Glyn S. Hughes, *A Handbook of Classroom English*, (New York: Oxford University Press, 1989), p. 6.

² Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2004), p. 1397.

is He who has created man as a rational and intelligent being. Allah teaching the Qur'an, that is, teaching the servants how to recite it by making it easy for them to speak and pronounce letters with the various parts of mouth, such as the alveolar bridge, the tongue and the lips.

There are two forms of language those are spoken and written. Spoken language involved sounds that produced by our oral system and while written language is language in the form of text. Both, spoken and written language are used for communication and exchange information between speakers and listeners.

There are many languages in the world such as Indonesian Language, French, Dutch, English, etc. English is particularly the most dominant language spoken around the world. The domination of English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, programming, software, etc, it dominates the web.

Because English is so widely spoken and while it is not official language in most countries, it is currently the language most often taught as a foreign language. English language has been introduced since the level of elementary school or even in play groups. It is also compulsory foreign language taught in junior high school and senior high school.

4. School

To provide a contribution for increasing the quality of teaching learning through variety of technique.

There are four skills in English, those are listening, speaking, reading and writing. But before learning any further about the four skills, it necessary to know the vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.³ Learning new words or vocabulary is important part of learning new language. Even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance. It allows people to start communicating at once. So, as beginner of language learner, learning vocabulary is the first step on learning English language.

Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language.⁴ Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening and speaking. Mastery of vocabulary is a necessity for someone who wants to understand a reading, conversation, or writing English. Without sufficient vocabulary is impossible to achieve that goal. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

³ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 60.

Knowing that young language learners seems to pick up another language very quickly just by exposure, media are needed to be used in the classroom. There are many media can be used for teaching vocabulary, for example like using games, song lyrics and even pictures. Pictures are especially believed very effective to improve students' vocabulary. Picture is visual, it is very effective to stimulate the eagerness of students in learning language. Using pictures in teaching and learning will help students to pay attention to things they have not seen which are relating to their subject. Teacher can use any pictures like posters, paintings or any printed pictures as they are very easy to find. As a good teacher we can filter kind of pictures that are appropriate and related to the topic choosen before bringing them in the classroom. Appropriate and interesting pictures are very effective for teaching vocabulary.

Therefore, based on the assumption that pictures are effective in teaching vocabulary, the researcher conducted a research at the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

B. Question of the Research

Based on the background above, the researcher would like to answer the following question below:

How is the effectiveness of using pictures in teaching English vocabulary for the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017?

C. Objective of the Research

The objectives of this research is to find out the effectiveness of using pictures in teaching vocabulary at the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

D. Pedagogical Significance

The result of the research would be useful for:

1. The researcher
To get some experiences and knowledge in his research.
2. English teacher
To give teacher inspiration and information about an alternative technique in teaching learning process. Teachers can develop their technique in teaching vocabulary.
3. Students
To increase students' motivation and interest in learning vocabulary which can improve their vocabulary achievements.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

1. Vocabulary

a. Definition of Vocabulary

In everyday situation, we say something, express our feelings and tell what we want to say. All the things need the words and these words are called vocabulary. Vocabulary is one of the items that has to be mastered by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will get trouble in reading, listening, speaking and writing.

To understand vocabulary, below are the definitions:

- 1) Vocabulary is stock of words used by person, class of people, profession, etc.¹
- 2) Vocabulary is the collection of words that an individual knows.²

¹ Cynthia A. Barnhart, *The Facts on File Student's Dictionary of American English*, (New York: Facts on File, 2008), p. 697.

² Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 121.

- 3) Vocabulary means the list of words with their meanings especially in a book for learning a foreign language.³
- 4) Vocabulary as one of the most obvious components of language and one of the first applied linguists turned their attention to.⁴

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

b. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.⁵ Active vocabulary refers to all words the students have learned and which can be used in communication. Passive vocabulary refers to all words

³ A.S. Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p. 482.

⁴ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998), p. 4.

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1993), p. 159.

C. Hypothesis

Hypothesis is assumption about something which is made to explain something that often to be cropped to check it.¹⁸ The hypothesis set for the recent study is as tentative answer of the research problem. It comprises alternate hypothesis (Ha) and null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge.

On the other hand, the null hypothesis shows no relationship between the experimental treatment that the researcher expects to emerge. So in this particular investigation, the hypothesis can easily be formulated as follows:

Ha: Picture is effective in teaching English vocabulary at the seventh grade of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

Ho: Picture is not effective in teaching English vocabulary at the seventh grade of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

which students will recognize them when they see them in communication.

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

- 1) Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
- 2) Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
- 3) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar and used frequently.⁶

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. And the researcher concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

¹⁸ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 219.

⁶ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

c. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process and one that takes a long time.⁷ There are a lot of problems that a student face while they are learning vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning.

Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1) Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2) Spelling

WALISONGO) Semarang.¹⁷ She stated that song lyrics is effective to improve students' vocabulary of verb at eighth grade of MTs. Uswatun Hasanah Mangkang Semarang in the academic year of 2009/2010. It was proved by the obtained score of t-test. The t-test showed that t-score 1.855 was higher than t-table 1.68. It meant that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class VIII A who were taught vocabulary of verb using song lyrics and students in class VIII B who were taught vocabulary of verb without using song lyrics (using conventional method).

The difference between this research and researcher's research is the medium in teaching vocabulary. This research uses Song Lyrics as a medium in teaching vocabulary and the researcher uses Pictures. The similarity of this research with researcher's research is the research method that is an experimental research.

⁷ Ronald Carter, *Vocabulary, Applies Linguistic Perspectives Second Edition*, (London: Routledge, 1998), p. 184.

¹⁷ Masning Zahro' (063411050), "The Use of Song Lyrics to Improve Students' Vocabulary of Verb", *Thesis*. (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2010).

Studies (IAIN WALISONGO) Semarang.¹⁶ She stated that the use of picture message using flash card as media in the teaching vocabulary was very effective. It was proved by the obtained score of t-test. The t-test showed that t-score 1.850 was higher than t-table 1.66. Since the t-score was higher than t-table, there was a significance difference in the achievement between students in class VIII A who were taught vocabulary in noun using picture message with flash card as media and students in class VIII B who were taught vocabulary in noun without using picture message with flash card as media (using text only). And the result was significant.

The similarity between this research and researcher's research is research method that is an experimental method. Meanwhile the difference is the medium in teaching vocabulary, this research uses Picture Message a medium in teaching vocabulary and the researcher uses Pictures.

3. The Use of Song Lyrics to Improve Students' Vocabulary of Verb of Eighth Grade Students of MTs. Uswatun Hasanah Mangkang Semarang in the Academic Year of 2009/2010 by Masning Zahro' (063411050) of English Language Education of Walisongo State Institute for Islamic Studies (IAIN

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

- 3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

- 4) Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

- 5) Meaning

When two words overlap in meaning, learners are likely to confuse them.⁸

- d. Strategies in Vocabulary Enrichment

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies.⁹ There are a lot of strategies that we can use to help our vocabulary enrichment.

¹⁶ Zahro Asfiah (063411056), "The Use of Picture Message to Improve Students' Vocabulary in Concrete Noun", *Thesis*, (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2011).

⁸ Thornbury, *How to*, p. 27-28.

⁹ I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press. 2001), p. 165.

1) Using mnemonic

Techniques for remembering things are called mnemonics. The best-known mnemonic technique is called the keyword technique. This involves desiving an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2) Word cards

Apart from the keyword technique, there is probably no vocabulary learning technique more rewarding than the use of word cards. In fact, it is arguably more effective than the keyword technique, since there are some learners who find “imaging” difficult, but all learners can be trained to prepare and use sets of word cards.

3) Guessing from context

In fact, no matter how many words learners acquire, they will always be coming across unfamiliar words in their reading and listening. This is why they will always need to be able to make intelligent guesses as to the meaning of unknown words. Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What’s more, it

Semarang.¹⁵ She stated that Domino Card as a medium to teach vocabulary was effective in experimental class. It could be seen from the result of test score. It showed that the experimental class which was given treatment by using domino card as a medium to teach vocabulary got higher mean score that was 83.8571 compared to the control class who was not given the same treatment. The control class got 79.0667.

The difference between this research and researcher’s research is the medium in teaching vocabulary. This research uses Domino Card as a medium in teaching vocabulary and the researcher uses Pictures. The similarity of this research with researcher’s research is the research method (an experimental research).

2. The Use of Picture Message to Improve Students’ Vocabulary in Concrete Noun of the Second Grade of MTs. Mafatihut Thullab An-Nawawy Surodadi Jepara in Academic Year of 2010/2011 by Zahro Asfiah (063411056) of English Language Education of Walisongo State Institute for Islamic

¹⁵ Azizah Deviana Rizqi Amalia (073411047), “Domino Card As a Medium to Teach Vocabulary”, *Thesis*, (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2011).

- b. Pictures are easy to understand by all age. The pictures are so simple and easy to use. Pictures can create relaxing atmosphere, so students can enjoy the class.
- c. Pictures kept the students interested and made the students active in answering the questions.
- d. Presenting the pictures to the vocabularies in the beginning of the lesson, it allow students to associate the pictures with meanings rather than meaningless memorization.
- e. Using picture as class aid for teaching vocabulary can create long-term memorization. Instead of learning vocabulary trough word memorization only which may create short-term memory.

B. Previous Research

The research described works which are relevant to these thesis to make the thesis arrangement easier. The researcher inspired from final project of:

1. Domino Card As a Medium to Teach Vocabulary of the Fifth Grade Students of SDN 1 Purwodadi Grobogan in Academic Year of 2010/2011 by Azizah Deviana Rizqi Amalia (073411047) of English Language Education of Walisongo State Institute for Islamic Studies (IAIN WALISONGO)

seems to be one that can be taught and implemented relatively easily.

4) Using dictionary

Dictionaries can be used as a last resort when guessing from context's strategies fail. But they can also be used productively, both for generating text and resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.¹⁰

5) Pictures

Picture is a description of something that enables one to form a mental picture or impression of it.¹¹ Picture can play an important role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity.¹²

¹⁰ Thornbury, *How to*, p. 144-151.

¹¹ A.S. Hornby, *Oxford Dictionary for Advanced Learners*, (New York: Oxford University Press, 2005), p. 322.

¹² Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 10.

2. Pictures for Teaching Vocabulary

Nagaraj stated that another effective way of getting learners to learn words is through using picture. Picture can be drawn on the black board, chart papers or even cutouts.¹³

Picture is something that we can see, in other word picture is visual. Picture gives stimulation which enables the learner memorizes new vocabulary. Learning foreign language means learning new vocabulary which sometimes totally different than our native. Indonesian student who learn English as foreign language, must know and memorize thousands of English vocabulary. As we know the key for a successful of language learning is by memorizing list of words as many as we could.

