

**THE EFFECTIVENESS OF PICTURE CARDS IN TEACHING  
VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP  
HASYIM ASY`ARI KASIHAN TEGALOMBO PACITAN**

**THESIS**



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**2023**

**P O N O R O G O**

## ABSTRACT

**Aninndya, Imart Ayu.** 2023. *The Effectiveness Of Picture Cards In Teaching Vocabulary Mastery At The Seventh Grade of SMP Hasyim Asy'ari Kasihan Tegalombo Pacitan. Thesis*, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor : Dr. Dhinuk Puspita Kirana, M.Pd.

**Keywords:** *Picture Card, Vocabulary Mastery, Teaching Vocabulary*

Teaching vocabulary is crucial since it's a critical aspect of the language component while teaching English. Teaching vocabulary requires the proper methods to be used, which is not easy to do. As a result, teachers must use the appropriate methods in the classroom. Since picture cards are one type of media that can help teachers capture students' attention and motivate them to study more effectively, using them to teach vocabulary is an appropriate teaching strategy.

The Objectives of this research is to find out the effectiveness of using picture cards in teaching vocabulary Mastery at the 7<sup>th</sup> grade students of SMP Hasyim Asy'ari Kasihan Tegalombo Pacitan.

During this study, the researcher applied quantitative research methods. The objective of this research is to learn more about the use of picture cards in learning vocabulary and find efficient methods for teaching vocabulary to seventh-grade students at SMP Hasyim Asy'ari Kasihan Pacitan. Class VII A became the study's control group and class VII B was the experimental group. Each of the two classes consisted of 20 students. Class VII A was taught without using picture cards, while Class VII B was taught with picture cards. Written tests and documentation were used as research instruments. To collect the data, the researcher used pre-test and post-tests. Following the fourth meeting, where the content was given, the researcher conducted a post-test to determine how the students' vocabulary had developed.

The consequence of the exploration was observed that there is a tremendous distinction between the pre-test and post-test. The pre-test mean score is 58,5 and Post-Grade is 81,7. The degree opportunity importance 5% was 1.74. The consequence of the importance distinction of the post-test that was  $10,670 > 1.74$ . Accordingly, the study's working hypothesis is that students who obtain teaching using picture cards and those who do not receive instruction using pictures differ significantly in their grades. The distinction in development indicates that picture cards were an effective educational tool for increasing vocabulary proficiency among students. Therefore, it is advised that English teachers use visual tools to help students learn language, especially in teaching vocabulary.



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Date : 2<sup>th</sup> November 2023

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Day : Tuesday  
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Thank for your attention to this matter.

Ponorogo, 5<sup>th</sup> October 2023

Sincerely

  
Imart Ayu Aninndya

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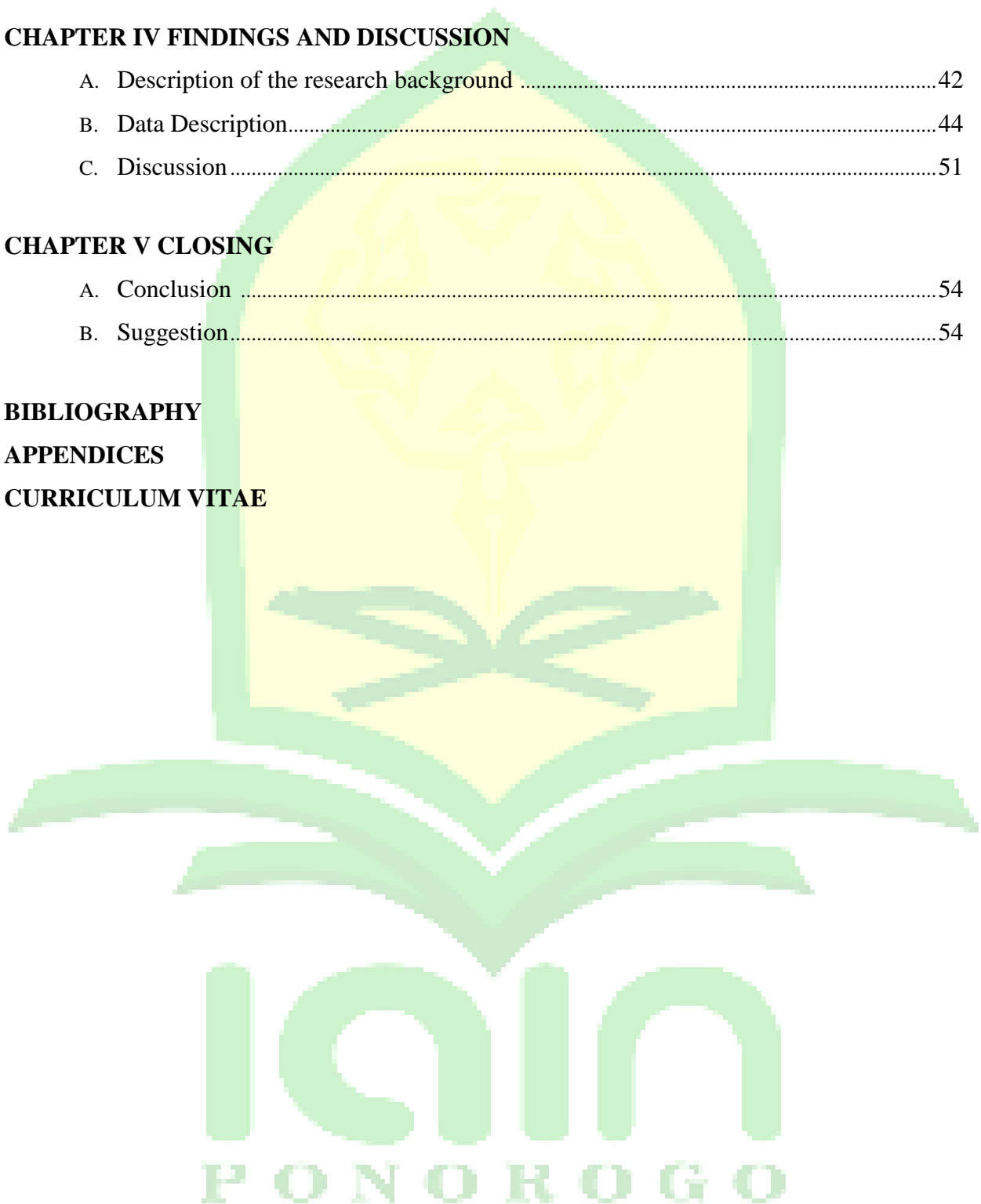
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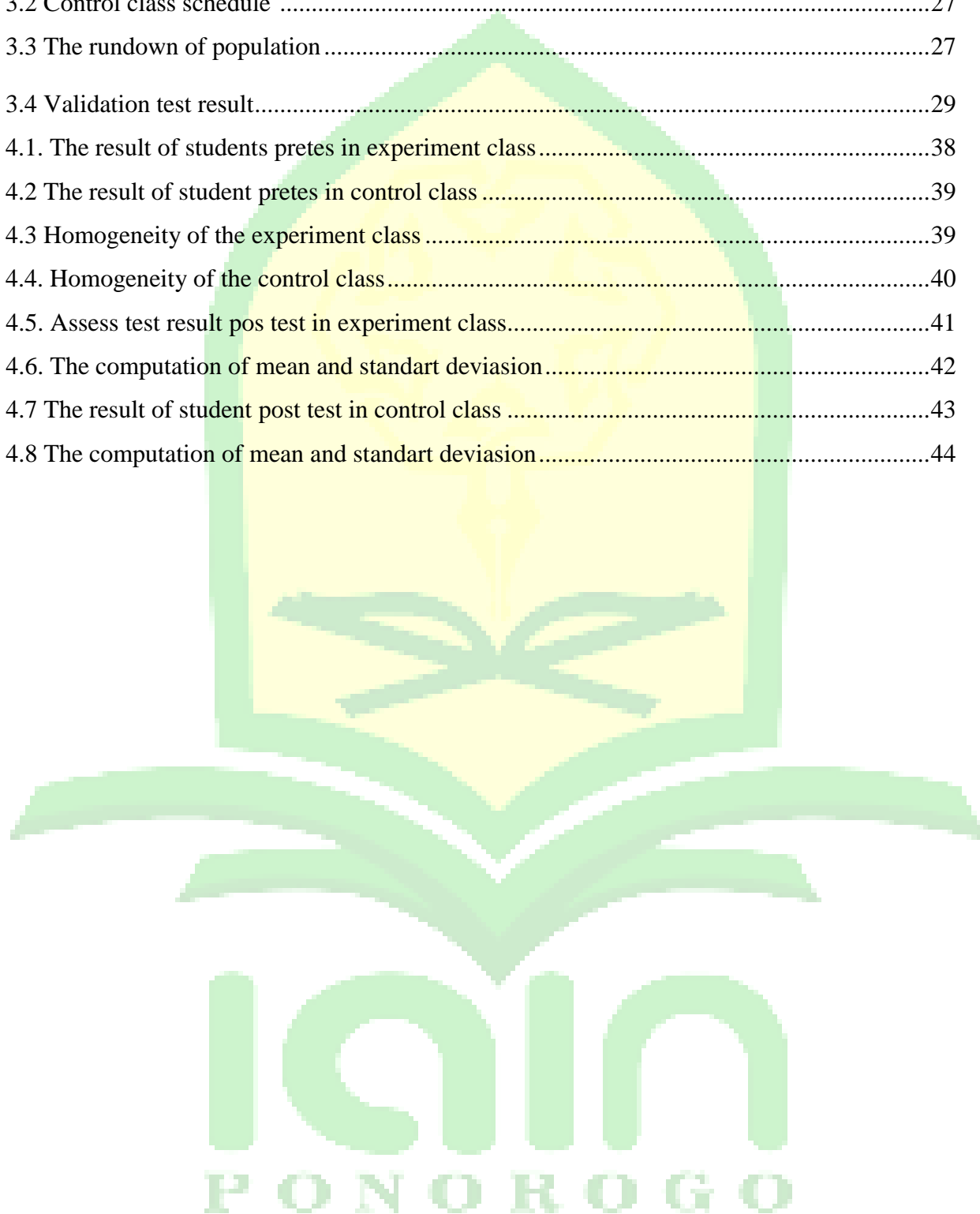
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# CHAPTER I

## INTRODUCTION

### A. Background

Learning is natural and mandatory in everyday life, even learning can happen anywhere and anytime, but still there how many people misinterpret learning as an activity is general. Of course, this understanding is an understanding not exactly. Learning is not just an activity to command a child to learn. As we all know that learning has the goal is to form a better person than before. Of course it will many questions arise when the basic learning has a purpose to form a better person than before. Of course, it will appear many questions if we do not understand the meaning of learning in depth.

