

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE  
DICTIONARY AT THE EIGHT GRADE STUDENTS'  
OF MTS NURUL YUSRAH OTING**



**SKRIPSI**

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**PENGESAHAN SKRIPSI**

Skripsi yang berjudul “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH PICTURE DICTIONARY AT THE EIGHTH GRADE STUDENTS OF MTS NURUL YUSRAH OTING ” yang disusun oleh **Gusman NIM: 10256117007**, Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Kamis, tanggal 3 Februari 2022, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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## ABSTRACT

**GUSMAN, 2022.** Improve students' vocabulary mastery through a class VIII illustrated dictionary at Mts Nurul Yusrah Oting ,under the guidance of Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd and Syamsinar,S. Pd.

This study aims to determine the use of a picture dictionary to improve vocabulary mastery of class VII Mts Nurul Yusrah Oting students in the 2021/2022 academic year. This study used a pre-experimental method. Whith one group pretest and posttest design. The research instrument is a vocabulary test consisting of 20 items. The sample consisted of 16 students from one class using a random sampling technique from a population of 32 class VIII students at Mts Nurul Yusrah Oting in the 2021/2022 academic year.

From the results of data analysis showed that students experienced an increase in pretest 50.31 and posttest 80. This indicates that using a picture dictionary can improve students ' vocabulary mastery in the eighth grade of MTs Nurul Yusrah Oting. Obtained from the paired samples Test with a sig (2-tailed) value of  $0,000 < 0,05$ , it can be concluded that there is a significant difference between the results of learning English vocabulary using a picture dictionary on pretest and posttest data, then H1 is accepted and H0 is rejected. This means that there is an effect of increasing students' vocabulary by using a picture dictionary for class VIII students at Mts Nurul Yusrah Oting. Picture dictionaries help students to add new vocabulary more easily because this method motivates students to learn, the writer concludes that using picture dictionaries can increase students' vocabulary.

**Keywords: Vocabulary, pictures dictionary.**

## ABSTRACT

**GUSMAN.** 2022. Judul skripsi **Meningkatkan penguasaan kosakata siswa melalui kamus bergambar kelas VIII di MTs Nurul Yusrah Oting**, Skripsi Tadris Bahasa Inggris. Di bawah Bimbingan Achmad Taqlidul Chair Fachruddin, S.Pd.,M.Pd selaku dosen pembimbing I dan Syamsinar, S.Pd selaku dosen pembimbing II.

Penelitian ini bertujuan untuk mengetahui penggunaan kamus bergambar dapat meningkatkan penguasaan kosakata siswa kelas VIII MTs Nurul Yusrah Oting di tahun akademik 2020/2021. Penelitian ini menggunakan metode pre-eksperimental. Dengan satu - pretest kelompok dan desain posttest. Instrumen penelitian ini adalah tes kosakata terdiri 20 item. Analisis sampel terdiri dari 16 siswa dari satu kelas dengan menggunakan teknik pengambilan random sampling dari jumlah populasi 32 siswa yang terdiri dari dua kelas delapan MTs Nurul Yusrah Oting tahun akademik 2020/2021.

Hasil analisis data menunjukkan bahwa prestasi siswa pada pretest adalah 50,31 dan posttest adalah 80. Hal ini menunjukkan bahwa menggunakan kamus bergambar dapat meningkatkan penguasaan kosakata siswa di kelas delapan MTs Nurul Yusrah Oting. diperoleh dari Paired Samples Test dengan nilai sig(2-tailed) sebesar  $0,000 < 0,05$  maka dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara hasil belajar kosakata Bahasa Inggris menggunakan kamus bergambar pada Pretest dan data Posttest, maka  $H_1$  diterima dan  $H_0$  ditolak. Artinya ada pengaruh peningkatan kosakata siswa dengan menggunakan kamus bergambar pada siswa kelas VII di MTs Nurul Yusrah Oting. Gambar-gambar kamus membantu siswa untuk menghafal kata-kata baru lebih mudah karena metode ini memotivasi siswa untuk terlibat dan berpartisipasi secara aktif dalam kegiatan pembelajaran. Berdasarkan hasil penelitian ini, penulis menyimpulkan bahwa menggunakan gambar kamus dapat meningkatkan kosakata siswa.

**Kata Kunci : kosakata, kamus bergambar**



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Learning English is very important to be applied in a school. Students are expected to be able to master English well. The learning process of introduction, understanding, application in everyday life is needed by teachers in achieving ideal English learning.

Language is a communication tool used by humans to interact with each other. There are two kinds of language, namely verbal language and nonverbal language. Verbal language is language that uses words both spoken and written. It is the most widely used communication in human relations through words. They express feelings, emotions, thoughts, ideas, intentions, convey facts, data, and information and explain them, exchange feelings and thoughts, and arguments. Then, nonverbal language is a language whose delivery is not in the form of words or sounds, but through gestures which is often known as sign language or body language. Nonverbal language can also be done through eye contact, the use of objects such as clothes, and the use of symbols (Pratama and Priyantoro, 2017).

In general, there are four language skills, namely listening, speaking, reading, and writing. Must be supported by the form of language. The form of language includes four aspects, namely phonology (phonology), vocabulary (vocabulary), grammar (grammar), and a series or series of sentences

(discourse). Phonology deals with pronunciation. Vocabulary is related to meaning (lexis) and word order. Grammar is related to changes in words (morphology) and sentences (syntax), and a series of sentences (discourse) related to long sentences that are viewed contextually or socially (Suparmin, 2017).