Picture is used by teacher to stimulate student memory and it is one of strategy to attract students' attention in learning vocabulary. From experts opinioned written previously, the researcher can conclude that picture has fulfilled its function as educative media, for example; it can improve students' motivation and it also provides stimulus that may upgrade students' memory and attention. Picture can be classified into visual aid and picture is also material that is easy to find.

¹³ G. Nagaraj, *English Language Teaching; Approach, Methods, Techniques*, (Orient: Longman, 1990), p. 168.

3. The Advantages of Using Pictures for Teaching Vocabulary

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved.¹⁴ However, in teaching-learning process, a teacher must bring all components into a classroom apply them.

Pictures are one kind of media that can help the teacher draw the students' interest arouse their motivation. If the students are motivated they will participate actively and will learn hard during a teaching-learning process.

English teacher should provide pleasant atmosphere to invite the motivation and interest of the students. It is done to take students' ease in acquiring the language, not only get the prospect of what they have learnt but also they should get satisfactory from the learning. The advantages of pictures for teaching vocabulary mentioned as follow:

- a. The picture motivated the students to learn vocabulary. By seeing picture, it gives stimulation which enable the learner memorize new vocabularies.

¹⁴ Gerlach Vernon S. and Ely P., *Teaching and Media: A Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 12-15.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method that used by the researcher in this research was descriptive quantitative research. The researcher divided the students into two groups, they were experimental group and control group. Class VII D became experimental group who taught by using pictures and class VII B became control group who taught in conventional way.

In this research, the researcher used true experimental design, pre-test and post-test control group design. The design of the experiment could be described as follows:¹

R₁	O₁	X	O₂
R₂	O₃	-	O₄

Where:

R₁ = Experimental group

R₂ = Control group

O₁ = Pre-test for experimental group

O₂ = Post-test for experimental group

O₃ = Pre-test for control group

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 76.

O_4 = Post-test for control group

X = Treatment with pictures

Subject of the research was classified as experimental group (top line) and control group (bottom line). To measure quality of them, both experimental and control group were given pre-test (O_1 and O_3). Then, experimental group was given treatment (X) in teaching vocabulary by using pictures while control group taught vocabulary without pictures. After that, post-test given to both experimental and control group.

B. Setting of the Research

This research took place at SMP Hasanuddin 5 Semarang that located at Jl. Kauman Mangkang Wetan Kecamatan Tugu Kota Semarang. It was conducted on first semester in the academic year of 2016/2017. It was started from 4th August 2016 until 27th August 2016.

C. Population and Sample of the Research

Population is the whole subject of research.² Subject in this research was the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017. There were four classes at the seventh grade students of SMP Hasanuddin 5

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 116.

Testing criteria that apply; H_0 is accepted if $t_{count} < t_{table}$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$.

Semarang; VII A, VII B, VII C and VII D. The research used simple random sampling technique to determine the subject of the research.

As the result, students of VII D became the experimental group which would be taught vocabulary by using pictures. While control group was students of VII B which would be taught vocabulary by conventionally.

D. Variable of the Research

Variable is the object of research or something that become the concern research.³ In this research, there were two variables:

1. Independent variable

It is a variable that influences or causes of change or emergence of the dependent variable.⁴ Independent variable in this research was the use of pictures in teaching vocabulary with the indicator that students were able to know the vocabulary.

2. Dependent variable

It is variable that is affected resulting, because of the existence of the independent variable.⁵ Dependent variable in

3. ³ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2005), p.

⁴ Sugiyono, *Statistika*, p. 4.

⁵ Sugiyono, *Statistika*, p. 130.

this research was the students' learning achievement on vocabulary with the indicator was the students' achievement score on post-test.

E. Technique of Data Collection

Collecting data is the conscious to get data by systematic method, based on standard procedure.⁶ Documentation and test used to collect data in this research.

1. Documentation

According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁷

The research used documentation to collect data which was related to this research, such as list of students' name, lesson schedule, syllabus, lesson plan, students' worksheet, etc.

2. Test

Test is a method of measuring a person's ability, knowledges or performance in a given domain.⁸ In this

⁶ Arikunto, *Prosedur Penelitian*, p. 222.

⁷ Arikunto, *Prosedur Penelitian*, p. 273.

⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (London: Longman, 2004), p. 3.

It used t-test formula as follows:¹⁵

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \frac{n_1 - 1 S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$$

\bar{x}_1 : The mean score of experimental group

\bar{x}_2 : The mean score of control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of control group

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

μ_1 : average data of experiment class

μ_2 : average data of control class

¹⁵ Sudjana, *Metode*, p. 239.

of groups. Moreover, the other way if the $t_{count} < t_{table}$, H_0 is accepted and there is no difference of average value from both of groups.¹⁴

3. Post-test

Post-test was held after all treatment were conducted. Post-test was used to measure students' achievement after both experimental group and control group were given treatment and explanation. It was done to answer the hypothesis of the research. This aim was to compare between the pre-test and post-test. Then, the overall result was counted by using t-test formula in order to know the significances of the research.

These following steps were used to examine the hypothesis:

a. Normality Test

Steps of normality test in the analysis phase end was the same as the normalitytest on the initial data.

b. Homogeneity Test

Steps of homogeneity test in the analysis phase end was the same as the normality test on the initial data.

c. Hypothesis Test

research, there were two kinds of test, pre-test and post-test that given to the students as participants, either the experimental or the control group. Before carrying out the teaching, the pre-test given to both groups in order to make sure that the two groups have similar and equal level of proficiencies. The post-test given to the experimental group after teach by pictures.

The instrument of the test in this research was objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice.⁹ The researcher used multiple choice forms.

F. Technique of Data Analysis

The researcher analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps taken by the researcher:

1. Technique of Scoring Test

As stated in the hypothesis in this research, the researcher wants to know whether using pictures more

¹⁴ Anas Sudjiono, *Pengantar Statistika Pendidikan*, (Jakarta: Raja Grafindo Persada, 1995), p. 272-273.

⁹ J.B. Heaton, *Writing English Language Tests*, (London: Longman, 1975), p. 12-13.

effective than teaching available on vocabulary at seventh grade students of junior high school. The researcher made multiple choice test, each item have one score.

In multiple choice test of vocabulary, the students was given four choices (a,b, c and d) to freedom chance to think as much as possible. They can freely choose their ideas as a correct answer. The score of students' achievement of vocabulary can be calculated by using this following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score

R = Total number of correct answer

N = Total number of item

100 = Highest score

2. Pre-requisites Test

a. Normality Test

Normality test is used to know normality of the data that is going to be analyzing whether both groups have normal distribution or not. The normality test with Chi-square will be used to find out the distribution data. Step by step Chi-square test is as follows:

- 1) Determine the range (R); the largest reduced the smallest

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{n_1 - 1 S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

\bar{x}_1 = The mean score of experimental class

\bar{x}_2 = The mean score of control class

n_1 = The number of experimental class

n_2 = The number of control class

S_1^2 = The standard deviation of experimental class

S_2^2 = The standard deviation of control class

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant), the formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 = average data of experiment class

μ_2 = average data of control class

Criteria test is; If $t_{count} > t_{table}$, H_0 is rejected and there is significant difference of average value from both

2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb = Bigger Variant

Vk = Smaller Variant

Determine $dk = (n_1 - 1) : (n_2 - 1)$

3) Determine F_{table} with $\alpha = 5\%$

4) Determining the distribution homogeneity with test.

Test criteria:

H_0 accepted if $F_{count} < F_{[1/2 \alpha (v1, v2)]}$ with $\alpha = 5\%$

If $F_{count} < F_{table}$, the data is not homogenous and the other way if the $F_{count} > F_{table}$, the data is homogenous.¹²

c. Test of Average

It is used to examine average whether experiment group and control group that have been decided having significant different average. T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.¹³

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

¹² Sugiyono, *Statistika*, p. 140.

¹³ Brown, *Language Assessment*, p. 205.

2) Determine the many class interval (K) with formula:

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

3) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

4) Make a frequency distribution table

5) Determine the class boundaries (bc) of each class interval

6) Calculating the average \bar{x} , with the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

7) Calculate variants, with the formula:

$$S = \frac{\sum f_i (x_i - \bar{x})^2}{n - 1}$$

8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x : Limit class

\bar{x} : Average

S : Standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei)

$E_i = n \times \text{wide area}$ the n number of sample

11) Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$

12) Calculate the chi-square (χ^2), with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

13) Determine $dk = k - 3$, where k is the number of class interval and $\alpha = 5\%$

14) Determine the value of χ^2_{table}

15) Determine the distribution normality

If $\chi_{count} > \chi_{table}$, the data is not normal distribution and the other way if the $\chi_{count} < \chi_{table}$, the data is normal distribution.¹⁰

b. Homogeneity Test

According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.¹¹ It is used to know whether experimental class and control class,

¹⁰ Sudjana, *Metode*, p. 272.

¹¹ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 27.

that are taken from population that has relatively same variant or not. The hypothesis in homogeneity test are:

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

H_0 = The distribution of normal data

H_1 = Abnormal distributed data

σ_1 = Variants value of beginning data with secret word game

σ_2 = Variants value of beginning data is subjected to conventional learning classes.

The steps to measure homogeneity as follows:

1) Calculate variants both experimental and control groups with the formula:

$$S_1^2 = \frac{(x-\bar{x})^2}{n_1-1} \text{ and } S_2^2 = \frac{(x-\bar{x})^2}{n_2-1}$$

Where:

S_1^2 = Variant of experimental class

S_2^2 = Variant of control class

n_1 = The number of students in experimental class

n_2 = The number of students in control class

v_1 = Degrees of freedom of the biggest variance

v_2 = Degrees of freedom of the smallest variance

experimental group which has been taught by using pictures and control group which has been taught without pictures.

From the result above, it can be concluded that pictures are effective to use in teaching vocabulary.

D. Limitation of the Research

The researcher realized that in this research was still far from perfect. There were constraints and obstacles faced during the research process. The research was limited in teaching vocabulary in the first semester of seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017. It is still possible that the different result will be gained when the same researches in other school or other period.

Considering all those limitations, it is a need to do further research about teaching English using the same or different medium, to obtain more optimal result.

CHAPTER IV RESEARCH FINDINGS AND ANALYSIS

A. Description of Research Results

In findings of the research, it was described that there were different results between experimental group which was taught by using pictures and control group which was taught by conventional technique on vocabulary. The research was conducted in SMP Hasanuddin 5 Semarang that located on Jl. Kauman Mangkang Wetan Tugu Semarang at seventh grade in the academic year of 2016/2017.

