THE USE OF AUTHENTIC MATERIAL ‘PICTURE’ TO IMPROVE STUDENTS VOCABULARY MASTERY

(A Classroom Action Research in the First Grade Students of SMK NU Roudlotul Furqon Banyubiru in the Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2016
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer her/himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references.
This declaration is written by the writer to be understood.

Salatiga, March 24th 2016

The writer

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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 24th 2016, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

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DEDICATION

This graduating paper is dedicated to:

1. Thanks to ALLAH SWT, who always blessing me every time and everywhere, who always care me, love me and for everything … I can not say something except THANKS for all.
2. Thanks for my parents, for all support, trust, finance, encouragement, praying and I just can say thanks, I love you very much! (God Bless You).
3. My beloved brother and sisters thanks for your support, kindness, togetherness, and your pray.
ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful, the lord of universe, because of Him, the writer could this graduating paper as one of the requirement for Sarjana Pendidikan in English Department Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2016. Peace and salutation always be given to our prophet who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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    gives. The researcher hopes that this thesis will useful for everyone.

   *Wassalamu alaikum Wr. Wb.*

   Salatiga, March 24th 2016

   The Researcher

   ![Signature]

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ABSTRACT

Alfiatur Rosyidah’s graduating paper, entitled “The Use of Authentic Material to Improve Students Vocabulary Mastery (A Classroom Action Research of the First Grade Students of SMK NU Roudlotul Furqon Banyubiru in the Academic Year of 2015/2016)”.

The aims of this research are to explain the process of teaching vocabulary by authentic material applying picture of the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016, to find out to extent of authentic material applying ‘picture’ to improve vocabulary mastery of the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016, and to find out wether the implementation of authentic material ‘picture’ to improve vocabulary mastery of the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016. The research method that used in this research is classroom action research. The subjects of this research are 29 students in the first grade students of TKJ at SMK NU Roudlotul Furqon Banyubiru. The researcher used two cycles, each cycle consist of planning, action, observation and reflection. The research of her research shows that there is an improvement of student’s vocabulary mastery using picture it can be seen from \( t\)-test calculating in cycle I is 9.14 and cycle II is 8.09, \( t\)-table with N=29 is 2.05. this indicates that by applying authentic material using picture, the student’s vocabulary mastery can be improved.

Key words: Vocabulary Mastery, Classroom Action Research, Picture
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by people to express and receive some information, message and express their ideas. Every social group has different language, for example; a group of people who live in America, speak American as native language, and the group of people who live in Indonesia, speak Indonesian.

English is international language which is popular all over the world including Indonesia. As foreign language, English in Indonesia become the major subject in educational aspect. Therefore, in Indonesia English has been though since elementery school and as a major subject in junior high school, and senior high school. In English, there are four language skills, such as speaking, listening, writing, and reading. In order to master English well, the students have to master the speaking, listening, writing, and reading English language skills. Students who want to be able to communicate in English well must have wide range of vocabulary.

According to Fauziati (2005: 155), vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, the one can not communicate effectively or express their ideas both in oral and written form. From the above
statement, the writer concludes that the first focus of their English learning process is vocabulary.

Teaching vocabulary is not easy for teachers, the students usually get bored of learning this subject. As teacher, we must build the interest of students to learn English by using varieties of methods. In fact, although the study in vocational high school, the students still have difficulties in enriching their vocabulary mastery. They get difficulties in memorizing the words, so they have limited vocabulary. There are many ways to enrich the student’s vocabulary mastery. In this case, the writer will took picture in teaching vocabulary, because through picture students can see person, place, thing directly. The writer analyzes the teaching learning process in the class. If the teacher still use the old method of learning activity, it will not increase student’s vocabulary mastery.

By using a new method, the students will be more interested in English learning and also they will be easier to improve their vocabulary mastery. The students are also able to remember English words easily when they often find the word in the class. So, the researcher needs to implement Authentic Material Picture in teaching at the first grade students of SMK NU Roudlotul Furqon Banyubiru that can improve the student’s interest in English learning process. Based on the explanation above, the writer is interested to make research under title “The Use of Authentic Material to Improve Students’ Vocabulary
Mastery (a classroom action research of the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016”).

B. Statement of the Study

Based on the background of the study above, many problems arise.

Some problems that can be identified are as follows:

1. How is the process of teaching vocabulary by using authentic material picture to improve students’ vocabulary mastery of the first grade students of SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016?

2. What is the implementation of authentic material picture to improve students’ vocabulary mastery the first grade students of SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016?

3. What is the extent the use of authentic material picture to improve students’ vocabulary mastery the first grade students of SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016?

C. Objectives of the Study

The objectives of the study are:

1. To know the process of teching vocabulary by using authentic material picture to improve students’ vocabulary mastery the
first grade students of vocational school SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016.

2. To find out to what extent of authentic material picture to improve students’ vocabulary mastery the first grade students of SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016.

3. To find out whether the implementation of authentic material picture to improve students’ vocabulary mastery the first grade students of SMK NU of Roudlotul Furqon Banyubiru in the academic year of 2015/2016.

D. Significance of the Study

The researcher hopes that the result of this research can give information about the level of the students’ vocabulary mastery and the researcher hopes that the researcher by using authentic material picture in teaching vocabulary will be useful for both the teacher and students.

1. For the Teacher

The positive result of this research can support the English teacher to apply this technique in teaching vocabulary, and the teacher can change their traditional methods in teaching English language especially in teaching vocabulary. They can use the new methods to make students enjoy and relax in teaching learning process, and
teachers are not confused anymore in choosing the appropriate technique for the students.

2. For the Students

The result of this research can support the students to enhance vocabulary mastery. Teaching vocabulary through authentic material picture can make students can improve their learning vocabulary mastery without any difficulties and they can get the fun.

3. For the Researcher

The researcher will understand more about using authentic material picture and the researcher will more know about teaching vocabulary using authentic material picture.

E. Definition of the Key Terms

1. Vocabulary

Vocabulary is more emphasized than grammar. Reading and writing exercise based on what students practice orally first, pronunciation is also receive special attention (Freeman, 1986; Richard and Rodgers, 1993). According to Barn (2008: 697) vocabulary
is the stock of the word used by people, class of people, profession or collection or list of word, and defined.

Grolier also says that vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary. All the word of language, the sum of word used by, understood by, or at the command of a particular person, social group, profession, trade or the like (Grolier; 1981: 112).

2. Authentic material

Martinez (2002), defined that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. They include newspapers, magazines, and Web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.”

Widdowson mentions differentiation between authentic and genuine materials. Authentic materials are materials created for native speaker of the language and use in a class in its original form and design. In other words, they are not changed in any way. Whereas genuine materials are authentic materials adapted for a class, e.g. jumbled paragraphs, cut out headlines etc.

Nunan (1989, as cited in Adams, 1995) refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching. Bacon and Finnemann (1990) define
authentic materials as texts produced by native speakers for non-pedagogical purposes. This paper will adopt Bacon and Finnemann’s definition because their definition specifies the producers of the text as native speakers, whereas the others do not.

3. Picture

A picture is a flat visual representation of an object, person, or view and it’s main purpose is to draw attention to or emphasize a certaining thing (Zenger; 1977: 78). Picture is one of resources media that can help teacher to success in teaching. It is one of media that can be used in teaching and learning activity.

Picture is an effective memory technique to put information into the human brain saves picture and meaning, or words. It will make the students stimulate because vocabularies appearance combine the words from the picture that is seen. Picture or photos are the most common media in use and it is a language that can be easy to understand. English proverb says that a picture speaks more than a thousand words.

F. Previous Research Review

In this graduating paper, the researcher reviews several related studies to support this paper as mentioned:
According to Prayuni (2011), her graduating paper *Improving students’ vocabulary mastery using mind mapping*, she focused on the psychological and characteristic factors of the students, they are motivation, relax and interest, she does her research through main mapping as her method in the classroom.

The next is Dewi Nur Hamida researchs’ *The Use of Crossword Puzzle to Improve Vocabulary Mastery* (2009), her analyzed about crossword puzzle game as a medium that used to vocabulary mastery in teaching and learning process. According to her, crossword puzzle can improve students’ vocabulary mastery the first year studentd of MA Al Bidayah Bandungan. She analyzed about the process of teaching vocabulary by using a crossword puzzle. She found that using crossword puzzle influence the improvement of students’ vocabulary mastery.

The last research is *The Use of Realia to Improve Students’ Vocabulary Mastery* by Nurul Hidayah (2010). In her graduating paper, she focuses on the use of realia to improve students’ vocabulary mastery. According to her, realia can improve students’ vocabulary mastery at the third grade students’ of MI Nurul Nurul Azhar Terban Pabelan. She analyzed about the process of teaching vocabulary using realia, and does technique or model with using realia influence the improvement of students’ vocabulary mastery.
G. Graduating Paper Organization

Thesis organization is systematically to give guidance for the writer or the readers of this research. Chapter one is introduction; it explains background of the study, statement of problems, the objective of the research, the significance of the study, definition of key terms, review of the previous research and graduating paper organization. Chapter two is theoretical framework consist of the definition of “authentic material picture”, the kinds of vocabulary, vocabulary in the classroom and teaching vocabulary mastery. Chapter three shows methodology of research, consist if the setting of research, subject of the study, technique of collection data, and technique of data analysis. Next is chapter four, it talks about the data analysis and discussion. Chapter five is closure. It consist of conclusion and suggestion.
CHAPTER II

THEORICAL FRAMEWORK

C. Definition About Authentic Material

Martinez (2002), defined that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. They include newspapers, magazines, and Web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.”