Vocabulary is one component of language. Vocabulary has an important role in English. Without adequate vocabulary, students will have difficulty developing in learning English. Susanto (2017) states that vocabulary is an important aspect in learning a language. It is almost impossible to learn a language without a vocabulary. Even communication between humans is based on words. Learning vocabulary requires a different process and way to have an adequate vocabulary. Mastery of vocabulary has an effect on making sentences in English, mastery of vocabulary will affect conversation, grammar and tenses of English at the next level. Mastery of vocabulary is the basis of the concept of understanding in English. Vocabulary learning can be developed using various teaching techniques so that students will be interested in learning English vocabulary.

Based on preliminary research on August 23, 2021, at MTS Nurul Yusrah Oting through an interview system with English teachers about students' English vocabulary. The English teacher said that teachers had not used media in delivering material. The teacher's lack of ability to maximize learning media in conveying the material can affect students' vocabulary mastery that there are still

many class VIII students who have difficulty in learning vocabulary. Because students think that English vocabulary is difficult to learn, so students are less interested in learning English.

To overcome this problem, the teacher must know the appropriate English teaching method for students based on observation, the research to be carried out with the title "**Improving students' vocabulary mastery through picture dictionaries**". get good results in mastering English vocabulary. Therefore, the researcher wants to provide the right media and is expected to help teachers as educators in increasing students' English vocabulary by using a picture dictionary.

Based on this explanation, the researcher wants to conduct a study with the title "**Improving students' vocabulary mastery through picture dictionary** "

## **B. Problem Statement**

Based on the background description above, the problem to be considered in the research: "Does the use of a picture dictionary improve the students' vocabulary ?

## **C. Objective of the research**

Based on the formulation of the problem above, the objectives of this research are: To the determine use of a picture dictionary in improving students' vocabulary mastery.

#### **D. Significance of the research**

The significance of the research in this study are:

1. The theoretical benefits that can be conveyed by the author is  
It is expected to provide information for the development of science, especially about vocabulary mastery.
2. The practical benefits that can be conveyed by the author are
  - It is hoped to make meaningful information for English teachers, especially in teaching students vocabulary.
  - It is hoped to be a helpful contribution to further research that is interesting in the teaching and learning process.

#### **E. Scope of the research**

Limiting a problem is used to avoid distortion and reduction so that research is more focused and easier to discuss so that research objectives will be achieved. Therefore, the limitation of the research only refers to "English vocabulary through a picture dictionary with verbs (Things In The House)"

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter deals with previous studies and some pertinent ideas

#### **A. Previous Study**

Empit Hotimah (2010) conducted a study for the Use Of Flashcard Media In Improving Students' Ability In Vocabulary Learning English Class II Mi Ar-Rochman Semarang Garut in flashcard media can make it easier for teachers to convey material to students. This can be seen from the lack of clarity in the class of students. This increase can be seen from the average student learning outcomes which continue to increase in each cycle, the average value obtained by students in the first cycle is 68, with learning completeness around 72% while the value is obtained from the assessment aspect in the form of assessment in listening vocabulary. (listening) and pronounce vocabulary (speaking). In the second cycle, the average score obtained by the students in the second cycle was 84, with learning completeness around 100% and the value was obtained from the assessment aspect in the form of assessments in listening vocabulary (listening) and speaking vocabulary (speaking).

Based on the previous research above, the researcher can conclude the differences and similarities from the research to be carried out. The difference between previous studies and the research to be conducted is that previous studies used flashcard media as learning media while the research that will be

conducted uses illustrated dictionary media. The similarity is that both of them discuss about increasing students' vocabulary.

Neaty Muttahidah (2011) conducted a research to improve a student's vocabulary by using the first vocabulary card at school MTs Nurul Falah in card could sustain the student vocabulary. It can be seen from obscurity in student classes. The average pre-test student score is 49.6. After the application of the technical vocabulary card, the exam's initial value was 58.0. Then research went on to a second cycle with an average of post-test was 66.3 or 86.6% through minimum mastery criteria. Minimum sharpness (KKM) as the determined criteria for success. Other than that. Increasing students' grades, applying a credit-card technique receives a positive response from students in the learning process to teach their vocabulary.

Based on the previous research above, the researcher can conclude the differences and similarities of the research to be carried out. The difference between previous research and the research to be carried out is that previous research used picture card media as a learning medium, while the research that will be conducted uses picture dictionary media. The similarity is that they both discuss about increasing vocabulary students'

Sumarni (2011) did research to improve vocabulary mastery through drawing techniques and colors in elementary school students' English studies. The purpose of this study is to point out that the use of drawing techniques and color as mediums in the English vocabulary to improve the vocabulary of

students. They found that increased student achievement was supported by the use of drawing techniques and color in English subjects. Before doing vocabulary mastery, students classified as less than 59.3% increase in cycles I by an average of 69.2% while student vocabulary mastery in cycles II also increased by an average of 79.7%.

Based on the previous research above, the researcher can conclude the differences and similarities of the research to be carried out. The difference between the previous research and the research to be conducted is that previous research used drawing and coloring learning media, while this research used a picture dictionary as the medium. The similarity is that both of them discuss about increasing students' vocabulary.

Paulus Djuang (2019) conducted a study entitled "Improving students' vocabulary mastery through the media of English lessons for class X SMAN Maginti." This research was conducted based on a preliminary study which showed that students found it difficult to learn English due to a lack of vocabulary. The results of this study indicate that learning by using picture media can increase students' vocabulary.

Based on the previous research above, the researcher can conclude the differences and similarities of the research to be carried out. The difference between previous research and the research to be carried out is that previous research used image media as learning media, while the research to be carried

out used image dictionary media. The similarity is that they both discuss about increasing students' vocabulary

## **B. Some Pertinent Ideas**

### **1. Concept Of Vocabulary**

#### a. Definition Of Vocabulary

According to Zahara, et al (2017) vocabulary is a collection of words from a certain language. Mastering a vocabulary is one of the main factors in shaping a sentence or a paragraph to attain the correct form and meaning in language so that communication between others occurs clearly and is easily understood.( Zahara, et all state that vocabulary is a collection of words from a certain language). The teaching of the vocabulary is one of the principal factors in shaping a sentence or passage to reach the correct form and meaning in language so that communication between others occurs clearly and is easily understood.