The research was started on 4th August 2016 by asking permission to the school principal and choosing the sample used simple random sampling. From 4 classes of seventh grade, researcher got class VII D which consisted of 26 students as experimental group and class VII B which consisted of 29 students as control group. The number of students was gained from documentation of the school.

Pre-test was given in experimental group on 7th August 2016 and in control group on 9th August 2016. Before it, researcher prepared lesson plan and material of learning activity. Pre-test was conducted to know that both groups were normal and homogen or not.

After giving pre-test, treatment was conducted for experimental group on 14th, 19th and 21st August 2016 by using pictures as the media of teaching learning. Conventional teaching was conducted in control group on 12th, 19th and 23th August 2016. In control group, students were taught material without variation or special treatment.

Then, post test was given in the form which consisted 20 items of multiple choices with time allotment was 30 minutes. Post-test in experimental group and control group were conducted on 27th August 2016.

After that, the data was collected. Worksheets that had been given to students were scored. The score was obtained from each item of multiple choices. The data were analyzed to prove the truth of hypothesis that had been planned.

From the result, it could be concluded that there were a different results between experiment group and control group by hypothesis test which showed the value of t_{count} was higher than t_{table} . It could be seen on the value of t_{count} was 2.030 while the critical value of t_{table} on $t_{(0.05)(53)}$ was 2.006, the hypothesis was accepted. It means that there was a different result between students' achievements in vocabulary had been taught by using pictures and conventional teaching.

C. Discussion of the Research Findings

1. The students' achievement of pre-test

Based on the result of pre-test, it can be known that both of experimental group and control group were normal distribution and homogeneous. The normality test of experimental group with chi-square was $\chi_{count} (4.9518821) < \chi_{table} (7.815)$ while control group was $\chi_{count} (6.988628) < \chi_{table} (7.815)$. The homogeneity test of pre-test showed that F_{count} is lower than $F_{table} (1.871 < 1.906)$.

In addition, the result of calculation t-test of pre-test obtained $t_{count} -0.856$ and $t_{table} 2.006$. It showed that $t_{count} < t_{table} 2.006 (-0.856 < 2.006)$. It means that there was no different average both experimental group and control group before the treatment.

2. The students' achievement of post-test

The normality test of experimental group with chi-square was $\chi_{count} (1.16294) < \chi_{table} (7.815)$ while control group was $\chi_{count} (2.1265) < \chi_{table} (7.815)$. The homogeneity test of post-test showed that F_{count} was lower than $F_{table} (1.430 < 1.906)$. It means that both experimental group and control group of post-test was normal distribution and homogeneous.

Based on the result of calculation t-test showed that t_{count} was higher than $t_{table} (2.030 > 2.006)$. It means that there was a difference of the post-test average between

$$S = \frac{n_1 - 1 S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

According to the formula above, it was obtained that:

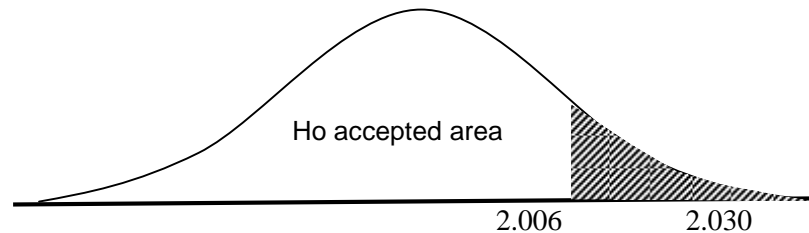
$$S = \frac{26 - 1 \ 371.1154 + 29 - 1 \ 259.6059}{26 + 29 - 2}$$

$$S = 17.6693$$

$$t = \frac{53.65 - 43.97}{17.6693 \sqrt{\frac{1}{26} + \frac{1}{29}}}$$

$$t = 2.0302$$

For $\alpha = 5\%$ and $dk = 26 + 29 - 2 = 53$, $t_{(0.05)(53)} = 2.0057$



With $\alpha = 5\%$ and $dk = 26 + 29 - 2 = 53$, obtained $t_{table} = 2.006$. Because t_{count} was higher than t_{table} ($2.030 > 2.006$), H_0 was accepted and there was no difference of the post-test average from both groups.

B. Data Analysis

1. The Data Analysis of Pre-test Score

Table 4.1
Pre-test Score of Seventh Grade

No.	VII D (Experiment)		VII B (Control)	
	Code	Score	Code	Score
1	E-1	100	C-1	85
2	E-2	90	C-2	90
3	E-3	70	C-3	85
4	E-4	70	C-4	80
5	E-5	60	C-5	85
6	E-6	95	C-6	85
7	E-7	90	C-7	90
8	E-8	90	C-8	95
9	E-9	90	C-9	95
10	E-10	95	C-10	90
11	E-11	95	C-11	70
12	E-12	100	C-12	95
13	E-13	85	C-13	90
14	E-14	95	C-14	95
15	E-15	90	C-15	85
16	E-16	75	C-16	85
17	E-17	95	C-17	90
18	E-18	90	C-18	95
19	E-19	80	C-19	95
20	E-20	90	C-20	85
21	E-21	95	C-21	85
22	E-22	90	C-22	70
23	E-23	60	C-23	95
24	E-24	95	C-24	70

25	E-25	75	C-25	85
26	E-26	80	C-26	95
27			C-27	100
28			C-28	100
29			C-29	100
		2240		2565
	N	26		29
	\bar{x}	86.15385		88.44828
	Varians (S^2)	130.6154		69.82759
	S	11.42871		8.35629

a. The Normality of the Experimental Group Pre-test

Normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$ with $\alpha = 5\%$, $dk = k - 3$

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 100

Minimum score = 60

Range (R) = 100 - 60 = 40

Number of class (K) = $1 + 3.3 \log 26 = 5.67 = 6$

According to the formula above, it is obtained that

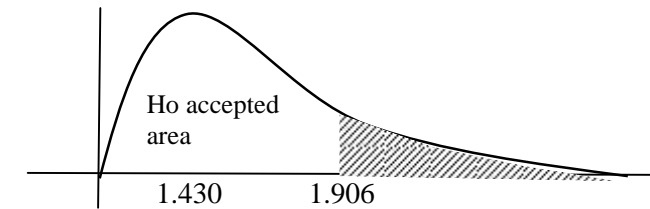
$$F = \frac{371.115}{259.606} = 1.430$$

For $\alpha = 5\%$ with:

$$dk1 = n - 1 = 26 - 1 = 25$$

$$dk2 = n - 1 = 29 - 1 = 28$$

$$F_{(0.05)(25;28)} = 1.906$$



With $\alpha = 5\%$ and $dk = 25:28$, obtained $F_{table} = 1.906$. Because F_{count} was lower than F_{table} ($1.430 < 1.906$), Ho was accepted and both groups have same variant or homogeneous.

d. Average Test

In this research, because $\sigma_1^2 = \sigma_2^2$ (both groups have same variant), the t-test formula was:

Ho : $\mu_1 = \mu_2$

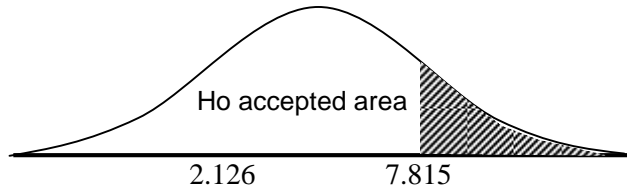
Ha : $\mu_1 \neq \mu_2$

μ_1 : average data of experiment class

μ_2 : average data of control class

Ho is accepted if $-t_{table} < t_{count} < t_{table}$

For $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi_{table} = 7.815$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{table} = 7.815$. Because χ_{count} was lower than χ_{table} ($2.126496 < 7.815$), the distribution list was normal.

c. Homogeneity Test

Hypothesis:

$H_0 : \sigma_1^2 = \sigma_2^2$

$H_a : \sigma_1^2 \neq \sigma_2^2$

H_0 is accepted if $F < F_{(1-\alpha)(nb-1):(nk-1)}$

Calculation formula: $F = \frac{vb}{vk}$

Table 4.12
Result of Post-test

Variation Source	VII D (Eperiment)	VII B (Control)
	1395	1275
N	26	29
\bar{x}	53.6538462	43.9655172
Varians (S^2)	371.115385	259.605911
S	19.2643553	16.1122907

Length of class = $40 : 5.67 = 7.05 = 7$

Table 4.2
The Distribution Frequency of the Experimental Group Pre-test

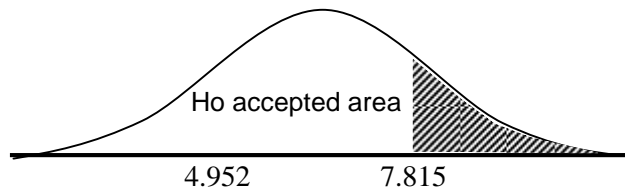
Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
60 – 67	2	63.5	4032.25	127	8064.5
68 – 75	4	71.5	5112.25	286	20449
76 – 83	2	79.5	6320.25	159	12640.5
84 – 91	9	87.5	7656.25	787.5	68906.25
92 – 99	7	95.5	9120.25	668.5	63841.75
100 – 107	2	103.5	10712.25	207	21424.5
Sum	26			2235	195326.5

Table 4.3
The Observation Frequency of the Experimental Group Pre-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	59.5	-2.3380	-0.4903				
60 – 67				0.0417	1.0851026	2	0.77139
	67.5	-1.6312	-0.4486				
68 – 75				0.1262	3.28199673	4	0.1570778
	75.5	-0.9243	-0.3223				
76 – 83				0.2363	6.14262941	2	2.7938163
	83.5	-0.2175	-0.0861				
84 – 91				0.2738	7.11848604	9	0.4973101
	91.5	0.4893	0.1877				
92 – 99				0.1965	5.10861528	7	0.7002555
	99.5	1.1962	0.3842				
100 – 107				0.0873	2.26963288	2	0.0320324
	107.5	1.903017	0.47148				
					$\chi^2 =$		4.9518821

$$x_{\text{count}} = 4.9518821$$

For $\alpha = 5\%$, $dk = 6 - 3 = 3$, $x_{\text{table}} = 7.815$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $x_{\text{table}} = 7.815$. Because x_{count} was lower than x_{table} ($4.9518821 < 7.815$), the distribution list was normal.

b. The Normality of the Control Group Pre-test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{\text{count}} < x_{\text{table}}$ with $\alpha = 5\%$, $dk = k - 3$

The formula was used:

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 100

Minimum score = 70

Range (R) = $100 - 70 = 30$

Number of class (K) = $1 + 3.3 \log 29 = 5.83 = 6$

Length of class = $30 : 5.83 = 5.15 = 5$

Table 4.10

The Distribution Frequency of the Control Group Post-test

Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
15 – 26	4	20.5	420.25	82	1681
27 – 38	7	32.5	1056.25	227.5	7393.75
39 – 50	11	44.5	1980.25	489.5	21782.75
51 – 62	4	56.5	3192.25	226	12769
63 – 74	2	68.5	4692.25	137	9384.5
75 – 86	1	80.5	6480.25	80.5	6480.25
Sum	29			1242.5	59491.25

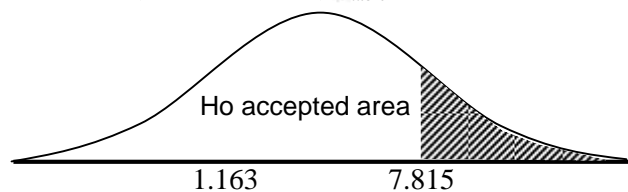
Table 4.11

The Observation Frequency of the Control Group Post-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	14.5	-1.89621	-0.47103				
15 – 26				0.10814	3.13593	4	0.23808
	26.5	-1.09343	-0.3629				
27 – 38				0.24855	7.20806	7	0.00601
	38.5	-0.29066	-0.11434				
39 – 50				0.31006	8.99169	11	0.44856
	50.5	0.51211	0.19571				
51 – 62				0.21001	6.09034	4	0.71745
	62.5	1.31489	0.40573				
63 – 74				0.07717	2.23799	2	0.02531
	74.5	2.11766	0.4829				
75 – 86				0.01535	0.44527	1	0.69109
	86.5	2.92043	0.49825				
					$x^2 =$		2.1265

$$x_{\text{count}} = 2.1265$$

For $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi_{table} = 7.815$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{table} = 7.815$. Because χ_{count} was lower than χ_{table} ($1.16294 < 7.815$), the distribution list was normal.

b. The Normality of the Control Group Post-test

Hypothesis:

H_0 : the distribution list was normal

H_a : the distribution list was not normal

Ho accepted if $\chi_{count} < \chi_{table}$ with $\alpha = 5\%$, $dk = k - 3$

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 80

Minimum score = 15

Range (R) = $80 - 15 = 65$

Number of class (K) = $1 + 3.3 \log 29 = 5.83 = 6$

Length of class = $65 : 5.83 = 11.15 = 11$

Table 4.4

The Distribution Frequency of the Control Group Pre-test

Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
70 – 75	3	72.5	5256.25	217.5	15768.75
76 – 81	1	78.5	6162.25	78.5	6162.25
82 – 87	9	84.5	7140.25	760.5	64262.25
88 – 93	5	90.5	8190.25	452.5	40951.25
94 – 99	8	96.5	9312.25	772	74498
100 – 105	3	102.5	10506.3	307.5	31518.75
Sum	29			2588.5	233161.3

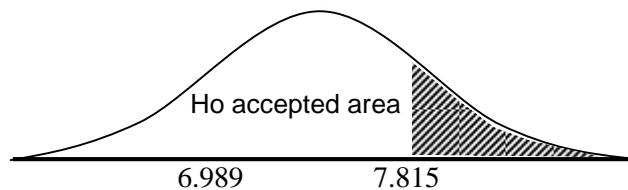
Table 4.5

The Observation Frequency of the Control Group Pre-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	69.5	-2.27326	-0.4885				
60 – 75				0.0452	1.311126	3	2.175456
	75.5	-1.58295	-0.4432				
76 – 81				0.1293	3.749942	1	2.016613
	81.5	-0.89264	-0.314				
82 – 87				0.2338	6.780309	9	0.726667
	87.5	-0.20233	-0.0802				
88 – 93				0.2674	7.754257	5	0.978292
	93.5	0.487977	0.18722				
94 – 99				0.1934	5.60981	8	1.018396
	99.5	1.178285	0.38066				
100 – 105				0.0885	2.566552	3	0.073202
	105.5	1.868594	0.46916				
					$\chi^2 =$		6.988628

$\chi_{count} = 6.988628$

For $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi_{table} = 7.815$



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square table obtained $\chi_{table} = 7.815$. Because χ_{count} was lower than χ_{table} ($6.988628 < 7.815$), the distribution list was normal.

c. Homogeneity Test

Homogeneity test was used to know whether experimental class and control class, that were taken from population that has relatively same variant or not.

Hypothesis:

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

Ho is accepted if $F < F_{(1-\alpha)(nb-1):(nk-1)}$

Calculation formula: $F = \frac{vb}{vk}$

Table 4.6
Result of Pre-test

Variation Source	VII D (Eeperiment)	VII B (Control)
	2240	2565
N	26	29
\bar{x}	86.15384615	88.44827586
Varians (S^2)	130.6153846	69.82758621

Table 4.8
The Distribution Frequency of the Experimental Group Post-test

Class	f_i	x_i	x_i^2	$f_i x_i$	$f_i x_i^2$
15 – 28	2	21.5	462.25	43	924.5
29 – 42	6	35.5	1260.25	213	7561.5
43 – 56	6	49.5	2450.25	297	14701.5
57 – 70	7	63.5	4032.25	444.5	28225.8
71 – 84	3	77.5	6006.25	232.5	18018.8
85 – 98	2	91.5	8372.25	183	16744.5
Sum	26			1413	86176.5

Table 4.9
The Observation Frequency of the Experimental Group Post-test

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	14.5	-2.0565	-0.4801				
15 – 28				0.07124	1.85232	2	0.01177
	28.5	-1.334	-0.4089				
29 – 42				0.17936	4.66334	6	0.38313
	42.5	-0.6114	-0.2295				
43 – 56				0.27379	7.11846	6	0.17573
	56.5	0.11116	0.04426				
57 – 70				0.25352	6.59163	7	0.0253
	70.5	0.83372	0.29778				
71 – 84				0.1424	3.70236	3	0.13324
	84.5	1.55628	0.44018				
85 – 98				0.04848	1.26055	2	0.43377
	98.5	2.27883	0.48866				
					$\chi^2 =$		1,16294

$\chi_{count} = 1.16294$

26	E-26	45	C-26	60
27			C-27	70
28			C-28	80
29			C-29	60
		1395		1275
	N	26		29
	\bar{x}	53.6538462		43.9655172
	Varians (S^2)	371.115385		259.605911
	S	19.2643553		16.1122907

a. The Normality of the Experimental Group Post-test

Hypothesis:

Ho : the distribution list was normal

Ha : the distribution list was not normal

Ho accepted if $x_{count} < x_{table}$ with $\alpha = 5\%$, $dk = k - 3$

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 90

Minimum score = 15

Range (R) = 90 - 15 = 75

Number of class (K) = $1 + 3.3 \log 26 = 5.67 = 6$

Length of class = $75 : 5.67 = 13.23 = 13$

S	11.42870879	8.356290218
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According to the formula above, it is obtained that

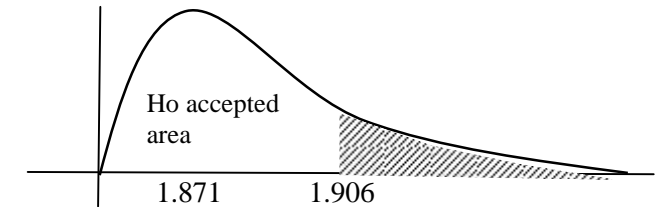
$$F = \frac{130.615}{69.828} = 1.871$$

For $\alpha = 5\%$ with:

$$dk1 = n - 1 = 26 - 1 = 25$$

$$dk2 = n - 1 = 29 - 1 = 28$$

$$F_{(0.05)(25:28)} = 1.906$$



With $\alpha = 5\%$ and $dk = 25:28$, obtained $F_{table} = 1.906$. Because F_{count} was lower than F_{table} ($1.871 < 1.906$), Ho was accepted and both groups have same variant or homogeneous.

d. Average Test

In this research, because $\sigma_1^2 = \sigma_2^2$ (both groups have same variant), the t-test formula was:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

μ_1 : average data of experimental class

μ_2 : average data of control class

Ho is accepted if $-t_{table} < t_{count} < t_{table}$

$$S = \frac{n_1 - 1 S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

According to the formula above, it was obtained that:

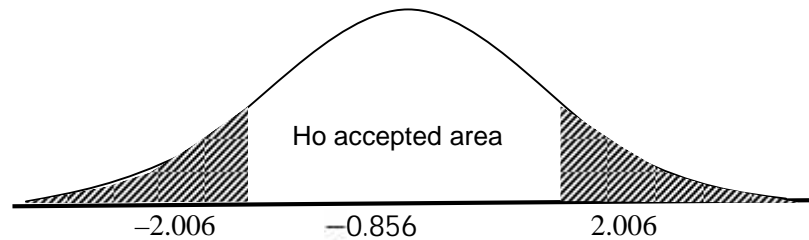
$$S = \frac{26 - 1 \ 130.6154 + 29 - 1 \ 69.828}{26 + 29 - 2}$$

$$S = 9.9248$$

$$t = \frac{86.15 - 88.45}{9.9248 \sqrt{\frac{1}{26} + \frac{1}{29}}}$$

$$t = -0.856$$

For $\alpha = 5\%$ and $dk = 26 + 29 - 2 = 53$, $t_{(0.05)(53)} = 2.006$



With $\alpha = 5\%$ and $dk = 26 + 29 - 2 = 53$, obtained $t_{table} = 2.006$. Because t_{count} was lower than t_{table} ($-0.856 < 2.006$), H_0 was accepted and there was no difference of the pre-test average from both groups.

2. The Data Analysis of Post-test Score

Table 4.7
Post-test Score of Seventh Grade

No.	VII D (Experiment)		VII B (Control)	
	Code	Score	Code	Score
1	E-1	70	C-1	25
2	E-2	55	C-2	35
3	E-3	40	C-3	35
4	E-4	35	C-4	45
5	E-5	35	C-5	50
6	E-6	45	C-6	35
7	E-7	75	C-7	45
8	E-8	60	C-8	40
9	E-9	60	C-9	45
10	E-10	75	C-10	50
11	E-11	70	C-11	15
12	E-12	85	C-12	45
13	E-13	90	C-13	45
14	E-14	60	C-14	35
15	E-15	35	C-15	35
16	E-16	35	C-16	45
17	E-17	40	C-17	15
18	E-18	50	C-18	60
19	E-19	45	C-19	50
20	E-20	50	C-20	30
21	E-21	60	C-21	15
22	E-22	20	C-22	35
23	E-23	15	C-23	70
24	E-24	75	C-24	50
25	E-25	70	C-25	55

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research at seventh grade students of SMP Hasanuddin 5 Semarang, pictures can be applied in teaching vocabulary. The conclusions of the research are drawn as follows:

Pre-test average score of experimental group was 86.15 and control group was 88.45. It meant that there was difference 2.3 in pre-test average score. Meanwhile, the post test average of experimental group was 53.65 and control group was 43.97. The difference in post test average score was 9.68. Furthermore, it was obtained that t_{count} was 2.030 and t_{table} 2.006 for $\alpha = 5\%$. Because t_{table} was lower than t_{count} ($2.006 < 2.030$), H_0 was rejected and H_a was accepted that there was a difference of the post test average score between experimental group and control group.