Learning has a very specific meaning. Learning is a course of mental movement did by an individual to get an adjustment of conduct that is positive and settled somewhat lengthy through training or experience that includes perspectives character both truly and mentally, figuring out how to deliver change inside every person, and these progressions have a positive incentive for him. But not all change can be said to be learning, for example a child who fell from a tree and broke his hand.

The condition can not be said as a learning process even though there change, because the change is not as active behavior and towards a better change. Every human being, no matter where they come from, has a language. So fundamental language for people, everything is like breathing so essential and important in human existence. On the off chance that we don't have language then we will lose mankind we can never again work as homo sapiens (learned animals).

Language is a method for correspondence between local area individuals in the structure sounds created by human discourse. Understanding the language covers two areas. First, the sound produced by the utterances and meanings or the meaning implied in the sound current itself.

Language is a tool to communicate, both orally and writing used by humans to express or express his thoughts, desires and feelings. An individual's vocabulary is characterized as the arrangement of all words comprehended the individual or every one of the words that are probably going to be being used by the individual to develop new sentences. The language will not separated from learning vocabulary, since vocabulary is a vital viewpoint significant in language abilities. The more vocabulary you have, the more gifted you will be in the language. For this situation vocabulary can expand the development of composing, talking exercises, perusing, and tuning in. Vocabulary is a part that contains all data connected with the utilization of words in the language.

English is learnt in middle school as a neighborhood content and it is likewise educated in Indonesia as a most loved program. English is shown in middle school only for presenting the youngsters English as an unknown dialect. Other than that, it capabilities to give understudies fundamental information on English so they will improve in middle school. The capability of youngsters' language prepared and improved, on the grounds that the kids will show up great in utilizing language since over five years olds. As indicated by Brumfit, Moon, and Tongue there are various explanations behind showing English at middle school that don't depend basically on the case that is the best opportunity to learn language well.

Be that as it may, vocabulary educating has not forever been extremely receptive to such issues, and educators have not completely perceived the colossal open benefit in fostering a broad vocabulary. In other word, the majority of educators don't focus a lot of in creating instructing vocabulary. They show much for language, perusing, talking, tuning, recorded as a hard copy, and so on. To plan understudies who are having great capacity in

conveying, the educator ought to focus a lot of in instructing vocabulary. Accordingly, the understudies don't confront challenges in building sentences, and the troubles in talking caused missing words can be kept away from. Showing vocabulary can begin from rudimentary or possibly at middle school when the understudies still in ideal grow up. At the point when they gain vocabulary from early schooling, they can't deal with issue in advanced education.

In Indonesia showing vocabulary hasn't done ideal yet, it very well may be seen that the normal understudies face troubles in talking. At the point when the understudies in discourse rivalry they frequently quit talking since they miss words. It caused their vocabulary is as yet restricted. Also, the educator doesn't instruct vocabulary to the understudies in early training (rudimentary or middle school). The understudies who are having restricted vocabulary will deal with certain issues, for example talking, tuning in, perusing, composing, and so forth.

In SMP Hasyim Asy'ari Kasihan Pacitan the understudies experience issues in learning English, especially vocabulary in elocution, the utilization of words and grasping importance. The understudies despise learning English. It tends to be seen from the aftereffect of talking the educator and understudies. In SMP Hasyim Asy'ari Kasihan Pacitan learning English incorporates jargon, tuning in, and talking.

From the clarification above it tends to be presumed that vocabulary incorporates one of material that is instructed at SMP Connected with vocabulary authority, in view of the perception that have done by the analyst shows the understudies of SMP Hasyim Asy'ari Kasihan face challenges or issues as follows:

1. The understudies get challenges in utilizing words.
2. The understudies get troubles in getting a handle on the significance.
3. The understudies get troubles in articulating the words .

They ought to be evident through the outcomes of daily learning; their average score stands at 5.5 or below. The pre-test results suggest that students have limited proficiency in learning English, particularly in mastering vocabulary (understanding meaning, word usage, and pronunciation). Out of 22 students, only 5 (22%) achieved a good score, while 17 (77%) received poor scores. This difficulty arises mainly from English being a foreign language, as most students struggle with memorizing and pronouncing words due to their native Javanese language background. Furthermore, some of them face pronunciation challenges due to tongue capability issues.

Additionally, the source of difficulties is observed to originate from the teacher. The teacher lacks the proper methodology for teaching English, especially vocabulary. They have not mastered various teaching techniques and rely solely on one approach. This monotonous teaching style confines students to the classroom without engaging them in other activities, leading to boredom. The English teaching materials are limited to the Learning Kits (LKS) and the internal curriculum. The teacher is unable to incorporate alternative materials or create new ones. Consequently, students' activities predominantly revolve around reading and writing without any interactive learning experiences.

Thusly, it makes the showing educational experience dull and makes the understudies exhausted. The educator only occasionally involves the media in the homeroom. To make the understudies simpler in understanding English, utilizing media is vital, on the grounds that it will be more fascinating for the kids. Without utilizing great media the showing growing experience become exhausting.

To conquer the issues instructor needs to figure out the suitable strategy for showing English for kids. It is trusted the understudy obtains the great outcome in dominating vocabulary in English. As a result of the explanation, the scientist might want to give a reasonable technique as most would consider to be normal to help the instructors as teacher in working on understudies' vocabulary.

Utilizing Picture Card may absolutely be a powerful approach to showing English for kids. In the second phase, Picture Card media was integrated with a translation approach, transforming the group race game into a competitive activity. All students actively participated in the teaching and learning process, preventing boredom as they competed with each other. This resulted in noticeable improvements in the outcomes of the second phase.

Ideally, they can appreciate learning English by playing in many spots. All in all, advancing by doing picture card can be utilized for working on understudy's skill of vocabulary.

From the clarification above it very well may be presumed that Image Card is a technique that is intended to give a mix between a turn of events and a pedantic way to deal with working with small kids, centered in youngsters focused in the corners. So that, the analyst feels that this technique will assist the understudies with learning with appreciate and work on the understudies' vocabulary mastery in English learning at the seventh grade of SMP Hasyim Asy'ari Kasihan Pacitan.

## **B. Focus of the Study**

To avoid misunderstanding and to clarify the problem, it is necessary to make limitation of the problem. In this study the researcher only focus on teaching vocabulary using picture cards at the seventh grade of SMP Hasyim Asy'ari Kasihan Pacitan.

## **C. Statement of the Problem**

According to background of the study above, the researcher formulated statement of the problem, as follows:

“How is the effectiveness of using picture cards in teaching English vocabulary for the 7<sup>th</sup> grade students of SMP Hasyim Asy'ari Kasihan Pacitan?”

#### D. Objective of the Study

The objectives of this research is to find out the effectiveness of using picture cards in teaching vocabulary at the 7<sup>th</sup> grade students of SMP Hasyim Asy'ari Kasihan Pacitan.

#### E. Significance of the Research

The significance of the study is a benefit from this research. It consists of two types, practical significance and theoretical significance. Here are an explanation of both significances :

##### 1. Practically

The result of this research expected to give beneficial for:

##### a. For the school

The school is recommended to work on the framework and offices for a superior condition in theaching and advancing particularly for understudies. In this way, they will expand their expertise for a decent accomplishment.

##### b. For the English Teachers

Educators ought to be imaginative to pick the best strategy to apply in educational experience to make understudies keen on going to the example, the educator ought to introduce the language in a pleasant, loose, and justifiable; the instructor isn't just as the data provider yet additionally as a facilitator. They need to provide understudies direction and guidance how to capability a text, the educators ought to help utilizing suitable technique to show the understudy and make variety of strategy in each gathering.

##### c. English for learners

The understudies ought to be committed to bring dictionry in each English class; the understudies are wanted to be dynamic in growing experience and they are haped not be bashful in showcasing their job. It is better for understudies to continue to share one another, so when the

understandings learning together, they will take and give understanding for wide outline.

d. For future researchers

This research can be used as a guide to relevant previous research investigated further by subsequent researchers. How to use picture cards for material in the next class, namely junior high school grades 7, 8, and 9.

2. Theoretically

The result of this research is expected to provide benefits for all parties and provide theoretical contributions to facilitate English vocabulary learning. The theories give the general knowledge of how to deal with the teaching and learning process, especially in teaching English vocabulary through picture card.

**F. Organization of the Thesis**

This theory comprises of five sections as follow:

Chapter I : In presentation contain foundation of study, focal point of statement of the issue, objective of the review, meanin review and association of the proposition.

Chapter II : Review of literature. This chapter delves into Theoretical framework, previous related studies, framework of thinking, and hipotesis

Chapter III : Research strategy. This section give the clarification about research configuration, research job, research area, information source, strategy of information assortment, Information examination, Actually taking a look at the information legitimacy, and exploration technique.



Chapter IV : Research discoveries. This part contains the normal information of exploration area including the narrative of SMP Hasyim Asy'ari Kasihan Pacitan, and information portrayal, conversation and end.

Chapter V : This section comprises of the finish of the examination and about the proposal.



## CHAPTER II

### REVIEW OF LITERATURES

#### A. Theoretical Framework

The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The researcher explained further theories related to the research conducted by the researcher. It consist of the concept of vocabulary, the definition of picture card, learning and English.

##### 1. The concepts of vocabulary

The ideas of vocabulary comprise of meaning of vocabulary kinds of vocabulary, the significance of vocabulary, and educating and learning vocabulary.

###### a. Definition of vocabulary

Vocabulary is shown regarding other language exercises. For instance, the vocabulary of a perusing section is managed before the students read the entry. Sarawir depicts the showing vocabulary a couple of days before a kind of discussion. By means of direct instruction and reading, students became familiar with the terminology of the subject prior to applying it in actual conversational situations. Johnson suggests a similar form of preinstruction as a preparation for listening exercises, which offer additional opportunities for vocabulary practice.<sup>1</sup>

The term "vocabulary" refers to words in general, and you enhance your vocabulary in any language as you acquire more words. Today, I learned some new English vocabulary. During my time in England, my vocabulary continued to grow every day.<sup>2</sup>

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<sup>1</sup> I. S. P. Nation, "Teaching And Learning Vocubular", (Victoria University of Wellington, Heinle andHeinle publishers, 1990), p. 3

<sup>2</sup> Pennie and Patricia Marshall, "An Active Learning Dictionary", (Singapore:Learners Publishing, 2004), p. 426

The term "vocabulary" can have roughly three distinct meanings. The first encompasses all the words within a language, with new words constantly being incorporated into the English language. The second relates to the words used in a specific context or field. For example, to pursue an MBA, you need to enhance your business terminology, and my neighbor, being a doctor, possesses an extensive medical vocabulary. I recently acquired a book about the specialized language used in specific professions. The third meaning refers to the individual set of words a person knows. For instance, a teacher might comment that my vocabulary is impressive.<sup>3</sup>

Vocabulary can be described as a list of words along with their meanings, especially one used as a reference material when learning an unfamiliar language.<sup>4</sup>

The definition of vocabulary encompasses the words an individual is familiar with and uses, all the words in a language, a list of words with their meanings, especially in a book designed for learning a foreign language.<sup>5</sup>

#### b. Types of vocabulary

Thornbury distinguishes between two types of vocabulary knowledge: receptive (knowing) and productive (using). When a learner can distinguish between a word's form and meaning, including the meaning of terms that are closely related, they are said to know the word.<sup>6</sup> However, when a learner can use the word correctly for the intended purpose in the right context, they are said to know the word.