It is also an important skill for learning to read, speak, write, and listen. With sufficient vocabulary, people are unable to communicate and express their feelings from either mouth or written effectively. Tawali (2018) vocabulary is helpful for students to communicate in daily life and will strengthen their group of English students can be used to express some thoughts, thoughts, and feelings.

A closer look at the opinion of the above expert may well indicate that a vocabulary is the number of words a person has. It had an important role in language teaching, for vocabulary mastery had powerful effect on language skills. The more people know the words, the more adept they will be. With this mastery of words it enables one to have confidence in expressing some thoughts, thoughts and feelings.

b. Types Vocabulary

According to Judy (2007) There are 4 types of vocabulary, they are;

1) Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary.

2) Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for

all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

### 3) Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you can not “grow” your vocabulary.

### 4) Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Khayati and hadi (2020) say that there are two main types of vocabulary: an active, passive vocabulary. An active vocabulary is generally a word used through dialogue and writing because it can be clearly understood when read. Though a passive vocabulary is usually rarely or never used on someone who speaks or writes, it is identified when he meets with them by reading and listening.

According to Susanto (2017) vocabulary is crucial to be to be mastered by the learner in order to understand the language, vocabulary mastery is

needed to express our ideas and to be able to understand other people's sayings.

Tantri (2016) said that vocabulary was also called lexicon. It is the very rich vocabulary used by a speaker, writer, or language, lexicon is divided into two kinds of active lexicon and a passive vocabulary. It is an active lexicon that is often used while a passive lexicon is one that is rarely used.

Based on the explanations of the above scholars, researchers concluded that vocabulary consisted of part four. Talking, reading, listening, and writing. This could prove that vocabulary greatly increased four skills in English as an international language.

#### c. The Importance of Vocabulary

A vocabulary played a key role in communicating English to someone, using words. If a person wants to communicate in English, he or she should know more about the English vocabulary. So that we can communicate well.

The importance of learning from a vocabulary is often viewed as an important tool for a student because a limited vocabulary of a second language can hinder communication successfully.

Vocabulary plays an important role in language mastery because vocabulary mastery will help students master all language skills-speaking, listening, writing, and reading. Vocabulary will make students practice the structure more easily. This is helpful for students to communicate in

everyday life and will strengthen confidence that English can be used to express the same ideas or feelings they express in their native language.

By this definition it was a major factor in the study of English, even in all languages. Therefore, teachers must have good methods to make students more adept at learning English. Vocabulary desperately needed a long process of knowing, remembering, and understanding words. When we learn or are taught about vocabulary, we must repeat those words over and over again each day.

#### d. Some Ways of Presenting Vocabulary

Mastering vocabulary is an important thing in order to mastering English skills. Teacher should use various and an appropriate strategy or technique in teaching vocabulary to improve students vocabulary mastery. A number of techniques can be adopted in teaching and presenting new vocabulary items. Harmer (2001) state that there some techniques in presenting vocabulary, as follow:

##### 1) Reality

The teacher brings the realities thing or object used in the classroom and introduce it to the students such as pen, pencil, book, etc. the students can increase their vocabulary by providing the real objects as an media in teaching vocabulary and providing pictures which are related to the object.

## 2) Picture

Picture can be used to explain the meaning of vocabulary items. Teacher can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, etc. In using magazine pictures the teachers can cut out magazine pictures that illustrate words in a dialog or basic sentence. The teacher points to the objects and give their foreign language equivalent. Thousands of words that do not relate to the classroom can be made clear with the use of pictures in the form of illustration in a book, drawings on the board, clipping, wall charts, slides, or overhead projection. Since picture can be ambiguous, it is help to confirm the meaning by some supplementary device, including the native language if it necessary.

## 3) Mine, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or picture. An action in particular better explained by mime. Gesture is useful for explaining words like “from”, “to” etc, or indicating that the past is being talked about (the teacher gesture backwards over his shoulder). Concepts like running or smoking are easy to present in this way.

## 4) Contrast

Teaching vocabulary by contrast is closed relevant to show the

antonyms. This way can be use in teaching the meaning. For example, teachers can present the meaning of “empty” by contrasting it with “full”, “cold” by contrasting it with “hot”, “big” by contrasting it with “small”.

#### 5) Enumeration

The teacher introduces word by enumeration them with general meaning, for instance animals, the teacher introduces this word and asks the student to find out some specific words related to animals such as cat, dog, lion, snake etc.

#### 6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just asgrammatical explanations. It will be very important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, explaining the meaning of “mate” (friend) we have to point out that it is a colloquial word used in informal context an only used in certain context.

#### 7) Translation

Traslation is a quick and easy way to present the meaning of words but isnot without problems. In the first place it is not always easy to translate words, and inthe second place, even where translation is possible, it may make it a bit too easy for students by discouraging

them from interacting with the words. Teaching vocabulary by using translation which teacher ask the students to translate words into their mother tongue.

There are many techniques or strategy that can be use in presenting vocabulary. It is important to use an appropriate technique in teaching vocabulary to make the learners can be mastered the vocabulary and make them more interest and understandable in learning English. In this research the researcher interests to use strategy to presenting and teaching vocabulary to the learners.

#### e. Media In Teaching Vocabulary

Liyana and kurniawan (2019) media is anything that can be used to convey the message of the sender to the recipient and thus stimulate the students' thoughts, feelings, concerns and interests and concerns in such a way that teaching and learning processes are carried out.