Based on the result, it was concluded that using pictures is effective in the teaching vocabulary at the seventh grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

B. Suggestions

Based on the result of this research that there is positive effect of pictures in teaching vocabulary. Some suggestions for the teaching and learning English are proposed as follows:

1. To the next researcher

It is hoped that this research can be useful and become a reference to the next researcher that pictures in teaching vocabulary is more effective. For suggestion to the next researchers, they can conduct a research with the same technique. The next researcher can prepare anything as good as possible in doing research in order to cover the limitation of this research.

2. To English teacher

It will be better if teachers use the appropriate and interesting material according to students' need and level. In this case, it will be better to teach vocabulary by using pictures.

3. To students

Students should pay attention to the teacher when she or he conveyed the material. Students can use their last activities as source of learning, especially in vocabulary.

C. Closing

Thus, this is served to the readers. Researcher realizes that it is not perfect. Any suggestions and criticisms from the readers are hoped to make it perfect. Researcher hopes that it can be useful to the readers.

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Appendix 1

STUDENTS' NAME OF EXPERIMENTAL GROUP

NO	STUDENTS' NAME	SEX	CODE
1	Adinda Putri Sandrina	Female	E-1
2	Ahmad Iqbal	Male	E-2
3	Ara Mayvia	Female	E-3
4	Asfirin	Male	E-4
5	Bagus Riyanto	Male	E-5
6	Bima Aurelius Rafish	Male	E-6
7	Danendra	Male	E-7
8	Fina Nailul Afani	Female	E-8
9	Firda Auliya Safira	Female	E-9
10	M. Arrival Gibran A.	Male	E-10
11	M. Indra Rizqi Aulia Rahman	Male	E-11
12	Maulana Sulthon Abdul M.	Male	E-12
13	Melia Kristiani Putri	Female	E-13
14	Mia Maulida	Female	E-14
15	Mohammad Sariful Umam	Male	E-15
16	Muhammad Arwani	Male	E-16
17	Muhammad Ulil Albab	Male	E-17
18	Muhammad Yazid Widiyanto	Male	E-18
19	Nanang Aris Syaefullah	Male	E-19
20	Novi Haryanti	Female	E-20
21	Nur Shoimah	Female	E-21
22	Sahal Sholakhudin	Male	E-22
23	Selamet Tri Sutrisno	Male	E-23
24	Sherli Anggita Maharani	Female	E-24
25	Sindy Damayanti	Female	E-25
26	Wahyu Aji Saputra	Male	E-26

STUDENTS' NAME OF CONTROL GROUP

NO	STUDENTS' NAME	SEX	CODE
1	Adito Khusni Sahrianto	Male	C-1
2	Ahmad Alfianto Nugroho	Male	C-2
3	Ahmad Arifin	Male	C-3
4	Ananda Afif Ma'ruf	Male	C-4
5	Apri Murdiyanto	Male	C-5
6	Catur Prasetyo Adhi	Male	C-6
7	Dita Arizal Ardiyanto	Male	C-7
8	Elang Arya Kusuma	Male	C-8
9	Famela Cindy Puspitasari	Female	C-9
10	Fatikha Siti Syaharani	Female	C-10
11	Fauzan Tri Ardiyanto	Male	C-11
12	Febyola Pradita	Female	C-12
13	Haris Ainur Rofiq	Male	C-13
14	Ibnu Maliki	Male	C-14
15	Khafidhon	Male	C-15
16	Lutfi Amri Khoirul Nisa	Female	C-16
17	Masroka	Female	C-17
18	Muhammad Fakhriansyah	Male	C-18
19	Muhammad Rosikhul Anam	Male	C-19
20	Ricky Bachtiar Chamsyah	Male	C-20
21	Riyan Ari Bahtiar	Male	C-21
22	Rizki Firmansyah	Male	C-22
23	Salsabilla Tri Ananda A.	Female	C-23
24	Siti Nur Halisa	Female	C-24
25	Sudira Sastra Prawira	Male	C-25
26	Widya Wati	Female	C-26
27	Yasinta Sifa Aulia	Female	C-27
28	Yulia Dwi Mardani	Female	C-28
29	Syifa Meilina	Female	C-29

A. Personal Identity

1. Full Name : Izza Maulana Rohman
 2. Place, Date of Birth : Semarang, 10th November 1992
 3. Original Address : Jl. Kauman RT 05 RW 03
 Mangkang Wetan Tugu Semarang
 4. Phone : 085799925368
 5. E-mail : kitinksi@gmail.com

B. Education Background

1. Formal Education:
 a. TK Tarbiyatul Athfal 46 Semarang
 b. SDI Hasanuddin 03 Semarang
 c. SMP Hasanuddin 5 Semarang
 d. MA NU 03 Sunan Katong Kaliwungu
 e. UIN Walisongo Semarang
2. Non-formal Education:
 a. TPQ Sunnatul Huda Mangkang
 b. Madrasah Diniyah Manbaul Huda Mangkang

Semarang, 7th December 2016

Izza Maulana Rohman
SN. 11341106

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Kemampuan kosa kata awal	Equal variances assumed	3.072	.085	-.856	53	.396	-2.29443	2.68050	7.67084	3.06198
	Equal variances not assumed			-.842	45.397	.404	-2.29443	2.72608	7.78371	3.19465
Kemampuan kosa kata akhir	Equal variances assumed	1.799	.186	2.030	53	.047	9.68833	4.77216	1.1658	19.26008
	Equal variances not assumed			2.010	48.968	.050	9.68833	4.81929	.00353	19.37313

- Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,186. Karena sig. = 0,186 \geq 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata skor kemampuan kosa kata siswa kelas eksperimen dan kontrol adalah identik.
- Karena identiknya varians rata-rata skor kemampuan kosa kata siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata skor kemampuan kosa kata siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 2,030$.
- Nilai $t_{tabel} (53;0,05) = 2,00$ (*two tails*). Berarti nilai $t_{hitung} = 2,030 > t_{tabel} = 2,00$, hal ini berarti H_0 DITOLAK, artinya : Rata-rata skor kemampuan kosa kata siswa kelas eksperimen berbeda dari rata-rata skor kemampuan kosa kata siswa kelas kontrol.

Semarang, 5 Desember 2016
Ketua Jurusan Pend. Matematika,


Yulia Romadiastri, M.Sc.
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2

Appendix 3

Syllabus

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi interpersonal yang diwujudkan dalam semangat belajar 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan interpersonal dengan	Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari <i>Functio social</i> Mengenalkan, mengidentifikasi <i>Struktur teks</i> (ungkapan bafalan, tidak perlu dijelaskan tata bahasanya)	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru. Siswa menemukan contoh-contoh kalimat yang menyebutkan dan menanyakan 	Kriteria Penilaian: <ul style="list-style-type: none"> Tingkat ketepatan fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik Tingkat kelengkapan dan kerumitan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, 	6 x 4 JP

<p>guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama</p>	<p><i>It's my cricket.</i> <i>They are my cats. There are many fireflies in the farm. What is it?</i> <i>Are they your toys? Which one is your book?</i> <i>How many cows do you have?</i> <i>The hospital is near the post office.</i> <i>The police station is in the corner. dan sebagainya.</i> <i>Unsur kebahasaan</i></p> <p>(1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>her, chicks, house lizard, dragon fly, cockroaches, mosquitoes.</i></p> <p>(2) Nama bangunan umum: <i>the post office, the bank, the hospital</i></p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural <i>-s</i>.</p> <p>(5) Kata ganti <i>it, they, this, that, those, those</i></p> <p>(6) Ungkapan <i>There is/are... Are there...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan</p>	<p>nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran 	<p>dan bangunan publik</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>Cara Penilaian: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role-play</i>) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda,
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LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) 7661295 Fax. 7613387 Semarang 50182

PENELITI : Izza Maulana Rohman
NIM : 113411063
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : **THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS' VOCABULARY**
 (An Experimental Research at the Seventh Grade of SMP Hasanuddin 05 Semarang in the Academic Year of 2016/2017)

HIPOTESIS :

a. Hipotesis Varians :

H₀ : Varians rata-rata skor kemampuan kosa kata siswa kelas eksperimen dan kontrol adalah identik.

H₁ : Varians rata-rata skor kemampuan kosa kata siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H₀ : Rata-rata skor kemampuan kosa kata siswa kelas eksperimen ≤ kontrol.

H₁ : Rata-rata skor kemampuan kosa kata siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H₀ DITERIMA, jika nilai *t_{hitung}* ≤ *t_{tabel}*
 H₀ DITOLAK, jika nilai *t_{hitung}* > *t_{tabel}*

HASIL DAN ANALISIS DATA :

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
kemampuan kosa kata awal	ekap	26	86.1538	11.42871	2.24135
	kontr	29	88.4483	8.35629	1.56172
kemampuan kosa kata akhir	ekap	26	53.6538	19.26436	3.77805
	kontr	29	43.9655	16.11229	2.96196



YAYASAN LEMBAGA PENDIDIKAN MA'ARIF
AKTE NO. 03 TH. 2002
SMP HASANUDDIN 5
(TERAKREDITASI A)

Alamat : Jl. Kauman Mangkangwetan Tugu Semarang Telp. (024) 8680109 ✉ 50158
 Email : smphac5@gmail.co.n

NDS : C. 30092004

NPSN : 20311850

NSG : 204036309140

SURAT KETERANGAN

NOMOR : 44/404/XII/2016

Yang bertanda tangan di bawah ini :

Nama : H. Achmad Fatchan, S.E
 NID : 2001 024
 Pangkat/Golongan : -
 Jabatan : Kepala SMP Hasanuddin 5 Semarang

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Izza Maulana Rohman
 NIM : 113411063
 Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Mahasiswa tersebut benar-benar telah mengadakan penelitian di SMP Hasanuddin 5 Semarang pada tanggal 1 Agustus 2016 sampai 31 Agustus 2016 untuk penulisan skripsi dengan judul "The Effectiveness of Using Pictures to Improve Students' Vocabulary (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagai mana mestinya.

