



**USING PICTURE FILES TO ENHANCE THE EIGHTH GRADE  
STUDENTS' VOCABULARY ACHIEVEMENT  
AT SMPN 2 MUMBULSARI JEMBER  
IN 2016/2017 ACADEMIC YEAR**

**THESIS**

**Composed to fulfill one of the requirements to obtain S1 Degree at the  
English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education**

**By:**

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UNIVERSITY OF JEMBER**

**2017**

## DEDICATION

I dedicate this thesis to:

1. My beloved parents, *Achmad Soebianto* and *Muni*, my beloved step mother, *Ita Lusi*, and my step father, *Heri Rudi Sandono*. Thanks will never been enough for all your love, patience, affection, silent praying and everything given to me. I do love you more than I could say.
2. My dearest brothers, *Zilfarki Hafizhudin* and *Muhammad Nafis Al Haidar*. We have spent our time nicely. You must be better than I.
3. The last but the greatest spirit comes from you, *Yanuar Rahmananda*. Your love and great care mean everything to me.

**MOTTO**

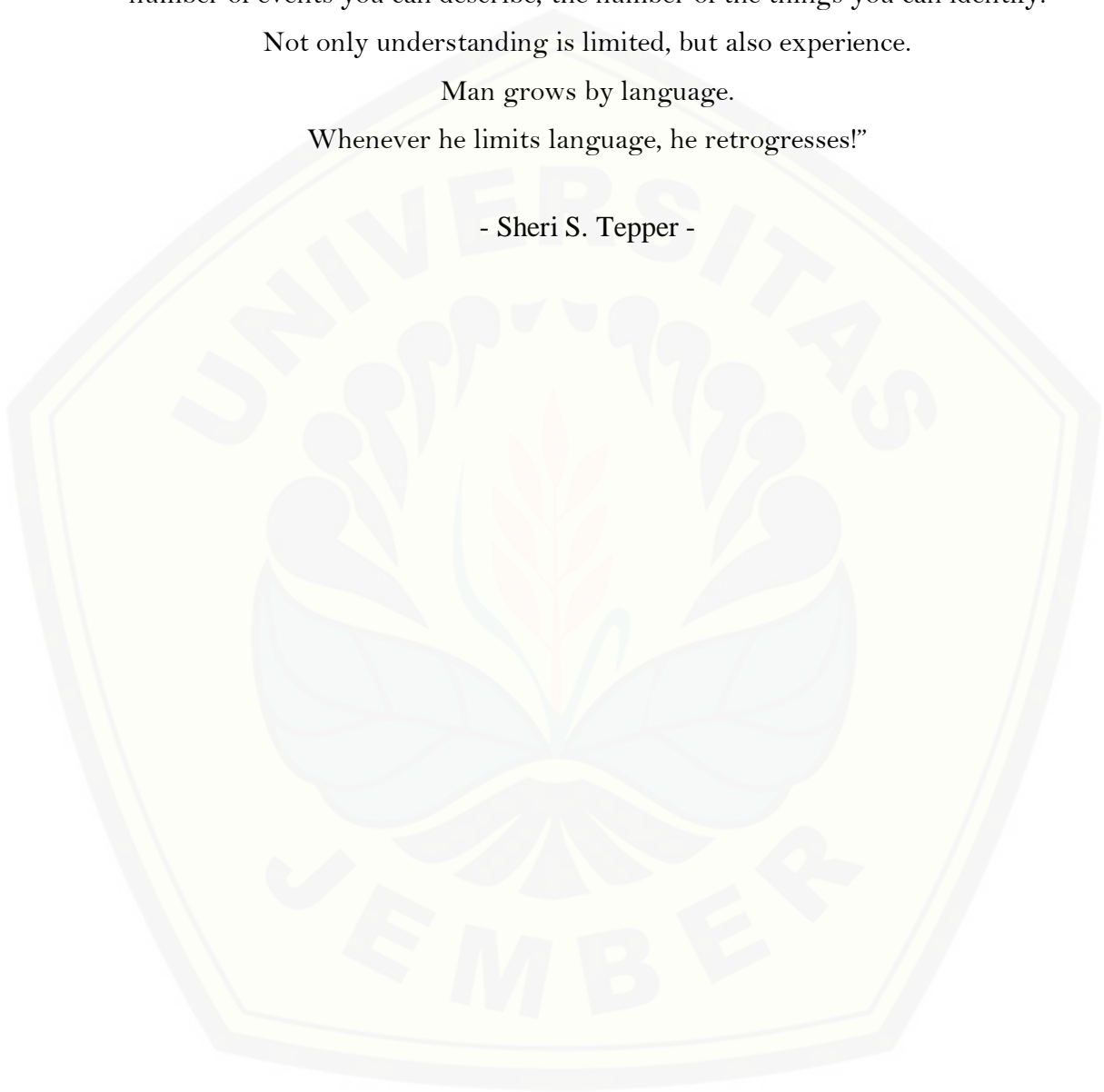
“As vocabulary is reduced, so are the number of feelings you can express, the number of events you can describe, the number of the things you can identify!

Not only understanding is limited, but also experience.

Man grows by language.

Whenever he limits language, he retrogresses!”

- Sheri S. Tepper -



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, March 2017

The Writer

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**CONSULTANTS' APPROVAL**

**Using Picture Files to Enhance the Eighth Grade Students' Vocabulary  
Achievement at SMPN 2 Mumbulsari Jember  
in 2016/2017 Academic Year**

**THESIS**

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## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me ability so that I can finish writing thesis entitled “Using Picture Files to Enhance the Eighth Grade Students’ Vocabulary Achievement at SMPN 2 Mumbulsari Jember in 2016/2017 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of English Language Education and Study Program;
4. My first consultant, Dr. Budi Setyono, M.A., and my second consultant, Dra. Made Adi Andayani T., M.Ed. Thank you for being patient and great in giving me valuable advice, guidance and suggestion to make my thesis better;
5. The lecturers of the English Education Program who have given me much knowledge and moral support to work harder in my attempt to complete the thesis and my study;
6. The Principal and the English teacher of SMPN 2 Mumbulsari Jember, Susi Ariani, S.Pd. and Minuk Rulianah, S.Pd. who have given me permission and help to obtain the data for the research;
7. The VIII A students of SMPN 2 Mumbulsari Jember in the 2016/2017 academic year, to be the research subjects;
8. My best friends who have supported and helped me to finish this thesis, especially Yanuar, Riska, Arish and Anandita. I will always miss the time we spent together.

I hope this thesis will be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember, March 2017

The Writer

## SUMMARY

**Using Picture Files to Enhance the Eighth Grade Students' Vocabulary Achievement at SMPN 2 Mumbulsari Jember in 2016/2017 Academic Year;**  
Fuby Amelia Nibianjani; 110210401073; 61 pages; English Language Education and Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to enhance the eighth grade students' vocabulary achievement by using picture files at SMPN 2 Mumbulsari Jember. Based on the preliminary study done by the researcher by interviewing the English teacher, most of the eighth grade students at this school had difficulties in learning English skills because they were lack of vocabulary. In listening, they could not understand what they listened clearly because they had never listened the words used by the speakers. In speaking, they could not express all the ideas in their minds because they had only few vocabularies so their speeches were not satisfying as they thought. In reading, most of them got difficulties while doing the exercises given because they could not comprehend the whole text as the result of their lack of vocabulary. They also often got problems in writing because they could not use appropriate words in their writings so that their works were not really understandable. Moreover, the way of the teacher taught was just giving the students the list of vocabularies related to the materials given, so that the students got difficulties in memorizing the meanings of the vocabularies. For these reasons, the researcher wanted to overcome the students' problems in learning vocabulary by using media called picture files.

The objectives of this research were: (1) to enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember and (2) to describe how the use picture files in teaching learning vocabulary can assist the eighth grade students' mastery of vocabulary. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) reconnaissance or fact finding, (2) planning of the action, (3) implementation, and



(4) evaluation. SMPN 2 Mumbulsari Jember was chosen purposively as the research area because the students at this school still had difficulties in learning and mastering vocabulary. Among the eighth grade students at this school, VIII A students were chosen as the research subjects since they had the almost problems in learning vocabulary and had the lowest mean score for the previous English daily test score. There were 31 students as the subjects of this research.

The data collection method used in this research was a vocabulary achievement test and an observation. The vocabulary achievement test was conducted at the end of the cycle (after implementing the action) to get the students' score. Meanwhile, the observation was conducted during the implementation of the action to get the detail description of the students' activities in teaching and learning process by using picture files.

This classroom action research was conducted only in one cycle since the result of the first cycle had achieved the research target. This research was considered to be successful if at least 75% of the VIII A students achieved the standard score of the school, 75. The result of the vocabulary achievement test showed that there was an improvement of the percentage of the students who got  $\geq 75$ . It increased from 38.71% in the preliminary study (the students' previous score) to 80.65% in the first cycle of the research (the students' score of vocabulary achievement test). For this reason, the second or the next cycle of the research was not necessary to be conducted.

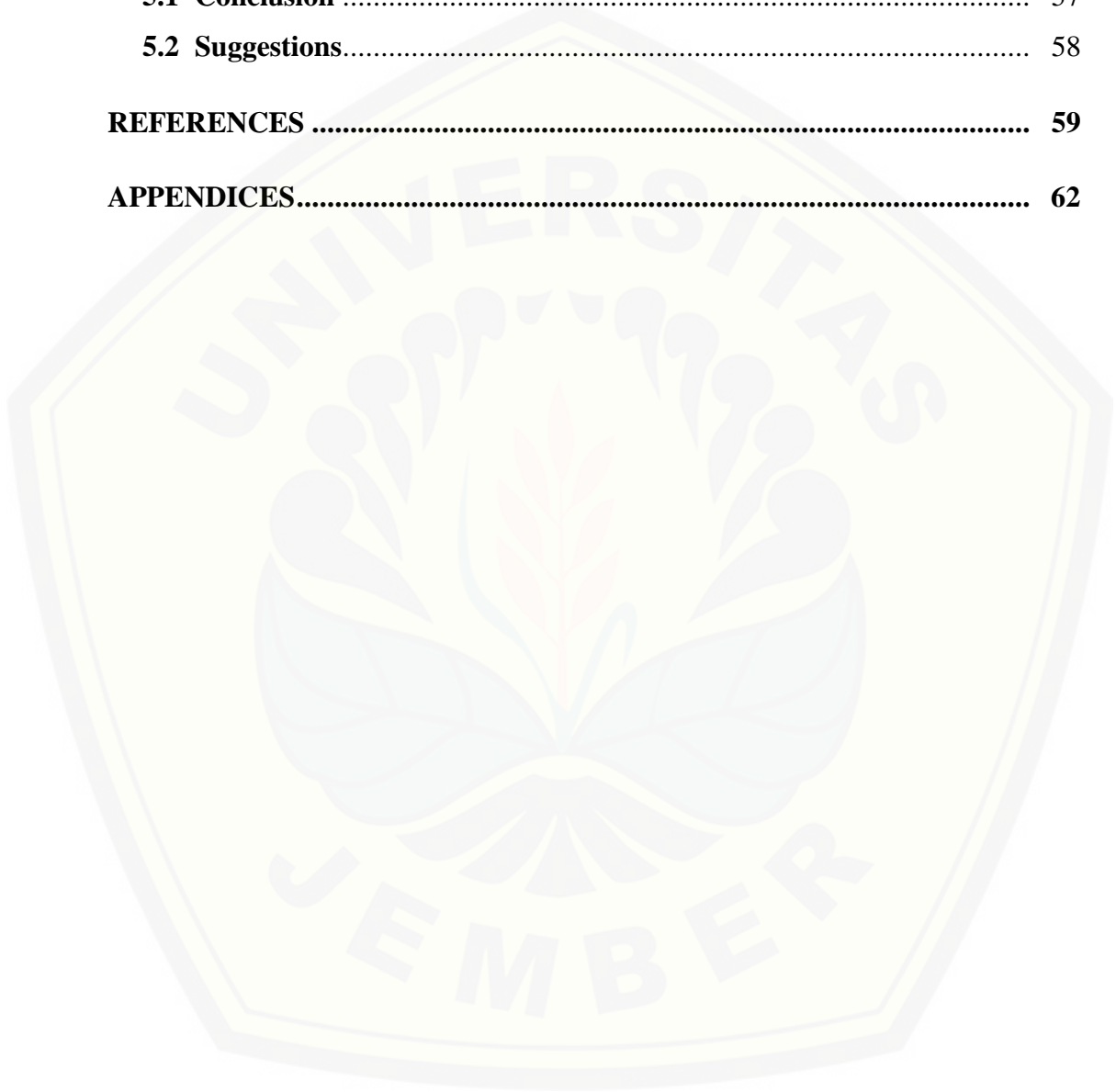
Moreover, the result of the observation by using fieldnotes showed that the teaching and learning process by using picture files could give some contributions to the students in learning vocabulary. It could assist the students to master vocabulary by helping them to be more focus in receiving the vocabulary lesson, helping them to understand the vocabulary meanings illustrated by the pictures helping them to memorize the words through the pictures easily, and finally helping them to master the vocabulary which had been taught by the researcher. Therefore, based on the research results above, it could be concluded that the use of picture files could enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.