##### 1) Media Benefits

Good media is media that can be useful in learning. Useful media can support learning so as to produce quality learning. The benefits of media according to Arief (2009);

- a. Help clarify the message conveyed so that it is not only in the form of words or verbal speech.
- b. Help to overcome the limitations of space, time and senses.

- c. The media used appropriately and varied can overcome the passive attitude of students.
- d. Helping the teacher to make the reception comfortable with the students.

The benefits of media according to Azhar (2011) are as follows;

- a. Learning media can clarify presentations, messages and information so that they can facilitate, improve processes, and learning outcomes.
- b. Learning media can increase and direct students' attention so that it can create learning motivation, more direct interaction between students and the environment and the possibility of students learning independently according to their abilities and interests.
- c. Learning media can overcome the limitations of space and time.
- d. Learning media can provide students with a common experience about events in their environment, and allow direct interaction with the teacher.

The media used in learning is expected to provide benefits for students and teachers. The benefits of media for students are very helpful for students to clarify a teaching and can help students to improve learning and learning motivation. The benefits of media for teachers are to assist teachers in clarifying the material provided by students, as a tool to comfortable perceptions between students and teachers and help teachers to be able to

present objects that are too large or too small that can be replaced with image media.

## 2) Media Type

The media used in education has several types of media used in learning adapted to the learning material presented. Fathurrohman and Wuri (2011) says that the types of media in learning are as follows:

### a. Pictures/Photos

It is the most widely used medium. Images are used to concretize objects. The things that must be considered in using images as learning media are as follows;

- 1) It is concrete, real, namely helping the teacher in explaining the material and helping students in concretizing the material taught by the teacher.
- 2) The image is a miniature of the object seen, namely the image used can represent a real object that cannot be visited or an object whose existence cannot be presented in class.
- 3) The images displayed by the teacher are in accordance with the concepts being taught.

### b. Chart

The main function of the chart is to make it easier for students to accept explanations from the teacher. The requirements for the chart as a medium are as follows:

- a) Helping students in the process of capturing material.
- b) Simple and straightforward, not complicated to understand.
- c) Charts can be changed at any given time.

c. Cartoon

Is a learning media in the form of image symbols to convey messages to students.

d. Map

Map serves to present location data. The advantages of maps in learning according to Arief (2009) are as follows:

- 1) Allows students to understand the position of the political unit, the archipelagic region.
- 2) Stimulate students' interest in residents and biographical influences.

3) Learning media in teaching vocabulary

According to Selvianah et al (2020), there are nine learning media that can be in teaching vocabulary, they are:

a. Song

Song is a tool that can help the English learning process very well.

Songs are also believed to provide motivation for students when participating in English learning during the learning process.

b. Crossword puzzles

Crossword puzzles are among the media that could be used in

trying to master a vocabulary. The media is helpful to students in enriching their vocabulary.

c. Scrabble

This is a kind of square chalkboard game that some schools use as a curriculum to support students' academic performance activities. The media game in the form of scrabble is expected to learn English students to be unburdened with fear and to become more active in the English learning process, especially at the vocabulary mastery level.

d. Snakes and ladders

In a game of snakes and ladders, he emphasizes the use of oral communication, thus using a modified game of ladder with snakes can enhance the richness of the English vocabulary.

e. Flashcards

A flashcard is a learning medium, usually made of cardboard, a newspaper containing such interesting words and images as fruits, animals, objects, and so forth that fit into a classroom that is being taught.

f. Press chart

Flip chart is a simple and effective medium to use because it USES tools and materials in the form of paper that are readily available with large paper so that all students can see what the teacher is serving.

g. Fringes

This random media of letters makes it so easy for students to know what the spelling of vocabulary is in the target language being studied that they know the correct spelling of letters of each word.

h. Word Wall

Word wall is a collection of systematically organized vocabulary that is displayed in large letters and posted on the wall of a classroom.

i. Pictures

Pictures are learning media that can be said to be quite effective because they can attract the attention of students with color patterns and picture motifs that have their own meaning and meaning.

From the description above, it can be concluded that this medium can be used openly in a comprehensive learning process in teaching vocabulary.

## **2. Picture Dictionary**

a. Definition of Picture Dictionary

According to Witabora (2012) Image is the basis of all illustration styles from realist to abstract. Drawing also provides information about the illustrator's identity, develops, and shapes the illustrator's personal iconography. Drawing is the way in which ideas are visualized from concept to final result. Drawing plays with composition, color, texture, shape, scale, space, perspective, emotive and associative aspects

Budi (2020) definition of an image is a combination of points, lines, fields and colors that are useful for checking something. Image can also be interpreted as a display of an object into image media, one of the functions of the image is as a delivery of an expression of feelings, as a medium for conveying information, as a work of art, and various functions of other images.

Martoyo, et al (2018) A dictionary is a book that contains selected vocabulary which is generally arranged alphabetically, accompanied by an explanation of its meaning and equipped with other information related to vocabulary, whether the explanation uses the same language as the existing vocabulary or in another language.

Harun (2019) A dictionary is a reference book, a list of words in a language, sorted alphabetically by referring to how they should be used. A dictionary is a book that collects words in a particular language which are translated into the required destination language and arranged alphabetically, given information about the meaning, pronunciation, spelling and its use.

By looking at the above, it can be concluded that the picture dictionary is a reference book that is equipped with a list of words arranged alphabetically in a language through the results of combining images, symbols, dots, colors and lines to provide a clear picture of the material, ideas or events to be presented.