Widdowson mentions differentiation between authentic and genuine materials. Authentic materials are materials created for native speaker of the language and use in a class in its original form and design. In other words, they are not changed in any way. Whereas genuine materials are authentic materials adapted for a class, e. g. jumbled paragraphs, cut out headlines etc.

Nunan as cited in Adams (1995) refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching. Bacon and Finnemann (1990) define authentic materials as texts produced by native speakers for non-pedagogical purposes. This paper will adopt Bacon and Finnemann’s definition because their definition specifies the producers of the text as native speakers, whereas the others do not.
Based on the definitions, it can be conclude that authentic materials is the materials that have been created to fulfill some social, economy, and education purpose in the language community. Using authentic materials is one of the main of an imaginative and motivating higher level subjects, but rarely the principles at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students.

Martinez listed following advantages and disadvantages, they are:

1. **Advantages:**
   
   a) Students are exposed to real language
   
   b) There is factual acquisition from most of them
   
   c) Textbooks do not include inaccurate language
   
   d) Authentic materials may be inspirational for some student
   
   e) One piece of text may be used for various activities and tasks
   
   f) There is a wide choice of styles, genres and formality in authentic texts
   
   g) They can motivate students to read for pleasure

2. **Disadvantages:**
a) Authentic texts may be difficult to understand because of a
culture gap

b) The vocabulary may be not exactly what the students need
c) They are rather difficult for beginners
d) Preparation of the texts and activities is often demanding and
time consuming
e) There are many various accents and dialects in listenings
f) The materials become outdated quickly (news)

1. Sources of authentic materials

   Newspapers, menus, magazines, the Internet, TV programs,
movies, CDs, songs, brochures, comics, literature (novels, poems and
short stories), catalogues, leaflets, tickets, postcards, bills, receipts,
wrappings, recipes, business cards, labels, stamps, etc.

2. Where to get authentic materials

   a. The Internet

   Internet is probably the biggest library in the world. It is still
changing and therefore it is not possible to make an index for it. But
there are another ways how to search in it – the gateways. The
gateways sites are common web sites. There are listed links to other
web sites or documents. They are regularly updated.

   b. Library
There is usually an English department in every city or university library. There can be found not only books, but also magazines and music.

c. A Foreign Country

When visiting an English country that speak using English, one should think about the great opportunity to get authentic materials.

3. Difficulties

On British Council web pages, there are described some aspects of using authentic materials. One of them is difficultness of such materials. There is said that they are difficult, but that is the point. Moreover, the trick is to set the task according to the level of the students, not to choose the material according to the students’ level.

However, for lower levels are suitable leaflets, menus, timetables, video and audio advertisements, short reports, short news. The tasks should be rather simple and vocabulary should be introduced in advance. Excessive materials for intermediate levels can be longer articles and news or reports, whole TV programs. The vocabulary should be pre-taught, too. With advanced students, any authentic material can be used. Pre-teaching is not necessary, but it is good to have some explanations and definitions prepared.
Widdowson (1990), Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

He gave the example in a German menu, which would not be authentic text if it was used in an English lesson to practice reading prices or learning adjective endings. It would be an authentic piece of text if it was used as a German menu.

Next she says that cultural competence does not include the obligation to behave according to conventions of given speech community and that we should not want our student to behave like somebody else or plagiarize behavioral patterns. Behaving like someone else is not a guarantee that the community that speaks the language will accept the person.

D. Definition about Picture

A picture is a flat visual representation of an object, person, or view and its main purpose is to draw attention to or emphasize a certain thing (Zenger; 1977: 78). Picture is one of resources media that can help teacher to success in teaching. It is one of media that can be used in teaching and learning activity.
Picture is an effective memory technique to put information into the human brain saves picture and meaning, or words. It will make the students stimulate because vocabularies appearance combine the words from the picture that is seen. Picture or photos are the most common media in use and it is a language that can be easy to understand. English proverb says that a picture speaks more than a thousand words.

Based on the definitions, it can be conclude that, picture is simulation, an information, symbol, and imagination of somethings adapted from a real object. Pictures bring the world or other environments to the classroom.

The Describe of pictures can be objective or subjective (This is a train / I like travelling by train). Pictures can also stimulate and provide material to be discussed in a conversation or discussion and can motivate students in such a way that they want to pay attention and be included.

1) Roles of picture

According to Zenger (1977), pictures media have some roles in the class, they are:

a) Picture can motivate students and make them want to pay attention and to take a part.

b) Picture contributes to the context in which the language is being used. They bring the words in the classroom.
c) Picture can be described in objective way or interpreted, or responded to subjectively.

d) Picture can cue responses to questions or cue substitution through controlled practice.

e) Picture can stimulate and provide to be referred into conversation, discussion and story telling.

2) Sources of picture

According to Wright (1984: 182), there are many sources of picture media. They are:

a) Newspaper

Picture in newspaper are not reproduced very well. However, old newspaper are available everywhere and in some countries are the main sources of free picture material. It is usually small and too distinct for use with the whole class, but they are usually topical and linked with text which can lead to particular activities.

b) Magazines

This is a major sources of useful picture material of high quality. Fun page picture are big enough for class use, while other are more appropriate for individual work.
c) Advertisement and Publicity

These include direct mail leaflets, posters, and advertisements in magazines and newspapers.

d) Holiday brochures

These are brochures are usually rich and illustrated. Most of the pictures are hotels, places, historical sites, or places of great beauty. Pictures in holiday brochures are big enough for individual work.

e) Business brochures

Many business produce brochures so their customers and the public know about the services they offer. Banks and post offices can be a good source of publicity picture.

f) Catalogues

In some countries, catalogue is an amazingly rich source of material. In Britain, they are many catalogues with literally thousandsof pictures of every sort of object which a big store can sell, from bed and bicycles.

g) Calendar
Commonly, Indonesia calendars are illustrated with written text and picture to make it interesting. But, something for advertisement media.

h) Greeting cards

Most greeting cards can illustrate. The range of subjects are very wide. And in every case the illustration has been chosen to say something to the receiver. It is often worth keeping the text and picture together. There are greeting cards for: various celebration, wishing people well if they are ill, congratulating them on a success, etc.

i) Postcard

Every possible subject is illustrated on postcard. Postcards are associated with writing. For instance, when the picture on the college at the Cambridge, then a text can be given by students as if written there.

j) Reproduction of art

Painting, drawing, and art photography are reproduced on postcard, greetings cards, and calendar, in book separate reproduction available in shops or galleries.

k) Posters
Posters are design to be big enough to be seen from a distance and they are thus ideal for class use.

l) Wall charts

Wall charts are reproduced by some institutions to explain what is done in or by institutions: how steel is made, how a firm exports around the world, how to grow rice, how to deal with a road accident, the journey of a letter.

m) Instruction

Instruction for carrying out a process such as cooking or putting on a life jacket are often illustrated.

n) Old books

It is same to throw away a book if it contains illustrations. Old books are often too decrepit or dated to keep, but they may contain unique illustrations.

o) Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds photographs.
p) Family photographs and slides

Sometimes family photograph can be brough to the lesson, shown and talks about. We all have photograph and slides which we don not keep and never look at.

q) Stamps

Most stamps have pictures of them. The most obvious way of using stamps are to talk about them as stamps: where they come from, why the design are chosen, how much they are the worth. However, they can also be struck into separate cards and used as playing cards for group.

r) Playing cards

Many playing cards have illustration. The cards can be used for their original purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

s) Wrapping paper

Wrapping paper is often decorated with pictures. The repetition of design means that pairs of pictures are available.

t) Course book
There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

u) The teacher’s and student’s own drawings

It is very useful if the teacher is a talented artist or if there is talented artist in the class. However, it is not necessary to be artistically talented in order to produce pictures. Pictures can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or college sheets.

v) Photocopying

Picture can be photocopied, but if they are in copyright only by permission. Some countries have schemes whereby schools can acquire a blanket license for photocopying. In other countries, permission should be obtained from the copyright holder. However, the photocopying machine may be used by the teacher to make pictures, for example by photocopying objects such as keys, tickets, etc.

3) Characteristics of good picture

For choosing a good picture, there are some criteria that are necessary to know according to Hamalik (1977:85) such as:
1) Indicates authenticity or simple situation.

2) Simplicity, especially in determining the color will create a certain impression, have aesthetic value, and try to make students interested in the pictures.

3) The form of item, use appropriate response of the objects in the picture, such as pictures in magazines, newspapers, comics, etc.

4) Students usually are more interested in understanding the picture that seems to move.

5) Artistic attention.