Hibert and Kamil provide a rather similar argument, they stated that vocabulary can be classified into oral and print form.<sup>7</sup> The lexical form when someone speaks or reads verbally is the spoken form. Conversely, if someone is

<sup>3</sup> Hendric, "What Is Jargon?", <https://www.Englishclub.com/jargon/what.htm>, got to on walk 22nd, 2016

<sup>4</sup> While Homy, "Oxford Advance Student's Word reference of Current English", (London: Oxford University Press, 1974), p. 1425..

<sup>5</sup> Oxford Student's Pocket Word reference, (New Release. Oxford College Press, 2008), p.482

<sup>6</sup> Scott Thornbury, *How to Teach Vocabulary*, 13. impr (Harlow: Longman, Pearson Education, 2013), 3.

<sup>7</sup> Elfrieda H Hiebert, Michael L Kamil, and Inc NetLibrary, *Teaching and Learning Vocabulary Bringing Research to Practice* (Mahwah, N.J.: L. Erlbaum Associates, 2005), 3.

reading or writing silently, the vocabulary is seen in print. Furthermore, Hiebert and Kamil pointed out that vocabulary can be divided into two types; productive and receptive.<sup>8</sup> Those types will be explained bellow:

### 1) Productive Vocabulary

Typically, a productive vocabulary is used when a person expresses their views through speech or writing. When someone speaks or writes, they generally use language with which they are familiar. This kind of words belongs to productive vocabulary. According to Hiebert and Kamil productive vocabulary is the set of words that an individual can use when writing or speaking.<sup>9</sup> They are words that are well-known, familiar, and used frequently. While Haycraft in Hach and Brown stated that productive vocabulary is words which the student understands, pronounce correctly and use constructively in speaking and writing.<sup>10</sup>

It means that people need to know how to pronounce words in order to use productive vocabulary. They must know and be able to use the syntax of the target language. They also need to be familiar with collocations and understand the connotations of words. This type is usually used for speaking and writing.

### 2) Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.<sup>11</sup> Whereas, Haycraft in Hach and Brown stated that receptive vocabulary is words that the students recognize and

<sup>8</sup> *Ibid.*, 3.

<sup>9</sup> *Ibid.*, 3.

<sup>10</sup> Evelyn Marcussen Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, Cambridge Language Teaching Library (Cambridge ; New York: Cambridge University Press, 1995), 370.

<sup>11</sup> Hiebert, Kamil, and NetLibrary, *Teaching and Learning Vocabulary Bringing Research to Practice*, 3.

understand when they occur in context, but which he cannot produce correctly.<sup>12</sup> Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary, passive vocabulary or comprehension consist of the words comprehended by people, when they read or listen.

### c. The Aspects of Vocabulary

According to Lado, there are five vocabulary components that pupils must master.<sup>13</sup> The five components are (1) Meaning, (2) Spelling, (3) Pronunciation, (4) Word Classes, and (5) Word Use. These aspects will be discussed further below:

#### 1) Meaning

Since meaning refers to how a word conveys its meaning to language users, it becomes one of the fundamental concepts that students should understand. A term frequently has multiple meanings depending on the context in which it is used.<sup>14</sup> For instance, the noun "*present*" refers to the moment in time that it describes. When used as a noun, the term "*present*" can also mean something that *you give to someone, typically on a special occasion*. Since this will enable them to apply and comprehend the word's meaning when it appears in other contexts, it is crucial that pupils understand its meaning.

#### 2) Spelling

The students must be able to spell any words they come across for the first time. Spelling relates to how a word looks when it is used correctly (it's the spelling). Students can accurately compose a word in written form if they are

<sup>12</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education*, 370.

<sup>13</sup> Robert Lado, "Evidence for an Expanded Role for Reading in Foreign Language Learning," *Foreign Language Annals* 5, no. 4 (May 1972): 451–54, <https://doi.org/10.1111/j.1944-9720.1972.tb00708.x>.

<sup>14</sup> *Ibid.*, 12

familiar with the spelling of that term. Consequently, pupils must understand how to spell words.<sup>15</sup>

### 3) Pronunciation

Students must be aware of how words sound as they learn vocabulary (its pronunciation). The pupils will benefit from understanding what the other person is trying to express. It will be difficult for someone to understand a term if it sounds properly. Because it will prevent misunderstandings during an oral conversation, it is crucial that students know how to pronounce words correctly.<sup>16</sup>

### 4) Word Classes

Word categories are also known as word classes. It is a crucial component of semantic feature analysis. The categories of words can be divided into noun, verb, adverb, adjective, and preposition categories, among others. This categorization of words in a language is based on how they are used for communication.<sup>17</sup>

### 5) Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.<sup>18</sup>

#### d. Importance of vocabulary

Words are indispensable for human communication and expression. Through words, we convey our thoughts, emotions, desires, gratitude, joys, sorrows, and frustrations. Clear and rich vocabularies empower us to comprehend people and the world around us. Indeed, the better our understanding of words, the more effectively we can select the precise words to convey our ideas. In summary, a strong command of words enables us to communicate with people worldwide and access information

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<sup>15</sup> *Ibid.*

<sup>16</sup> *Ibid.*

<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*

from various sources to enhance our knowledge.

Vocabulary is significant in light of the fact that vocabulary is contained three things , and these are talking , perusing , composing , and these components are utilized to make up an enormous design that is called education.<sup>19</sup>

As such, vocabulary should not be ignored by any individual who learns a language. Unfortunate vocabulary information on Indonesian understudies involves serious concern and their mission for tracking down reasonable method for further developing vocabulary information is getting more extreme. Taking into account a few issues over, one of the choices way proposed is the utilization of vocabulary diary.<sup>20</sup>

The vocabulary diary is a kind of private word reference; students record the words they experience, alongside their implications and some other significant perspectives.<sup>21</sup>

#### e. Problem in Teaching Vocabulary

Vocabulary is basic element of language. One has to have enough vocabulary to communicate to other person. In English teaching learning process has many problems to teach vocabulary. According to Thornbury there are some factors that make some words difficult for the students.<sup>22</sup>

1) Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

<sup>19</sup> Early Age, "Significant of Jargon", (<http://www.exforsys.com/profession/focus/Englishvocabulary/significant-of-jargon> since the beginning. Html fifth Agustus 2016

<sup>20</sup> Fika Nurul Hanifia, "The Utilization Of Jargon Diary In Enhancing Understudies' Jargon Authority And The Understudies' Mentalities Toward Its Utilization", ( Indonesian College of Schooling Graduated in 22 February 2013), p. 82

<sup>21</sup> Bozkurt, N. (2007). The impact of jargon note pads on jargon procurement. Thesis. Bilkent College, Ankara. Unpublished, p.8

<sup>22</sup> Scott Thornbury, How to Teach Grammar 1<sup>st</sup> Edition, (New York: Pearson Education ESL, 2000), 27.

- 2) Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficulty. For example: muscle, headache, etc.
- 3) Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.
- 4) Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as since and still, can also be difficulties for learners.
- 5) Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slender. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not only to assist the students to grasp meaning of new the words easily, but also make the variation of teaching in order to avoid the passive class. Part of the problem in teaching vocabulary lies in how to select what vocabulary to teach.<sup>23</sup> Recent research, however, indicates that vocabulary teaching may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning.”<sup>24</sup>

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<sup>23</sup> *Ibid.*, 28.

<sup>24</sup> Berne, J. I., & Blachowich, C. L. Z. *What reading teachers say about vocabulary instruction: Voices from the classroom*. *The Reading Teacher*, 62(4), 2008, 315.



Based on the explanation above it can be summarized that there are many problems in teaching vocabulary such as; the teacher must turned classroom into a positive and fun learning experience, and also the teachers should know the suitable strategies in teaching English vocabulary to their students.

f. Teaching and learning vocabulary

The importance of words can be conveyed or shown in various ways. The accompanying incorporates a large portion of the potential outcomes. By showing or pictures like utilizing an item, utilizing a cut-out figure, utilizing motion, playing out an activity, photos, board drawings or charts, pictures from books, by verbal clarification, scientific definition, placing the new word in a characterizing setting, converting into another dialect, these methods are just approaches to showing the importance of words.

g. How to assess vocabulary / Assessing vocabulary

In vocabulary showing the data source might be the educator's mind . The transmitter can be numerous things - for instance, the educator's voice (if giving a verbal clarification), the instructor's hands (if attracting or highlighting an image), the educator's body (if giving an exhibit), a genuine article (in the event that the instructor shows it to the class).<sup>25</sup>

Gaining is emblematic idea grows quickly from age one and a half to four. Emblematic idea empowers the youngster to consider a container in the event that it were a vehicle. Also, to play with it while mimicking the engine to make it all the more genuine. It empowers the kid to consider the word vehicle representing a genuine car.<sup>26</sup>

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<sup>25</sup> I. S. P. Country, "Educating And Learning Jargon", (Victoria College of Wellington, Heinle and Heinle Distributers, 1999), 51

<sup>26</sup> Robert Lado, "Showing English Across Societies", (Singapore, McGraw-Slope, 1998), 5.

Vocabulary in setting and orderly vocabulary extension, there are two significant vocabulary needs in learning a subsequent language: learning words, sayings, and articulation in setting, as they are experienced in using the language to convey; also, deliberately learn vocabulary to address correspondence issues past unambiguous expressions. To accomplish a specific degree of vocabulary procurement, students need to utilize different methodologies to find success in their way of learning.<sup>27</sup>

In addition, educators likewise hold a colossal obligation in guaranteeing the progress of securing among students. This is on the grounds that students are especially keen on getting vocabulary guidance (James as referred to in Barcroft, 2004).

Accordingly, vocabulary obtaining depends on how students learn, yet additionally the way that they are educated. Thus, numerous researchers have emerged with helping and learning standards for instructors and students to separately educate and learn vocabulary. Of the relative multitude of standards presented, ten standards were viewed as fundamental in guaranteeing vocabulary securing (Richards and A. Renandya, 2008)

In learning vocabulary to comprehend or communicate in expressions, we focus on the implication that clench hands the unique situation or on the type of the word that communicates the planned significance. Any remaining implications and structures can be overlooked briefly for the particular open reason for the expression.