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## CHAPTER 1. INTRODUCTION

The design of this research was Classroom Action Research, which has purpose to overcome the students' problems in vocabulary. Vocabulary as the focus of doing the research here was taught through teaching reading skill. The students were exposed to descriptive texts as their reading materials after being taught the vocabularies by using picture files. While reading, the students were hoped can learn the application of the vocabularies presented by using picture files so that they could enrich their vocabulary knowledge and fully master it.

The first chapter of this thesis presents some aspects underlining the topic of the study. It includes the background of the research, the problems of the research, the objectives of the research and the significance of the research. Each point is presented respectively in the following sections.

### 1.1 Background of the Research

Nowadays, it is undoubtedly to say that English is importantly needed by most countries in the world. Since it is an international language, it has become the way to get through the international communication in globalization era. It is spoken by many people all over the world. English is also a key to open doors to scientific and technical knowledge. It plays some important roles in many aspects of life including economics, politics, and especially in education. As a result, English has become a compulsory subject which should be taught to the students in every school. It is taught from the level of kindergarten, elementary school, up to the other higher levels of schools.

According to School Based Curriculum (*KTSP 2006*), one of the objectives of English teaching and learning activities in junior high school was the students were expected to be able to understand and/or produce spoken texts and written texts which were realized through some skills so that they could perceive or produce discourse in their social life. In this case, there are four skills of English

that should be mastered by the students in order to get success in communicating and reaching the goal in learning English (KTSP, 2006:277). They are listening, speaking, reading and writing. Language has also three components beside those skills to complete the perfection in English communication. Thus, the four skills have to be taught in integration with the language components including vocabulary, pronunciation, and structure (grammar). If grammar provides the overall patterns, vocabulary is the basic material to put into the patterns, because there is no sentence, no essay, and even no language without vocabulary (Pan and Xu, 2011:1586). From the previous statement, it was known that vocabulary was one of the language components that could not be neglected in teaching English.

Vocabulary is the foundation to build languages which plays an important role in communication. It is a list of words that speakers of a language use (Hatch and Brown, 1995:1). Vocabulary is one of important aspects in teaching language because it links the four skills of speaking, listening, reading and writing altogether. Without vocabulary we cannot communicate with others well in both oral and written English. In addition, McCarthy(1990:viii) also underlines the importance of vocabulary by saying “No matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way”. It meant the students should acquire an adequate number of words and should know how to use them accurately in order to communicate well in English. By mastering vocabulary, they will be able to express their ideas into spoken and written English, understand the other basic competences well, and the target language skills could be learned easily.

Based on the preliminary study done by the researcher on 26<sup>th</sup> of January 2016 at SMPN 2 Mumbulsari Jember by interviewing the English teacher of the eighth grade students and by analysing the school documents, it was found that the school used School Based Curriculum (KTSP 2006) as the curriculum. The school also had 75 as the standard achievement score for English subject. The English teacher said that most of the eighth grade students faced some difficulties in learning English. The main reason for this condition was the lack of



vocabulary. Most of the students got difficulties in learning all of skills because of their weaknesses in mastering vocabulary. Usually in listening lessons, they could not understand what was being listened clearly because they had never listened and understood the words used by the speakers. In speaking lessons, they could not express all the ideas in their minds because they had only few vocabularies so that their speeches were not satisfying as they had thought. In reading lessons, most of the students often got difficulties while doing the exercises given because they could not comprehend the whole text as the result of their lack of vocabulary. The students often got problems in writing lessons also because they could not use suitable words in their writings so that their works were not really understandable. Besides, based on the observation done while the English teacher was teaching one of the eighth grade classes, it was found that the students seemed to be unenthusiastic. It was about only 50% of the students gave the responses to the teacher's questions and 50% of them focused on their own activities during the lesson. These conditions might be happened because they did not totally understand what the teacher taught.

In teaching and learning process, the teacher used the students' worksheets or *LKS (Lembar Kerja Siswa)* to teach English to the eighth grade students. There, the teacher did not use any media to teach English especially in vocabulary lesson. She just gave the list of many vocabularies related to the materials given in the form of notes to the students to be learnt. By this way, the students would get difficulties in remembering the meaning of the words presented. They could not memorize the meanings well and the materials of the lesson which had been explained would be easier to be forgotten. If these conditions happened, teaching and learning process would not run effectively and made the students lack of vocabulary competence.

The problems faced by the students above needs to be solved to improve their vocabulary achievement. They also need to be helped to learn vocabulary so that they can memorize the meanings easily. One of the teaching media which is believed to help the students to improve their vocabulary mastery is picture files. The media belong to visual materials namely pictures which are collected and

classified based on certain categories or themes (Karim and Hasbullah, 1986:4.1). It is one of interesting media that can encourage the students to learn vocabulary because they contain funny and colourful pictures. Picture files can be representatives of the real objects which provide illustrations and their clear definitions. According to Nelson (1979:46), visual materials like pictures are very effective for memory as they are various. In line with the idea, Armstrong (2000:79) also stated, if learners learn and memorize vocabulary items through visual materials, this way is more useful than the time when they learn vocabulary items without perception of visual materials and through only text. Moreover, Thornbury (2007:25) supported the idea by saying that visualized words are more memorable than words that do not immediately evoke pictures. Therefore, it could be concluded that picture files could help the students to understand the meanings and memorize the words better so that it can make the teaching and learning process become more meaningful for them.

A study focusing on the use of picture files in teaching listening was conducted by Trisyana (2004) through a classroom action research at SMPN 1 Tegaldlimo Banyuwangi in 2002/2003 academic year. The result of the research indicated that the use of picture files in teaching listening could improve the first year students' listening ability. Another action research was also conducted by Istifaiyah (2014) at SDN Bangsalsari 02 in 2013/2014 academic year. It was found that the fourth grade students at that school could improve their vocabulary achievement by using picture files. This research investigated some things in common with the previous researches. They were the variables and the research design. However, the subjects of this research were different from the previous ones. This research used the eighth grade students of junior high school as the research subjects, while Trisyana's research used the first year students of junior high school and Istifaiyah's research used the fourth grade students of elementary school as the research subjects.

Based on the background of the study above, the researcher was interested in conducting a classroom action research entitled "Using Picture Files to Enhance

the Eighth Grade Students' Vocabulary Achievement at SMPN 2 Mumbulsari Jember in 2016/2017 Academic Year”.

## **1.2 Problems of the Research**

Based on the background above, the problems of the research could be formulated into specific problems as follows.

1. Can the use of picture files enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year?
2. How can the learning activities by using picture files assist the eighth grade students in mastering vocabulary at SMPN 2 Mumbulsari Jember in 2016/2017 academic year?

## **1.3 Objectives of the Research**

Based on the background and the problems of the research, objectives of the research could be formulated into general objectives as follows.

1. To enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year by using picture files in teaching vocabulary.
2. To describe how the learning activities by using picture files can assist the eighth grade students in mastering vocabulary at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.

## **1.4 Significance of the Research**

The results of this research were expected to give contributions to English teachers, the students and the other researchers.

1. For the English Teachers

The result of this research could be used as a useful input in order to optimize the students' ability in mastering English vocabulary. Beside picture files could be easily made, it also could give many benefits to the students' vocabulary learning process like encouraging them to focus on the

subject in hand, helping them to understand the meanings better and memorize the words easily.

2. For the Students

The action given to the students (as the subjects) could be a new learning experience to help them in mastering vocabulary and encourage them to improve their vocabulary achievement.

3. For the Future Researchers

The results of this research may be beneficial as a reference and give sufficient information to conduct a further research dealing with the similar problem by using the same or different research design with different level of subjects and schools, for instance, conducting an experimental research on the effect of using picture files on the eleventh grade students' vocabulary achievement.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter deals with some theories related to the problems being discussed. They are the definitions of vocabulary, the importance of vocabulary, the classification of vocabulary, the students' vocabulary achievement, picture files, the advantages and disadvantages of picture files, the procedure of teaching vocabulary by using picture files, and the action hypotheses.

### 2.1 The Definitions of Vocabulary

Vocabulary is one of the essential components to be mastered. Some experts define the term of vocabulary as follows. According to Hornby (1995:131), vocabulary means a total number of words which make up a language. This idea is supported by Hatch and Brown (1995:1), by referring the term vocabulary to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Moreover, Hiebert and Kamil (2005:3) note vocabulary as the knowledge of meanings of words. From the definitions above, it can be concluded that vocabulary is a set of words the speakers of a language use to convey meanings, express their idea, feelings, and thoughts for their sake of successful communication.

Vocabulary is an important area of language because vocabulary or words are the tools of thought (Fardhani, 1994:1). By having broad collection of words, people can express their ideas and feelings more clearly and effectively. Vocabulary has an important role in language skills (McCarthy, 1990:6). It is one element that links the four skills of speaking, listening, reading and writing all together. Students must have the knowledge of vocabulary in order to communicate well in English and understand either spoken or written texts. They should acquire an adequate numbers of words and should know how to use them accurately. The more the students possess the number of vocabulary and the better they know the knowledge of it, the more the opportunity they are involved in

English teaching and learning process. In this research, vocabulary referred to a list of words covering nouns, verbs, and adjectives that should be mastered by the students. They were taught integrated with reading skill through a media named picture files.

## **2.2 The Importance of Vocabulary**

Vocabulary is the foundation to build languages which plays a fundamental role in communication. McCarthy (1990:viii) underlines the importance of vocabulary in language learning by saying “No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. Then, Harmer (2004:153) supported the idea by saying “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”. From these statements, it can be conclude that without an extensive vocabulary, we will be unable to use structures and functions that we may have learned and it will be hard to reach the goal for successful communication in learning a second language.

For language learners, the more they have an amount of vocabulary, the bigger the possibility to master all the language skills. Coady and Huckin (1997:5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary itself become the basic element to master all of the skills because it is the smallest element of sentences. Without having an adequate vocabulary, a language learner will not be able to master the language skills, namely listening, speaking, reading and writing. In addition, Tarigan (1989:2) states that the quality of someone’s language skills depends on the quantity of vocabulary they have. The students’ ability to listen, to speak, to read and to write is conditioned by their vocabulary. In listening, vocabulary helps them to comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the students to explain their ideas orally. In reading ability, vocabulary helps them in comprehending the text. In writing, vocabulary helps them to expand their ideas based on the topic sentence that they want. Briefly, the

students will speak fluently and accurately, write easily or understand what they read or hear if they have enough vocabulary and have the capability of using the words accurately.