#### b. Image requirements in learning media

According to Arief (2009) said that there are six conditions that must be met by images as learning media, namely;

- 1) authentic. The picture must honestly depict the situation like the real thing.
- 2) Simple. The composition of the picture should be clear enough to show the main points in the picture.
- 3) Relative sizes. Images can enlarge or reduce the actual objects. Pictures of objects that are not known or have never been seen by students, it will be difficult to imagine how big the object or object is. Pictures provide something that has been known by students can help students to imagine the actual object.
- 4) Images should contain motion or action. A good picture does not show an object in a still state but shows a certain activity.
- 5) A good picture is not necessarily good for achieving learning objectives. Drawings made by students themselves are often better, even though they are of poor quality.
- 6) A good picture is not necessarily a good medium. The drawing should be good from an artistic point of view and in accordance with the learning objectives to be achieved.

#### c. Steps In Using Picture Dictionary

- 1) The researcher gives an interesting picture dictionary to students.
- 2) The researcher explains about the picture dictionary.

- 3) The researchers give time for students to pay attention to the picture dictionary.
- 4) The researcher gives practice to the students about the picture dictionary.

### C. Conceptual Framework

The theoretical framework underlying this research is presented in the following diagram:

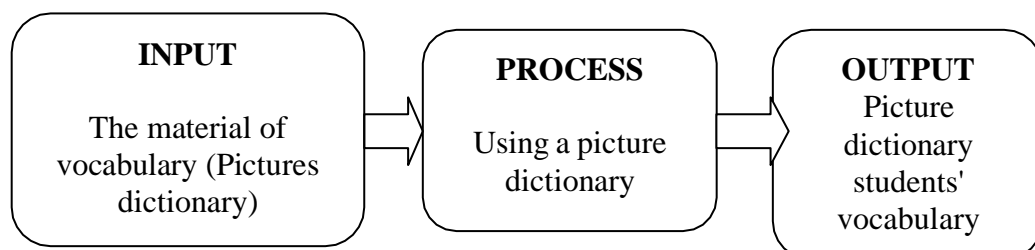
In this study, the researcher used pre-experimental research with one group pre-test and post-test and a picture dictionary as a medium for teaching vocabulary to students.

### D. Hypothesis

To determine the effectiveness of the influence of variable X (picture dictionary) with variable Y (student vocabulary) in this study, researchers proposed the following hypothesis:

(H<sub>1</sub>) = There is significant improvement vocabulary mastery of the use through picture dictionary of class VIII students of MTs Nurul Yusrah Oting.

(H<sub>0</sub>) = There is not significant improvement vocabulary mastery of the use through picture dictionary of class VIII students of MTs Nurul Yusrah Oting.



**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

In this study, a pre-experimental design was used, because it only involved one class as the experimental class which was carried out without a group. The design used in the assessment is a one group prepackaged design. Pre-test was used to determine students' understanding of English subjects before being given treatment. Thus the results of knowledge can be known clearly, can be compared with before treatment. While the post-test is used to determine student learning outcomes after being given treatment. Aina (2019)

**Table 3.1 Research Design**

Pre-Test	Treatment	Post-test
$O_1$	$X$	$O_2$

Where:

$O_1$ : Student study results before treatment is given

$X$ : treatment is applying the learning of approach

$O_2$  : student study results after treatment

In this design, the researcher ran pre-test before and post-test after the treatment. The initial test is called the pre-test, the pre-test is given to the experimental class ( $O_1$ ). After the pretest, the researcher treated vocabulary learning through a picture dictionary using a constructive learning approach (x), at the final stage the researcher gave a posttest ( $O_2$ ) to the students. Pre-

experimental research design is an experimental research design that has the characteristics of these classes as the research sample is not taken at random, the group used is only one class so that the research design does not have a control class.

## **B. Population and Sample**

### 1. Population

The population of this research is class VIII MTS Nurul Yusrah Oting. Class VIII consists of two classes, namely A and B. Class VIII A consists of 16 students and class VIII B consists of 16 students. So, the total population in this study was 32 students.

### 2. Sample

The sample in this research used cluster random sampling technique, that is class VIII A consisting of 16 students

## **C. Instrument Of The Research**

The research instrument used a vocabulary test consisting of 20 questions. The test used use a pretest and posttest based on the material provided. Pretest is intended to determine initial knowledge while posttest is given to see student achievement after being given treatment posttest is given to see student achievement after being given treatment.

## **D. Procedure Of Collecting Data.**

The data in this research used be compiled as pretest, treatment and posttest. The techniques are described in the following scenarios:

## 1. Pre-test

Before doing the treatment, the pretest was given to students by spending 40 minutes. It aims to identify students' prior knowledge of vocabulary.

## 2. Treatment

The next step was treatment. The researcher used "Picture Dictionary" in teaching students' vocabulary. The steps in teaching vocabulary through the "Picture Dictionary" are:

- a. The pictures provided should contain vocabulary that at least the students have learned or they are listed in the order of vocabulary for students.
- b. The words taught to students are first laid out, and underlined in a picture.
- c. The teacher distributes the picture to each student and asks the students to reveal the name of the vocabulary picture.
- d. Students are asked to know the meaning of the words in the teaching.

The teaching steps above in teaching vocabulary through "Picture Dictionary" are images taken from the English illustrated dictionary for grade VIII MTS Nurul Yusrah Oting

### 3. The Posttest

After several meetings, at the last meeting the researcher used carry out a final project to find out how far the increase in the English vocabulary of grade VIII students.

## E. Techniques of Data Analysis

The technique is used to describe of each research variable by showed descriptive statistic analysis ( Mu'minati,2020) :

1. Scoring students by using the formula:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total number of items}} \times 100\%$$

2. Classifying the score of students' vocabulary

Classifying the score of the students' vocabulary into the following classification.