Some digestion of the vocabulary experienced happens as we grasp the new expression. In certain cases, new words are gained from a solitary experience as in one-preliminary learning. However, much of the time digestion of new vocabulary

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<sup>27</sup> Zhelyazova, E. P. (2011). Vocabulary perceptions and principles in foreign language learning and teaching. Scientific University of Rousse, 50(6.3), 145–154.

requires significantly more involvement in new things than a solitary logical experience. Moreover, understudies of English as a second or unknown dialect can't copy the experience of local speaker in learning the first. In this manner, they should study and learn vocabulary methodically; that is, other than as individual words experienced in texts and expressions.<sup>28</sup>

## 2. Media in Teaching Vocabulary

Media in teaching vocabulary which is used as the helper in learning English can be classified into three big categories: visual media, audio media, and audio-visual media. These categories are described as follows:<sup>29</sup>

### a. Visual Media

According to Abimbade and Salawu visual media is teaching media that mostly appeal to the sense of seeing only. Visual media plays an important role in the learning process which can facilitate student memory. Visuals can also foster student interest which provides a relationship between material and the real world. There are several kinds of visual media such as pictures, blackboards, ppt, flashcard, and real things.

### b. Audio Media

Abimbade and Salawu Audio stated that media is used to dictate, vocabulary practice and listening section to give some information. Audio media can be used for vocabulary practice, dictation, direct, and instruction. There are several kinds of audio media such as radio, tape recorder, and laboratory language.

### c. Audio Visual Media

Abimbade and Salawu add that audiovisual media are media which provide the learners with opportunities of seeing and hearing at the same time. Audio visual aids

<sup>28</sup> I. S. P. Country, "Instructing And Learning Jargon", (Victoria College of Wellington, Heinle and Heinle distributors, 1999), p. 80

<sup>29</sup> Abimbade and Salawu, *Preparation, Utilization, and Intergration of Educational Media in the Curriculum* (Nigeria: National Open University of Nigeria, 2013), 18-2

may create student interest in teaching learning process. The kinds of Audio-visual media are film, television, and digital video.

### 3. Method in Teaching Vocabulary

According to Munir, he also states that there are general categories of methods in teaching English vocabulary are as follows:<sup>30</sup>

#### a. Presentation

In the presentation method, a source tells, dramatizes, or otherwise discarnate information to learners. It is a one-way communication controlled by the source, with no immediate response.

#### b. Demonstration

In this method of instruction, learners view a real or life-like. Demonstrations may be recorded and played back utilizing media such as video, cards, or poster

#### c. Discussion

As a method, discussion involves the exchange of ideas and opinions among students or students and teachers. It can be used in small or large groups.

#### d. Drill and practice

In drill and practice, learners are led through a series of practice exercises designed to increase fluency in a new skill or to refresh an existing one. To be effective, the drill and practice exercises should include feedback to reinforce correct responses and to remediate errors learners might make along the way.

### 4. Definition of Picture Card

Before the creator makes sense of about picture cards, it might work out great for us to initially think about pictures and cards. Drawing is a singular Painting, drawing, or other portrayal on a surface, an item or object; specifically. representation

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<sup>30</sup> Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics 1*, no 1 (2016): 13–37.

like a work of art. (Now the meaning applies).<sup>31</sup>

The definition of a card is a tool or fiber machine which usually consists of bowed wire teeth organized in lines on a piece of thick calfskin attached to the back.

19 The card resembles a letter that is given, containing a short assertion, clarification, demand, articulation of thanks or something like that; like placing a card in a paper.

Different scientists recommend that a card is a sheet of cardboard, or weighty paper, clear or ready for different purposes; as playing a card game, visiting cards, greeting cards, games.<sup>32</sup>

Noticing that the expression "pictorial" alludes to is significant a selection of paper that is used for a variety of purposes, including but not limited to bending, landscapes, people, and general ideas that is used for drawing, painting, or photographing in order to use according to our needs.

a) The advantages of using picture card

The utilization of picture cards will uphold aces in showing composing, since they can build their vocabulary of modified designs and thoughts. In light of Misriani, Wright made the following observations regarding the pictorial card :

- Easy to prepare
- Easy to organize
- Interesting
- Meaning full
- Sufficient amount of language
- Effective and efficient

b) Characteristics of Picture as Good Media Education

Daryanto states there are a few qualities of the image media:

<sup>31</sup> picture-and-an-picture on mei 30th 2018.

<sup>32</sup> Allen Walker, *Memorize in Minutes: The Times Table*, (Newyork: Multiplication, 2000), 76.

- The image should be unique, implying that it can portray an article or occasion as though understudies saw it straightforwardly
- The picture should be straightforward, the structure should plainly show the principal part of the picture
- Image must use a proposal-based size; accordingly, students must use an object of size at least four times.
- In order to accomplish the goal of learning objectives, the gambler must use beauty as a suitability. With another individualized structure, pictures must be in accordance with the learning objectives
- The image must have a message. Media that isn't images is the best media. It is best that the images should be easy to understand.<sup>33</sup>

#### c) 10 Vocabulary activities using picture cards

The activities using picture cards are:

- 1) Ring top - A solitary arrangement of cards Overlay, cutting, and openings are as yet present. Then attach it with a metal ring so your kid can flip through the cards and name the photos.
- 2) Discuss pictures-Print and cut out different pictures and pose inquiries to get your kid to talk. " What's this called?" " Is this something you need to eat?" " Where does this creature reside?"
- 3) It's important to remember that there is only one set of cards per day. Keep them separate. The next step is to click and walk away to prevent compatibility.
- 4) Learn about the function of objects - Put a bunch of cards in succession and pose inquiries about them how to utilize it. " Which one are you going to cook with?" or then again "Which one are you going to use for cleaning?" or "Which one would you like to play?"

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<sup>33</sup> Daryanto. Media Pembelajaran: Perannya Sangat Penting Dalam Mencapai tujuan Pembelajaran. Yogyakarta: Gava Media 2010.

- 5) Search and find - Print one small card. Rather than cutting it up, leave it on a solitary sheet and give your youngster poker chips or another manipulative device. Name an image, and have him cover it with chips.
- 6) Play the arranging game - Print our arranging disastrously. Utilize one of our headers or concoct your own thought. Gather a bunch of cards to match the subject, and urge your youngster to sort the cards by category. (It should be noted that the small card can only be used in situations where it can be determined).
- 7) Play the Yes or No game - Print out a few arrangements of cards and removed them. Utilize one of our headers or think of your own thought. In order to win a single card in the game, you must first put your money down.
- 8) What else isn't relevant? – Print our mat and spot four unique cards in the squares. Ensure one is obviously unique. Three could be food, and one could be a vehicle, for instance. If you wear a child, you'll be able to see and feel the good and the bad.
- 9) Or, you might ask, "How do you know that NOT can help you?" (Note that the mat is intended for use with little cards.)
- 10) Fabricate early proficiency abilities - Utilize a bunch of cards to survey early education abilities, for example, rhymes or begin sounds. You could take out a bunch of cards and say, "Which one rhymes with crap?" or on the other hand "Which one beginnings with the sound/p/?" or on the other hand "Which one beginnings with the letter s?" or on the other hand "Find a picture whose name has 3 clans redid association."

Make sentences-Print our sentence building cards. Request that your youngster make sentences and use pictures in the sentences. He can peruse the sentences back to you to work on perusing individualized structure altered

association sight.

## 5. Learning

The educational experience is an endeavor to make understudies learning, so the circumstance is a learning occasion (occasion of learning) is an endeavor to change conduct can happens because of the communication among understudies and their current circumstance.<sup>34</sup>

The term learning and its use is still relatively new, popular since the birth of the Education System Act The National No. 20 of 2003. According to this law, learning characterized as the course of cooperation with understudies to teach and learning assets in a learning climate. As per this comprehension, learning is the assistance given by teachers to happen the course of obtaining of information and information, authority, abilities and conduct and the development of mentalities and convictions in students. All in all, learning is a cycle to help participants educate in order to learn well. But in its implementation, often the word learning is identified with the word teaching. Learning related to the word "educating" comes from the word "instruct", and that implies directions given to individuals to be known. The expectation to learn and adapt is gotten from "educate" notwithstanding the prefix "pe" and the postfix "an" into "learning" is characterized as a cycle, Act, approach to instructing, or instruct so understudies need to learn.<sup>35</sup>

Learning is an effort made by factors external learning process in order to occur in individuals who learn. The fact of learning in general described Gagne and Briggs, is a progression of exercises intended to empower growing experience. Learning contains the importance of every movement intended to assist people with mastering an expertise certain.

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<sup>34</sup> Sunhaji, Konsep Manajemen Kelas Dan Implikasinya Dalam Pembelajaran, *Jurnal Kependidikan*, Vol. II No. 2 November 2014 , 32-33

<sup>35</sup> Ahmad Susanto, Teori Belajar dan Pembelajaran di Sekolah Dasar, (Jakarta: Prenada Media bunch, 2013) p. 18-19



Therefore, in learning the characteristics of understanding internal individual learning becomes important. Learning process is an integrated aspect of the educational process. Almost everyone agrees that the purpose of learning is effort influence learners to make the learning process. Therefore, need to be pursued a way or method to help the process learn to learn to be effective efficient and directed at the goal fixed. Learning is essentially the arrangement of various information be something meaningful into the scheme / mental structure in form of perpetual reorganization.

The process of structuring the core information is internal processes that can be observed directly. Events learning occurs when participants are actively engaged with learning resources arranged by teachers. In interaction learning, each learner is treated as a human the interests and potentials that need to be realized optimal.

Gagne defines learning as an event tool external events designed to support the occurrence of some the learning process, which is internal. In class learning a plan used for learning consider the following (1) characteristics of learners, (2) individual differences, (3) readiness, (4) motivation to learn, (5) process cognitive in learning, (6) transfer learning, (7) learning skills, (8) social context for learning.<sup>36</sup>

Learning efforts basically serve as a stimulant (stimulus) external to help someone learn, organize and integrate a number of new experiences into the scheme meaningful, so that formed a cognitive structure that can be used as a hook for information on learning activities. This means variable internal characteristics of students in the form of locus of control in learning is an important element related to learning outcomes.<sup>37</sup>

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<sup>36</sup> Karwono, Heni Mularasih, Belajar dan pembelajaran Serta Pemanfaatan Sumber Belajar, (Depok: PT Raja Grafindo, 2017) p 19-22.

<sup>37</sup> *Ibid.*, 92.

## 6. English

### a) Understanding English

English incorporates numerous global dialects used to impart between countries. Accordingly, English is viewed as significant in the retention and advancement of Science and innovation and Expressions and culture between Countries. So English is a need for the students to have the option to convey in different circumstances in communicate in English.