From some statements above, it is undoubtedly to say that words are the building blocks of language and without them there will be no language. Vocabulary also has important roles in communication for expressing thoughts, ideas, and feelings. Besides, it is the basic element to master all the language skills including listening, speaking, reading and writing. Therefore, the students are required to have an adequate number of vocabularies for their success in learning the second language.

### **2.3 The Classification of Vocabulary**

According to Hatch and Brown (1995:218), words of vocabulary can be divided into some parts of speech based on their functions in communication. There are two divisions of parts of speech, namely large vocabulary and small vocabulary (Williams, 1970:41). Large vocabulary consists of nouns, verbs, adjectives and adverbs. Then, small vocabulary consists of prepositions, pronouns, articles, conjunctions and interjections. This research only focused on the large vocabulary, including nouns, verbs, and adjectives. It was based on the School Based Curriculum (KTSP) for junior high school since they were mostly presented in junior high school English materials. The discussion of parts of speech related to large vocabulary was presented as follows:

#### **2.3.1 Nouns**

A noun is a kind of words which can be used as the subject or object of a verb in a sentence (Harmer, 2004:37). Hatch and Brown (1995:219) define a noun as a word that refers to a person or a thing. Furthermore, Frank (1972:6) points out that a noun is one of the important parts of speech. He classifies nouns into four types as follows:

1. Proper Nouns

A proper noun means a specific word that always begins with a capital letter in its writing. These are the words belong to the category:

- a) Personal names, examples: Rachel, Monalisa, etc.
- b) Names of geographic units such as countries, rivers, cities, etc., examples: America, England, Amazon, etc.
- c) Names of nationalities and religions, example: Indonesian, Moslem, Christian, etc.
- d) Names of holidays, examples: Independence Day, Thanks Giving, Valentine, etc.
- e) Names of time units, examples: Sunday, January, May, etc.
- f) Words used for personification, the thing or abstraction which is treated as a person, examples: Eiffel, Liberty, etc.

## 2. Concrete and Abstract Nouns

A concrete noun refers to a word for a physical object that can be touched, seen, and smelled. For examples: book, table, rabbit, etc. While an abstract noun refers to a word for a concept or an idea that exists in our mind only. For examples: love, kindness, honesty, etc.

## 3. Countable and Uncountable Nouns

A countable noun can usually be followed “s” to make it plural. For examples: book (singular) becomes books (plural) and boy (singular) becomes boys (plural). On the contrary, an uncountable noun is always singular and its writing cannot be added with *a* or *an*. For examples: air, water, oil, etc.

## 4. Collective Nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. For instances: class, team, family, etc.

In this research, the types of noun which were used in vocabulary teaching by using picture files were concrete nouns and countable nouns. This selection was based on the curriculum used for junior high school that was suitable for the eighth grade students' English materials. The examples of those nouns were sofas, table, tapestry, cabinet, chairs, etc.



### 2.3.2 Verbs

Harmer (2004:37) defines verbs as words used to describe an action experience. In addition, Hatch and Brown (1995:222) define verbs as words denote action. Frank (1972:47) says that verbs are the most complex part of speech. Briefly, verbs can be defined as words used by the subjects of a sentence to describe actions. According to Thomson and Martinet (1986:1050), there are two classes of verbs, they are:

#### 1. Auxiliary Verbs

According to Frank (1972:47), an auxiliary verb acts as a “helping” verb to the lexical verb by adding either a structural element that marks different in tense, voice, mood, and aspect, or that signals questions and negatives, or a semantic coloring such as ability, possibility, or necessity (modal auxiliary). The words which belong to auxiliary verbs are to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare and used.

#### 2. Ordinary Verbs

Ordinary verbs are main verbs which are used in sentences to explain what the subjects do. There are two kinds of ordinary verbs, namely regular verbs and irregular verbs. The brief explanation about those terms will be presented below.

##### a) Regular Verbs

In regular verbs, the past and past participle form of the verbs are formed by adding *d* or *ed*. The examples are:

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
Borrow	Borrowed	Borrowed
Crop	Cropped	Cropped
End	Ended	Ended
Open	Opened	Opened
Treat	Treated	Treated

### b) Irregular Verbs

In irregular verbs, the past and past participle form of the verbs are changing, not simply added by *d* or *ed* like in regular ones. They do not have fixed rules for this changing. For examples:

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
Draw	Drew	Drawn
Eat	Ate	Eaten
Go	Went	Gone
Know	Knew	Known
Leave	Left	Left

In this research, the researcher focused on the ordinary verbs. This selection was based on the material of curriculum KTSP for the eighth grade students in junior high school in which those verbs were usually used in daily life. The examples of those verbs were read, cook, write, draw, etc.

### 2.3.3 Adjectives

According to Harmer (2004:37), an adjective is a part of speech that gives more information about a noun or pronoun. It is identifying the attributes of a noun or pronoun. Thomson and Martinet (1986:33) classify adjectives into six kinds. They are:

1. Demonstrative : this, that, these, those
2. Distributive : each, every, either, neither
3. Quantitative : any, some, no, little/few, much, many
4. Qualitative : smart, fat, thin, wet, kind, etc.
5. Interrogative : which, what, whose, who, etc.
6. Possessive : my, your, his, her, its, our, their

In this research, one kind of adjectives which was emphasized in the vocabulary teaching by using picture files was qualitative adjectives. This selection was based on the theme and one of the language features of descriptive text was using adjectives. The examples of those adjectives were long, short, bright, pointed, etc.

#### 2.4 The Students' Vocabulary Achievement

Vocabulary is a key for successful communication in using a language. By having an adequate number of vocabularies, it helps someone to understand what the speaker or the writer means in using a certain language, in this case, English. Vocabulary mastery makes the message from the speaker or the writer can be transferred well to the listener or the reader. The lack of vocabulary will cause misunderstanding between the speaker and the listener or between the writer and the reader. Without vocabulary, none of the message or idea from them can be transferred or captured (Fardhani, 2005:3).

In English language learning, vocabulary takes place in building the language proficiency. In this case, the objective of vocabulary mastery is to make the students have a good language proficiency in the language skills since it is the basic element that links four language skills in English. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using the language. Therefore, English language teachers should have an interesting technique in teaching vocabulary in order to improve the students' vocabulary achievement.

According to McMillan (1992:117), achievement is the students' knowledge, understanding and skill acquired as a result of specific educational experience. This idea is supported by Webster (1981:6) who notes that achievement refers to a performance by the students in a course quality and quantity of their work during the period given. From those statements, it can be summarized that achievement is the students' knowledge, understanding and skill which is achieved as a result after experiencing a specific teaching and learning process in a certain period, for example here is vocabulary class. Specifically, Heaton (1984:107) defines vocabulary achievement as any result of what has been taught and learnt by individual or classes in relation to vocabulary subject. So, the students' vocabulary achievement is the achievement based on their ability in mastering vocabulary which means they are able to understand the meanings and to use a number of words to express their ideas and thoughts in English.

In this research, the students' vocabulary achievement indicated the level of the amount of vocabulary including nouns, verbs, and adjectives that the students had mastered after joining English teaching and learning process focused on vocabulary by using picture files.

## 2.5 Picture Files

In this era where all things change very fast, teachers are challenged to be more creative and imaginative in thinking about and also preparing media for teaching. Especially for English teachers, the existence of media in teaching and learning is quite important to make the lesson memorable and meaningful. Meanwhile, not all of the schools or institutions could apply all kinds of media such as power point, video and the other electronic media. There are a lot of school in Indonesia which still do not have adequate facilities to apply those media. That is why the teachers should be more creative and imaginative in creating suitable media for the students in their schools without relying on electronic media only. The most important point is the media should be able to create friendly atmosphere, catch the students' attention and also attract them, so they can join the lesson happily and highly motivated.

Pictures are the easiest things that can be used as teaching media because they can be found everywhere. Wright (1989:116) states that picture can be a collection of pictures about the size of postcard, a number of pictures on a single sheet of paper, a wall picture with a lot of details, drawing on the board or OHP, and a board game. Many pictures can be collected and stacked on pieces of paper to make picture files. Picture files are kind of media that teachers can prepare and make easily by using pictures. According to Karim and Hasbullah (1986:4.1), picture files are the collection of pictures which are classified into some certain categories or themes. Karim and Hasbullah (1986:4.2) also say that these media are flexible, so it can be saved and used by the teachers again when they need them. These media are useful for teaching English for all skills, especially for vocabulary. Picture files are chosen as the media in teaching English vocabulary since they are colourful and attractive. These media are interesting so that they

can make the students pay more attention to the lesson. Moreover, picture files are simple, inexpensive and of course easily made by the teachers.

To make picture files, there are some basic considerations to be thought by the teachers. Firstly, the pictures which are selected must be clear and large enough so that all of the students in the class can see the picture clearly. Secondly, the pictures which are collected to form picture files should not be ambiguous so the students would not be confused while looking at them and grasping the meaning of each pictures. Furthermore, the pictures of individual objects should be as simple as possible and also have artistic value so that the students who look at them will be attracted and then motivated to join the lesson. Those considerations are supported by Sulaiman (1981:29) who gives some criteria in selecting good pictures for classroom activities as follows:

1. Pictures must be planting clear, interesting, easy to understand and large enough to show the details.
2. Content of the pictures must be suitable with the teaching purpose.
3. Pictures must be true and authentic. The effectiveness of pictures files makes it powerful in teaching and learning process, so it is important that the impression which left in the students' memory should be correct and truthful.
4. The pictures used must be just simple pictures.
5. The use of harmony and effective colours stimulates the students' interest. It means that colourful pictures with sharp contrast will provide the opportunity for accuracy and better presentation of reality.

After knowing some considerations in selecting good pictures, then the next step for the teachers to make picture files is finding the pictures from any references. Yunus (1981:50) suggests that every teacher should develop the habit of cutting out any individual picture that he or she thinks may be useful in the classroom, such as from newspapers, magazines, catalogues, greeting cards, travel brochures, advertisements, old books, and even wrapping paper. Like what he said, teachers can find the pictures from those media to be classified into certain categories. They must develop their own system in arranging picture files, because

they should suit the pictures with their needs and circumstances. From the researcher's experience in learning ELT Media course, we can also collect the pictures by downloading from the internet. Then, after collecting the pictures, we can stack them on papers based on certain categories. We can also be more creative to make it from flannels and make them in a file based on certain categories or themes.

According to Karim and Hasbullah (1986:4.8), the pictures which have been collected to make picture files can be classified based on the syllabus, the content, or the alphabet order.

a. Classification based on the syllabus

Teachers usually have some favourite pictures which are used to teach certain subjects. Those pictures can give illustrations for new vocabularies which are appeared in certain subjects or can illustrate some aspects of certain situations in the subjects. So, from their each function, teachers can select and classify the pictures based on the school syllabus in which it is suitable for using those pictures in teaching and learning process.

b. Classification based on the content

Based on this classification, the pictures which have been collected can be divided into two major categories, namely 'things' and 'people'. The picture of static objects like fruits, animals, and tools can be categorized into 'things' category. Some other pictures usually illustrate the portrait of moving objects which are related to human activities like a boy eating a banana, a footballer scoring a goal and etc. These pictures can be categorized into 'people' category. The two major categories (things and people) can be categorized deeper based on the type of the pictures. So, the pictures in 'things' category can be divided into: food, drink, objects, hobbies, plants, animals, etc. While the pictures in 'people' category can be divided more into: people, sports, activities, situations, etc.

c. Classification based on the alphabetical order

In this way of classification, the categories of pictures are made based on the alphabetical order. According to this system, there are 14 categories for

making picture files, namely: Animals and Plants, Buildings, Curiosities, Everyday Activities, Food and Drink, International News, Jobs, Locations, Names, People, Recreation, Situations, and Transport. So, the pictures which have been collected can be arranged based on those categories of picture files.