Semarang, 5 Desember

Kepala Sekolah

H. Achmad Fatchan, S.E
 NID. 2001 024



<p>binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya (8) Ucapan, tekanan kata, intonasi, ryaan, dan tulisan tangan. Topik Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menyatakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan menyebutkan dan menyatakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menyatakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menyatakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya. 	<p>dan bangunan publik ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi
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**LESSON PLAN
FOR EXPERIMENTAL GROUP**

School : SMP Hasanuddin 5 Semarang
Class/Semester : VII/1
Subject : English
Topic : Vocabulary
Time Allotment : 2 x 40 minutes

A. Core Competence

1. Esteeming and involving religion teaching which embraced.
2. Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confidence, in interacting effectively with social environment and nature on range of its association and existence.
3. Comprehending and applying knowledge (factual, conceptual and procedural) based on curiosity about science, technological, artistic, related with cultural of phenomenon and visible occurrence.
4. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modifying and making) and the abstract domain (writing, reading, counting, drawing



Nomor : Un.10.3/D.1/TL.00./2304/2016 Semarang, 3 Juni 2016
Lamp. : -
Hal : Mohon Izin Riset
a.n. : Izza Maulana Rohman
NIM : 113411063

Kepada Yth.
Kepala SMP Hasanuddin 05
di Semarang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan Mahasiswa:

Nama : Izza Maulana Rohman
NIM : 113411063
Alamat : Kauman Mangkang Wetan RT 05 RW 03 Tugu Semarang
Judul skripsi : THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS' VOCABULARY
Pembimbing : Dra. Ma'rifatul Fadhilah, M.Ed

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melaksanakan riset selama satu bulan, mulai tanggal 1 Agustus 2016 sampai dengan tanggal 31 Agustus 2016.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.



Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

Semarang, 20 Oktober 2015

Nomor : In.06.3/J4/PP.00.9/4549/2015
Lamp : -
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Dra. Hj. Ma'rifatul Fadhilah, M.Ed
Di Semarang

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Izza Maulana Rohman
NIM : 113411063
Judul : **THE EFFECTIVENESS OF USING PICTURES TO IMPROVE STUDENTS' VOCABULARY (An Experimental Research at the Seventh Grade Students of SMP Hasanuddin 05 Mangkang Wetan in Academic Year of 2015/2016)**

dan menunjuk Ibu Dra. Hj. Ma'rifatul Fadhilah, M.Ed sebagai pembimbing.

Demikian atas kerja sama yang diberikan, kami ucapkan terima kasih.



Tembusan:

1. Dekan FITK UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip

and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

B. Basic Competence

4.6 Developing oral and written texts to express and ask the name of animals, objects and public buildings are close to the everyday life of students with attention to social functions, the structure of the text and correct linguistic elements and in context.

C. Indicator of Competence Achievement

1. Demonstrating the motivation to develop the ability to speak English.
2. Identifying the objects that surround students.
3. Writing back the objects that surround students.

D. Learning Aim

1. Through the experience in the learning process, students can appreciate the opportunity to learn English as a language of international communication.
2. Through the example, students can find objects around the students.
3. Through learning by using pictures, students can pro-actively so as to create a pleasant atmosphere in the classroom.

E. Learning Material

1. First Meeting

Fruits (Buah-buahan)	Vegetables (Sayur-sayuran)
Watermelon (Semangka)	Broccoli (Brokoli)
Peach (Buah Persik)	Lettuce (Daun Selada)
Strawberry (Stroberi)	Cucumber (Timun)
Apple (Apel)	Tomato (Tomat)
Banana (Pisang)	Potato (Kentang)
Orange (Jeruk)	Carrot (Wortel)
Mango (Mangga)	Onion (Bawang)
Cherry (Ceri)	Bean (Buncis)
Pineapple (Nanas)	Spinach (Bayam)
Melon (Melon)	

2. Second Meeting

Clothing (Pakaian)	Kitchen (Dapur)
Shirt (Kemeja)	Sink (Bak Cuci Piring)
Trousers (Celana Panjang)	Plate (Piring)
Jacket (Jaket)	Bowl (Mangkuk)
Shoes (Sepatu)	Kettle (Ceret)
Skirt (Rok)	Pot (Panci)
Dress (Gaun)	Frying Pan (Penggorengan)
Sock (Kaos Kaki)	Knife (Pisau)
Sweater (Kemeja Wol)	Spoon (Sendok)
Coat (Jas/Mantel)	Chopping Board (Talenan)
Belt (Ikat Pinggang)	Fork (Garpu)

3. Third Meeting

Building (Bangunan)	Weather (Cuaca)
Hospital (Rumah Sakit)	Sun (Matahari)

CERTIFICATES



PICTURES OF THE CONTROL GROUP



Police Station (Kantor Polisi)	Wind (Angin)
Post Office (Kantor Pos)	Rain (Hujan)
Bank (Bank)	Snow (Salju)
Supermarket (Pasar Swalayan)	Hail (Hujan Es)
Shop (Toko)	Ice (Es)
Library (Perpustakaan)	Thunderstorm (Hujan Petir)
Pharmacy (Apotek)	Fog (Kabut)
Bakery (Toko Roti)	Cloud (Awan)
Cinema (Bioskop)	Sky (Langit)

F. Learning Method

1. Scientific Approach
2. Observe - Practice

G. Learning Activity

Activity	Description of Activity	Time Allotment
Opening	<ol style="list-style-type: none"> 1. Teacher greets students by English in order to create English environment. 2. Teacher checks students attendance. 	10 minutes
Core Activity	<ol style="list-style-type: none"> 1. Observing: <ul style="list-style-type: none"> • Students observe pictures that given by the teacher. • By guidance of the teacher, students identify pictures. 2. Questioning: <ul style="list-style-type: none"> • By guidance of the teacher, 	60 minutes

	<p>students questioned the meaning of the pictures.</p> <p>3. Exploring:</p> <ul style="list-style-type: none"> • Students write their own practice vocabulary that has been obtained. <p>4. Associating:</p> <ul style="list-style-type: none"> • Each student argued in front of the class vocabulary they wrote. <p>5. Communicating:</p> <ul style="list-style-type: none"> • Through a variety of situations that are given by teacher, students practice explain the pictures. 	
Closing	<p>1. Teacher and students together to make a summary of the material they have learned at this meeting.</p> <p>2. Teacher asks questions to students to help them reflect on their learning activity they have done.</p> <p>3. Teacher explains plan learning activity that will come.</p>	10 minutes

H. Sources / Learning Media

1. Youtube.com, Learn English with EnglishClass101.com
2. Printed pictures
3. LCD, White board and boardmarker

Appendix 13

PICTURES OF THE EXPERIMENTAL GROUP



**POST-TEST SCORE OF CONTROL GROUP
(VII B)**

NO	CODE	SCORE
1	C-1	25
2	C-2	35
3	C-3	35
4	C-4	45
5	C-5	50
6	C-6	35
7	C-7	45
8	C-8	40
9	C-9	45
10	C-10	50
11	C-11	15
12	C-12	45
13	C-13	45
14	C-14	35
15	C-15	35
16	C-16	45
17	C-17	15
18	C-18	60
19	C-19	50
20	C-20	30
21	C-21	15
22	C-22	35
23	C-23	70
24	C-24	50
25	C-25	55
26	C-26	60
27	C-27	70
28	C-28	80
29	C-29	60

I. Assesment

1. Type of assesment : Written test
2. Instrument : Multiple choice
3. Scoring :

$$S = \frac{R}{N} \times 100$$

Where: S = Score

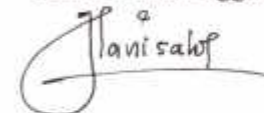
R = Number of correct answer

N = Number of qustions

100 = Highest score

Semarang, 7 Agustus 2016

Guru Bahasa Inggris,



Siti Nur Anisah, S.Pd.

Peneliti,



Izza Maulana Rohman

NIM. 113411063



**LESSON PLAN
FOR CONTROL GROUP**

School : SMP Hasanuddin 5 Semarang
 Class/Semester : VII/1
 Subject : English
 Topic : Vocabulary
 Time Allotment : 2 x 40 minutes

A. Core Competence

1. Esteeming and involving religion teaching which embraced.
2. Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confidence, in interacting effectively with social environment and nature on range of its association and existence.
3. Comprehending and applying knowledge (factual, conceptual and procedural) based on curiosity about science, technological, artistic, related with cultural of phenomenon and visible occurrence.
4. Processing, serving and thinking out in concrete domain (using, decomposing, stringing up, modifying and making) and the abstract domain (writing, reading, counting, drawing

**POST-TEST SCORE OF EXPERIMENTAL GROUP
(VII D)**

NO	CODE	SCORE
1	E-1	70
2	E-2	55
3	E-3	40
4	E-4	35
5	E-5	35
6	E-6	45
7	E-7	75
8	E-8	60
9	E-9	60
10	E-10	75
11	E-11	70
12	E-12	85
13	E-13	90
14	E-14	60
15	E-15	35
16	E-16	35
17	E-17	40
18	E-18	50
19	E-19	45
20	E-20	50
21	E-21	60
22	E-22	20
23	E-23	15
24	E-24	75
25	E-25	70
26	E-26	45

PRE-TEST SCORE OF CONTROL GROUP**(VII B)**

NO	CODE	SCORE
1	C-1	85
2	C-2	90
3	C-3	85
4	C-4	80
5	C-5	85
6	C-6	85
7	C-7	90
8	C-8	95
9	C-9	95
10	C-10	90
11	C-11	70
12	C-12	95
13	C-13	90
14	C-14	95
15	C-15	85
16	C-16	85
17	C-17	90
18	C-18	95
19	C-19	95
20	C-20	85
21	C-21	85
22	C-22	70
23	C-23	95
24	C-24	70
25	C-25	85
26	C-26	85
27	C-27	100
28	C-28	100
29	C-29	100

and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

B. Basic Competence

4.6 Developing oral and written texts to express and ask the name of animals, objects and public buildings are close to the everyday life of students with attention to social functions, the structure of the text and correct linguistic elements and in context.