The motivation behind language educating is for students ready to utilize their own language to impart. To can impart, on the off chance that there are at least two individuals do it by perusing, tuning in, talking or composing. And to conduct communication required components others such as mastery of vocabulary, language structure and pronunciation that's good.<sup>38</sup>

In view of the choice of the Priest of Training and Culture number 06/U/1993, which specialists decide a subject as a neighborhood charge the administrative center of the Service of Schooling and culture (presently Mone) Level II (city or locale) with Provincial Office endorsement with the arrangement that the nearby satisfied as English is expected to give capability grasp oral and composed explanations and express basic. In this announcement additionally referenced that language examples English in primary school can start to be shown in the 4th grade.<sup>39</sup>

This choice is the ideal choice on the grounds that grade school understudies are at an age where his discourse device is as yet adaptable and his inspiration to learn is exceptionally high. Dullay, Burt and Krashen (1998: 78) believes in second/ foreign language acquisition of children in under the age of

<sup>38</sup> Natalia Tri Astuti, Pengaruh Gaya Belajar Terhadap Penguasaan Kosakata Bahasa Inggris, Vol. 09 No.03, September 2017 p-ISSN: 2085-2274, e-ISSN 2502-227X p. 336-349 p 337

<sup>39</sup> Sudrajat, Didi, Studi Tentang Pelaksanaan Pembelajaran Bahasa Inggris, CENDEKIA, Vol 9. No 1, April 2015

ten years is much better than children whose age puberty. The decision of the Minister of Education and culture is considered quite strategic and is a step forward in the teaching of English in Indonesia. Because during this time English began to be taught from junior high school level and the results achieved have not been satisfactory.

In teaching and learning SMP is very different from teaching and learning at the University. Differences in characteristics and motivation become the main factor. In SMP identical teaching with mother tongue. Elementary school children in general do not know English, so that the impact on the pattern of teaching English in SMP it's just a level of recognition. Unknown dialect set as the main unknown dialect as per clerical declaration Training and culture No. 096/1967. Language determination English as the principal unknown dialect in Indonesia among dialects. other unfamiliar depends on certain contemplations that language Indonesia can not be utilized for the purpose of correspondence with the world outside. The way that English is the language of correspondence global, language of science, current innovation, exchange, governmental issues and utilized practically in all fields, then, at that point, English ought to plainly be given main goal for concentrate on in other unknown dialects. The job of English will be accomplished in the event that the school system can happen appropriately, in light of the fact that training assumes a significant part in working on HR (HR) that help the capacity of the country.<sup>40</sup>

English in Indonesia is for the most part educated as unknown dialect. Unknown dialect phrasing in the field of Language Showing dissimilar to the subsequent language, an unknown dialect is a language that isn't utilized for of correspondence in specific nations are educated. While the subsequent language is

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<sup>40</sup> Idham, Strategi Pembelajaran Bahasa Inggris Sebagai bahasa Asing Kutubkhanah, Jurnal Penelitian Sosial Keagamaan, Vol. 17, No.1, (januari-Juni 2014). Hlm 128-129

the principal language yet become one language utilized overall in applicable to the field language obtaining and learning (second), for example ethnography training and ethnographic correspondence.

The first language, or mother tongue, is the used by children when communicating with his mother when she start learning to speak. A child raised in an environment people who speak English will make their mother tongue is English. If the child grew up in an environment people who berbahsa certain areas, such as Java or Sunda, the child makes the regional language as "his mother tongue".<sup>41</sup>

Second language English can be mastered as a second language after the second language after the first language or their mother tongue. Any new language that is mastered after a person has or has mastered their first language, called second language or second language although the language is third language, or fourth or even fifth language mastered after the first language (mother tongue).<sup>42</sup>

Education curriculum in Indonesia has imposed English as one of the compulsory subjects that start in give from elementary school to high school up, even in college. Ability to speak English fluently good will certainly be the capital of competitive students, both in the field education and employment. No wonder the various attempts continuously strive to improve student mastery Indonesia to the foreign language. The fact that language English has been familiar to most students in Indonesia is not along with the role abilities are indicated.<sup>43</sup>

<sup>41</sup> Ahmad Izzan, Metode Pembelajaran Bahasa Inggris, (Humaniora,Bandung) hlm 25 13

<sup>42</sup> Heny Hartono, Metode Dan Teknik Kreatif Mengajar Bahasa Inggris Untuk Anak Usia Dini, (Universitas Katolik Soegijapranata: Semarang,2020) hlm 03

<sup>43</sup> Septa Lestari Saragih dan Amitya Kumara, Penggunaan Strategi Belajar Bahasa Inggris Ditinjau dari Motivasi Intrinsik dan Gaya Belajar. 2009, Vol.1, No.2, 110-127. ISSN 2085-4242 hlm 110.

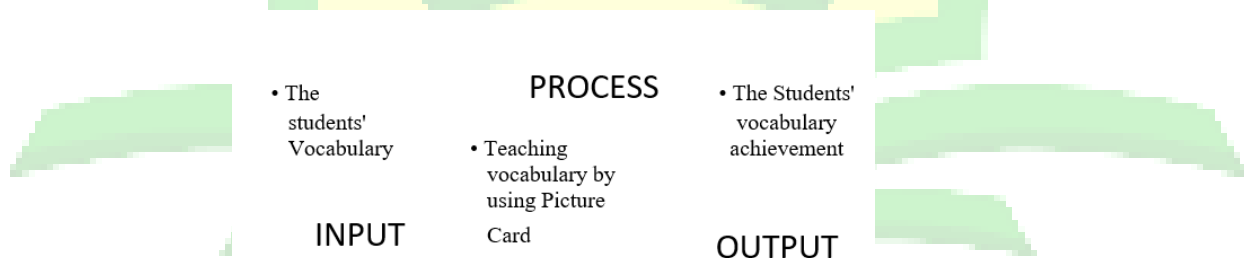
## B. Previous Studies

Several researchers have conducted studies to enhance the effectiveness of the English vocabulary learning process by employing various teaching strategies. These researchers include:

1. Rohyani Erna Apriasi's research revealed that teaching English vocabulary using picture cards significantly improved the vocabulary proficiency of seventh-grade students at SMP Negeri 2 Jelbuk during the 2013/2014 academic year. Picture cards helped students grasp word meanings by associating them with images.<sup>44</sup>
2. In Fatimah's study, she concluded that there was a significant difference in students' vocabulary achievement between the pretest and posttest after being instructed using picture series with second-year students at SMPN Pare in 2019. Data analysis indicated a substantial contrast between the pretest and posttest scores, with the pretest mean score at 38.3 (Very Poor) and the post-test score at 79.6 (Excellent).

## C. Theoretical Framework

The hypothetical system basic this examination is giving in the following diagram:



In the graph above, there are three components as follows:

1. Input alludes to the distinguishing evidence of understudies' altered association vocabulary.
2. Organizations alludes to instructing and learning vocabulary using Picture Cards.

<sup>44</sup> Rohyani, Erna. Apriasi, 2014. The Utilization of Picture Card Media to Further develop the Seventhth Grade Understudies' Jargon Authority at SMP Negeri 2 Jelbuk in the 2013/2014 Scholarly Year. Thesis. English Schooling Project, Workforce of Instructor Preparing and Training, Muhammadiyah College of Jember.p.7

3. The result depends on the understudy`s vocabulary.

In view of the past exploration discoveries over, the author can assume that all of the essayists had researched a similar technique, it was picture card. This exploration will research at the seventh grade of SMP Hasyim Asy'ari Kasihan Pacitan.

#### **D. Hypothesis**

1. The experiment hypothesis ( $H_a$ ) is: there is significance difference in teaching vocabulary before using picture cards and after using picture for the 7<sup>th</sup> grades students at SMP Hasyim Asy'ari Kasihan Pacitan.
2. The Null Hypothesis ( $H_o$ ) is: Teaching vocabulary before using picture cards has no influencce for the 7<sup>th</sup> grades students at SMP Hasyim Asy'ari Kasihan Pacitan.

#### **E. Operational Definition of Variable**

1. Variable

There are two variables involved in this research namely independent variable and dependent variable

- a. The independent variable is vocabulary teaching using Picture Cards.
  - b. The dependent variable is the increase in students' individualized organizational vocabulary skills.
2. Picture Cards

Picture card is a piece of paper that describes everything, both objects or landscapes, people and general ideas that are produced by drawing, painting or photographing to be used according to our needs. Teaching vocabulary is an interactive exposition to increase studentvocabulary, namely:

- a. Students divided into four groups.

- b. Each gathering possesses a side of the corners of the table that has been arranged in the image on the table.
- c. The gathering is approached to move to one more corner of the table at regular intervals while recalling the altered construction vocabulary and its significance.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

In this study, the researcher used a descriptive quantitative research methodology. The researchers split the pupils into two groups: the experimental group and the control group. Class VII A became the control group, receiving instruction in the conventional way, and Class VII B, as the experimental group, received treatment using picture cards. Pre-test and post-test control group designs and true experimental designs were used in this study.<sup>45</sup> This study was directed by utilizing exploratory examination. The researcher explored the planning technique by pretest and post-test plan. It can be displayed as follows:

R1 (Control)	O1	x	x	x	O2
R2 (Experimental)	O3	Ex	Ex	Ex	O4

where:

R1 = Control group

R2 = Experimental group

O1 = Pre-test for control group

O2 = Post-test for control group

X = treatment with picture cards

Ex = without using picture cards

O3 = pre-test for experimental group

O4 = post-test for control group

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<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), 76.



The research subject was classified as an experimental group and a control group. To measure their quality, both experimental and control groups were given pre-test (O1 and O3). Then, the experimental group was assigned treatment (X) in teaching vocabulary using picture cards, while the control group taught vocabulary without pictures (Ex). After that, a post-test was given to both experimental and control groups. The researcher explored the planning technique with pre-test and post-test plans. It can be displayed as follows:

## B. Place and Time Research

This research was conducted at SMP Hasyim Asy'ari Kasihan, which is located in Dusun. Glagahombo, Desa. Kasihan, Kecamatan. Tegalombo, Kabupaten. Pacitan, Jawa Timur. It was conducted in the first semester of the academic year of 2023/2024 and held from September 21<sup>st</sup> to September 30<sup>th</sup>, 2023.

Table 3.1 : Experiment class schedule

Date	Times	Activities
September, 22 <sup>nd</sup> 2023	07.00 - 08.30	Pre – test, first treatment
September, 23 <sup>rd</sup> 2023	07.00 - 08.30	Second treatment
September, 26 <sup>th</sup> 2023	07.00 - 08.30	Third treatment
September, 27 <sup>th</sup> 2023	07.00 - 08.30	Fourth treatment , post-test

Table 3.2 : Control class schedule

Date	Times	Activities
September, 22 <sup>nd</sup> 2023	09.00 - 10.30	Pre – test, first treatment
September, 23 <sup>rd</sup> 2023	09.00 - 10.30	Second treatment
September, 26 <sup>th</sup> 2023	09.00 - 10.30	Third treatment
September, 27 <sup>th</sup> 2023	09.00 - 10.30	Fourth treatment , post-test

## C. Population and Sample

### 1. Population

The number of inhabitants in this exploration is the seventhth grade the understudies of SMP Hasyim Ashari Tegalombo Pacitan in scholastic year

2023/2024, there are 2 classes in SMP Hasyim Asy'ari Kasihan Pacitan. The all out number of them should be visible in the accompanying.