From the explanations above, it can be concluded that picture files are kind of teaching media that can be easily prepare and made by the teachers. These media are the collection of pictures which are classified into some certain categories. The pictures can be found in any references like newspapers, magazines, brochures, and so on. The important points that to be remembered in selecting pictures are the pictures should be clear and large enough to be seen by the entire class, they are not ambiguous and should have artistic value to attract the students' interest and motivation. After the pictures are collected, the thing should be done later is to classify them into certain categories. Below are the examples of picture files.

#### Theme: Furniture



cabinet



desk

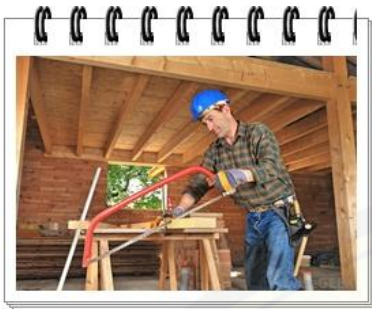


table



wardrobe

**Theme: Profession**



carpenter



doctor



teacher



policeman

**Theme: Transportation**



airplane



bicycle



pedicab



car



**Theme: Hobby**

cycling



drawing



listening to music



shopping

**2.6 The Advantages and Disadvantages of Picture Files**

In teaching and learning process, the role of picture files as the media has become the best choice in teaching English, especially vocabulary. Beside the media are simple and inexpensive, picture files can attract the students to learn vocabulary because they are interesting and contain colourful pictures. Karim and Hasbullah (1986:4.8) state that picture files represent the real objects and provide illustrations that can help the students understanding the meaning of words easily. Then, according to Nelson (1979:46), visual materials like pictures are effective for memory as they are various. In line with the idea, Armstrong (2000:79) also states that if learners learn and memorize vocabulary items through visual materials, this way is more useful than the time when they learn vocabulary items without perception of visual materials and through only text. From the statements above, it can be summarized that teaching vocabulary through pictures (in a form of picture files) could be an effective learning for the students because picture files provide pictures which can illustrate the meanings of vocabularies so they

can receive and memorize the vocabularies easier than they learn only through texts. That is why these media could be very effective for the students' memory. In other words, it could be said that the media can give some contributions in order to assist the students' vocabulary mastery and also improve their vocabulary achievement.

There are many advantages of using pictures in teaching and learning process especially in teaching vocabulary. Ur (1948:30) said that visual elements have an important function and help encourage them to focus on the subject in hand. Then, Wright (1989:2) states that pictures can play a key role in motivating students contextualizing the language they are learning, giving them a reference and helping to discipline activity. Hill (1990:1) also reveals that "pictures bring images of reality into the unnatural world of classroom", which means that pictures bring not only images of reality but can also function as a fun element in the class. Thus, pictures can make the students pay more attention to the materials given and motivate them in learning vocabulary.

Considering to the ideas above, we know that pictures have many benefits in teaching English vocabulary. They give many contributions to both the students and the teacher in teaching learning process. However, pictures also have some disadvantages as media in teaching English vocabulary (Leny in Istifaiyah, 2014), they are:

1. If the pictures are not unique, the students will not be interested in the lesson.
2. Small and unclear pictures may arouse problems, so the students may misunderstand about the pictures.
3. It is quite difficult to look for pictures that are appropriate with the theme that will be taught.

Therefore, those disadvantages should be overcome by the teachers by doing these things. The first, the pictures which are collected should be unique (fun, colourful and interesting) to attract the students' attention during the teaching and learning process. Next, the size of the pictures should be made large enough in about 42 cm x 30 cm so that the entire class can see the pictures clearly.

Finally, if it is difficult to find pictures which match with the theme, we can find them through internet with specified clues and print them out to make picture files.

## 2.7 The Procedure of Teaching Vocabulary by Using Picture Files

Teaching vocabulary by using picture files to assist the students in mastering vocabulary and improve their vocabulary achievement was conducted in some steps. The procedure of teaching vocabulary by using picture files was explained as follows:

1. Presenting the vocabularies to the students by using picture files.  
In this stage, the researcher presented the new vocabularies by showing the picture files. The researcher showed the pictures one by one, pronounced the vocabularies and told the meanings to the students. For example, while the researcher showing the picture of *wardrobe*, she pronounced the word and then told the meaning of *wardrobe* is “lemari baju”.
2. Asking some oral questions about the pictures.  
In presenting the vocabularies by using picture files, the researcher or the English teacher also asked the students some questions about the pictures, like “What is this?” first before telling them about the vocabulary meaning, asked them to pronounce the words before the teacher showed them to pronounce the words correctly and also let the students guess about the vocabularies and their meanings through their visions of the illustrations.
3. Giving the vocabulary tasks to the students by using picture files.  
After presenting and asking some questions about the vocabularies by using picture files, the researcher or the English teacher gave learning tasks to the students. The tasks were about the vocabularies they had learnt.
4. Discussing the students' work with the whole class.  
In the last stage, the researcher or the English teacher discussed about the students' works together with them. The researcher or the English teacher gave corrections if the students had mistakes or they did not fully understand about some things in the tasks.

## 2.8 Action Hypothesis

Based on the review of related literature above, the research hypothesis could be formulated as follows:

“The use of picture files can enhance the eighth grade students’ vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.”



## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this classroom action research. It covers the research design, research procedures, area determination method, subject determination method, operational definitions, data collection method, and data analysis method. Each point is presented respectively in the following sections.

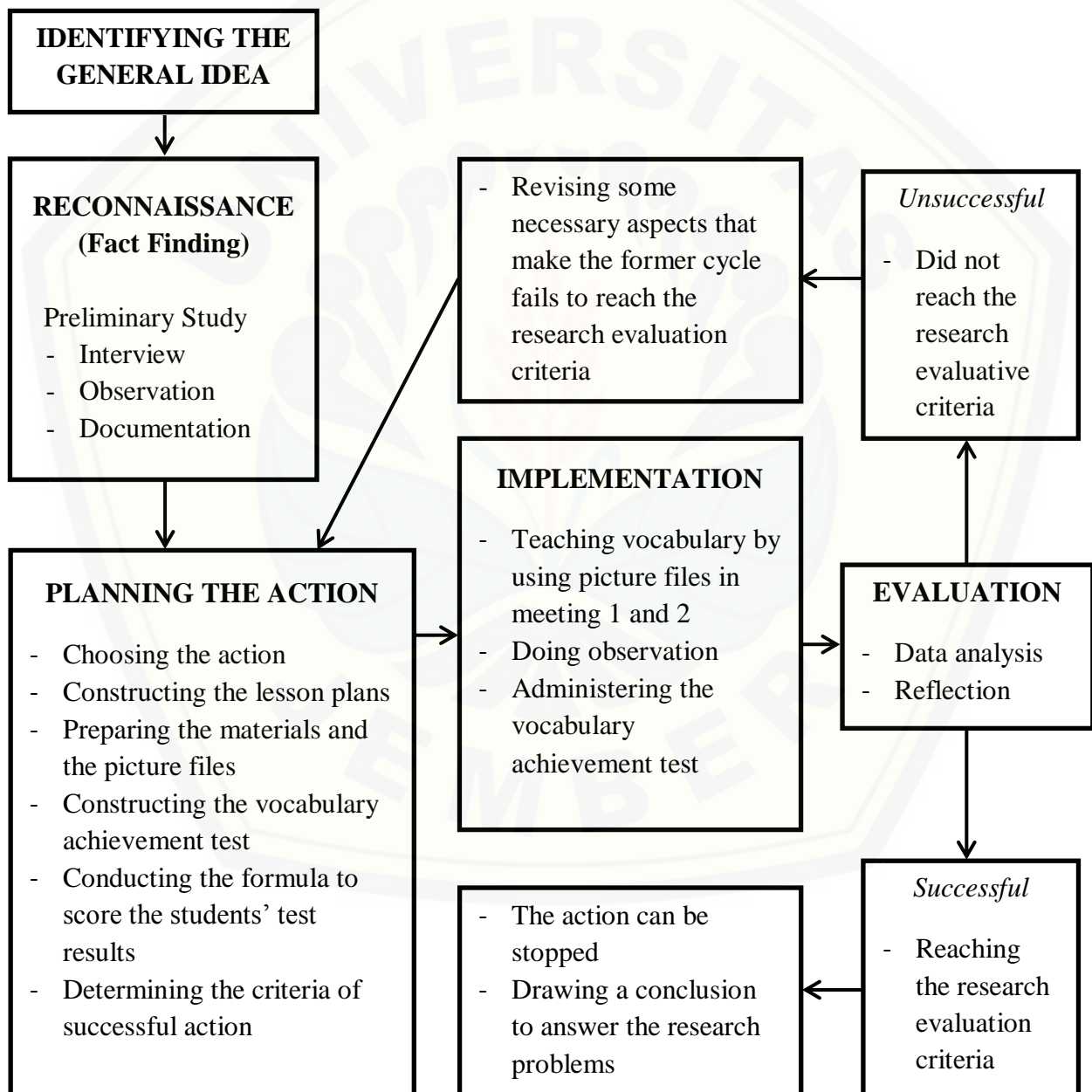
### 3.1 Research Design

Considering to the objective of the research, the appropriate research design for this study was Classroom Action Research (CAR) with cyclical model. Elliot (1991:69) defines action research as a study of social situation, with a view to improve or increase the quality of certain phenomena. Then, Fraenkel and Wallen (2011:589) state that an action research is conducted to solve a problem or to obtain information in order to inform the local practice. In this research, the researcher wanted to improve the students' vocabulary achievement by using picture files.

According to Lewin in Elliot (1991:70), there are four basic stages in doing classroom action research in each cycle, namely (1) reconnaissance (fact finding / preliminary study), (2) planning the action, (3) implementation and (4) evaluation. In reconnaissance stage, the researcher had done the preliminary study through interviewing the English teacher of the school and found out some documents to support the data needed. Then, in planning stage, the researcher constructed the lesson plans for teaching, prepared the vocabulary materials as well as the picture files as the media, constructed the vocabulary achievement test, and also prepared the observation guide. Next, in implementation stage, the activities arranged in the lesson plans were implemented in each cycle by the researcher collaboratively with the English teacher and the vocabulary achievement test was administered after the action given. Finally in evaluation stage, the researcher and the English

teacher discussed about the teaching and learning process to know what the problems appeared that should be fixed and whether or not the results of the vocabulary test and the observation could achieve the research criteria. The research design of this research could be illustrated in the following diagram.

**Diagram 3.1 The Research Design of Classroom Action Research**



*(Adapted from Lewin's model in Elliot, 1991:71)*

## 3.2 Research Procedure

Carol (2012:1) defines that “the research procedures are used to provide a brief overview of the study procedures and / or interventions. Based on Lewin’s model, this Classroom Action Research (CAR) was conducted in cyclical model, in which each cycle covers four stages. The stages were reconnaissance, the planning of the action, the implementation of the action, and evaluation. The details would be explained in the following parts.

### 3.2.1 Reconnaissance

Elliot (1991:70) states that, “reconnaissance should involve analysis as well as fact finding and should constantly occur in the spiral of activities, rather than occur only at the beginning“. It meant that reconnaissance was not only used at the beginning of the action like fact finding and preliminary study, but also used to explain any failure to implement and effects.

Related to this action research, in the first step of the action the researcher had revealed the general idea by collecting some facts (fact finding) which were used to make a plan of what actions would be done in this research. The researcher had conducted the preliminary study to obtain information about the students’ problems in learning vocabulary by interviewing the English teacher and asking for some documents to support the data. Based on the preliminary study done on 26<sup>th</sup> of January 2016, the researcher found out that most of the eighth grade students had difficulties in learning English. The main reason for this condition was the lack of vocabulary. Most of the students got difficulties in learning all of skills of English because of their weaknesses in mastering vocabulary. Then, the researcher also found out that the eighth grade students who have the most problem in vocabulary learning based on the teacher’s information was class VIII A. They also had the lowest mean score for the previous English examination done by the teacher. After that, the next step done by the researcher was reviewed in the planning stage.