C. Indicator of Competence Achievement

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Peach (Buah Persik)	Lettuce (Daun Selada)
Strawberry (Stroberi)	Cucumber (Timun)
Apple (Apel)	Tomato (Tomat)
Banana (Pisang)	Potato (Kentang)
Orange (Jeruk)	Carrot (Wortel)
Mango (Mangga)	Onion (Bawang)
Cherry (Ceri)	Bean (Buncis)
Pineapple (Nanas)	Spinach (Bayam)
Melon (Melon)	

2. Second Meeting

Clothing (Pakaian)	Kitchen (Dapur)
Shirt (Kemeja)	Sink (Bak Cuci Piring)
Trousers (Celana Panjang)	Plate (Piring)
Jacket (Jaket)	Bowl (Mangkuk)
Shoes (Sepatu)	Kettle (Ceret)
Skirt (Rok)	Pot (Panci)
Dress (Gaun)	Frying Pan (Penggorengan)
Sock (Kaos Kaki)	Knife (Pisau)
Sweater (Kemeja Wol)	Spoon (Sendok)
Coat (Jas/Mantel)	Chopping Board (Talenan)
Belt (Ikat Pinggang)	Fork (Garpu)

3. Third Meeting

Building (Bangunan)	Weather (Cuaca)
Hospital (Rumah Sakit)	Sun (Matahari)

Appendix 9

PRE-TEST SCORE OF EXPERIMENTAL GROUP (VII D)

NO	CODE	SCORE
1	E-1	100
2	E-2	90
3	E-3	70
4	E-4	70
5	E-5	60
6	E-6	95
7	E-7	90
8	E-8	90
9	E-9	90
10	E-10	95
11	E-11	95
12	E-12	100
13	E-13	85
14	E-14	95
15	E-15	90
16	E-16	75
17	E-17	95
18	E-18	90
19	E-19	80
20	E-20	90
21	E-21	95
22	E-22	90
23	E-23	60
24	E-24	95
25	E-25	75
26	E-26	80

POST-TEST
VOCABULARY TEST

NAMA : Syira Melina

KELAS : VII B

60

Choose the correct answer a, b, c or d!

1. Will you go to the ... to watch the newest movie tonight?
a. Hospital c. Bank
b. Library Cinema
- Please take off your ... outside.
a. Shirt Jacket
b. Shoes d. Belt
3. I went to dentist yesterday because my ... were in pain.
 Teeth c. Hands
b. Feet d. Ears
- Alan: Budi, your shoes are so fit in your You look georgenus.
Budi: Thank you.
a. Teeth Hands
b. Feet d. Ears
- The carpet is I want to clean it.
a. Dirty c. Large
b. Shinny Soft
6. I can't hear anything since my ... are sick.
a. Teeth c. Hands
b. Feet Ears
- Sugar is ..., but honey is sweeter than sugar.
a. Sweet Salty
b. Small d. Smooth
8. Lili : Do you have ...?
Shopkeeper : Yes, we do. The fruit rack is right there.
a. Persian cat Green apple
b. Shoes d. Drawing book
9. My mother is a nurse. She works in ...?
 Hospital c. Bank
b. Library d. Cinema
10. Taufik : These fried chickens are my favorite.
Hidayat : I like it too. These fried chickens are very
a. Dangerous c. Salty
b. Bitter Delicious
11. Something that you can find in your bedroom is a
12. Hasan is a tailor. He makes
a. Blackboard Bed
b. Sink d. Spoon
13. My father always reads ... every morning.
a. Radio c. Computer
 Television d. Newspaper
14. I buy bread at the
15. Below which includes fruits are
 Peach c. Lettuce
b. Bean d. Spinach
16. My mother cleans the dirty plate in the
a. Sink c. Kettle
 Frying pan d. Chopping board
17. Where can you see wild animals, if you don't want to go to the forest?
a. Botanical garden c. Rice field
b. Flower park Zoo
18. We never find ... in the botanical garden.
a. Trees Flower
b. Plant d. Wild animal
19. The chef slices onion on the
a. Sink c. Kettle
b. Frying pan Chopping board
20. What do you wear to go to school?
a. Dress Uniform
b. Jacket d. Pajamas

Police Station (Kantor Polisi)	Wind (Angin)
Post Office (Kantor Pos)	Rain (Hujan)
Bank (Bank)	Snow (Salju)
Supermarket (Pasar Swalayan)	Hail (Hujan Es)
Shop (Toko)	Ice (Es)
Library (Perpustakaan)	Thunderstorm (Hujan Petir)
Pharmacy (Apotek)	Fog (Kabut)
Bakery (Toko Roti)	Cloud (Awan)
Cinema (Bioskop)	Sky (Langit)

F. Learning Method

1. Scientific Approach
2. Observe - Practice

G. Learning Activity

Activity	Description of Activity	Alokasi Waktu
Opening	<ol style="list-style-type: none"> 1. Teacher greets students by English in order to create English environment. 2. Teacher checks students attendance. 	10 menit
Core Activity	<ol style="list-style-type: none"> 1. Observing: <ul style="list-style-type: none"> • Students observe pictures that given by the teacher. • By guidance of the teacher, students identify pictures. 2. Questioning: <ul style="list-style-type: none"> • By guidance of the teacher, 	60 menit

	<p>students questioned the meaning of the pictures.</p> <p>3. Exploring:</p> <ul style="list-style-type: none"> Students write their own practice vocabulary that has been obtained. <p>4. Associating:</p> <ul style="list-style-type: none"> Each student argued in front of the class vocabulary they wrote. <p>5. Communicating:</p> <ul style="list-style-type: none"> Through a variety of situations that are given by teacher, students practice explain the pictures. 	
Closing	<p>1. Teacher and students together to make a summary of the material they have learned at this meeting.</p> <p>2. Teacher asks questions to students to help them reflect on their learning activity they have done.</p> <p>3. Teacher explains plan learning activity that will come.</p>	10 menit

H. Sources / Learning Media

- LCD
- White board and boardmarker

NAMA : Valia Didi M
 KELAS : 7 B

**POST-TEST
VOCABULARY TEST**

Choose the correct answer a, b, c or d!

80

- Will you go to the ... to watch the newest movie tonight?
 Hospital c. Bank
 Library Cinema
- Please take off your ... outside.
 Shirt c. Jacket
 Shoes d. Belt
- I went to dentist yesterday because my ... were in pain.
 Teeth c. Hands
 Feet d. Ears
- Alan: Budi, your shoes are so fit in your You look georgeous.
 Budi: Thank you.
 Teeth Hands
 Feet d. Ears
- The carpet is I want to clean it.
 Dirty c. Large
 Shinny Soft
- I can't hear anything since my ... are sick.
 Teeth c. Hands
 Feet Ears
- Sugar is, but honey is sweeter than sugar.
 Sweet c. Salty
 Small d. Smooth
- Lili : Do you have?
 Shopkeeper : Yes, we do. The fruit rack is right there.
 Persian cat Green apple
 Shoes d. Drawing book
- My mother is a nurse. She works in ...?
 Hospital c. Bank
 Library d. Cinema
- Taufik : These fried chickens are my favorite.
 Hidayat : I like it too. These fried chickens are very
 Dangerous c. Salty
 Bitter Delicious
- Something that you can find in your bedroom is a
 Blackboard Bed
 Sink d. Spoon
- Hasan is a tailor. He makes
 Belt c. Bag
 Clothes d. Ice cream
- My father always reads every morning.
 Radio c. Computer
 Television d. Newspaper
- I buy bread at the
 Post office c. Library
 Bakery d. Cinema
- Below which includes fruits are
 Peach c. Lettuce
 Bean d. Spinach
- My mother cleans the dirty plate in the
 Sink c. Kettle
 Frying pan d. Chopping board
- Where can you see wild animals, if you don't want to go to the forest?
 Botanical garden c. Rice field
 Flower park d. Zoo
- We never find in the botanical garden.
 Trees c. Flower
 Plant Wild animal
- The chef slices onion on the
 Sink c. Kettle
 Frying pan Chopping board
- What do you wear to go to school?
 Dress Uniform
 Jacket d. Pajamas

POST-TEST
VOCABULARY TEST

NAMA : MARRINA GIBRAN
KELAS : 7 DHe

75

Choose the correct answer a, b, c or d!

- Will you go to the to watch the newest movie tonight?
a. Hospital c. Bank
b. Library Cinema
- Please take off your outside.
 Shirt c. Jacket
b. Shoes d. Belt
- I went to dentist yesterday because my were in pain.
 Teeth c. Hands
b. Feet d. Ears
- Alan: Budi, your shoes are so fit in your You look georgeous.
Budi: Thank you.
a. Teeth c. Hands
 Feet d. Ears
- The carpet is I want to clean it.
a. Dirty c. Large
b. Shiny Soft
- I can't hear anything since my are sick.
a. Teeth c. Hands
b. Feet Ears
- Sugar is, but honey is sweeter than sugar.
 Sweet c. Salty
b. Small d. Smooth
- Lili : Do you have?
Shopkeeper : Yes, we do. The fruit rack is right there.
a. Persian cat Green apple
b. Shoes d. Drawing book
- My mother is a nurse. She works in?
 Hospital c. Bank
b. Library d. Cinema
- Taufik : These fried chickens are my favorite.
Hidayat : I like it too. These fried chickens are very
a. Dangerous c. Salty
b. Bitter Delicious
- Something that you can find in your bedroom is a
a. Blackboard Bed
b. Sink d. Spoon
- Hasan is a tailor. He makes
a. Belt c. Bag
 Clothes d. Ice cream
- My father always reads every morning.
 Radio c. Computer
b. Television d. Newspaper
- I buy bread at the
- Below which includes fruits are
 Peach c. Lettuce
b. Bean Spinach
- My mother cleans the dirty plate in the
a. Sink c. Kettle
b. Frying pan d. Chopping board
- Where can you see wild animals, if you don't want to go to the forest?
a. Botanical garden c. Rice field
b. Flower park Zoo
- We never find in the botanical garden.
a. Trees Flower
b. Plant d. Wild animal
- The chef slices onion on the
a. Sink c. Kettle
b. Frying pan Chopping board
- What do you wear to go to school?
a. Dress Uniform
b. Jacket d. Pajamas

I. Assesment

- Type of assesment : Written test
- Instrument : Multiple choice
- Scoring :

$$S = \frac{R}{N} \times 100$$

Where: S = Score

R = Number of correct answer

N = Number of qustions

100 = Highest score

Guru Bahasa Inggris,

Jani salaf

Siti Nur Anisah, S.Pd.

Semarang, 7 Agustus 2016

Peneliti,

Izza Maulana Rohman

Izza Maulana Rohman

NIM. 113411063



Kepala Sekolah,

H. Ahmad Faichan, S.E.

INSTRUMENT FOR PRE-TEST

Choose the correct answer a, b, c or d!

1. After eating or drinking in the restaurant, you give the bill to the



- a. Waiter c. Waitress
b. Cashier d. Manager

2. We watch in the evening.



- a. Newspaper c. Magazine
b. Radio d. Television

3. I listen to music on the



- a. Newspaper c. Magazine
b. Radio d. Television

4. My mother slices meat with a

- a. Stick c. Knife
b. Fork d. Spoon



5. You need to protect your head.



- a. Sandals c. Hat
b. Clothes d. Shoes

6. A man who plays guitar is called



- a. Vocalist c. Guitarist
b. Pianist d. Drummer

7. Ali : What is your father's job?

Boy : He is a He flies the plane.