Table 3.3 The rundown of Populace

CLASS	NUMBER OF STUDENTS
VII A	20
VII B	20

*Sumber : SMP Hasyim Asy'ari Kasihan*

## 2. Sample

Due to the huge populace and the journalists utilizing picture card, the scholars apply arbitrary inspecting procedure. In which examination take one class for trial class. The procedure is utilized in picking one class as an example is taken VII.a and complete quantities of the example are understudies.

## D. Instrument of the Research

In this examination, the essayist uses spelling quiz and documentation as the instruments. To make it understood, here are the accompanying subtleties :

### 1. Vocabulary test

In this examination the essayist utilized spelling quiz. The test be utilized to get information of the understudies' vocabulary in vocabulary English when treatment. This test will be applied in pre-test and post-test. The pre-test will be given before the treatment to figure out the understudies' earlier information about vocabulary authority and post-test will be given after treatment to figure out the understudies' vocabulary in English vocabulary in view of the 50 inquiries which will be given.

### 2. Validity and Reliability

Test the legitimacy and unwavering quality of examination instruments led before information investigation. Legitimacy test to decide the legitimacy of the

estimating instrument utilized, while dependability test is performed to decide the security of the estimating instrument.

Before doing the real evaluation in SMP Hasyim Asy'ari Kasihan Tegalombo, then the test item evaluation questions first done in MTs 08 Kasihan Tegalombo Pacitan seventh Grade.

a. Validity test

Using the product moment correlation formula:

$$r = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\} \{n\Sigma y^2 - (\Sigma y)^2\}}}$$

R = correlation coefficient between variable x and variable y

$\Sigma xy$  = the sum of the multiplications x and y

$\Sigma x$  = sum of squares of x

$\Sigma y$  = sum of squares of y

The formula is so that the following results are obtained:

Table 3.4. Validation test results

Number Of Questions	Validity	
	R count	Criteria (r table= 3,783)
1	0,8050	Valid
2	0,9151	Valid
3	0,3790	Valid
4	0,6597	Valid
5	0,6894	Valid
6	0,9435	Valid
7	0,9151	Valid
8	0,6801	Valid
9	0,6654	Valid
10	0,6994	Valid
11	0,8433	Valid
12	0,4892	Valid
13	0,3930	Valid
14	0,8050	Valid
15	0,6948	Valid
16	0,6728	Valid
17	0,8050	Valid
18	0,7600	Valid
19	0,8433	valid
20	0,7953	valid

21	0,8231	valid
22	0,3930	valid
23	0,5553	valid
24	0,9261	valid
25	0,3930	valid
26	0,7462	valid
27	0,7315	valid
28	0,8729	valid
29	0,8093	valid
30	0,4236	valid
31	0,7112	valid
32	0,5840	valid
33	0,5112	valid
34	0,4354	valid
35	0,6753	valid
36	0,4236	valid
37	0,8433	valid
38	0,5213	valid
39	0,4959	valid
40	0,5135	valid
41	0,6894	valid
42	0,4671	valid
43	0,5872	valid
44	0,9151	valid
45	0,6753	valid
46	0,5259	valid
47	0,4524	valid
48	0,4959	valid
49	0,5166	valid
50	0,6894	valid

Based on the calculation of the validity of the problem using the product moment correlation formula using microsoft excel application of 50 questions have valid criteria. The 50 questions can be used in research in SMP Hasyim Asy'ari Kasihan Tegalombo Pacitan.

#### b. Reliability

Spearman-brown formula used with odd-even split technique :

$$R_{11} = \frac{2 r_{1/21/2}}{(1+r_{1/21/2})}$$

$R_{1/21/2}$  = correlation between the scores of each hemisphere of the test

$R_{11}$  =coefficient of reliability that has been determined

Based on the calculation of the spearman - brown formula in microsoft excel with odd-even division technique obtained value  $r_{1/21/2} = 0.9733$  so that the question item has a high reliability.

### **E. Procedure of Collecting Data**

In gathering information, the essayists utilizes one sort of test an instrument of gathering information, specifically spelling quiz. It apply as the pretest and posttest. The pretest provide for figure out the underlying skill before the introducing the material and the posttest help to figure out the understudies' jargon authority after the scholars showing the jargon by utilizing picture card.

- a. The pre-test was given to figure out how the understudy viability in vocabulary expertise doing the treatment. It is invest energy for an hour. The test use picture or banner is comprised a vocabulary and the understudies compose their implications.
- b. Treatment. The journalists utilizes picture card in helping vocabulary to treat the example. The authors starts to invigorate understudies' to build their vocabulary dominance by utilizing picture card. For this situation the understudies rehash what the educator say and what they find in the image or banner. In the examination will be directed four gathering which burn through an hour each gathering.

The steps are described as follow:

1. On the first meeting
  - pre test
  - The research and students will sit in class
  - The research greet the studets and asked who is absent that day.
  - The research gave pray together with the students and then give the topic “My Favorite food” for the day and connectiong with the students’ life.

- The research introduces “Today we discuss a new topic. It's about food and drink. It's in Chapter 2 of the book. The title is "Culinary and Me". Are you familiar with the word 'culinary'? Yes, I think you often hear the word 'culinary' in Indonesian. What does it mean? Yes, that means food and drink. So, what is meant by culinary and me? Yes, it's about my favorite and not so favorite foods and drinks.”
- Researchers showed several types of food using posters to students. “I have several pictures of food and drinks. I posted a picture on the board. Do you recognize the food and drink? There are lots of foods and drinks around us. I have the names of the foods in my hand. You just need to paste the name of the food below the picture. Who wants to name the first food?” “Now, what food and drink have you eaten?”
- The researcher asked the students to follow the pronunciation of all the food and drink vocabulary that had been prepared.
- Each student is asked to choose one food/drink.
- The researcher explains how to greet other students when meeting and asking for food/drinks.
- Researchers ask students to practice the above.
- The researcher asked each student to introduce the food and drink they chose.
- Students are divided into pairs.
- Each pair is asked to test the pronunciation of vocabulary words and their meanings together with their respective partners.
- Researchers asked students to swap partners and test each other with their new partners.

## 2. Second meeting

- The research and students would sit in the class

- The research greet the studets and asked who is absent that day.
- The research prays with the students and then provides the topic “My Favorite Snack” for that day and its connection to the students' lives.
- Students listen to researcher's explanation regarding the material to be studied, namely My Favorite snack
- Researchers show several types of snacks using flashcards to students.
- The researcher asked students to follow the pronunciation of all the food and drink vocabulary that had been prepared.
- Each student is asked to choose one food/drink
- The researcher explains how to give greetings when meeting and asking other students for food/drinks.
- Researchers ask students to practice the above.
- The researcher asked each student to introduce the food and drink they chose.
- Students are divided into pairs.
- Each pair is asked to test the pronunciation of vocabulary and its meaning together with their respective partners.
- The researcher asks the students to exchange partners and test each other with their new partners.

### 3. Third meeting

- The research and students would sit in the class
- The research greet the studets and asked who is absent that day.
- The research prays with the students and then provides the “A Secret Recipe” topic for the day and how it relates to the students' lives.
- The research shows several types of cooking utensils using flashcards to students.

- The researcher asked the students to follow the pronunciation of all the prepared vocabulary.
- The researcher asked each student to introduce the cooking equipment they chose.
- Students are divided into pairs.
- Each pair is asked to test the pronunciation of vocabulary and its meaning together with their respective partners.
- The researcher asks the students to exchange partners and test each other with their new partners.

#### 4. Four meeting

- The research and students would sit in the class.
- The research greet the students and asked who is absent that day.
- The research gave pray together with the students and then give the topic “My” for the day and connecting with the students’ life.
- The researcher shows several types of cooking utensils using flashcards to students.
- The researcher asked the students to follow the pronunciation of all the prepared vocabulary.
- The researcher asked each student to introduce the cooking equipment they chose.
- Students are divided into pairs.
- Each pair is asked to test the pronunciation of vocabulary and its meaning together with their respective partners.
- The researcher asks the students to exchange partners and test each other with their new partners.
- Post tes



Subsequent to giving the treatment, the authors gave the understudies posttest to figure out the aftereffect of the treatment to quantify the understudies' vocabulary dominance by utilizing picture card. The authors gave a similar test in pretest and posttest.

## F. Technique of Data Analysis

The strategy be utilized to depict of each exploration variable by showed elucidating measurements investigation :

### 1. 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.<sup>46</sup> It is used to know whether experimental class and control class, that are taken from population that has relatively same variant or not. The hypothesis in homogeneity test are:

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

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

Where:

$H_0$  = The distribution of normal data

$H_1$  = Abnormal distributed data Variants value of beginning data with secret word game.

$\sigma_1$  = Variants value of beginning data is subjected to conventional learning classes.

$\sigma_2$  = Variants value of beginning data is subjected to conventional learning classes.

P O N O R O G O

<sup>46</sup> David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), 27.

The steps to measure homogeneity as follows:

- a. Calculate variants both experimental and control groups with the formula:

$$S_1^2 = \frac{\sum(x-v_1)^2}{n_1-1} \quad \text{and} \quad S_2^2 = \frac{\sum(x-v_2)^2}{n_2-1}$$

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

- b. Determine  $F = \frac{v_b}{v_k}$

Where:

$v_b$  = Bigger variant

$v_k$  = Smaller variant

- c. Determine  $dk = (n_1 - 1) : n_2 - 1$
- d. Determine  $F_{table}$  with  $\alpha = 5\%$
- e. Determine the distribution homogeneity with test

Test criteria:

$H_0$  accepted if  $F_{count} < F_{\left[\frac{1}{2\alpha}(v_1, v_2)\right]}$  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.<sup>47</sup>

<sup>47</sup> Sugiyono, Statistika., 140.

## 2. Hypothesis test

Data analysis was conducted to determine whether there are significant differences in learning approaches using picture cards to increase the vocabulary of seventhth grade students in SMP Hasyim Asy'ari Kasihan Pacitan.