### 3.2.2 Planning of The Action

There were some activities which were done before implementing the action in this research. Those activities were done in this stage in order to make the implementation of the action run properly. The preparations needed were explained as follow:

1. Constructing the lesson plans for Cycle I which were done in two meetings, Meeting 1 and Meeting 2.
2. Consulting the lesson plans to the English teacher and the consultants.
3. Preparing vocabulary materials and the picture files as the media in teaching.
4. Preparing the observation guide that was in every meeting of teaching and learning process in the cycle.
5. Constructing the vocabulary achievement test in the form of objective test that was done in Meeting 3 in Cycle I.
6. Preparing the scoring method for the students' vocabulary achievement test (using the answer key).
7. Determining the criteria of success of the action in the research.

### 3.2.3 Implementation of The Action

In the implementation stage, the researcher implemented the action based on the lesson plans which had been prepared. The action was conducted during the school hours of the schedule of the English subject of Class VIII A at SMPN 2 Mumbulsari Jember. One cycle was done in three meetings. The first and the second meeting were used to teach vocabulary by using picture files, and the third meeting was for conducting the vocabulary achievement test. Each meeting of the implementation of the action was done in 80 minutes.

The implementation of the action in the first cycle was done by the researcher who taught vocabulary by using picture files in presentation stage in Meeting 1, while the English teacher observed the behavior of the class during the action being implemented. Then, in Meeting 2, the English teacher took turn to teach vocabulary by using picture files and the researcher observed the



teaching and learning process. For meeting 3, the researcher administered the vocabulary achievement test which was done in 40 minutes.

The result of the students' vocabulary test was discussed after the third meeting in Cycle I. The result of the students' vocabulary achievement test in this cycle had achieved the research evaluation criteria. From the result, the researcher decided that the action could be stopped and the next cycle or Cycle II was not necessary to be conducted. Then, the researcher drew a conclusion to answer the research problems.

#### **3.2.4 Evaluation**

In this stage, the researcher conducted two kinds of evaluation. The first was process evaluation that was done during the teaching and learning process of vocabulary by using picture files through observation. Then, the second one was product evaluation that was done through the vocabulary achievement test given to the students.

The observation was done by using fieldnotes. Fieldnotes were created by the researcher to remember and record the behaviors, activities, events, and other features of the setting being observed. This observation was intended to record the students' activities in class while joining the vocabulary lessons. The observation was done dealing with some statements by the experts about the advantages of using picture files in teaching vocabulary. Those statements were:

1. Pictures bring images of reality into the unnatural world of classroom, which means that pictures bring not only images of reality but can also function as a fun element in the class (Hill, 1990:1).
2. Visual elements have an important function and help encourage them to focus on the subject in hand (Ur, 1948:30).
3. Picture files represent the real objects and provide illustrations that can help the students understanding the meaning of words easily (Karim and Hasbullah, 1986:4.8).
4. Visual materials like pictures are effective for memory as they are various (Nelson, 1979:46).

5. If learners learn and memorize vocabulary items through visual materials, this way is more useful than the time when they learn vocabulary items without perception of visual materials and through only text (Armstrong, 2000:79).

Fieldnotes in this research were used to describe the students' activities and behaviors whether or not they matched those statements. The notes were limited to the vocabulary presentation through picture files and while the students were doing the vocabulary tasks. This way helped the researcher in taking the notes in order to know whether or not the use of picture files could help the students to learn vocabulary. The form of field notes was illustrated as follows:

**Table 3.2.4 The Illustration of Fieldnotes**

Obs. #1 Date : ... Lesson hours: ...	< Observations >	< Observer's comments (OC) >
Time		

Then, the product evaluation through the vocabulary achievement test in this research was carried out to know the improvement of the students' vocabulary achievement after being taught vocabulary by using picture files. The test was given to know the students' improvement in vocabulary achievement. The criterion used to evaluate the success of the actions was: at least 75% of the students who took the vocabulary achievement test by using picture files reached the standard score of 75.

Besides, the researcher and the English teacher also conducted the reflection after analyzing the result of the vocabulary achievement test and observation. This activity was intended to know whether or not the action was successful in improving the students' vocabulary achievement. The result of the reflection in the first cycle was used to decide whether the action could be stopped or continued to the second cycle and so on. If the action in the first cycle did not show the improvement, it would be revised and the researcher would construct new lesson plans for the second cycle.

### **3.3 Area Determination Method**

Area determination method dealt with the place where the research was conducted. The area of this research was determined by using purposive method. According to Frankel and Wallen (2000:112), purposive method is a method employed in choosing the research area because of certain purpose. In this research, SMPN 2 Mumbulsari Jember was chosen as the research area considering some reasons: (1) based on the interview with English teacher, it was found that the eighth grade students still faced some difficulties in mastering vocabulary, (2) the teacher never used picture files as the media in teaching English vocabulary, (3) the headmaster and the English teacher of SMPN 2 Mumbulsari Jember had given the permission to conduct a classroom action research, because they also wanted to solve the students problem in learning English vocabulary since it was the basic competence to master the other skills.

### **3.4 Subject Determination Method**

According to McMillan (1992:68), a subject is an individual who participates in a research study of someone from whom data are collected. The subjects of this research were determined by using purposive method. They were the eighth grade students in class VIII A in the 2016/2017 academic year. This class was chosen as the research subject because the English teacher said that this class had the almost problems in learning English, especially vocabulary mastery. Moreover, this class had the lowest mean score for English lesson on the last daily

examination. That was 71.09. Thus, their vocabulary achievement needed to be improved by using picture files.

### **3.5 Operational Definitions**

The operational definitions were intended to avoid misunderstanding and misinterpreting between the writer and the readers and to keep the discussion of the research on the right track. The terms which were necessary to be defined operationally were picture files and the students' vocabulary achievement.

#### **3.5.1 Picture Files**

Picture files in this research are the collection of pictures which were classified into three themes, they are: a) house things and furniture; b) hobbies; and c) physical appearances, that can be used as media to represent the real objects that can be handled, seen, and manipulated by the students in vocabulary class. In this research, picture files were made in the form of book whose size about 42 cm x 30 cm so it would be clear enough to be seen by the entire class. These media consisted of vocabularies related to the theme of the lesson covering nouns for the first theme, verbs for the second theme, and adjectives for the third theme. For examples: couch, table, sofa, etc. for the nouns; cycling, drawing, fishing, etc. for the verbs; and flat, straight, pointed, etc. for the adjectives.

#### **3.5.2 The Students' Vocabulary Achievement**

The students' vocabulary achievement in this research meant the level of the amount of vocabulary covering nouns, verbs, and adjectives that the students have mastered after joining English teaching and learning process focused on vocabulary by using picture files. The students' vocabulary achievement was indicated by the students' vocabulary achievement test scores in one cycle. Here, at least 75% of the students should get score  $\geq 75$  in the vocabulary achievement test given.

### 3.6 Data Collection Method

The data of this Classroom Action Research (CAR) were collected by doing observation and giving vocabulary achievement test to the research subjects. Those data collection methods were discussed further in the following parts.

#### 3.6.1 Observation

In this research, the observation was done in every meeting to know the students' participation, behavior and interaction during the action being implemented. Observation itself, according to Schmuck (1997), means carefully watching and systematically recording what you see and hear going on in a particular setting. For this classroom observation, the researcher used field notes as the tool to observe the students' activities in class while joining the vocabulary lessons.

When recording fieldnotes, the researcher divided the page of a notebook into two columns as it was illustrated in the previous chapter (Table 3.2.4). The left column for recording the actual observations and the right column for noting preliminary interpretations of what had been observed called as observer's comments (Leedy and Ormrod, 2005). Mertler (2008:108) argued that including observer's comments in the observation notes was also one way to integrate reflection into the process of action research.

In this research, the focus of writing fieldnotes were the students' activities and behaviors during the vocabulary presentation by using picture files and while they were doing the vocabulary tasks. In this case, the researcher observed the students' participation and behavior which indicated that they were helped in mastering vocabulary by using picture files. The indicators deal with the strengths of picture files as the media in teaching vocabulary which had been discussed in the previous chapter. They were:

1. Pictures bring images of reality into the unnatural world of classroom, which means that pictures bring not only images of reality but can also function as a fun element in the class (Hill, 1990:1).
2. Visual elements have an important function and help encourage them to focus on the subject in hand (Ur, 1948:30).

3. Picture files represent the real objects and provide illustrations that can help the students to understand the meaning of words easily (Karim and Hasbullah, 1986:4.8).
4. Visual materials like pictures are effective for memory as they are various (Nelson, 1979:46).
5. If learners learn and memorize vocabulary items through visual materials, this way is more useful than the time when they learn vocabulary items without perception of visual materials and through only text (Armstrong, 2000:79).

So, by observing and taking notes about their activities and behaviors while they were doing learning activities by using picture files, the researcher could produce an interpretation related to whether or not the strengths of using picture files were beneficial for students in learning vocabulary. In other words, the field notes would help the researcher to describe the exact contributions given by the learning activities through picture files in order to assist them in mastering vocabulary.

### **3.6.2 Vocabulary Achievement Test**

An achievement test was used in this research to know how successful individual students could achieve the goal of teaching and learning vocabulary by using picture files (Hughes, 2003:10). This test was done in the third meeting after the actions given.

There were 2 criteria of a good test. The first was validity and the second was reliability. A test is said to be valid if it measures what it is supposed to measure (Hughes, 2003:26). The validity of a test could be classified into four categories, they are content validity, criterion related validity, construct validity and face validity. The vocabulary test in this research was constructed based on content validity. According to Hughes (2003:26), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. Hence, in this research, content validity was used for the test because it was constructed considering to the indicators to be measured

based on the materials suggested in 2006 School Based Curriculum (*KTSP 2006*). Based on the curriculum, understanding the meaning of descriptive text could be taught by identifying the meaning of some vocabularies commonly used in the text. The vocabularies measured were *nouns*, *verbs*, and *adjectives* related to the theme of the lesson.

After the first criteria, next is about reliability. A valid test must be reliable because it must provide consistently accurate measurements. According to Fraenkel and Wallen (2000:176), reliability is related to consistency of the scores, how consistent they are for each individual from an administration of a test to another and from one set of items to another. It can be concluded that the more similar the scores would be, the more reliable the test is. If a test has high reliability, it has relatively little errors but if it has low reliability, there might be great number of errors. In this research, the researcher constructed the vocabulary achievement test collaboratively with the English teacher based on the indicators to be measured. Because the test type was an objective test (containing 20 items of multiple choice and 10 items of matching) and there was an answer key to score the test results. This test used inter-rater reliability, so the score that was given by the first and the second rater/scorer would be similar since the test had its answer key which meant the raters/scorers gave their appraisal based on it. That was why the scores gained by the students would be consistent. Therefore, the test could be said to be valid based on its content and reliable since it had the consistency of scores.

Dealing with the way of scoring, Hughes (2003:22) classifies the scoring method into two kinds of test. They are objective test and subjective test. If there is no judgment is required on the part of the scorer, then the scoring is objective, but if judgment is called for, the scoring is said to be subjective. In this research, objective test was applied because it was easier to be scored, analyzed, and could give more reliability. Fraenkel and Wallen (1996:128) states that a test is considered as reliable if it makes consistency in result when the same test is given at different time. The vocabulary test here was constructed in the form of multiple choices with four options and matching

items. There would be 20 items for multiple choice format covering 7 items of nouns, 6 items of verbs, and 7 items of adjectives. For the second type of test, there would be 10 items for matching format covering 3 items of nouns, 4 items of verbs, and 3 items of adjectives. The total score of the test items was 100 if all items were correct. The detail of method in giving score was each correct item of multiple choices valued 3 points and each correct item of matching valued 4 points, while the wrong answers were scored 0. The time allocation for doing the test was 40 minutes.