**Table 3.2. Clasiffication Students' Score**

Score	Classification
80 – 100	Very good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
≤ 39	Very poor

3. To calculate the percentage level of students' grades, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where. P = Percentage

F = Frequency

N = Total number of sample

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of each activity starting from the pre-test to the post-test

#### **A. Findings**

To assess students' vocabulary mastery, the study used evaluation. According to Wulan and Rusdiana (2014) evaluation can be defined as follows: evaluation is learning evaluation is an evaluation in the field of learning. The purpose of learning evaluation is to collect information that is used as the basis for knowing the level of progress, development, and achievement of student learning, as well as the effectiveness of teacher teaching.

##### 1. The data analysis of pre-test,

Before giving the pre-test, the researcher gave a little explanation about the vocabulary by using a picture dictionary and showing some samples. Before the teaching and learning activities were carried out, the researcher conducted a pre-test. The researcher gave 20 multiple-choice questions.

After examining the results of the student's ability test, the researcher concluded that the students' vocabulary was very lacking. Ability test results can be seen in Table 4.1 below.

**Classification of frequency and percentage score students' vocabulary**  
**Table. 4.1 pre-experimental class (pre-test)**

No	Classification	Score	Frequency	Percentage
1	Very Good	80 – 100	0	0 %
2	Good	66 – 79	1	6,25 %
3	Fair	56 – 65	4	25 %
4	Poor	40 – 55	9	56,25 %
5	Very Poor	≤ 39	2	12,5 %
<b>Total</b>			<b>16</b>	<b>100 %</b>
<b>Average</b>			<b>50,31</b>	

The total above shows that, the students' scores in the vocabulary pre-test were very poor of 16 students who took the test, 1 student (6.25%) got a good score, 4 students (25%) got a pretty good score, 9 students (56, 25%) got a fair score and 2 students (12.5%) got a very bad score.

The average score of the test is 50.31, which means that the students' vocabulary is still lacking. Therefore, the researcher tried to apply the illustrated dictionary media in vocabulary learning as a strategy to enrich students' vocabulary.

## 2. Treatment

After the researcher obtained the ability post-test score, he proceeded to the next one. The treatment, was divided into 4 meetings.

### a) First Meeting

The first one was held on November 16, 2021, from 10.00 to

10.30 WITA. The meeting focused on recognizing the alphabet and then various objects in the house found in the picture dictionary.

The steps in the teaching and learning process are: First, the presence of researchers. Indirectly it makes them feel happy and confident in participating in learning. Second, the researcher started the research by first asking students about the names of objects in the house that they knew. Third, the researchers gave a few minutes to remember the names of objects in the house that they knew. Fourth, the researcher invites students to identify the picture dictionary media through the names of objects in the house. Fifth, the researcher invites students to identify the function of objects in the house. Sixth, the researcher repeated to show the name of the object in the house three times.

b) Second Meeting

The second meeting was held on November 23, 2021, starting at 10.00 – 10.30 WITA. The second meeting was not much different from the first meeting but focused more on students' memories of the names of objects in the house that they had learned last week.

At the second meeting, the researchers discussed the names of objects in the house that had been given last week, ranging from the names of objects that were often used in everyday life to the names of objects that were rarely used. Then the researcher displayed several pictures of objects in the house through a picture dictionary.

The researcher invites students to identify objects in the house through a picture dictionary, by distributing some picture texts to each student who will then be called to the front of the class and the researcher invites students to name the vocabulary of the objects in the picture and also mention the function of the objects in the picture.

c) Third Meeting

The fourth meeting was held on November 30, 2021 from 10.00 to 10.30 WITA.

The steps in the teaching and learning process are: First, the researcher greets and then encourages students to be more serious in participating in learning. Then the researcher checked the students' attendance. Second, the researcher checked the students' memorization results by asking them to come to the front of the class. Third, the researcher gives them a little knowledge. Fourth, the researcher showed some names of objects in the house that were rarely seen by using a picture dictionary. Fifth, the researcher asked the students to name the object. The researcher asked the students to repeat the name of the object three times.

d) Fourth Meeting

The fourth meeting was held on November 30, 2021, from 10.00 to 10.30 WITA.

The steps in the teaching and learning process are: First, the researcher greets and then encourages students to be more serious in

participating in learning. Then the researcher checked the students' attendance. Second, the researcher checked the students' memorization results by asking them to come to the front of the class. Third, the researcher gives them understanding. Fourth, the researcher showed some names of objects in the house that were rarely seen by using a picture dictionary. Fifth, the researcher asked the students to name the object. The researcher asked the students to repeat the name of the object three times

### 3. Analysis Post-test

At the first to fourth meetings in the treatment class, the researcher observed the teaching and learning process in the classroom. Researchers observed how active they were in the learning process in understanding a learning material.

How are the conditions and situations in the classroom in the application of illustrated dictionary media, to determine students' vocabulary mastery and to see whether picture dictionary media can improve students' vocabulary mastery. To find out, the researcher used a post-test using the same problem given in the pre-test as the final result of the study.

#### *Classification of frequency and percentage score students' vocabulary*

*Table. 4.2 pre-experimental class (post-test)*

No	Classification	Score	Frequency	Percentage
1	Very Good	80 – 100	10	62,5 %
2	Good	66 – 79	0	0 %

3	Fair	56 – 65	3	18,75 %
4	Poor	40 – 55	3	18,75 %
5	Very Poor	≤ 39	0	0 %
<b>Total</b>			<b>16</b>	<b>100 %</b>
<b>Average</b>			<b>80,00</b>	

The table above shows that the student's scores on the vocabulary test were very good. Of the 16 students who took the test, 10 students (62.5%) got a very good score, 3 students (18.75%) got a good score, and 3 students (18.75%) got a fair score.