6) The picture has enough known by the students in part or whole because it helps them to get a picture of each object find in the picture.

7) Picture should be dynamic, which shows a specific activity, such as running, pictures of people who are working, etc.

4) Advantages and disadvantages of picture

Pictures have some importance and benefits if they are used as media to teach writing. On the other hand, the use of pictures also have some negative sides. Since students generally feel frustrated and afraid to learn English, it is important for teachers to use instructional methods such as pictures to increase students’ vocabulary mastery. Pictures can be used to develop students’
vocabulary mastery. They read by means of illustration of the story depends on what the students visualization.

Pictures help students to be inspired to have more creative ideas. By the detail illustration offered by pictures, students are able to write good sentences which are arranged into good stories effectively. Pictures are used as additional tools to motivate students to develop their vocabulary to express their ideas.

By having many vocabularies, students can be guided to expand their sentences. They are also potential to develop their vocabulary mastery. Besides that, students have more flexibility and freedom to write what they want to express by using pictures series. They are able to write well–developed story so that they can share with others. Moreover, pictures are excellent device in providing both in purpose and content for writing activity.

Pictures not only provide students with the basic materials but also stimulate their imaginative powers (Heaton; 1975). Then, one way to get students write their creative is by using interesting pictures. Like what people say that “a picture is worth a thousand words”.

There are some benefits that will be gotten by using pictures in teaching vocabulary activity (Zenger; 1977: 79), they are:
1) Stimulating and motivating students to become more observant and express themselves.

2) Bringing reality in the classroom and it is up to date.

3) Introducing, supplementing, or summarizing a unit.

4) Being realistic that shows the subject matter.

5) Increasing reading and clarify misunderstanding.

6) Relatively cheap and easy to find and used without using special equipment.

7) Picture is inexpensive, may even be free, and fairly easy to locate.

8) Picture is used by an individual or groups.

9) Picture displays for as long as necessary so pupils can work at their own rate.

10) Beyond space and time because not all of the objects and events can be carried in the classroom.

On the other hand, according to Zenger (1977: 79) there are some negative aspects of using pictures to teach vocabulary to the students, such as:

1) Picture can not depict motion as film does.

2) Picture which is not unique, it seems uninteresting to pupils.

3) Picture who describe a specific purpose might be difficult to locate.
4) Picture leads to different interpretations according to each student’s knowledge.

5) Picture only shows the sensory perceptions of sight.

5) Preparation

The teacher should consider some aspects before preparing the lesson.

a) Demandingness of preparation: if the preparation is difficult in relation to what the outcome should be, then it is no worth doing it

b) Class organization: if the class organization would be difficult, it is no use to do it

c) Interest: the activity should be interesting for students and the teacher, too.

d) Meaningfulness and authenticity: the language should be authentic to the activity. There should be some outcome, so that the student can reflect on their work and see, whether they use the language correctly or not.

e) Amount of language: there should be sufficient amount of language in the activity, otherwise it is no use to do it

It should be clear to the students what are they going to do and why are they going to do it. They should have the language to be able to do it.
Wright says that pictures can motivate students in such a way that they want to pay attention and be included. Pictures bring the world or a street scene or other environments to the classroom. Describing pictures can be objective or subjective (This is a train. / I like travelling by train.) Pictures can stimulate and provide material to be discussed in a conversation or discussion.

E. Vocabulary

1. Definition of vocabulary

Grolier (1981: 1111), defined that vocabulary is the stock of words used by people or by particular class or person, a list or collection of the words of language. According to Richard (2001: 4) vocabulary is one of the most obvious components of language and one of first things applied linguistic turn their attention. Scrivener (1994: 73) argues that vocabulary is a powerful carrier of meaning. Beginner often manage to communicate in English by using the accumulative effect of individual word. A good knowledge of grammar, on the other hand is not such as powerful.

Vocabulary is not only consisting of one word and has one meaning but also vocabulary may consist of two words or more and has one meaning. For example: father in-law, post office, etc.

Based on explanations above, the writer conclude that vocabulary is the total number of words in language and has meaning.
that is used to communicate among people. Therefore, they will get information of their conversation. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, writing, and speaking. In order to communicate well in a language, students should acquire an adequate number of words and should know how to use them accurately. The more vocabulary of the learners have, it easier for them to develop their listening, reading, writing, and speaking skills.

2. Kinds of vocabulary

There are two kinds of vocabulary, they are productive and receptive vocabulary. Productive is used to speech and writing while receptive vocabulary is utilized in listening and reading. The kinds of vocabulary is needed in the advance level, for example; written passage newspaper, textbook, literature, etc. (Scrivener; 1994 :74).

Sometimes, vocabulary is easier aspect of a foreign language to learn but is it hardly required formal attention in the classroom. The students are quickly to accept but they quickly forgotten. Thornbury (2002: 24) said that the essences of study of word learning are:

a. Repitition
The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working.

b. Pacing

Learners have different learning styles and process data at different rates, so ideally they should be begin the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work.

c. Imaging

Use picture is the best subject to introduce a new word. The students can accept new vocabulary appropriate students comprehension. In the other hand, students learn vocabulary used picture easier to remember more than not used a picture.

d. Attention

Contrary to popular belief, you can not improve your vocabulary in your sleep, simply by listening to the radio. Some degree of concious attention is required. A very high degree of attention (called arousal) seems to correlate with improve recall.

In writer’s opinion, the best way to memorize by repeating gradually, give more attention of new word and practice in day’s
activities. In addition, memorizing new word can be reinforced if they are used to express personally relevant meaning. Not all of the vocabularies that learners need can be “thought”: learners need plentiful exposure to talk and as well as training for self-directed learning (Thornbury; 2002: 30).

There are some source to learn vocabulary in teaching learning process, (Thornbury; 2002: 1). They are as follows:

1) List

Many students quite like learning words from list. One reason is that it is very economical, large numbers of words can be learned in a relatively short time.

2) Course books

Course books includes in task instruciton and grammar explanation. Course books contents of segrated and integrated vocabulary work. Segregated activities typically present or word formation rules, and integrated into skills work typically in vocabulary focus.

3) Vocabulary books

Vocabulary books are an exercise book for students. Vocabulary books are usually organized, but cover a range of vocabulary skills.
4) The teacher

The teacher is a highly productive. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes, such as: *let’s see, now then, is that clear?, have you finished yet?*. Besides, the teacher’s own stories can also serve as a vehicle on vocabulary input.

5) Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the course book or their teacher.

3. Teaching vocabulary

Teaching vocabulary is studying second language because vocabulary is the basic material to master the four language skills such as speaking, reading, writing, and listening. Without understanding the new words, the students get the difficulties to studying English language. The other reason is vocabulary that central of language and of critical importance to typical language learner. Without a sufficient a vocabulary, someone cannot communicate effectively or express their ideas in both of oral and written form. Having a limited a vocabulary is also a barrier that precludes learners from learning a foreign language. The status of vocabulary within the curriculum and a attitude of
foreign language teacher toward vocabulary instruction have varied considerably over the year some teachers usually using the grammar translation method or direct method to teaching vocabulary (Fauziati; 2002: 155).

From these definitions, it can be assumed that vocabulary has a big role in communication. One of the ways to have a good understanding in language learning is by mastering vocabularies. Mastering vocabulary makes students easier to deliver their thoughts and ideas. No matter how students learn a grammar well, how the sounds of word are mastered successfully, because without words to express in their meaning communication can not happen in meaningful way.

4. **Vocabulary in the Classroom**

Accordig to Fauziati (2005: 155), vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, someone can not communicate effectively or express their ideas in both of oral and written form. Furthermore, she states that having limited vocabulary is also barrier that precludes students from learning a foreign language and when they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning. She also said that there are some classroom techniques in teaching and learning vocabulary.
They are:

a) Semantic network

Semantic network consists of word which share semantic feature or semantic component. The word are introduced within a network in which the enlargement takes place by means of grids, word some semantic field are subjected to a modified componential analysis.

b) Memorization

Language scholars have a long been concerned with the important role of memory in second language learning. The more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.

Vocabulary card system seems to be the most effectively and practical way of memorization to accomplish new vocabulary. It is a technique which relies on repetitive rote memorization to combat forgetting, and recently this technique more practice in the classroom actively in learning and teaching vocabulary.
c) Cotexts

Developing vocabulary can be managed through inferring word meaning from context. Since guessing word meaning from its context is quite possible.

d) Definition clues

The most of obvious type of context clue is a direct statement of the meaning of a new term by an author. Usually this occurs in textbook writing when he is aware that the word is new to the reader and takes time to give an accurate definition of the term. Students should notice the various type of definition clue, such as sentence using be synonym and etc.

A simple vocabulary lesson at beginner or elementary level might involve the teacher using technique such as to introduce the learners to a short list of new words if the words are related to each other in same way. The teaching of new vocabulary would probably be followed by a practice actively in which the learners could find ways to use the words that they had just met or revised (Scrivener; 1994: 80).

According to Scrivener (1994: 75), there are five role of vocabulary in classroom, they are:
1. Vocabulary is very important and needs to be dealt with systematically in its own right.