### **3.7 Data Analysis Method**

Data analysis method is a way to analyze the data which are obtained. In this research, the data were obtained from the observation and the vocabulary achievement test. The observation was done to record the students' activities which indicated that they were helped in mastering vocabulary in learning vocabulary by using picture files so that their vocabulary achievement could be improved.

The data from field notes in observation was analyzed non-statistically because it dealt with the description of the situation, condition and the students' activities during the teaching and learning process. The data was analyzed by using inductive analysis consisting of three steps. Those were organization, description, and interpretation.

The first step is organization. In this stage, the researcher classified the similar data into one category to make the analysis simpler. For instance, the researcher grouped the data from the first task, the second task and the last task based on the activities in each meeting. This way made the researcher easier to analyze the data.

Next, the second step is description. In this stage, the researcher described the organized data and tried to connect it with the research topic and research questions. In implementing the action, the researcher made three different tasks for the students with different purposes. The first task was naming the pictures of things which had been taught by using picture files. In this task, the researcher



wanted the students to recall what they had learned through the presentation of picture files and write the names of the things which they had remembered. Then, the second task was related to the content of the text given. In this task, the researcher wanted to connect the vocabularies which had been learned by the students to the content of the text. So, they knew that the vocabularies they learned could be implemented or used in the contexts, for instance, descriptive texts in which the knowledge of those vocabularies could help them understanding the whole texts. Finally, the last task was answering some questions using the vocabularies that they had learned by choosing the right answer from the four options (multiple choices). Here, the students were also given the pictures in picture files to help them remembering the correct vocabularies and to choose the right answer. In this task, the researcher intended to make the students understand deeper about the meanings of the vocabularies given by using them to complete the sentence in each item of questions. The last task was designed to check their vocabulary mastery.

The last step in inductive analysis technique is interpretation. The researcher needed to examine the students' behavior, interaction and response in learning vocabulary by using picture files. The researcher should find out whether or not the tasks give positive impacts to the students in learning vocabulary. In other words, the researcher had to make sure that the different purposes of each task could contribute well to make the students able to master the vocabularies. For the example, the researcher had to make sure that the pictures given in the first task could help the students to remember the names of the things. After that, the researcher also had to make sure that the second task about answering the questions using vocabularies learned by the students based on the information of the text could help the students understand the meanings of the vocabularies in relation to their application in the context. At last, the third task should be able to check the students' vocabulary mastery of the vocabularies taught. It should help the students to understand the meanings better by answering the questions in multiple choice items in which it was also given pictures to help them in choosing the correct answer for sure.

On the other hand, the result of the students' vocabulary achievement test was analyzed quantitatively by using the formula as follows:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

- E = the percentage of the students who get score  $\geq 75$  in the vocabulary achievement test
- n = the number of the students who get  $\geq 75$  in the vocabulary achievement test
- N = the number of the students (subjects) who took the test

*(Adopted from Ali, 1998: 189)*

The vocabulary achievement test was given to know the students' improvement in vocabulary achievement. The criterion used to evaluate the success of the action by using the formula above was: at least 75% of the students who took the vocabulary achievement test by using picture files reached the school standard score of 75.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of this classroom action research and some suggestions proposed by the researcher to the English teacher, the students, and the future researchers.

### 5.1 Conclusion

According to the results of the data analysis and discussion, the conclusion of the research could be drawn as follows:

1. The use of picture files could enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.
2. The activities in teaching and learning vocabulary by using picture files could assist the eighth grade students' vocabulary mastery by giving some beneficial contributions at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.

The improvement of the students' vocabulary achievement could be seen from the percentage of the students who achieved the standard score. It was 41.94% higher than the percentage of the students who achieved the school standard score in their previous score, that was 38.71%. In other words, the percentage of the students who achieved the standard score after the actions given was 80.65% and it had fulfilled the research criteria of success.

Furthermore, the process of teaching and learning vocabulary by using picture files in this research showed that the activities could assist their vocabulary mastery by giving some beneficial contributions to the students. Those contributions were in line with the experts' statements about the strengths of the picture files in order to enhance the students' vocabulary achievement. They could be proven from the result of the observations which were relevant to the theories proposed by some experts dealing with the use of picture files.

## 5.2 Suggestions

Considering to the research findings, it was known that the use of picture files could enhance the students' vocabulary achievement. Thus, the following suggestions are proposed to the following people.

1. The English Teachers

Based on the research results, the English teachers are suggested to use picture files as an alternative media in teaching vocabulary to improve the students' vocabulary achievement. Picture files are easily made and considered as an effective media which could help the students in memorizing the vocabulary.

2. The Students

The students are suggested to learn and enlarge their vocabulary through picture files since these media can be used for useful learning that can assist them to improve their vocabulary mastery.

3. The Future Researchers

The future researchers who have the similar problems are suggested to use the results of this research as references to conduct a further research dealing with the use of picture files by using the same or different research design like experimental or descriptive research, with different language skills for different level of subjects and schools.

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## RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methodology	Hypotheses
<p>Using Picture Files to Enhance the Eighth Grade Students' Vocabulary Achievement at SMPN 2 Mumbulsari Jember in 2016/2017 Academic Year</p>	<ol style="list-style-type: none"> <li>1. Can the use of picture files enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year?</li> <li>2. How can the learning activities by using picture files assist the eighth grade students in mastering vocabulary at SMPN 2 Mumbulsari Jember in</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent Variable: Teaching vocabulary by using picture files</li> <li>2. Dependent Variables: The students' vocabulary achievement</li> </ol>	<p>Teaching vocabulary by using picture files which covers:</p> <ul style="list-style-type: none"> <li>- House Things and Furniture (nouns)</li> <li>- Hobbies (verbs)</li> <li>- Physical Appearances (adjectives)</li> </ul> <p>Process:</p> <ul style="list-style-type: none"> <li>• Being focus and paying attention to the teacher's vocabulary presentation by using picture files</li> <li>• Understanding the meanings of the vocabularies illustrated by the picture files</li> <li>• Recalling memory of</li> </ul>	<ol style="list-style-type: none"> <li>1. Respondents: The eighth grade students of SMPN 2 Mumbulsari Jember in the 2016/2017 Academic Year</li> <li>2. School Documents:                             <ul style="list-style-type: none"> <li>- The names of the eighth grade students of SMPN 2 Mumbulsari Jember in the 2016/2017 Academic Year</li> <li>- The students' previous score of English subject</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design: Classroom Action Research with the cycle model with steps:                             <ul style="list-style-type: none"> <li>- Reconnaissance</li> <li>- The planning of the action</li> <li>- The implementation of the action</li> <li>- Evaluation</li> </ul> </li> <li>2. Area Determination Method: Purposive Method</li> <li>3. Subject Determination Method: Purposive Method</li> <li>4. Data Colection Method:                             <ul style="list-style-type: none"> <li>- Vocabulary achievement test</li> <li>- Observation</li> </ul> </li> <li>5. Data Analysis Method: The observation of</li> </ol>	<p>The use of picture files can enhance the eighth grade students' vocabulary achievement at SMPN 2 Mumbulsari Jember in 2016/2017 academic year.</p>



## Appendix A

	<p>2016/2017 academic year?</p>		<p>vocabularies by looking at the pictures given</p> <ul style="list-style-type: none"> <li>• Knowing how to apply the vocabularies in context</li> <li>• Comprehending the meanings of vocabularies for better understanding (vocabulary mastery)</li> </ul> <p>Product: 75% of the students can get score <math>\geq 75</math> in vocabulary achievement test. The vocabulary indicators are:</p> <ul style="list-style-type: none"> <li>- Nouns</li> <li>- Verbs</li> <li>- Adjectives</li> </ul>		<p>the students' activities through field notes is qualitatively analyzed by using inductive analysis (Mertler, 2009:141)</p> <p>The students' vocabulary achievement scores are quantitatively analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100 \%$ <p>Notes: E = the percentage of the students who get score <math>\geq 75</math> in the vocabulary test n = the number of the students who get <math>\geq 70</math> in the vocabulary test N = the number of the students (subject) (Ali, 1998: 189)</p>	
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## Appendix B

## The VIII A Students' Previous English Score

No.	Name	School Standard Score	Score
1	A F T S	75	82
2	A G P	75	65
3	A A	75	67
4	A N P	75	75
5	A I	75	73
6	A Z L F	75	65
7	B S P	75	70
8	D B S	75	75
9	D A A	75	62
10	D P L	75	62
11	F L D	75	82
12	F L	75	67
13	F P	75	65
14	F M	75	65
15	F N H	75	65
16	I D P	75	62
17	I Y	75	78
18	I S	75	80
19	J P R	75	85
20	L W	75	75
21	M A A	75	62
22	M F	75	70
23	M P	75	78
24	N S	75	73
25	S P	75	78
26	S I P	75	80
27	S Z A F	75	65
28	S A M	75	73
29	Y A T	75	75
30	Y U T	75	65
31	V Y P	75	65
<b>Total</b>			2204
<b>Meanscore</b>			<b>71.09</b>

Note:

- The students who achieved the school standard score = 12 students (38.71%)
- The students who did not achieved the standard score = 19 students (61.29%)

## Appendix C

**LESSON PLAN 1****Meeting 1 (Cycle I)**

Subject	: English
Level	: Junior High School
Class / Semester	: VIII / 1
Language Skill	: Reading
Language Focus	: Vocabulary
Theme	: House Things and Furniture
Topic	: My House
Time Allocation	: 2 x 40 minutes

**I. Standard of Competence**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

- 3.1 Identifying the vocabularies about house things and furniture (nouns) which are mentioned in the text.
- 3.2 Writing the name of the things based on the pictures given by using the identified words.
- 3.3 Classifying the vocabularies about house things and furniture (nouns) based on their place in the house.

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- 3.4 Selecting appropriate vocabularies to complete sentences in multiple choice exercises.

**IV. Learning Objectives**

- 4.1 The students are able to identify the vocabularies about house things and furniture (nouns) which are mentioned in the text.
- 4.2 The students are able to write the name of the things based on the pictures given by using the identified words.
- 4.3 The students are able to classify the vocabularies about house things and furniture (nouns) based on their place in the house.
- 4.4 The students are able to select appropriate vocabularies to complete sentences in multiple choice exercises.