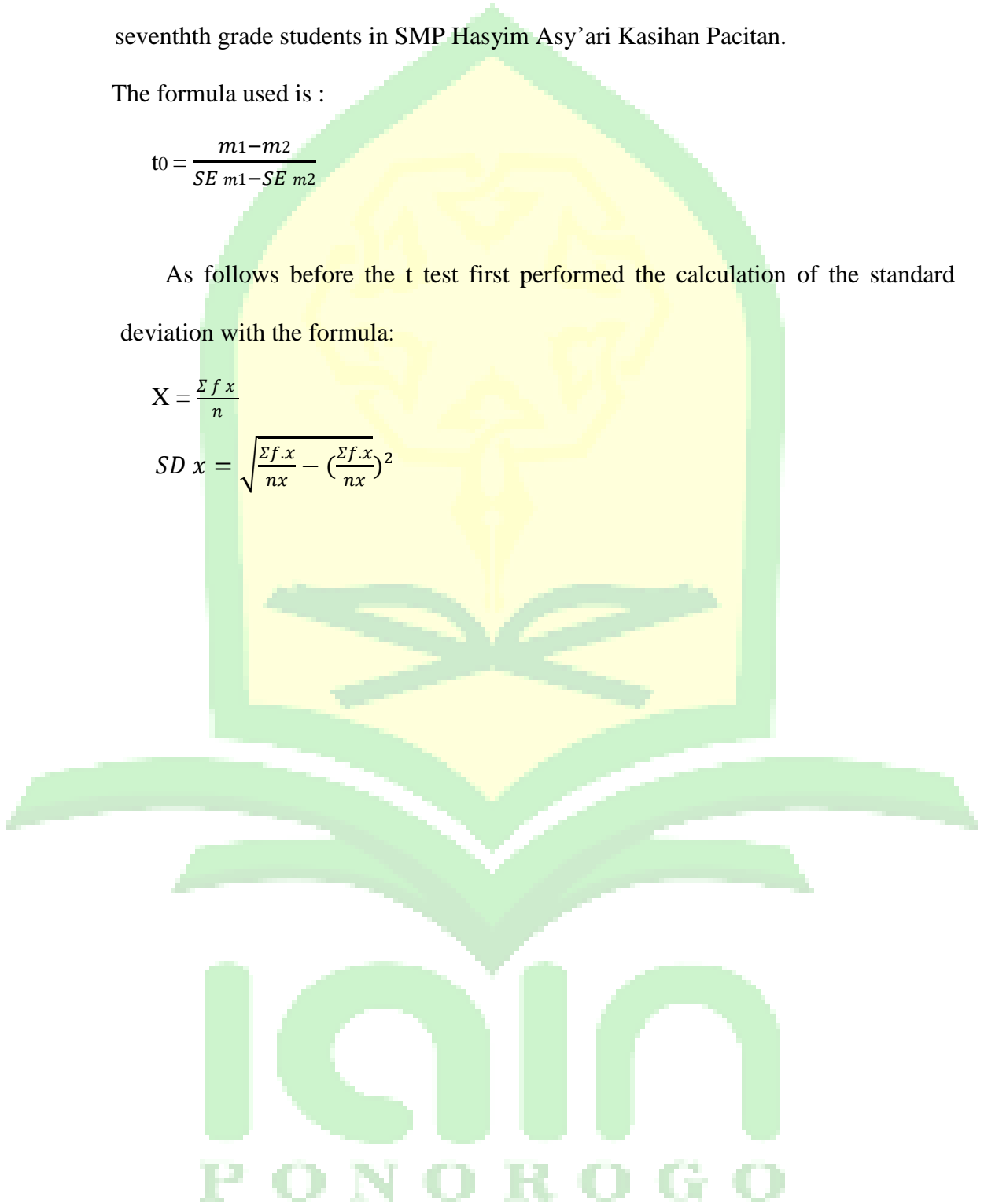
The formula used is :

$$t_0 = \frac{m_1 - m_2}{SE_{m_1} - SE_{m_2}}$$

As follows before the t test first performed the calculation of the standard deviation with the formula:

$$X = \frac{\sum f x}{n}$$

$$SD x = \sqrt{\frac{\sum f \cdot x^2}{nx} - \left(\frac{\sum f \cdot x}{nx}\right)^2}$$



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Description of the research background

SMP Hasyim Asy'ari Kasihan was born from a Darul Ulum Islamic Boarding School located in Glagahombo RT 06 RW 06 Kasihan, Tegalombo, Pacitan, East Java. Islamic boarding schools as educational institutions native to the archipelago have existed since the first message of Islam entered Indonesia. The unique pattern of birth and development of Islamic boarding schools makes this educational institution have strong immunity to face the waves of change that exist around it, so that it is able to survive and coexist with various modern educational models and concepts that exist today.

The Darul Ulum Kasihan Islamic Boarding School, which was founded in 1972 M, precisely on 12 Shawwal 1392 H / 19 November 1972 M by Kyai Muhammad Maksum, was his concern for developing Islamic religious education in the Islamic boarding school style. He has had years of experience in gaining knowledge at the Tremas Arjosari Pacitan Islamic Boarding School, under the tutelage of Syaikh KH. Habib Dimiyati, Shaykh KH. Haris Dimiyati, Sheikh KH. Hasyim Ihsan and other caregivers encouraged him to determine to develop his knowledge, by establishing an Islamic boarding school in Glagahombo RT 06 RW 06, Kasihan , Tegalombo , Pacitan 63582, with the name Darul Ulum Kasihan Islamic Boarding School.

Within the Islamic boarding school there is a non-formal educational institution, Madrasah Mu'alimin, which in 1979 became formal education and at that time the establishment of formal madrasah education had to follow the Ministry of Religion curriculum, hence the name Madrasah Tsanawiyah Muhammadiyah.

The background to the establishment of SMP Hasyim Asy'ari Kasihan among other things, accommodating students/santri graduates of Elementary School / MI from Kasihan Village and surrounding areas who are interested in boarding or are prone to dropping out of school due to the inability of parents/families to board/send their children to school. Islamic boarding schools outside villages/cities/regions so that they can be accommodated in Islamic boarding school-based schools (SBP), namely at Hasyim Asy'ari Kasihan Middle School which is inside the Darul Ulum Kasihan Islamic boarding school in Tegalombo Pacitan. Apart from that, the main aim is to instill faith and morals in the students/students so that they do not have the wrong associations and are ready to enter society with the knowledge they have acquired.

SMP Hasyim Asy'ari Kasihan uses Kurikulum Merdeka in class VII and K 2013 in class VIII and IX. This curriculum is developed from standard of content by school based on their context and potential. They improve the curriculum based on the demand times. So, the researcher uses lesson plan with kurikulum merdeka model.

Educators are figure to be *uswatun khasanah* or great disposition model for the understudies. The educators need to go about as counsellor for the understudies in creating imagination and self potential and as inspiration that assist the understudy with raising the objective and motivation.

Other than that, understudy the significant part in training course. There are 111 understudies of SMP Hasyim Asy'ari Kasihan. It is separated into three grades, the 7th grade, the eighth grade, and the 10<sup>th</sup> grade. The scientist leads the review at the seventh grade understudies. In SMP Hasyim Ashari Tegalombo Pacitan the understudies experience issues in learning English, especially vocabulary in articulation, the utilization of words and grasping significance. The understudies abhor learning English. It tends to be seen from the aftereffect of talking the instructor and understudies. In SMP Hasyim

Ashari Tegalombo Pacitan learning English incorporates vocabulary, tuning in, and talking. By using flash card/ picture card hopefully those problems are solved.

## B. Data Description

### 1. Homogeneity

A research requirement is homogeneous. The Homogeneity of both classes is shown by the way new students are accepted, that the students are accepted in the same way. Class differences occur because the number of students is large enough so that it is not possible to be accommodated in one class. for that reason, the experimental class and the control class can be said to be homogeneous. However, to strengthen the assumptions mentioned above, a different test analysis taken from the pre-Test value was carried out. Pre test results are presented in the table 4.1 and table 4.2.

**Table 4.1 The result of students pre-test in experiment class**

No	Name	score
1	ABID A	54
2	ADINDA E	60
3	AISYAH K	62
4	AZKA R	56
5	DEAR O	54
6	DEVITA A	56
7	FAIZAL F	56
8	FETI A	58
9	HEPY O	58
10	IKA M	60
11	ISNA W	60
12	JUMADIL A	60
13	KEYLA F	62
14	LISTA Y	60
15	LUVI A	64
16	MUHAMAD I	54
17	NAILA Q	60
18	NANDA A	60
19	NENIF	62
20	NUR M	56

**Table 4.2 The result of students pre-test in control class**

No	Name	score
1	ABDULLAH M	54
2	ADITYA M	60
3	ADITYA S	58
4	ANIK W	56
5	ASNAN F	54
6	AVISA A	56
7	DIANA I	60
8	FATTAHUL N	58
9	GILANG F	58
10	REZA S	56
11	RIFKA O	56
12	RIZKI A	60
13	SENANDUNG A	62
14	SITI I	60
15	TIA R	64
16	UGIS N	54
17	ULYA N	60
18	USWATUN H	58
19	VELI R	62
20	YEFRI D	56

Based on the table, the calculation of the mean and standard deviation of the experimental class with a range between 54-64.

**Table 4.3. Homogeneity of the experimental class with the Harley Formula**

No	Nilai (x)	F	f.x	$x^2$	f. $x^2$
1	54	4	216	2.916	11.664
2	56	4	224	3.136	12.544
3	58	2	116	3.364	6.728
4	60	5	300	3.600	18.000
5	62	3	186	3.844	11.532
6	64	2	128	4.096	8.192
Jumlah		20	1170	20.956	68.660

**Table 4.4. Homogeneity of the control class with the Harley Formula**

No	Nilai (y)	F	f.y	y <sup>2</sup>	f. y <sup>2</sup>
1	54	3	162	2916	8748
2	56	5	280	3136	15680
3	58	4	232	3364	13456
4	60	5	300	3600	18000
5	62	2	124	3844	7688
6	64	1	64	4096	4096
Jumlah		20	1162	20956	67668

$$X = \frac{\sum f \cdot x}{n}$$

$$= \frac{1170}{20} = 58,5$$

$$y = \frac{\sum f \cdot y}{n}$$

$$= \frac{1162}{20} = 58,1$$

$$SD x = \sqrt{\frac{\sum f \cdot x^2}{nx} - \left(\frac{\sum f \cdot x}{nx}\right)^2}$$

$$SD x = \sqrt{\frac{68.660}{20} - \left(\frac{1.170}{20}\right)^2}$$

$$= \sqrt{3.433 - 3.422}$$

$$= \sqrt{10,750}$$

$$= 3,279$$

$$SD y = \sqrt{\frac{\sum f \cdot y^2}{y} - \left(\frac{\sum f \cdot y}{y}\right)^2}$$

$$SD y = \sqrt{\frac{67.668}{20} - \left(\frac{1.162}{20}\right)^2}$$

$$= \sqrt{3.383 - 3.375,61}$$

$$= \sqrt{7,790}$$

$$= 2,791$$

$$F (\text{max})_{hit} = \frac{Var \text{ max}}{var \text{ min}} = \frac{SD^2 \text{ max}}{SD^2 \text{ min}}$$

$$= \frac{3,279^2}{2,791^2} = \frac{10,750}{7,790}$$

$$= 1,380$$



Compare between  $F(\max)_{hit}$  and  $F(\max)_t$

$$D_b = (n-1; k)$$

$$= (20-1; 2)$$

On 5 % level  $F$  table = 2,093

$F(\max)_{hit} 1,380 < F(\max)_t = 2,093$  so the data is homogeny.

## 2. Hypothesis Test

### a. Experimental class control and control class

This test was done after learning about Chapter 2 Culinary and chapter 3 My House were finished.