2. The learner will be difficult to finish the work, if they have first met some new vocabulary.


4. We need distinguish between vocabulary for productive use and for receptive recognition.

5. We need to deal not only with single word lexical items but also with longer, multi word items.
CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

1. Setting of the Research

This research was conducted in SMK NU Roudlotul Furqon Banyubiru. It is located in Jl. Pereng Kuning Desa Kebumen Banyubiru Kab Semarang. The object of this research is the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016.

2. Subject of the Study

Population, according to Arikunto (2010: 173), the population is all members of the research subject. So, the population is all individuals that involve in that research. The researcher takes population in the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016. The population of the students in the first grade of SMK NU Roudlotul Furqon consist of 46 students.

3. The Research Method

The research method that is used in this study is classroom action research. Classroom action research begins with a question about classroom experience, issues and challenging. It is a reflective
process which helps teachers to explore and examine aspects of teaching and learning, and taking action to change and improve the students' achievement in teaching learning process.

According Arikunto (2006: 2), classroom action research is formed from three words, they are: research, action, and class. Research is an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for the researcher. Action is activity that intentionally done in certain aim, that has a form of cycle sequence activity to students. Class is a group of students in the formal situation of room and have the same lesson from their teacher.

From the definition above, the writer concludes that classroom action research is teaching learning process to know the situation of the students when they are on the teaching learning process.

4. Procedure of the Research

The researcher conducted two cycles, every cycle consist of two meetings. After the first cycle is done, the second cycle follows the first cycle and hope it can improve the activities of the first cycle. The design of activities that will be done by researcher according Kemmis and Mc Taggart (1998) in (Hopkins; 2011: 92) are as follows:
1) Cycle I

a) Planning

The researcher prepares some instruments which is support in the teaching learning process, as follows:

- Preparing materials, making lesson plan, and designing the steps in the class action.
- Preparing sheets for classroom observation.
- Preparing pre-test and post-test items.

b) Action

The researcher implemented the classroom action research with the activities below:

- Giving pre-test.
- Teaching vocabulary in class by using authentic material picture.
- Giving occasion to the students to ask any difficulties or problem.
- Asking the students some question orally and giving pos-test.

c) Observation
Observation is one of activity to know how far the action influence the students’ ability and to monitoring the implementation of method working. In this stage, the researcher must observe all activities during the teaching process. The purpose of observing is to know the improvement of students’ vocabulary mastery using ‘picture’. The researcher must saw the students’ attitude and took the students’ achievement in learning process. The researcher and the teacher will collaborate to observe and write all of the events that happened during the lesson. They have to write all of activities such as: observing students’ response and attitude, observing students’ participation, students’ descriptive text writing result, and students’ improvements.

The aim of observation is to collect data. Then the researcher evaluated the data of research reflected them. So, the researcher will observe the students by analyzing the result of field note which is made by the partner of researcher. Moreover, the researcher will analyze the result of pre-test and post-test to know whether the students' writing achievement improves or not.

d) Reflection
Based on the result of the observation, the researcher makes an evaluation to the students during the teaching and learning process. It is important action if the researcher finds the problem of the students in first cycle. The researcher will do better in the next cycle like the first cycle.

**Figure 3.1 Model of Action Research (Arikunto, 2006:16)**

2) Cycle 2

a. Planning

The researcher prepares some instruments which is supports in the teaching and learning process, as follows:

- Preparing materials, making lesson plan, and designing the steps in the x class action.
✓ Preparing sheets for classroom observation.
✓ Preparing pre-test and pos-test items.

b. Action

The researcher implemented the classroom action research with the activities below:

✓ Giving pre-test.
✓ Teaching vocabulary in class by using authentic material picture.
✓ Giving occasion to the students to ask any difficulties or problem.
✓ Asking the students some question orally and giving pos-test.

c. Observation

The researcher in the action, while she was monitoring, she help the students when they have difficulties. She tried to activate the students who were still quite in answering the question. The teaching and learning process in cycle II was increasing. The students were quite in cycle I, they look confident. The teaching and learning process was very active and the class was not afraid to speak up like the cycle I.
d. Reflection

Reflecting is done in the end of cycle. Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. Based on the observation, the researcher makes an evaluation to the students during the learning process. At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly. Then, the researcher will evaluate the sage in teaching and learning process and discus the result of observation for the students’ improvement in writing descriptive text.

Through the reflection, the researcher have to evaluate all of the data from observing stag to find out the strengths and weaknesses of the activities that have been carry out in teaching vocabulary pictures using ‘picture’. If the researcher gets a problem in cycle I, she must solve it and revise the plan based on the weaknesses in order to be applied in the next cycle.

5. The Techniques of Collecting Data

The teacher collects data are as follows:
a. Test instrument

The test instrument is an important role to collect data. In this research, there are two kinds of test, they are pre-test and post-test. The researcher uses test in order to measure the students’ mastery in vocabulary. Pre-test is used to know how far the students’ competence to utilize authentic material picture. Then, post-test is used to see how far the students’ competence after using picture.

b. Documentation

The researcher needs documentation to know about students school situations’. Documentation includes not only the official organization papers, and reports, but also condition of the class, teacher, student, and teaching learning process.

c. Observation sheet

Observation sheet uses to monitor the students’ activity during teaching process and also know how far the students’ improvement before and after applying this method. It is also formulated in order to help collaborator in observing students behavior during teaching and learning class. In this research, the researcher and his collaborator observed the learning process and noticed all the activities related with learning process used check list in the observation sheet.
d. Field note

Field note refers to various notes recorded by scientists during or after their observation of a specific phenomenon they are studying. The researcher uses field notes to record teaching and learning activities in the classroom. The field notes use to collect the data during the teaching and learning process in every cycle which not include in the observation sheets. The activity of taking notes was done by the collaborator teacher.

6. Techniques of Data Analysis

The researcher uses quantitative analysis by using statistical technique to know is there any improvement of the students’ vocabulary from the pre-test and post-test. The steps of the technique are:

a. Mean Calculation

Mean calculation is formula to know the average of the students’ score.

The formula is:

\[ M = \frac{\sum X}{N} \]

\( M \) = Mean of the students’ score
\( \sum X \) = The sum of students’ score
\( N \) = The total numbers of students
b. Standard Deviation Calculation

The formula is:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

SD = Standard Deviation

D = difference between pre-test and post-test

N = the number of observation

c. T-Test Calculation

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{SD} \sqrt{N-1} \]

\[ t_0 = \text{T-test for different of pre-test and post-test} \]

SD = Standard deviation for one sample t-test

D = different between pre-test and post-test

N = the number of observation in one sample

B. The General Information of SMK NU Roudlotul Furqon Banyubiru

This research was conducted at SMK NU Roudlotul Furqon Banyubiru. It is located in Jl. Mahakam, Kebumen Banyubiru near the
main street. Moreover, the situation of SMK NU Roudlotul Furqon Banyubiru is as follows:
1. Organization Structure

**Figure 3.2**

Organization Structure of SMK NU Roudlotul Furqon Banyubiru

[Diagram showing the structure]

- **YAYASAN AL MA’ARIF**
  - Head master: Ummi Nu’amah, S.Pd.
  - Committee
  - Dept. of administration: Sri Atikah, S.E
  - Dept. of manager quality
  - Dept. of Curriculum: Arif Rohman, S.Pd.I AH.
  - Dept. of students: Roudhoh, S.Si
  - Public relation: H. Sri Hartono H. S.Pd.
  - Infrastructure: M. Son’ani, S.Pd.I

**PEMBINA IPNU-IPPNU**

- X TKJ
- X BB
- XI TKJ
- XI BB

**PEMBINA EXTRA**

- Scouting movement
  - PRODUKTIF
  - Math
  - ENGLISH
  - PENCABIL SELAT
  - REBANA
  - SBA
  - TONE INTI/PASKIBRA

**BP**

- XII TKJ 1 dan 2
2. Situation of Educational Building.

Table 3.1 List of Facilities in SMK NU Roudlotul Furqon Banyubiru

<table>
<thead>
<tr>
<th>No</th>
<th>The kinds of room</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Computer lab.</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Tkj practice room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Tabus practice room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Headmaster room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Administration room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>BP/BK</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>OSIS room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Pramuka room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11.</td>
<td>UKS room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12.</td>
<td>Toilet</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>13.</td>
<td>student’s boarding</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>14.</td>
<td>Hall</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>

3. Situation of the Teachers

Teacher is the someone who transfers knowledge for the students. They help the students to understand materials in the class and give knowledge to them to be better. Therefore, the teacher is important in the teaching learning process. The situation of teacher in SMK NU Roudlotul Furqon Banyubiru is follow:

Table 3.3 List of Teachers in SMK NU Roudlotul Furqon Banyubiru

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UmmiNu’amah, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>2.</td>
<td>H. Muhajir, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>3.</td>
<td>M. Son’ani, S.Pd.I</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
4. Situation of the Students

Population is all individuals becoming subjects in the research (Arikunto, 1996:115). The population of this research is the whole numbers of the Grade X students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016. The researcher can not take all students as the subjects of the research, so the researcher takes the sample class. According to Arikunto (1996:177) sample is part of population that uses several to observe.