**V. Learning Materials**

(enclosed)

**VI. Teaching Learning Approach**

Contextual Teaching Learning

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
1	<p><i>Pre instructional Activities</i></p> <ul style="list-style-type: none"> <li>- Greeting the students.</li> <li>- Checking the students' attendance.</li> <li>- Asking some leading questions:               <ul style="list-style-type: none"> <li>a. What is this? (Showing the picture of sofa)</li> <li>b. What is this? (Showing the picture of table)</li> <li>c. What is this? (Showing the picture of tapestry)</li> </ul> </li> </ul>	<p>Responding</p> <p>Responding</p> <p>Answering the leading questions</p>	<p>1'</p> <p>1'</p> <p>5'</p>

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	<p>d. Where can you find these things altogether?</p> <ul style="list-style-type: none"> <li>- Stating the objectives of the lesson that will be taught.</li> </ul>	Paying attention	2'
2	<p><i>Main Activities</i></p> <ul style="list-style-type: none"> <li>- Showing the picture files of “house things and furniture”, pronouncing the vocabularies and telling their meanings. (twice)</li> <li>- Asking some oral questions related to the picture files.</li> <li>- Dividing the students into several groups.</li> <li>- Giving the students the descriptive text entitled “My House” and their worksheets.</li> <li>- Asking the students to read the text briefly.</li> <li>- Asking the students to identify the vocabularies (nouns) used in the text.</li> <li>- Asking the students to do Task 1 (naming the pictures using identified vocabularies).</li> <li>- Discussing the answers with the whole class.</li> <li>- Asking the students to do Task 2 (classifying the vocabularies).</li> <li>- Discussing the answers with the whole class.</li> <li>- Asking the students to do Task 3 (multiple choice exercises).</li> <li>- Discussing the answers with the whole class.</li> </ul>	<p>Paying attention, repeating the teacher’s pronunciation, and understanding the meanings</p> <p>Answering the teacher’s questions</p> <p>Making groups</p> <p>Receiving the descriptive text and the worksheets</p> <p>Reading the text given</p> <p>Identifying the vocabularies</p> <p>Doing Task 1</p> <p>Discussing the answers together</p> <p>Doing Task 2</p> <p>Discussing the answers together</p> <p>Doing Task 3</p> <p>Discussing together</p>	<p>12'</p> <p>3'</p> <p>2'</p> <p>1'</p> <p>5'</p> <p>3'</p> <p>15'</p> <p>3'</p> <p>5'</p> <p>2'</p> <p>10'</p> <p>5'</p>

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3	<i>Post Activities</i>		
	- Guiding the students to draw the conclusion.	Drawing conclusion	2'
	- Doing the reflection.	Doing reflection	2'
	- Parting the students.	Responding	1'

**VIII. Media and Resources**

1. Media: picture files, the students' worksheets
2. Resources : *LKS Bahasa Inggris "BIMA" Kelas VIII Semester Ganjil*,  
Pictures for the media are taken from <https://www.google.co.id>

**IX. Evaluation**

1. Process evaluation: conducted during the teaching and learning process of vocabulary by using picture files (instrument: field notes).
2. Product evaluation: conducted after the action implemented (instrument: vocabulary achievement test).

English Teacher,

Jember,  
Researcher,

Minuk Rulianah, S.Pd.

Fuby Amelia Nibianjani

## Appendix C

## LEARNING MATERIALS

The vocabularies about “house things and furniture” which are taught:

- |                    |                             |
|--------------------|-----------------------------|
| 1. pots of flowers | 16. double bed              |
| 2. sofas           | 17. bedside table           |
| 3. table           | 18. night lamp              |
| 4. vase of flowers | 19. wardrobe                |
| 5. framed photos   | 20. dressing table          |
| 6. clock           | 21. single bed              |
| 7. air freshener   | 22. desk                    |
| 8. chandelier      | 23. posters                 |
| 9. cabinet         | 24. kitchen utensils        |
| 10. TV and DVD set | 25. sink                    |
| 11. bookshelf      | 26. dining table and chairs |
| 12. computer unit  | 27. washing machine         |
| 13. couch          | 28. broom                   |
| 14. small table    | 29. dustpan                 |
| 15. tapestry       | 30. wastebasket             |

Descriptive Text:

### My House

My house is located on Pattimura Street, Jember. It has a land area of 1.500 m<sup>2</sup> with a building area only 300 m<sup>2</sup>. There are several rooms in my house.

Beginning from the very front of my house, there is a terrace with some pots of flowers. Going inside, the first room in my house is the living room. It is square shaped room and large enough. Here, there are sofas, a table, and a vase of flowers on the middle of the table. There are also some framed photos, a clock, and an air freshener hanging on the wall, and also a beautiful chandelier hanged above.

Next, the second room in my house is the family room. This room is larger than the living room. There are so many things that we can find here, like a cabinet to put my TV and DVD set, a bookshelf, and a computer unit on the left side. There is a long couch on the opponent side of the television with a small table beside it to put the telephone. Then, on the middle of this room there is a large square tapestry put on the floor. Here is the room where the family gathering.

Behind the place where the computer unit is put in the family room, there is my parents' bedroom. Inside the room, they are a double bed with a bedside

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table, a wardrobe, a dressing table, and also there is a bathroom inside. Then, on the other side behind the couch, there are my sister's bedroom and mine. The furniture in our room is almost the same. They are for each a single bed, a desk for studying, a night lamp, and a wardrobe smaller than my parents'. I also have some posters of soccer players hanging on the wall in my bedroom because I love soccer.

Finally, the last room in my house is the kitchen. Here, we can see some kitchen utensils and a sink on the left side, dining table and chairs on the middle, a broom and a dustpan hanging near the wastebasket. There is also a bathroom on the right side of this room. In front of it, there is a washing machine to do laundry. Those are so many things that you can see when you visit my house. It is very nice and comfortable for me living here.

**Task 1**

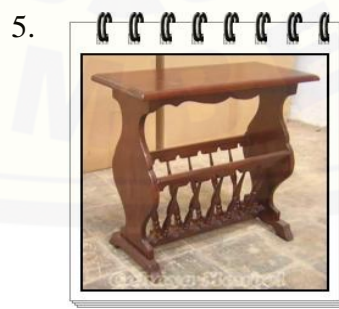
**Write the names of each thing below by using the vocabularies you have identified in the text.**



Pots of flowers



.....



.....



.....

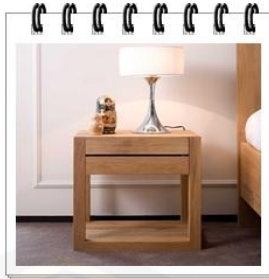


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7.



8.



9.



10.



11.



12.



13.



14.



15.



16.



17.



18.

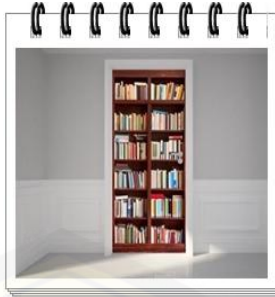


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19.



20.



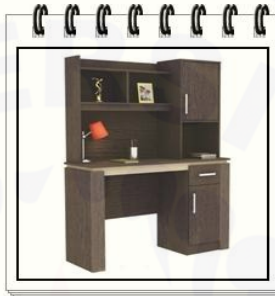
21.



22.



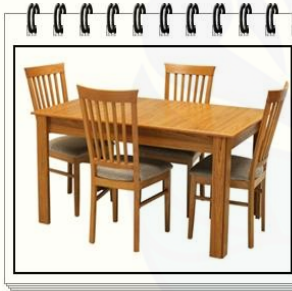
23.



24.



25.



26.



27.



28.



29.



30.



Appendix C


**Task 2**

**Classify the things in Task 1 into the group where they belong to by writing the number of each picture!**


1. The things we can find in the living room : 1, 3, ...., ...., .....
2. The things we can find in the family room : ...., ...., ...., .....
3. The things we can find in bedrooms : ...., ...., ...., .....
4. The things we can find in the kitchen : ...., ...., ...., .....

**Task 3**

**Choose the best answer of the following questions by crossing *a, b, c, or d* correctly!**

1.  When we visit someone's house, we usually can see some ..... on his terrace to make it beautiful.

a. glasses of water	c. plates of noodles
<input checked="" type="checkbox"/> b. pots of flowers	d. jars of candies

2.  The thing on the left side is usually put in the ..... of the house.

a. bath room	c. family room
b. kitchen	d. living room

3. One of the following furniture has function to put our TV and DVD set or the sound system. It is .....



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b.



d.

4.



This thing is used for cleaning the floor from  
any dust and rubbish. It is called .....

- a. groom
- b. bloom
- c. drum
- d. broom

5. All of these following things can be found in the bedroom of our house,  
except .....



a.



c.



b.



d.

6.



My mother always uses the ..... to wash the  
dishes in the kitchen.

- a. link
- b. bathtub
- c. couch
- d. sink

Appendix C

7.



To make the room in my house smells good, I turn my ..... on because its function is to spread aromatic fragrance.

- a. parfume
- b. air conditionair
- c. air freshener
- d. camphor

8.



In my room, I do my homework, study, and put my books and all my stationary stuffs on my .....

- a. bookshelf
- b. desk
- c. table
- d. cupboard

9. One of the following pictures is something that we usually use for sitting together with our family on the floor. It is .....



a.



c.



b.



d.

10.



I put all my clothes in a ..... in my bedroom so they look neat.

- a. bookshelf
- b. wardrobe
- c. wastebasket
- d. cabinet

*Appendix C*

## The Answer Key

**Task 1**

- |                      |                             |
|----------------------|-----------------------------|
| 1. pots of flowers   | 16. tapestry                |
| 2. cabinet           | 17. double bed              |
| 3. air freshener     | 18. dressing table          |
| 4. sofas             | 19. chandelier              |
| 5. small table       | 20. bookshelf               |
| 6. clock             | 21. table                   |
| 7. computer unit     | 22. vase of flowers         |
| 8. bedside table     | 23. desk                    |
| 9. posters           | 24. night lamp              |
| 10. kitchen utensils | 25. dining table and chairs |
| 11. broom            | 26. dustpan                 |
| 12. single bed       | 27. sink                    |
| 13. washing machine  | 28. wastebasket             |
| 14. wardrobe         | 29. framed photos           |
| 15. couch            | 30. TV and DVD set          |

**Task 2**

- |  |                                |
|--|--------------------------------|
| 1. The things we can find in the livingroom  | : 1, 3, 4, 6, 19, 21, 22, 29   |
| 2. The things we can find in the family room | : 2, 5, 7, 15, 16, 20, 30      |
| 3. The things we can find in bedrooms        | : 8, 9, 12, 14, 17, 18, 23, 24 |
| 4. The things we can find in the kitchen     | : 10, 11, 13, 25, 26, 27, 28   |

**Task 3**

1. B
2. D
3. B
4. D
5. A
6. D
7. C
8. B
9. A
10. B

## Appendix D

**LESSON PLAN 2****Meeting 2 (Cycle I)**

Subject	: English
Level	: Junior High School
Class / Semester	: VIII / 1
Language Skill	: Reading
Language Focus	: Vocabulary
Theme	: Physical Appearances and Hobbies
Topic	: My Family
Time Allocation	: 2 x 40 minutes

**I. Standard of Competence**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

- 3.1 Identifying the vocabularies about physical appearances and hobbies (adjectives and verbs) which are mentioned in the text.
- 3.2 Filling in the blank spaces to complete the sentences by using correct vocabularies of hobby (verbs) based on the pictures given.
- 3.3 Writing the answers of the questions by using the right vocabularies of physical appearance (adjectives).
- 3.4 Matching the adjectives used with the appropriate pictures given.

*Appendix D*

- 3.5 Selecting appropriate vocabularies to complete sentences in multiple choice exercises.

**IV. Learning Objectives**

- 4.1 The students are able to identify the vocabularies about physical appearances and hobbies (adjectives and verbs) which are mentioned in the text.
- 4.2 The students are able to fill the blank spaces to complete the sentences by using correct vocabularies of hobby (verbs) based on the pictures given.
- 4.3 The students are able to write the answers of the questions by using the right vocabularies of physical appearance (adjectives).
- 4.4 The students are able to match the adjectives used with the appropriate pictures given.
- 4.5 The students are able to select appropriate vocabularies to complete sentences in multiple choice exercises.