The table above shows the average post-test scores after treatment. The average post-test score is 80.00 which is included in the very good category, while in table 4.1 the average pre-test score before treatment is 50.31 which is a very poor student vocabulary. This proves that the treatment using picture dictionary media provides a significant increase in enriching students' vocabulary. Standard definition or pre test and post test

After calculating the result of the students score, the mean scores adstandard devination for both classes can presented by the following table.

**Table 4.3 Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	50,3125	16	11,17568	2,79392
POST-TEST	80,0000	16	18,52926	4,63231

In the output above, it can be shown that the summary results of

descriptive statistics from the two samples or Pretest and Posttest data have an average of 50.3125 Pretest and 80.000 Posttest from 16 samples.

**Table 4.4 Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	16	,443	,086

The output above is the result of the correlation or relationship between the two pretest and posttest data or data. It can be explained that it is known that the significance value of 0.086 is greater than 0.05 as the basis for taking the correlation test. If the significance value is  $> 0.05$ , there is no indication of a relationship between the Pretest and Posttest data

**Table 4.5 Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1 PRE – POST	-29,68750	16,87886	4,21971	-38,68161	-20,69339	-7,035	15	,000

Basis of decision making on Paired Samples Test

1. If the value of sig (2-tailed)  $< 0.05$ , then there is a significant difference between learning outcomes in the Pretest and Posttest data.
2. If the value of sig (2-tailed)  $> 0.05$ , then there is no significant difference between learning outcomes in the Pretest and Posttest data.

It is known that the value of sig(2-tailed) is 0.000 <0.05, so it can be concluded that there is a significant difference between the results of learning English vocabulary using a picture dictionary on the Pretest and Posttest data.

## **B. Discussion**

The discussion section discusses the findings obtained from the data that has been collected, from several theories, and the interpretation of the test results of the two groups. After doing that, the researcher presented a description of the data obtained from the pre-test and post-test using a picture dictionary.

In this discussion section, the author describes the interpretation of the test results. The description of the data collected through the test as described in the previous section showed that the students' vocabulary was significantly built. This is supported by the average score of the students' pre-test and post-test results.

The average value of the pre-test before treatment was 50.3125 while the post-test score of students showed an increase with an average score of 80.000 after treatment. Meanwhile, the results of the paired sample correlations between the pre-test and post-test have a significant value of 0.086, so there is no relationship between pre-test and post-test because the significant value is > 0.05.

While the Paired samples test has a sig value (2-tailed) of 0.000 <0.05, there is a difference or influence between the pre-test and post-test.

Comparing the definitions from experts who can support this thesis, first, According to Susanti (2018) the use of picture dictionaries can develop students' vocabulary skills because by paying attention to the loaded images, students' imaginations are immediately focused on the image objects and this is more to remember them.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research that has been carried out at MTs Nurul Yusrah Oting on November 31, 2021, with the title "Improving students' vocabulary mastery through picture dictionaries in class VIII of MTs Nurul Yusrah Oting" and processing research results in the form of Pretest and Posttest in one pre-experimental class, obtained from Paired Samples Test with a sig(2-tailed) value of  $0.000 < 0.05$ , it can be concluded that there is a significant difference between the results of learning English vocabulary using a picture dictionary on the Pretest and Posttest data, then is accepted and is rejected. This means that there is an effect of increasing students' vocabulary using a picture dictionary on class VII students at MTs Nurul Yusrah Oting

#### B. Suggestion

Based on the previous conclusion, the researcher proposes the following suggestions:

##### 1. Advice for teachers

Some teachers find some difficulties when they teach. For example, students do not pay attention, it is suggested to the teacher to use media in the learning process. Because the media can make students focus, and interested in the lessons being taught. The use of media should be selected

depending on the characteristics of the class and age. English teachers should be more creative in choosing methods in teaching English specifically for vocabulary, inviting and equipping students with words that are easier to pronounce in class. So, it is suggested to the teacher to apply this method as a way to enrich the students' vocabulary.

## 2. Suggestions for other researchers

The researcher hopes that this research can be useful not only for English teachers and other researchers, but also for the readers of this research. The researcher reminds the readers of the potential of the importance of teaching English for young learners, because learners have the potential of human resources and it is our duty to guide them to a better quality of English. Readers can try to use media such as pictures in the teaching and learning process above.

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# LAMPIRAN



PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**

NOMOR : 503/826/IPL/DPMPSTP/XI/2021

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr GUSMAN
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0819/Kesbangpol/B.1/410.7/XI/2021, Tgl.26-11-2021

**MEMBERIKAN IZIN**

Kepada :

Nama	:	GUSMAN
NIM/NIDN/NIP/NPn	:	10256117007
Asal Perguruan Tinggi	:	STAIN MAJENE
Fakultas	:	FAKULTAS KEGURUAN DAN PENDIDIKAN
Jurusan	:	TADRIS BAHASA INGGRIS
Alamat	:	BALANIPA KEC.BALANIPA

Untuk melakukan Penelitian di MTS Nurul Yusrah Oting Kabupaten Polewali Mandar, yang dilaksanakan pada Bulan November 2021 sampai selesai dengan Proposal berjudul "IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUG PICTURE DICTIONARY AT EIGHT GRADE STUDENTS OF MTS NURUL YUSRAH OTING"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
Pada Tanggal, 26 November 2021

**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**



**Drs. MUJAHIDIN, M.Si**

Pangkat : Pembina Utama Muda  
NIP : 19660606 199803 1 014

Tembusan  
Unsur Forkopinda di tempat;

## PRETEST

Name :

Class :

1. There are my....

- a. Ovens
- b. Graters
- c. Pots
- d. Spoons



2. This is.....

- a. Street
- b. Motorcycle
- c. Television
- d. Car



3. The picture on the side is....

- a. Glass
- b. Dishes
- c. Woks
- d. Whisks



4. It is a.....

- a. Painting
- b. Cupboard
- c. Table
- d. Fan



5. The picture beside is a.....

- a. Spoon
- b. Glass
- c. Fork
- d. Plate



6. This image shows a.....

- a. Window
- b. Wardrobe
- c. cupboard
- d. Drawer



7. The object beside is....

- a. Table learning
- c. Chair

- b. Dining table
- d. Room



8. Sani; Nidi, is that a table learning?

Nidi; No, this is a ...