In this research, the researcher suggests that to conduct the research in grade X TKJ because the students in this class have lack in their vocabulary mastery but they have high motivation in

<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Dra. Nurullnayati</td>
<td>Teacher</td>
</tr>
<tr>
<td>5.</td>
<td>FahmiDzulfiadi, SIP</td>
<td>Teacher</td>
</tr>
<tr>
<td>6.</td>
<td>Alfiyyah Hana Yustika, A.md</td>
<td>Teacher</td>
</tr>
<tr>
<td>7.</td>
<td>Ahmad Soliki, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>8.</td>
<td>AbdurRohman, SE,AH</td>
<td>Teacher</td>
</tr>
<tr>
<td>9.</td>
<td>Sri Atikah, SE</td>
<td>Teacher</td>
</tr>
<tr>
<td>10.</td>
<td>Ruodloh,S.Si</td>
<td>Teacher</td>
</tr>
<tr>
<td>11.</td>
<td>M. Adib, S.Pd.I</td>
<td>Teacher</td>
</tr>
<tr>
<td>12.</td>
<td>LailaFtiriana, S.Kom</td>
<td>Teacher</td>
</tr>
<tr>
<td>13.</td>
<td>ArifRohman, S.Pd.I,AH</td>
<td>Teacher</td>
</tr>
<tr>
<td>14.</td>
<td>Mukti Sri Rahayu, SP</td>
<td>Teacher</td>
</tr>
<tr>
<td>15.</td>
<td>Shohifudin, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>16.</td>
<td>H. Sri Hartono, R.S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>17.</td>
<td>SitiNurJanah, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>18.</td>
<td>LendriIstiana, S.Pd</td>
<td>Teacher</td>
</tr>
<tr>
<td>19.</td>
<td>FahmiLatif, S.Pd.I</td>
<td>Teacher</td>
</tr>
<tr>
<td>20.</td>
<td>AnasJauhari, SHI</td>
<td>Teacher</td>
</tr>
<tr>
<td>21.</td>
<td>Dewi Maryam, M.Ag</td>
<td>Teacher</td>
</tr>
<tr>
<td>22.</td>
<td>Dyah Ari RetnoMaruti, ST</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
learning English. This class consists of 25 male students and 7 female students.

CHAPTER IV

DATA ANALYSIS

In this research, the writer analyzed data collected from twenty nine students of the first grade students of SMK NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016. The data consists of pre-test, post-test and field note. The data of pre-test and post-test shows the improvement of the students’ achievement in vocabulary. Field note shows the students’ behavior in teaching and learning process.

A. Field Note

In this research, writer acted as the teacher and observer. At this point, the researcher and her partner have arranged two cycles. In every cycles, the steps were: planning, acting, observing, and reflecting. The whole steps of this research are explain in the description bellow:

1. Cycle I

1) Planing

Before conducting the research, the researcher prepared the instrument of the research, there are follows:

a. Lesson plan
Lesson plan as a guide for teacher activities in classroom, so teaching and learning process can be controlled and organized well.

b. Materials

In the first cycle, the researcher used topic about “complimenting, showing care/sympathy, and request expression”. She used several books, complimenting, and sympathy cards as a resource of the research.

c. Camera

The researcher used a camera in order to take photos the situation of the students in teaching learning process.

d. Sheet of classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process doing the research.

e. Tests (pre-test and post-test)

**Pre-test** is the test that given to the students before the teaching learning process by picture method. **Post-test** is the test in which be given to the students after teaching learning process by picture method.
2) The implementation of the action

On Tuesday, 17 Nov 2015, the researcher started the class with Mr. Fahmi Latif who helped the researcher to introduce herself in front of the class. Before the lesson, she began the lesson by introducing herself and checking students’ attendance. In the first meeting, the teacher explained some information about activities that would be run and introduced the mode of presentation in studying vocabulary by picture method.

The conversation between the researcher and the students transcripted are as follows:

Teacher : “assalamu’alaikum wr. wb?”

Students : “wa’alaikumsalam wr wb”

Teacher : “Good afternoon class?”

Students : “Good afternoon Miss!”

Teacher : “How are you today?”

Students : “I’m fine thank you, and you?”

Teacher : “I’m very well, thank you. Ok, I want to introduced my self, my name is Alfiatur Rosyidah, you can call me Miss. Alfi. I’m come from Krajansari. And, we will study
about complimenting, showing cares/sympathy, and request expression. Do you know about the expressions?"

Students : “No, miss!”

Teacher : “OK open your book page 38 on the expressions of complimenting, showing cares/sympathy, and request. Read the dialog with your partner, after that I will give you pre-test.”

Students : “Yes, Miss!”

After they read, the researcher gave the worksheet to the students, and the researcher walked around the class in order to check the students during do the test. Actually, she found that the most of students were confused about the test, but some of them could do well. When the pre-test was going on, the students still often asked vocabulary to the teacher and also had a small discussion with the other friends to know of the meaning of the question. After the students had finished the pre-test, she collected and began the teaching and learning process.

The researcher told the students about the topic which entitled complimenting, showing cares/sympathy, and request expression. And she asked to the students about it. “Please,
mention the each expressions and also the responses how to accepted and rejected!” every students mention with different expressions and differnt responses. Then the reseachrer asked the students to make complimenting card, showing cares/symphaty card, and also conversation with their classmate about request expression. But, they had difficulties to recall the words that they want to say because they lack of vocabulary. Then the researcher gave some clues to help them.

The next treatment of the reseach is learning vocabulary through “picture”. The reseracher asked “Do you know what we must say when our friend feel happy or sad, and to request something?” then they answered together “I must express my admiration to you!, Great job!, You look gorgeous!, I’m extremely sorry to hear that,You must be very upset,That’s awful. May I borrow your book? Can I go to your house? Would you marry me?” “Ok, well let’s study together about the expressions with this pictures!” the students were very enthusiastic and they were very excited about it. The time was up, the researcher continued the meeting in the next day on Thursday.

Thursday, 19 Nov 2015, in the afternoon, the researcher entered in the class. She began to ask the students wether they still remember about the expressions on yesterday or not. Most of them answered yes. Then the reseracher gave some picture to the
students and discussed together. At the time, the researcher asked the students to find some word expressions’. All of them kept silent and tried to find the vocabularies. Therefore, the teacher said, “ok class, do you know the expression on this picture cards”? The researcher chose one of the compliment, sympathy, and request expression from the object, then the researcher asked the students to make responses when they felt like in the pictures expression, then students gave their responses in the same time.

In the end of meeting, the researcher gave the post-test to the students after she repeated the students’ memory about complimenting, showing cares/sympathy, and request expression. The post-test was done around 30 minutes. “before the class will be over, I will give post-test, are you ready class?’yes mom!’”. After the students had finished the post-test, the researcher asked them to submit it and she closed the meeting.

Teacher : “Ok class, the time is over, please submit your test and we will close our meeting today.”

Students : “yes mom!”

3) Observation

In the first cycle, the researcher obtained the field note from her partner. The researcher observed the teaching learning
process by monitoring the students’ activities and their attention during the action. This is a result of the observation:

Table 4.1

<table>
<thead>
<tr>
<th>Sources of data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students still confuse when the teacher explained about the material. They also forget the words and the meaning easily.</td>
<td>The students understand about the material. They have bravery to answer the question. They also remember the words and the meaning.</td>
</tr>
<tr>
<td></td>
<td>The students can’t pronounce the words correctly. They still make many mistake to pronounce the words properly.</td>
<td>The students can pronounce most of words correctly. They also can remember the words easily.</td>
</tr>
</tbody>
</table>

Furthermore, to probe the significance improvement of vocabulary, the researcher analyzes the data by using T-test calculation from the result of pre-test and post-test. Before analyzing T-test, the researcher provides the data presentation of pre-test and post-test.

a) The score of pre-test and post-test on cycle I

Table 4.2

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>7</td>
<td>1</td>
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<td>4</td>
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<td>10</td>
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<td>36</td>
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<td>6</td>
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<tr>
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<tr>
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<td>26</td>
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<td>27</td>
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<td>3</td>
<td>9</td>
</tr>
<tr>
<td>28</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>235</strong></td>
<td><strong>82</strong></td>
<td><strong>306</strong></td>
</tr>
</tbody>
</table>

X : score pre-test  
Y : score post-test  

D : differences between pre-test and post-test in quadrate

b) Mean

\[ M_X = \frac{\sum x}{N} = \frac{151}{29} = 5,20 \]

\[ M_Y = \frac{\sum Y}{N} = \frac{235}{29} = 8,10 \]
c) Standard deviation

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[ SD = \sqrt{\frac{\sum D^2}{N}} - \left(\frac{\sum D}{N}\right)^2 \]

\[ = \sqrt{\frac{306}{29}} - \left(\frac{82}{29}\right)^2 \]

\[ = \sqrt{10.55} - (2.82)^2 \]

\[ = \sqrt{10.55} - 7.95 \]

\[ = \sqrt{2.6} \]

\[ = 1.61 \]

d) T-test calculation

After standard deviation is computed, the writer continuous with t-test calculation as described below:

\[ t = \frac{\frac{\sum D}{N}}{SD} = \frac{82}{1.61} = \frac{2.82}{1.61} = \frac{1.61}{5.29} = \frac{2.82}{0.30} \]

\[ = 9.46 \]

e) T-table

DF = N-1 = 29 – 1 = 28

According to the distribution table –T, if DF = 28, the value of T-table with level of significant 5% is 2.05.
If $T$-test is similar or greater than $T$-table, so null hypothesis($H_0$) is rejected. $H_0$ is the result proves that there is no significant difference between pre-test and post-test mean. $T$-table with N= 28 is 2.05. the result of $T$-test is $3.46 \geq 2.05$. Thus, $T$-test calculating is greater than $T$-table. Therefore, $H_0$ is rejected, it means that there is a significant difference between pre-test and post-test.