- a. Doctor c. Postman
b. Farmer d. Pilot

8. A makes some food.

NAMA : MELIA KRISTIA
MI PUTRI
KELAS : VII^D The Best

30

**POST-TEST
VOCABULARY TEST**

Choose the correct answer a, b, c or d!

1. Will you go to the to watch the newest movie tonight?
a. Hospital c. Bank
b. Library d. Cinema
2. Please take off your outside.
a. Shirt c. Jacket
 d. Shoes b. Belt
3. I went to dentist yesterday because my were in pain.
 c. Teeth b. Feet
c. Hands d. Ears
4. Alan: Budi, your shoes are so fit in your You look georgeous.
Budi: Thank you.
a. Teeth c. Hands
 d. Feet b. Ears
5. The carpet is I want to clean it.
 c. Dirty a. Large
b. Shiny d. Soft
6. I can't hear anything since my are sick.
a. Teeth c. Hands
b. Feet d. Ears
7. Sugar is, but honey is sweeter than sugar.
 d. Sweet c. Salty
b. Small d. Smooth
8. Lili : Do you have?
Shopkeeper : Yes, we do. The fruit rack is right there.
a. Persian cat c. Green apple
b. Shoes d. Drawing book
9. My mother is a nurse. She works in?
 d. Hospital c. Bank
b. Library d. Cinema
10. Taufik : These fried chickens are my favorite.
Hidayat : I like it too. These fried chickens are very
a. Dangerous c. Salty
b. Bitter d. Delicious
11. Something that you can find in your bedroom is a
a. Blackboard c. Bed
b. Sink d. Spoon
12. Hasan is a tailor. He makes
a. Belt c. Bag
 d. Clothes b. Ice cream
13. My father always reads every morning.
a. Radio c. Computer
b. Television d. Newspaper
14. I buy bread at the
a. Post office c. Library
 d. Bakery b. Cinema
15. Below which includes fruits are
 d. Peach a. Lettuce
b. Bean d. Spinach
16. My mother cleans the dirty plate in the
a. Sink c. Kettle
b. Frying pan d. Chopping board
17. Where can you see wild animals, if you don't want to go to the forest?
a. Botanical garden c. Rice field
b. Flower park d. Zoo
18. We never find in the botanical garden.
a. Trees c. Flower
b. Plant d. Wild animal
19. The chef slices onion on the
a. Sink c. Kettle
b. Frying pan d. Chopping board
20. What do you wear to go to school?
a. Dress c. Uniform
b. Jacket d. Pajamas



- a. Glue c. Coin
 Stamp d. Pen
14. Students have to wear uniform to go to
 School c. Bed
 b. Mall d. Party
15. What do you use to find a way?
 a. Car Map
 b. Bicycle d. Shoes
16. What do you wear to go to bed?



- a. Dress c. Uniform
 b. Jacket Pajamas
17. Mother needs meat, carrot, cabbage and potatoes to make
 a. Burger c. Noodle
 Soup d. Fried rice
18. Where do people go to send the letter?
 a. Beach c. Zoo
 Post office d. Station
19. Mr. Dedi is a doctor. He works in
 a. Hotel Hospital
 b. School d. Office
20. We are at SMP Hasanuddin 05 Semarang.
 Students c. Doctors
 b. Artists d. Farmers



- a. Teacher c. Chef
 b. Doctor d. Lawyer
9. Coca cola, tea and milk are called



- a. Vegetables c. Fruits
 b. Food d. Drinks
10. Pizza, noodle, sandwich and burger are called



- a. Vegetables c. Fruits
 b. Food d. Drinks
11. Apple, orange, melon and mango are called



- a. Vegetables c. Fruits
 b. Food d. Drinks
12. Onion, spinach, potato and tomato are called



- a. Vegetables c. Fruits
 b. Food d. Drinks
13. We need to send a letter.



- a. Glue c. Coin
 b. Stamp d. Pen
14. Students have to wear uniform to go to
 a. School c. Bed
 b. Mall d. Party
15. What do you use to find a way?
 a. Car c. Map
 b. Bicycle d. Shoes
16. What do you wear to go to bed?



- a. Dress c. Uniform
 b. Jacket d. Pajamas
17. Mother needs meat, carrot, cabbage and potatoes to make
 a. Burger c. Noodle
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19. Mr. Dedi is a doctor. He works in
 a. Hotel c. Hospital
 b. School d. Office
20. We are at SMP Hasanuddin 05 Semarang.
 a. Students c. Doctors
 b. Artists d. Farmers

S=0
B=20

NAMA : Syifa Melinda
 KELAS : VII B

PRE-TEST
 VOCABULARY TEST

Choose the correct answer a, b, c or d!

1. After eating or drinking in the restaurant, you give the bill to the ...



- a. Waiter c. Waitress
 b. Cashier d. Manager

2. We watch ... in the evening



- a. Newspaper c. Magazine
 b. Radio d. Television

3. I listen to music by



- a. Newspaper c. Magazine
 b. Radio d. Television

4. My mother slices meat with a ...



- a. Stick b. Knife
 b. Fork d. Spoon

5. You need ... to protect your head.



- a. Sandals b. Hat
 b. Clothes d. Shoes

6. A man who plays guitar is called ...



- a. Vocalist b. Guitarist
 b. Pianist d. Drummer

7. Ali : What is your father's job?
 Boy: He is a He flies the plane.



- a. Doctor c. Postman
 b. Farmer d. Pilot

8. A ... makes some food.



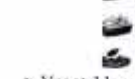
- a. Teacher b. Chef
 b. Doctor d. Lawyer

9. Coca cola, tea and milk are called ...



- a. Vegetables c. Fruits
 b. Food d. Drinks

10. Pizza, noodle, sandwich and burger are called ...



- a. Vegetables c. Fruits
 b. Food d. Drinks

11. Apple, orange, melon and mango are called ...



- a. Vegetables b. Fruits
 b. Food d. Drinks

12. Onion, spinach, potato and tomato are called ...



- a. Vegetables c. Fruits
 b. Food d. Drinks

13. We need ... to send a letter.



- a. Glue c. Coin
~~x~~ Stamp d. Pen
14. Students have to wear uniform to go to
~~x~~ School c. Bed
 b. Mall d. Party
15. What do you use to find a way?
 a. Car ~~x~~ Map
 b. Bicycle d. Shoes
16. What do you wear to go to bed?



85

- ~~x~~ Dress c. Uniform
 b. Jacket d. Pajamas
17. Mother needs meat, carrot, cabbage and potatoes to make
 a. Burger c. Noodle
~~x~~ Soup d. Fried rice
18. Where do people go to send the letter?
 a. Beach c. Zoo
~~x~~ Post office d. Station
19. Mr. Dedi is a doctor. He works in
 a. Hotel ~~x~~ Hospital
 b. School d. Office
20. We are at SMP Hasanuddin 05 Semarang.
~~x~~ Students c. Doctors
 b. Artists d. Farmers

Appendix 7

INSTRUMENT FOR POST-TEST

Choose the correct answer a, b, c or d!

- Will you go to the to watch the newest movie tonight?
 a. Hospital c. Bank
 b. Library d. Cinema
 - Please take off your outside.
 a. Shirt c. Jacket
 b. Shoes d. Belt
 - I went to dentist yesterday because my were in pain.
 a. Teeth c. Hands
 b. Feet d. Ears
 - Alan : Budi, your shoes are so fit in your You look georgeous.
 Budi : Thank you.
 a. Teeth c. Hands
 b. Feet d. Ears
 - The carpet is I want to clean it.
 a. Dirty c. Large
 b. Shinny d. Soft
 - I can't hear anything since my are sick.
 a. Teeth c. Hands
 b. Feet d. Ears
 - Sugar is, but honey is sweeter than sugar.
 a. Sweet c. Salty
 b. Small d. Smooth
 - Lili : Do you have?
- Shopkeeper : Yes, we do.
 The fruit rack is right there.
 a. Persian cat c. Green apple
 b. Shoes d. Drawing book
9. My mother is a nurse. She works in?
 a. Hospital c. Bank
 b. Library d. Cinema
10. Taufik: These fried chickens are my favorite.
 Hidayat : I like it too. These fried chickens are very
- a. Dangerous c. Salty
 b. Bitter d. Delicious
11. Something that you can find in your bedroom is a
- a. Blackboard c. Bed
 b. Sink d. Spoon
12. Hasan is a tailor. He makes
- a. Belt c. Bag
 b. Clothes d. Ice cream
13. My father always reads every morning.
 a. Radio c. Computer
 b. Television d. Newspaper
14. I buy bread at the
- a. Post office c. Library
 b. Bakery d. Cinema

15. Below which includes fruits are
- a. Peach c. Lettuce
b. Bean d. Spinach
16. My mother cleans the dirty plate in the
- a. Sink b. Frying pan
c. Kettle d. Chopping board
17. Where can you see wild animals, if you don't want to go to the forest?
- a. Botanical garden. Ricefield b. Flower park d. Zoo
18. We never find in the botanical garden.
- a. Trees c. Flower
b. Plant d. Wild animal
19. The chef slices onion on the
- a. Sink b. Frying pan
c. Kettle d. Chopping board
20. What do you wear to go to school?
- a. Dress c. Uniform
b. Jacket d. Pajamas

Appendix 8

Students' Worksheet

NAMA : MELIA KRISTIANI
PUTRI
KELAS : VII D

PRE-TEST
VOCABULARY TEST

Choose the correct answer a, b, c or d!

1. After eating or drinking in the restaurant, you give the bill to the



- a. Waiter c. Waitress
 b. Cashier d. Manager

2. We watch in the evening



- a. Newspaper c. Magazine
b. Radio d. Television

3. I listen to music by



- a. Newspaper c. Magazine
 b. Radio d. Television

4. My mother slices meat with a



- a. Stick b. Knife
b. Fork d. Spoon

5. You need to protect your head.



- a. Sandals c. Hat
b. Clothes d. Shoes

6. A man who plays guitar is called



- a. Vocalist c. Guitarist
b. Pianist d. Drummer

7. Ali : What is your father's job?
Boy : He is a He flies the plane



- a. Doctor c. Postman
b. Farmer d. Pilot

8. A makes some food.



- a. Teacher c. Chef
b. Doctor d. Lawyer

9. Coca cola, tea and milk are called



- a. Vegetables c. Fruits
b. Food d. Drinks

10. Pizza, noodle, sandwich and burger are called



- a. Vegetables c. Fruits
 b. Food d. Drinks

11. Apple, orange, melon and mango are called



- a. Vegetables c. Fruits
b. Food d. Drinks

12. Onion, spinach, potato and tomato are called



- a. Vegetables c. Fruits
b. Food d. Drinks

13. We need to land a plane



- a. Vegetables c. Fruits
b. Food d. Drinks