- a. Dining table
- b. Kitchen
- c. Study desk
- d. Living room



9. Nina: Budi, is that a TV?

Budi: No, this is a.....

- a. Radio
- b. Fan
- c. Wall clock
- d. Pencil



10. This is a picture.....

- a. Bed
- b. Cupboard
- c. Kitchen
- d. Living room

11. Knives are usually in.....

- a. Kitchen
- b. Waste Basket
- c. Bedroom
- d. Living Room



12. These are three.....

- a. Chairs
- b. Pencils
- c. Tables
- d. Books



13. Beside is a picture...

- a. Room
- b. Kitchen
- c. Chair
- d. House Terrace



14. The picture on the side is.....

- a. Blender
- b. Dish
- c. Chair
- d. Spoon



15. The picture beside is a.....

- a. Book
- c. Pencil



- b. Mirror
- d. Dress

16. The picture beside is a.....

- a. Landline
- c. Television
- b. Cellphone
- d. Fan



17. I don't like to wear.....

- a. Dress
- c. Bracelet
- b. Pants
- d. Watch



18. It is a ....

- a. Bathroom
- c. Family room
- b. River
- d. Kitchen



19. It is a.....

- a. Fork
- c. Bolster pillow
- b. Pencil
- d. Dress



20. I store clothes in.....

- a. Refrigerator
- c. table
- b. Wardrobe
- d. Kitchen



## POSTTEST

Name :

Class :

1. Nina: Budi, is that a door?

Budi: No, this is a.....

- a. Window
- b. Cupboard
- c. Table
- d. Gate



2. I in the kitchen.....

- a. Sing
- b. Sports
- c. read
- d. Cook



3. I keep my the clothes in.....

- a. Refrigerator
- b. Wardrobe
- c. Table
- d. Kitchen



4. I cut the meat by using...

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



5. The picture beside shows.....

- a. Table learning
- b. Dining table
- c. Shoe
- d. Kitchen



6. I don't like to sleep in.....

- a. chair
- b. room
- c .table
- d. sova



7. It is a.....

- a. Scissors
- b. Shoe
- c. Mirror
- d. Plate

8. They are eating at.....



- a. Desk
- b. Garden
- c. Room
- d. Dining table

9. These are three.....



- a. Table
- b. Radio
- c. Glass
- d. Lamp

10. The knife is in.....



- a. Kitchen
- b. Bathroom
- c. Room
- d. Garden

11. Toothbrush is in .....

- a. Bedroom
- b. Living room
- c. Bathroom
- d. Kitchen



12. The picture beside is.....

- a. Pot
- b. Glass
- c. Radio
- d. Table



13. It's a picture...

- a. Room
- b. Kitchen
- c. Chair
- d. House Terrace



14. The wardrobe is usually in.....

- a. Kitchen
- b. Room
- c. Terrace
- d. Living room



15. We can see the time on.....

- a. Television
- b. Calendar
- c. Watch
- d. Dictionary





16. Tv is usually on....

- a. Television
- b. Pot
- c. Glass
- d. Knife



17. Beside is a picture....

- a. Bolster pillow
- b. Calendar
- c. Television
- d. Oven



18. The picture beside is...

- a. Pot
- b. Broom
- c. Oven
- d. Watch



19. It is a.....

- a. Fork
- b. Bolster pillow
- c. Pencil
- d. Dress



20. There are my .....

- a. Tables
- b. Pencils
- c. Combs
- d. Knives

### **PRETEST**

- |                      |                 |
|----------------------|-----------------|
| 1) d. Spoons         | 11) Kitchen     |
| 2) c. Television     | 12) d. Books    |
| 3) b. Dishes         | 13) c. Chair    |
| 4) d. Fan            | 14) a. Blender  |
| 5) b. Glass          | 15) b. Mirror   |
| 6) a. Window         | 16) a. Landline |
| 7) a. Table Learning | 17) d. Watch    |
| 8) a. Dining Table   | 18) a. Bathroom |
| 9) a. Radio          | 19) a. Fork     |
| 10) a. Bed           | 20) b. Wardrobe |

### **POSTTEST**

- |                    |                       |
|--------------------|-----------------------|
| 1) a. Window       | 11) c. Bathroom       |
| 2) d. Cook         | 12) a. Pot            |
| 3) b. Wardrobe     | 13) c. Chair          |
| 4) a. Knife        | 14) b. Room           |
| 5) c. Shoe         | 15) d. Watch          |
| 6) d. Sofa         | 16) a. Television     |
| 7) a. Scissors     | 17) a. Bolster Pillow |
| 8) d. Dining Table | 18) b. Broom          |
| 9) c. Glass        | 19) a. Fork           |
| 10) a. Kitchen     | 20) b. Pencils        |



The first meeting in the class to introduce fellow students



The second meeting distributed pre-test questions to students in knowing students' vocabulary skills



The third meeting conducted learning about vocabulary about objects in the house



The fourth and fifth meetings ask students to come forward and name the objects in the house



The sixth is to do a post-test to find out the students' ability in the vocabulary of objects in the house after doing the treatment