From the calculation above, the researcher finds that there is significant score between pre-test and post-test, where the post-test score is greater than the pre-test score of students. It shows that the use of picture in teaching vocabulary can improve the students’ vocabulary mastery.

f) Reflection

Derived from the result of cycle I, the researcher summarize that it is very important for the teacher to concern serious with the students’ vocabulary mastery. Cycle I also shows that the students could improve their vocabulary. The picture helps students to enjoy and be interested in the learning process. However, they were less attracted in the early meeting especially when the teacher gave pre-test to them. They were not ready when teacher came and began this lesson, and there were some students
who were noisy, but they could also answer and remember vocabulary well.

Cycle I shows that the students can improve their vocabulary score with average of post-test 8.10. It is better than the pre-test score 5.20. The school also calculated the standardized of score (KKM) in score 7. The result of post-test shows that students accomplished much better than the score of pre-test. In pre-test there is 3 students who had the students more than 7 and in post-test 28 students who had the score more than 7. The researcher needed to continue to the next cycle by using picture. The second cycle was carried out as follow up of the first cycle. The researcher used the same model but different theme.

2. **Cycle II**

Based on the research of cycle I, it necessary for the researcher to continue the next level:

1. **Planning**

Before the research, the instrument of the research were prepared as follow:

a. Lesson plan
Lesson plan as a guide for teacher activities in classroom, so teaching and learning process can be controlled and organized well.

b. Materials

In the first cycle, the researcher used topic about “complimenting, showing care/sympathy, and request expression”. She used several books, complimenting, and sympathy cards as a resource of the research.

c. Camera

The researcher used a camera in order to take photos the situation of the students in teaching learning process.

d. Sheet of classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process doing the research.

e. Tests (pre-test and post-test)

Pre-test is the test that given to the students before the teaching learning process by picture method.
Post-test is the test in which be given to the students after teaching learning process by picture method.

2 Implementation of the action

On Tuesday, 24 Nov 2015, the researcher entered the class with Mr. Fahmi Latif to continue the previous meeting. In this action, the researcher explained more about learning vocabulary with picture.

The steps were as they did before:

Teacher : “assalamu’alaikum wr. wb?”

Students : “wa’alaikumsalam wr.wb”

Teacher : “Good afternoon class?”

Students : “Good afternoon Miss!”

Teacher : “How are you today?”

Students : “I’m fine thank you, and you?”

Teacher : “I’m very well, thak you. Ok, I meet you all again class, and before the lesson, I will give you pre-test. Are you ready?”

Students : “Ready, miss!”
Before the lesson, she gave the \textit{pre-test} for the students and she walked around the class in order to check the students for doing the test. Then, the researcher told to the students about the topic on that day. The topic was about simple past tense. The researcher asked the students to explain about \textit{simple past tense} and \textit{the function}.

Then, the researcher discussed about \textit{simple past tenses} and the \textit{regular} and \textit{irregular verbs} based on the text. In this section, the researcher explained some formula’s related with \textit{simple past tense} and asked Labib, Musa and Adi to make sentences with \textit{simple past tense}. The time was over, the researcher continued the meeting in the next day on Thursday, 26 November 2015.

On the next meeting, the researcher began the class. She asked the students about the previous material, \textit{“Did you remember about our material in the last meeting?”}, and some students answered, \textit{“yes, mom!”}. In this action, the researcher just gave a little explanation which had not been understood by the students until they understood well and she gave conclusion about the material. Then, the researcher gave them \textit{post-test} about 15 minutes. After that the researcher asked them to submit their \textit{post-test}. 

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3 Observation

In the cycle II, the researcher and her partner observed teaching learning process by monitoring the students’ activity and their attention during teaching learning process. The researcher and her partner looked the students enjoy with this method and they are not afraid to speak up. This is the result of observation:

<table>
<thead>
<tr>
<th>Sources of data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students do not have confidence to speak up in the class. Actually, they have opinion and they want to speak up there.</td>
<td>Most of them have braveness to speak up their opinion in this class.</td>
</tr>
<tr>
<td></td>
<td>The students can’t pronounce the words correctly.</td>
<td>The students can pronounce most of words correctly.</td>
</tr>
<tr>
<td></td>
<td>The students still make any mistakes when they wrote the words for writing composition.</td>
<td>Most of the students can write the words correctly.</td>
</tr>
</tbody>
</table>

By observing the teaching and learning process in meeting I and II the researcher concludes that the ‘picture’ can improve the students’
vocabulary. The improvement can be seen through the result of activity from cycle I and II.
a) The score of pre-test and post-test on cycle I.

Table 4.4

The result of pre-test and post-test in cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D&lt;sub&gt;2&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>36</td>
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<tr>
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<tr>
<td>15</td>
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<td>9</td>
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<td>8</td>
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<tr>
<td>18</td>
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<td>9</td>
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<td>36</td>
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<tr>
<td>19</td>
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<td>10</td>
<td>3</td>
<td>9</td>
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<td>1</td>
</tr>
<tr>
<td>29</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>250</td>
<td>73</td>
<td>263</td>
</tr>
</tbody>
</table>

X : score pre-test  
Y : score post-test

D : differences between pre-test and post-test in quadrate
b) Mean

\[ M_x = \frac{\Sigma x}{N} = \frac{163}{29} = 5.62 \]
\[ M_y = \frac{\Sigma y}{N} = \frac{250}{29} = 8.62 \]

c) Standard deviation

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]
\[ = \sqrt{\frac{263}{29} - \left(\frac{73}{29}\right)^2} \]
\[ = \sqrt{9.06 - (2.51)^2} \]
\[ = \sqrt{9.06 - 6.30} \]
\[ = \sqrt{2.76} \]
\[ = 1.66 \]

d) T-test calculation

After standard deviation is computed, the writer continuous with T-test calculation as described bellow:

\[ t = \frac{(\Sigma D)}{SD} \sqrt{\frac{N-1}{1.66}} = \frac{73}{1.66} \cdot \frac{29}{28} = \frac{2.51}{1.66} \cdot \frac{529}{529} = \frac{2.51}{0.31} \]
\[ = 8.09 \]
e) T-table

\[ DF = N-1 = 29 - 1 = 28 \]

According to the *distribution table – T*, if DF = 28, the value of *T-table* with level of significant 5% is 2.05.

If *T-test* is similar or greater than *T-table*, so null hypothesis \((H_0)\) is rejected. \(H_0\) is the result proves that there is no significant difference between *pre-test* and *post-test* mean. *T-table* with \(N=28\) is 2.05. the result of *T-test* is \(8.09 \geq 2.05\). Thus, *T-test* calculating is greater than *T-table*. Therfore, \(H_0\) is rejected, it means that there is a significant difference between *pre-test* and *post-test*.

From the calculation above, the researcher finds that there is significant score between *pre-test* and *post-test*, where the *post-test* score is greater than the *pre-test* score of students. It shows that the use of ‘picture’ in teaching vocabulary can improve the students’ vocabulary mastery.

f) Reflection

After analyzing the result of second cycle, it can be concluded that the ‘picture’ can motivate the students to be more active in learning vocabulary in the class. The ‘picture’ also can improve their vocabulary, since they are able to answer the question well in *post-test* than in *pre-test*. It indicates that they know the meaning of word well.
The researcher concluded that using ‘picture’ can improve the students’ vocabulary mastery. In previous cycle, the result of *post-test* shows 11 students who have the score more than 7 based on this result, the researcher felt happy, because there is an improvement in cycle II. In second cycle, the result of *post-test* shows that most of the students achieve the Minimal Passing Grade Criteria (KKM). It can be proved by the score of *post-test* in cycle II. There are 28 students who had the score more than 7 in this cycle, the researcher conclude that using appropriate method in teaching English is very important.

**B. Discussion**

In this section, the researcher was analyzed all of the data from the research. The data describes the finding of the study generally.

Cycle I is the first meeting between the researcher and the students of X TKJ class of SMK NU Roudlotul Furqon Banyubiru. In the first meeting, the students looked afraid and shy. In the action of applying the method, the students took part in the learning process. The ‘picture’ is an inquiry-oriented language art strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies. This method gives an alternative manner to refresh and add vocabulary in the teaching vocabulary through ‘picture’
In this treatment, when the researcher shows picture at the first time, students look amazed and interested. Labib is a smart students who is able to describe about the complimenting and simphaty cards clearly. Students who have good vocabulary and confidence can answered researcher questions.