Table 4.5. Assess test results (post test) in experimental class.

No	Name	score
1	ABID A	76
2	ADINDA E	88
3	AISYAH K	86
4	AZKA R	84
5	DEAR O	60
6	DEVITA A	86
7	FAIZAL F	84
8	FETI A	66
9	HEPY O	70
10	IKA M	88
11	ISNA W	88
12	JUMADIL A	84
13	KEYLA F	88
14	LISTA Y	86
15	LUVI A	90
16	MUHAMAD I	76
17	NAILA Q	88
18	NANDA A	86
19	NENI F	90
20	NUR M	70

From the table data it can be concluded that in the experimental class that is complete in learning ( value above KKM is 68) is 17 students (90%) and unfinished as many as 2 students (10%). then the calculation of the mean and standard deviation of the experimental class with a range between 60-90.

**Table 4.6. The computation of mean and standart deviation in experimental class**

No	Nilai (x)	f	f.x	x <sup>2</sup>	f. x <sup>2</sup>
1	60	1	60	3600	3600
2	66	1	66	4356	4356
3	70	2	140	4900	9800
4	76	2	152	5776	11552
5	84	3	252	7056	21168
6	86	4	344	7396	29584
7	88	5	440	7744	38720
8	90	2	180	8100	16200
Jumlah		20	1634	48928	134980

Based on the table, the following calculations are performed :

$$\begin{aligned}
 X &= \frac{\sum f \cdot x}{n} \\
 &= \frac{1634}{20} \\
 &= 81,7
 \end{aligned}$$

$$\begin{aligned}
 SD x &= \sqrt{\frac{\sum f \cdot x^2}{nx} - \left(\frac{\sum f \cdot x}{nx}\right)^2} \\
 SD x &= \sqrt{\frac{134980}{20} - \left(\frac{1630}{20}\right)^2} \\
 &= \sqrt{6749 - 6674} \\
 &= \sqrt{74,11} \\
 &= 8,61
 \end{aligned}$$

The mean 81,7 and standard deviation are 8,61.

**Table 4.7. The result of students post test in control class**

No	Name	score
1	ABDULLAH M	56
2	ADITYA M	66
3	ADITYA S	64
4	ANIK W	60
5	ASNAN F	60
6	AVISA A	62
7	DIANA I	70
8	FATTAHUL N	64
9	GILANG F	64

10	REZA S	60
11	RIFKA O	58
12	RIZKI A	64
13	SENANDUNG A	70
14	SITI IMROATUS S	74
15	TIA R	66
16	UGIS N	60
17	ULYA N	64
18	USWATUN H	60
19	VELI R	64
20	YEFRI D	60

From the table data it can be concluded that in the control class that is complete in learning ( value above KKM is 68) is 3 students (15%) and unfinished as many as 17 students (85%). then the calculation of the mean and standard deviation of the experimental class with a range between 56-74.

**Table 4.8. The computation of mean and standart deviation in control class**

No	Nilai (y)	f	f.y	y <sup>2</sup>	f. y <sup>2</sup>
1	56	1	56	3136	3136
2	58	1	58	3364	3364
3	60	6	360	3600	21600
4	62	1	62	3844	3844
5	64	6	384	4096	24576
6	68	2	132	4356	8712
7	70	2	140	4900	9800
8	74	1	74	5476	5476
Jumlah		20	1266	32772	80508

Based on the table, the following calculations are performed:

$$\begin{aligned}
 y &= \frac{\sum f \cdot y}{n} \\
 &= \frac{1266}{20} = 63,3 \\
 SD y &= \sqrt{\frac{\sum f \cdot y^2}{ny} - \left(\frac{\sum f \cdot y}{ny}\right)^2} \\
 SD y &= \sqrt{\frac{80508}{20} - \left(\frac{1266}{20}\right)^2} \\
 &= \sqrt{4025,4 - 4006,89}
 \end{aligned}$$

$$= \sqrt{18,51}$$

$$= 4,30$$

The mean 63,3 and standard deviation are 4,30.

Score of error standart of variable x and y

$$SE_{M1} = \frac{SD}{\sqrt{n1-1}}$$

$$= \frac{8,61}{\sqrt{20-1}}$$

$$= \frac{8,61}{4,35}$$

$$= 1,98$$

$$SE_{M2} = \frac{SD}{\sqrt{n2-1}}$$

$$= \frac{4,30}{\sqrt{20-1}}$$

$$= \frac{4,30}{4,35}$$

$$= 0,98$$

The computation of difference error standart score between M1 and M2

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{1,98^2 + 0,98^2}$$

$$= \sqrt{3,9204 + 0,9604}$$

$$= \sqrt{4,8808} = 2,21$$

From the several computation, the last part was computed the  $t_{test}$ . It was used to know  $T_0$  score that was used to compare with  $t_0$  to answer statement of the problem and hypothesis.

The computation of  $t_0$  score:

$$t_0 = \frac{m1 - m2}{SE_{m1} - SE_{m2}}$$

$$= \frac{81,7-63,3}{1,72}$$

$$= \frac{18,4}{1,72} = 10,670$$

$$D_b = n_1 + n_2 - 2$$

$$= 20 + 20 - 2$$

$$= 38$$

$$5\%, t_0 = 10,670, t_t = 1,74 \text{ so, } t_0 > t_t$$

### C. Discussion

After analyzing the data, the author discovered that using picture cards to enhance students' vocabulary improved their vocabulary skills in the seventh grade at SMP Hasyim Asyari Kasihan Pacitan. Prior to the treatment, the pre-test results indicated that none of the students performed well in mastering new vocabularies, highlighting their need for support.

The mean score from the pre-test data was 58.5, indicating that the average vocabulary proficiency of eighth-grade students at SMP Hasyim Asyari Kasihan Pacitan was very low before the treatment. Many students made errors in answering true/false vocabulary questions, indicating difficulties in understanding the correct context of the vocabulary words.

During the treatment, the use of picture cards engaged the students, helping them understand and memorize vocabulary more effectively. The students initially had questions about the English class activities but gradually became more enthusiastic and expressive as they grasped the process. The images on the material paper added an element of fun to guessing the Indonesian equivalents of each picture.

While some students struggled with pronunciation and understanding the real-world context of certain words, the researcher provided individual guidance and explanations. Throughout the treatment, the students enjoyed playing games and

remained calm during vocabulary exercises, achieving the goal of making learning enjoyable.

In the final two sessions, most students successfully remembered the vocabularies, as demonstrated in a test where they could recall meanings individually. The use of picture cards aligned with the idea that the human brain can process large amounts of material in a relaxed and enjoyable learning environment.

The use of picture cards in the classroom also fostered a positive relationship between the researcher and students, without the need for native language translation. After the treatment, the post-test results indicated that 90% of the students had good vocabulary proficiency, with only 10% exhibiting lower proficiency. None of the students performed poorly, signifying significant improvement among the seventh-grade students at SMP Hasyim Asyari Kasihan Pacitan.

The students had more correct answers in the multiple-choice questions in the post-test, showing a higher level of improvement compared to the pre-test.

The calculated difference coefficient of students using picture cards versus those not using them was 10.670. This coefficient was used to determine whether the difference was significant and could serve as a basis for further research.

The hypothesis test ( $t_0$ ) of 10.670 from the calculation above will be compared with the "t" index ( $t_t$ ) with the following conditions :

Hypothesis test ( $t_0$ ) at 10.670 from the computation above would be compared to the "t" index ( $t_t$ ) with the condition stated below:

- a. If the  $t_0 \geq t_t$ ,  $H_a$  was acknowledged . It implies that the mean contrast of the two factors was tremendous distinction .
- b. If the  $t_0 < t_t$ ,  $H_a$  was dismissed . It actually means that there was no mean contrast of those factors . It also implied, the mean distinction of those factors

was not huge contrast, but rather the distinctions that were occurred by the mishap as a result of blunder inspection.

To decide the two was by actually taking a look at db and talking with the tt score:

$$\begin{aligned} db/df &= n_1+n_2 -2 \\ &= 20+20 -2 = 38 \end{aligned}$$

From the Db score, the specialist could realize that in 5% significantion level  $t_0 = 10,670$  and  $tt = 1,74$ . In light of this assertion, the scientist decipher that there was huge contrast between the understudy showed utilizing picture cards and the understudy not being shown utilizing picture cards achive a superior score in jargon dominance.

So elective Speculation ( $h_a$ ) express that the understudies showed utilizing picture cards will accomplish a superior score in jargon was acknowledged. From the information over, the scientist could reason that there was a massive contrast in utilizing picture cards between the understudies showed utilizing picture cards and the understudies not being shown utilizing picture cards. In other word, picture card was viable further developing the understudies' jargon dominance at the 7th grade of SMP Hasyim Asyari Kasihan Pacitan in scholastic year 2023/2024.

## CHAPTER V

### CLOSING

#### A. Conclusion

In view of the information portrayed already, the scientist makes the determination that there is massive contrast of utilizing picture cards in showing on the 7th grade understudies of SMP Hasyim Asyari Kasihan Pacitan in scholarly year 2023/2024. The understudy who are shown utilizing picture cards have a preferred score over the individuals who are not shown utilizing picture cards. It tends to be proven by the investigation of the understudies score.

The aftereffect of this exploration in this review is that mean score of the post-test from exploratory gathering is higher than post-test from controlled bunch. It has been found that the comparison esteem ( $t_0$ ) between understudies vocabulary dominance are shown utilizing picture cards and who are not 10, 670 this is higher than  $t$  esteem in the table, which is  $t = 1,74$  at the degree of critical 5% with  $db = 38$ . Thus,  $H_a$  is acknowledged.

In other words, picture cards have an impact on educating to further develop understanding vocabulary dominance at the 7th grade of SMP Hasyim Asyari Kasihan Tegalombo Pacitan in scholastic year 2023/2024.

#### B. Suggestions

Considering the above conclusions, the researcher would like to suggest:

##### 3. For the school

The school is recommended to work on the framework and offices for a superior condition in theaching and advancing particularly for understudies. In this way, they will expand their expertise for a decent accomplishment.



#### 4. For the English Teachers

Educators ought to be imaginative to pick the best strategy to apply in educational experience to make understudies keen on going to the example, the educator ought to introduce the language in a pleasant, loose, and justifiable; the instructor isn't just as the data provider yet additionally as a facilitator. They need to provide understudies direction and guidance how to capability a text, the educators ought to help utilizing suitable technique to show the understudy and make variety of strategy in each gathering.

#### 5. English for learners

The understudies ought to be committed to bring dictionry in each English class; the understudies are wanted to be dynamic in growing experience and they are haped not be bashful in showcasing their job. It is better for understudies to continue to share one another, so when the understudies learning together, they will take and give understanding for wide outline.

#### 6. For future researchers

This research can be used as a guide to relevant previous research investigated further by subsequent researchers. How to use picture cards for material in the next class, namely junior high school grades 7, 8, and 9.

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