In the first cycle, the test instrument also shows the student’s improvement in the class. The mean score of pre-test is 5.20 and the post test is 8.10. It means that the students’ competences increase, especially in vocabulary. The best score of pre-test was 8 and worst score is 3. The, the best score of post-test was 10 and the worst score is 6. It means that the students’s competences increase in vocabulary with picture.

In order to get more data, the researcher continues the next cycle. In this cycle, the students look more relax and enthusiastic than the first meeting. In this section, the researcher prepares the teaching well. The picture is still used in this cycle.

In this process of applying the method, most of the students participate in the learning process. However, students are common with the picture. Although some of them forget the vocabulary, all of them speak English confidently. This phenomenon is the proof that they develop their competence through picture.
The test instrument in second cycle also shows the improvement of students’ achievement. The mean score of pre-test is 5.62 and the post-test is 8.62. The best score in pre-test is 9 and the worst is 3. Then the best score in the post-test is 10 and the worst is 7. It means that the students’s achievement increase in vocabulary mastery. The researcher concludes that the students feel enjoy and comfort when they were learning with the picture method. They are more active to speak up and they also feel enjoy. So, they are easily understand what they have learned in the class.

Based on the explanation above, the researcher will analyze the students’ attention improvement. The analysis of students’ improvement between cycle I and II are as follows:

From the table, $H_0$ is rejected because $t$-test is greater than $t$-table. It can be seen that $H_0$ is significant comparing with the result of pre-test and post-test. Furthermore, the mean of post-test is higher than pre-test.

Table 4.5

Analysis of students’ improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a Pre-test</td>
<td>5.20</td>
<td>5.62</td>
</tr>
<tr>
<td></td>
<td>b Post-test</td>
<td>8.10</td>
<td>8.62</td>
</tr>
<tr>
<td>2.</td>
<td>T-table N = 28</td>
<td>2.05</td>
<td>2.05</td>
</tr>
</tbody>
</table>
From the data, there is significant difference between pre-test and post-test, where post-test is greater than pre-test. In other word, it proves that picture method gives influence in improving students’ vocabulary. It means that picture method appropriates with the situation and condition of students in SMK NU Roudlotul Furqon Banyubiru. The students are easier to memorize many vocabularies with picture. They also participate well by giving feedback in teaching learning process. They enjoy and pay attention along with teaching learning process. So, pictures in teaching are especially suitable for learners with special needs, pictures can motivate students in such a way that they want to pay attention and be includes.
CHAPTER V

CLOSURE

A. Conclusion

The title of this study is “The Use of Authentic Material to Improve Students’ Vocabulary Mastery of First Grade Students of SMK NU Roudlotul Furoq Banyubiru in the Academic Year of 2015/2016. The finding of the research in the SMK NU Roudlotul Furoq Banyubiru shows:

1. The process of teaching and learning vocabulary using *authentic material ‘picture’* is going clearly and most of the students are enthusiastic with the *authentic material ‘picture’*. It can be seen on the result of observation in the class that most of the students more enjoy and happy in the teaching and learning process.

2. The students’ achievement vocabulary can be improved by *authentic material ‘picture’* in the teaching and learning process. It can be proved by the score of *pre-test* and *post-test*. The score of *post-test* are greater than *pre-test*. The cycle I shows that the score of *pre-test* is 5.26 and the score of *post-test* is 8.10. Meanwhile, the cycle II shows that the score of *pre-test* is 5.62 and the score of *post-test* is 8.62. It means that there is significant difference *mean* between *pre-test* and *post-test*. This indicates that *authentic material ‘picture’* can improve the students’ vocabulary mastery of first grade students’ of SMK
NU Roudlotul Furqon Banyubiru in the academic year of 2015/2016.

3. The extent of using *authentic material ‘picture’* can be proved by *t-test* calculation. *T-test* is formula to know the significant differences between *pre-test* and *post-test*. The *t-test* from this researcher is from 9.46 in the first cycle until 8.09 in the second cycle. From the *t-test* it can be seen that there is improvement from the first cycle to the second cycle. Furthermore, the *authentic material ‘picture’* also makes students more creative, because they can make the students understand about the picture. The students can explain what they have and it can increase their confidence to share their idea based on those picture.

**B. Suggestion**

From the result of the research in the first grade students of SMK NU Roudlotul Furqon Banyubiru, the researcher would give the suggestion as follows:

1. **For the English Teacher**

   It is better for the English teacher to improve their ability in the process of teaching and learning, and know about the students’ problem especially in English. The strategy of teaching vocabulary will influence the students’ ability to learn. The
English teacher has to motivate the students and explain that learning vocabulary is an easy and interesting.

2. For the Students

   It is better for the students to always be active in the process of teaching and learning. Do not be afraid to try new experience or lazy to memorize new vocabularies especially in the English lesson. So, the students must create their motivation for themself.

   The students have to give more attention, keep their attitudes when the teacher teach them, and understood about the lesson. In addition, students have to study English harder to reduce their difficulties of English learning.

3. For the other Researcher

   The result of this research can be used as input by the other researchers who want to make research about teaching vocabulary as reference.
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Breen, M. 1987. Learner contributions to task design, *Language Learning Tasks*,

   New Jersey: Prentice Hall.
Nama : Alfiatur Rosyidah
NIM : 113 11 049
Fakultas : Tarbiyah
Jurusan : TBI
Dosen PA : Ruwand, S.Pd., MA
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<td>1.</td>
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<td>6.</td>
<td>SK Kepanitiaan “Kegiatan Istighosah Satu Suro Ponpes Raden Paku”</td>
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<td>Panitia</td>
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<td>7.</td>
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<td>Peserta/Panitia</td>
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<td>11.</td>
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<td>Sertifikat Seminar Nasional Politik “Peran Nyata Mahasiswa dalam Menyikapi Perpolitikan Indonesia”</td>
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<td>25.</td>
<td>Sertifikat Sosialisasi &amp; Silaturahim Nasional “Sosialisasi UU NO.1 TH 2013, Peran serta Fungsi OJK” “Peran Pemerintah dalam Mengawasi LKM”</td>
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<td>27.</td>
<td>Sertifikat Sarasehan Akbar Bersama Tokoh Nasional “Komitmen Politik Islam dalam Menata Arah Masa Depan Bangsa Indonesia”</td>
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<td>No.</td>
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<td>30.</td>
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<td>32.</td>
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<td>Peserta</td>
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<td>33.</td>
<td>Blotongan, 13 Oktober 2014</td>
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<td>34.</td>
<td>Blotongan, 05 April 2015</td>
<td>Panitia</td>
<td>2</td>
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**JUMLAH:** 119

Salatiga, 11 Februari 2016

Mengetahui,

Wakil Dekan Bidang

[Signature]

Nama: [Name]
NIP: [NIP]

RENCANA
PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK NU Roudlotul Furqon
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 2 x 80 menit (3x pertemuan)
Topik Pembelajaran : Request, Compliment and Showing sympathy expression’s

A. Standar Kompetensi

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indicator Pencapaian

1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun-tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

C. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Menunjukkan kesungguhan belajar bahasa inggris dalam berkomunikasi pujian dan perhatian dengan guru dan teman.
2. Menunjukkan prilaku peduli, percaya diri, dan tanggungjawab dalam melaksanakan komunikasi tentang pujian dan perhatian.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended) serta responnya.
4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (care) serta responnya.
5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (extended).
6. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care).

E. **Materi Pokok**

- Classify the following phrases into : Request, Complimenting and Showing Care/Sympathy.
Borrow something, asking someone to do something, asking helping someone, have stomachache, get a trophy, have a nice new hair cut, buy a cool hat, get cuts and bruises, lose money, get several new pimples, wear self-made shirt, receive scholarship, meet a longed-for best friend, ace the history test, burn the delicious chicken soup, hit by a becak, make up with a friend after having an argument, fail a test, winning a speech contest, be unable to sleep.

- **Definition of Complimenting and Showing Care**

  **a. Compliment is an expression to appreciate or praise other people.**

  Compliment is useful to give encouragement so that people will keep on going their best and even improve their performance.

  When to express compliment:

  - On general occasion.
  - When someone has done his/her best.
  - When you visit someone’s house for the first time.
  - If you notice something new about someone’s appearance.

  Can you think of other situations when you need to compliment?

<table>
<thead>
<tr>
<th>Complimenting expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What a wonderful performance!</td>
<td>Thank you.</td>
</tr>
<tr>
<td>- I must express my admiration to you! Thank s a lot for your appreciation.</td>
<td></td>
</tr>
<tr>
<td>- What a nice dress!</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>- You look gorgeous! It’s very kind of you to say that.</td>
<td></td>
</tr>
<tr>
<td>- Great job!</td>
<td>I’m glad you like it.</td>
</tr>
</tbody>
</table>
b. Showing Care/Simpathy is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition.

This purpose is to comfort people who have trouble, or are in bad condition. It’s also aimed to let people know that we care for them.

There are three situation that we need to consider when expressing care.

- **Formal situation**

  I’m extremely sorry to hear that

  I was deeply sorry to hear that you’re sick

  Please accept my condolance

- **Neutral situation**

  You must be very upset

  I know how it feels

  I’m sorry to hear that

- **Informal situation**

  That’s awful

  Oh dear..

- **Responses :**

  Thank you for your sympathy.

  Thank you very much.

  Thank you. You are truly good friends.

  I appreciate your thoughts and prayers.

  It was very nice of you to think of me in this sadness time.
F. Metode Pembelajaran/Teknik:
Demonstration

G. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
2. Guru kehadiran siswa sebagai sikap disiplin.  
3. Menyampaikan model dan tujuan pembelajaran.  
4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa menemukan konsep tentang pemaparan jati diri dari berbagai situasi nyata yang dekat dengan kehidupan siswa dan menumbuhkan motivasi internal dalam diri siswa melalui menunjukkan kebergunaan mempelajari teks dan ucapan selamat dalam kehidupan.  
5. Membentuk kelompok belajar yang heterogen dengan menerapkan prinsip tidak membedakan tingkat kemampuan berfikir, jenis kelamin, agama, suku, dll | 10 menit |
| Kegiatan inti | Mengamati | 70 menit |
| | - Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.  
- Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. | |
| | Menanya (questioning) | |
| | - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.  
- Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri | |
| | Mengeksplorasi | |
| | - Siswa mencari pemaparan jati diri dari berbagai sumber.  
- Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.  
- Siswa berlatih memaparkan jati diri melalui tulisan | |
| | Mengasosiasi | |
Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan.
Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru
Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampai dalam kerja kelompok.

**Mengkomunikasikan**

- Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal).

| Penutup | 1. Siswa dengan bimbingan guru membuat kesimpulan tentang pemaparan jati diri.  
2. Guru memberikan PR tentang pemaparan jati diri.  
3. Siswa dipersilahkan untuk mempelajari materi selanjutnya. | 10 menit |
H. Sumber/Bahan/Alat

1. Whiteboard, boardmarker
2. Buku Panduan Kl. X/I

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

1. Tehnik peniaian : tes tertulis dan lembar pengamatan, sikap dan ketrampilan.

2. Prosedur penilaian :

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek yang dinilai</th>
<th>Tehnik Penilaian</th>
<th>Waktu Penilaian</th>
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<tbody>
<tr>
<td>1</td>
<td>Sikap</td>
<td>Pengamatan</td>
<td>Selama pembelajaran dan saat diskusi</td>
</tr>
<tr>
<td></td>
<td>a. Telibat aktif dalam pembelajaran pemaparan jati diri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Bekerja sama dalam kegiatan kelompok.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Toleran terhadap proses pemecahan masalah yang berbeda dan aktif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pengetahuan</td>
<td>Pengamatan dan Tes</td>
<td>Penyelesaian tugas individu dan kelompok</td>
</tr>
<tr>
<td></td>
<td>a. Menjelaskan kembali pemaparan jati diri secara tepat dan sistematif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Menyatakan kembali pemaparan jati diri secara tepat dan kreatif.</td>
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</tr>
<tr>
<td>3</td>
<td>Ketrampilan</td>
<td>Pengamatan</td>
<td>Penyelesaian tugas (baik individu / kelompok) dan saat diskusi</td>
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<td></td>
<td>Trampil menggunakan pemaparan jati diri dalam kehidupan sehari-hari.</td>
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II. Instrumen Penilaian

Terlampir
### III. Pedoman Penilaian

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<td>Kurang lancar</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tidak lancar</td>
</tr>
<tr>
<td>Pengucapan (pronunciation)</td>
<td>3</td>
<td>Baik</td>
</tr>
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<td></td>
<td>2</td>
<td>Kurang baik</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tidak baik</td>
</tr>
<tr>
<td>Intonasi (intonation)</td>
<td>3</td>
<td>Sesuai</td>
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<td>Pilihan kata (diction)</td>
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<td></td>
<td>2</td>
<td>Kurang tepat</td>
</tr>
<tr>
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<td>1</td>
<td>Tidak tepat</td>
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</tbody>
</table>

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<th>JML</th>
<th>NIL AI</th>
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<td>UCAPAN</td>
<td>INTONASI</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

Mengetahui
Kepala Sekolah

---

Banyubiru,
Guru Mata Pelajaran

---

NIP.

NIP.
Choose the correct answer!

The question for number 1-3!

Match the pictures with their sympathy expression!

1. [Picture]  
   - I know how it feel

2. [Picture]  
   - I was deeply sorry to hear that you’re sick.

3. [Picture]  
   - I’m extremely sorry to hear that your father’s died

a. Which one the complimenting card?
   - [Picture]

b. [Picture]

   Sympathy Messages to a Best Friend

   Both in life and in death we belong to God.

c. [Picture]
What do you feel when you get this card?

Dear Tommy,

I heard that you have passed the final exam and got the highest score in English subject at your school. Congratulations! You deserve it.

Annie Susan

a. sad because I get the highest score in English subject.
b. happy because I’ve got passed the final exam with high score.
c. happy because I get the highest score in Math subject.

c. What’s your expression when your friend appreciate you?

a. It’s very kind of you to say that.
b. I’m sorry to hear that.

\ Thank you for your sympathy.

f. Look at the dialog!

\ Why the girl looks so sad?
a. because her wallet is lost.
b. because she look a bit down in the mouth.
c. because she felt so shy.
8. Your friend come to your new house.

Rama: You look so pale an, what happen?

Imran: I have got stomachache. It’s very painful.

Rama: You must go to doctor!

Imran: ...

What’s Imran response?

a. Thank you very much.

b. No problem.

c. I’m sorry to hear that.

9. Give your responses in this request dialog!

Liam: What do you think if I borrow your science book’s?

Zian: ...

Liam: Thanks a lot.

Zian: Never mind.

a. You’re welcome

b. Yes, please

c. No, thanks

10. Would you please to come in my party?

a. Okey, let’s do it

b. You’re welcome

c. No, thanks
This question for number 11-15

Find the synonym of words!


This question for number 16-20!

Find the synonym!


Put this name of pictures on this box!

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21. Make a complimenting and sympathy card with this situation!

a. Congratulations for you because you are married with happy life forever.

b. Old friends are never really gone... or forgotten.

So sweet. Some like you, I'm very happy.
### Jurnal Kegiatan Penelitian

**SMK NU Roudlotul Furqon Banyubiru**

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<td>Menyerahkan surat ijin penelitian</td>
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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : administrasi@iainsalatiga.ac.id

Nomor : In.26/D1/PN.03.00/'96 /2015
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMK Roudlotul Furqon Banyubiru
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : ALFIATUR ROSYIDAH
NIM : 11311049
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripsiya adalah :
The Use of Authentic Material Picture to Improve Vocabulary Skill of First Grade at SMK Roudlotul Furqon Banyubiru

Dengan Pembimbing : Ari Setiawan, S.Pd,M.M
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 12 Oktober 2015 s.d selesai .
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 08 Oktober 2015
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Tembusan :1. Mahasiswa yang bersangkutan
Nomor : S.I.24/K-1/PP.00.9/I-1.3.128/2014
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Yth. Ari Setiawan, S.Pd., M.M.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1) Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Affiatur Rosyidah
NIM : 11311049
Jurusan : Tarbiyah
Judul Skripsi : THE USE OF AUTHENTIC MATERIALS TO IMPROVE VOCABULARY AND WRITING SKILLS OF FIRST CLASS IN SMK PELITA SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

Dr. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : Alfiatur Rosyidah
NIM : 113 11 049
PEMBIMBING : Ari Setiawan, S.Pd., M.M.
JUDUL : “THE USE OF AUTHENTIC MATERIAL PICTURES TO IMPROVE VOCABULARY AND WRITING SKILLS OF FIRST CLASS STUDENT IN SMK PELITA SALATIGA”

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CATATAN:
TIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing

Ari Setiawan, S.Pd., M.M.
NIP: 19751004 200312 1002
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Alfiatur Rosyidah  
**NIM:** 113 11 049  
**Pembimbing:** Ari Setiawan, S.Pd., M.M.  
**Judul:** "The Use of Authentic Material Pictures to Improve Vocabulary of First Grade Student in Smk Nu Roudlotul Furqon Banyubiru"

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- check motif apply sample?  
- go out chapter iv  
- check vocabulary and word formation.  
- chill for table  
- use word choice  
- Please submit topic chapter i - vi (add 3rd requirement).  
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| 6. | 29/1 - 16 | chapter vi | [signature] |
| 7. | 14/3 - 16 | chapter vii | [signature] |
| 8. | 4/1 - 16 | chapter vii | [signature] |
| 9. | 10/3 - 16 | chapter ii - vii | [signature] |

**Catatan:**

Tiap konsultasi lembar ini harus dibawa

**Pembimbing:**

Ari Setiawan, S.Pd., M.M.  
NIP: 19751004 200312 1002