**V. Learning Materials**

(enclosed)

**VI. Teaching Learning Approach**

Contextual Teaching Learning

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time Allocation
1	<i>Pre instructional Activities</i> - Greeting the students. - Checking the students' attendance. - Asking some leading questions: a. Do you remember what	Responding Responding  Answering the leading questions	1' 1'  5'



## Appendix D

	<p>we have learned in the last meeting? What is it about?</p> <p>b. Who are the people who live in the house?</p> <p>c. With whom do you live in your house?</p> <p>d. Showing the picture files' cover entitled "Family"</p> <p>- Stating the objectives of the lesson that will be taught.</p>	Paying attention	2'
2	<p><i>Main Activities</i></p> <p>- Showing the picture files of "physical appearances and hobbies", pronouncing the vocabularies, and telling the meanings. (twice)</p> <p>- Asking some oral questions related to the picture files.</p> <p>- Dividing the students into several groups.</p> <p>- Giving the students the descriptive text entitled "My Family" and their worksheets.</p> <p>- Asking the students to read the text briefly.</p> <p>- Asking the students to identify the vocabularies (adjectives &amp; verbs) used in the text.</p> <p>- Asking the students to do Task 1 (filling in the blank spaces).</p> <p>- Discussing the answers with the whole class.</p> <p>- Asking the students to do Task 2 (answering the questions and matching).</p> <p>- Discussing the answers with</p>	<p>Paying attention, repeating the teacher's pronunciation, and understanding the meanings</p> <p>Answering the teacher's questions</p> <p>Making groups</p> <p>Receiving the descriptive text and the worksheets</p> <p>Reading the text given</p> <p>Identifying the vocabularies</p> <p>Doing Task 1</p> <p>Discussing the answers together</p> <p>Doing Task 2</p> <p>Discussing the answers</p>	<p>12'</p> <p>3'</p> <p>2'</p> <p>1'</p> <p>5'</p> <p>3'</p> <p>10'</p> <p>3'</p> <p>10'</p> <p>2'</p>

## Appendix D

	<p>the whole class.</p> <ul style="list-style-type: none"> <li>- Asking the students to do Task 3 (multiple choice exercises).</li> <li>- Discussing the answers with the whole class.</li> </ul>	<p>together</p> <p>Doing Task 3</p> <p>Discussing together</p>	<p>10'</p> <p>5'</p>
3	<p><i>Post Activities</i></p> <ul style="list-style-type: none"> <li>- Guiding the students to draw the conclusion.</li> <li>- Doing the reflection.</li> <li>- Parting the students.</li> </ul>	<p>Drawing conclusion</p> <p>Doing reflection</p> <p>Responding</p>	<p>2'</p> <p>2'</p> <p>1'</p>

**VIII. Media and Resources**

1. Media: picture files, the students' worksheets
2. Resources:
  - *Buku Pendamping Materi: Buku Paket* "English Activities for Junior High School Grade VIII" by Nur Zaida.
  - Pictures for the media are taken from <https://www.google.com>

**IX. Evaluation**

1. Process evaluation: conducted during the teaching and learning process of vocabulary by using picture files (instrument: field notes).
2. Product evaluation: conducted after the action implemented (instrument: vocabulary achievement test).

Jember,

English Teacher, Researcher,

Minuk Rulianah, S.Pd.

Fuby Amelia Nibianjani

## Appendix D

## LEARNING MATERIALS

**The vocabularies (adjectives and verbs) which are taught:**

Table of Vocabulary	
Adjectives	Verbs
(for hair) short	watching television
long	reading newspapers
shoulder length	fishing
straight	cooking
curly	knitting
wavy	making crafts
(for eyes) round	listening to music
narrow	writing stories
(for nose) flat	shopping
pointed	cycling
(for skin) bright	playing online games
tanned	drawing
(height) tall	
short	

Descriptive Text:

### My Family

My family has four members. Those are my father, my mother, my sister and I. We have different characteristics and hobbies or the activities that we like.

The first member and the head of my family is my father. His name is Lukman. He is 47 years old. He has short curly hair. His eyes are black and round and his nose is a bit flat. He has tanned skin. He is quite tall, but shorter than me. He is a very hard worker. When he has leisure time, he likes watching television or reading newspapers in the living room. Sometimes, he also goes fishing with his friends when holidays.

*Appendix D*

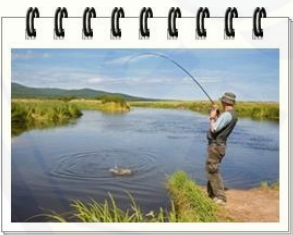
Next, the second member of my family is my lovely mother. Her name is Annisa. She is 5 years old younger than my father. She is 42 years old. She has bright skin. Her hair is straight. It is about her shoulder's length. She is beautiful. She has a pointed nose and narrow brown eyes. Although she is a housewife, she is very good looking and elegant. Her hobby is cooking some new recipes of food and cakes. I always love my mother's cooking. She also likes knitting and making crafts when she has free time.


Then, the third is my only sister, Nadina. She is now 20 years old. She has bright skin like my mother's. Her nose is also little pointed. She has long wavy hair. Her eyes are brown and round like my father's. She is beautiful. She is quite short. Her tall is about 152 cm. She is smart and feminine. Now, she is studying English in a university. Her hobbies are listening to music, writing stories in English, and also shopping with her friends.

Finally, the last member in my family is me, Fahmi. I am 13 years old. I have almost similar body shape to my father's, except my eyes. My eyes are black and narrow like my mother's eyes. I am the tallest person in my family even I am still in junior high school. Some activities that I often do during my leisure time are cycling with my friends, playing online games, and drawing anime characters. Those are about my family. We are living happily in our place.




**Task 1**

**Fill in the blank spaces below by using correct vocabularies based on the pictures given!**


1.  My father likes fishing so much, especially with his friends on weekends.


2.  There are so many popular songs in my sister's cellphone. Her hobby is ..... .


## Appendix D

3.  I like ..... . My friends and I usually play it at the internet cafes.
4.  My mother really likes ..... . She often tries some new recipes that she got from certain television programs.
5.  Nadina is good in English because she is studying English in a university. One of her hobbies is ..... short stories in English.
6.  I love ..... because it does not only make me feel fun but also makes my body healthy.
7.  My father usually enjoys his free time by ..... .

Appendix D

8.  In my house, there are so many knitwears like tablecloth, scarf, or sweater made by my mom because her hobby is .....

9.  I like ..... some animation characters when I have leisure time. It is fun.

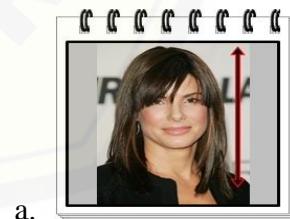
10.  Every morning, my father always ..... so there is not any news missed by him.

Task 2

Answer the following questions based on the text information and then match the adjectives used in each answer with the pictures given!

1. How is Fahmi's mother's nose?

His mother's nose is pointed.



2. How are Nadina's eyes?

.....



Appendix D

3. How is Fahmi's father's hair?

.....



4. How is Fahmi's skin?

.....



5. How long is the mother's hair?

.....



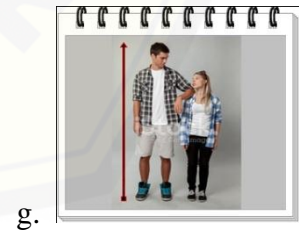
6. How is Nadina's hair?

.....



7. Is Fahmi tall?

.....



8. How is Nadina's mother's skin?

.....



Appendix D

9. How are Fahmi's eyes?

.....



i.

10. How is Fahmi's nose?

.....

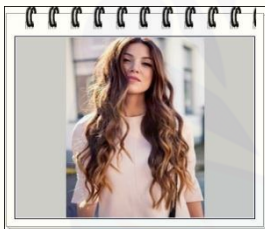


j.

**Task 3**

Choose the best answer of the following questions by crossing *a*, *b*, *c*, or *d* correctly!

1.



Doni's sister has beautiful hair like waves of the sea. Her hair is long and .....

- a. curly
- b. straight
- c. crinkly
- d. wavy

2.



Putri often invites my sister to go ..... to buy some clothes.

- a. shopping
- b. climbing
- c. marketing
- d. shaving

3.





My brother has two ..... eyes like a chinese man.

- a. round
- b. wide
- c. narrow
- d. almond

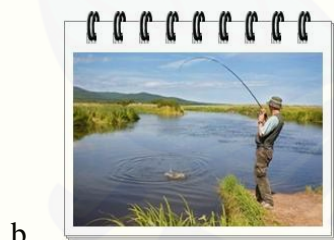



Appendix D

4.  Usually in the afternoon, my friends and I go ..... around the complex of my house.
- |            |             |
|------------|-------------|
| a. walking | c. sleeping |
| b. cycling | d. running  |


5.  Different from my father who has short and curly hair, my mother has long and ..... hair.
- |            |             |
|------------|-------------|
| a. wavy    | c. straight |
| b. crinkly | d. bushy    |


6. These following hobbies are commonly done by women, except .....



7.  Nadina has ..... skin like my mother's. It might be one of the reasons why she looks beautiful.
- |           |           |
|-----------|-----------|
| a. light  | c. dark   |
| b. tanned | d. bright |

Appendix D

8.  ..... is one of the hobbies that can make money if the products are sold.
- a. making crafts
  - b. watching TV
  - c. listening music
  - d. reading newspapers

9.  Most of the Arabians have ..... noses.
- a. pointed
  - b. narrow
  - c. round
  - d. flat

10. One of these following hobbies can produce some knitwears like scarfs, sweaters, etc. It is .....



*Appendix D*

## The Answer Key

**Task 1**

1. fishing
2. listening music
3. playing online games
4. cooking
5. writing
6. cycling
7. watching TV
8. knitting
9. drawing
10. reading newspapers

**Task 2**

1. His mother's nose is pointed. → picture b
2. Her eyes are round. → picture d
3. His hair is short and curly. → picture j
4. His skin is tanned. → picture c
5. It is her shoulder's length. → picture a
6. Her hair is long and wavy. → picture e
7. Yes, he is tall. → picture g
8. Her skin is bright. → picture h
9. His eyes are narrow. → picture i
10. His nose is flat. → picture f

**Task 3**

1. D
2. A
3. C
4. B
5. C
6. B
7. D
8. A
9. A
10. B

## Appendix E

## VOCABULARY TEST

## Meeting 3 (Cycle I)

Subject : English  
 Class / Semester : VIII / 1  
 Time : 40 minutes

**I. Choose the best answer of the following questions by crossing *a, b, c, or d* correctly!**



In my family room, there is a ..... for putting many books like novels, short stories, and social knowledge books.

- a. wardrobe                      c. cupboard  
 b. bookshelf                      d. dish rack




..... is one of some hobbies that can make us happy and refresh our minds.

- a. drawing flower                  c. listening to music  
 b. watching TV                    d. playing guitar

3. You can find these furnitures in the living room, except .....

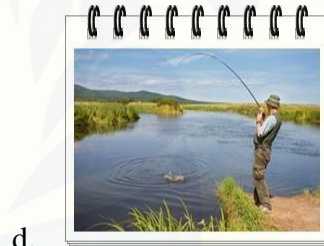



Appendix E

4.  Look at the little girl! She is cute and has two ..... eyes.


- a. round
- b. square
- c. small
- d. narrow

5. These following hobbies are commonly done by women, except .....



6.  My brother's hair is short and ..... . It is not stright like my hair.

- a. smooth
- b. curly
- c. blond
- d. bushy

7.  It is usually put in the family room. Our family often sit on this ..... while we are watching television.

- a. sofa
- b. couch
- c. bench
- d. chair

Appendix E

8. My mother usually uses this thing to do laundry. It can not only wash but also dry the wet clothes. It is .....



9. I have different nose shape to my father's. He has a pointed nose, while I have a ..... nose.



- a. flat
- b. round
- c. small
- d. big

10. My mother really loves ..... . She often makes delicious food for my family.



- a. shopping
- b. drawing
- c. writing
- d. cooking

11. There are some ..... hanging on the wall of my living room.



- a. clocks
- b. framed photos
- c. vase of flowers
- d. posters

Appendix E

12. Tania has a ..... nose. She looks so beautiful.



- a. pointed
- b. flat
- c. big
- d. sharp

13. My father likes ..... when he has free time. His favourite program is “Ini Talkshow”.



- a. drinking coffee
- b. watching TV
- c. listening music
- d. reading newspaper

14. She has long and ..... hair like an actress I knew.



- a. curly
- b. bald
- c. straight
- d. wavy

15. The picture which describes something that we use for sleeping and fits for two people is .....



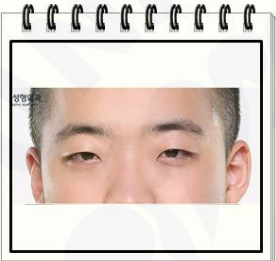
Appendix E

16. I like ..... . My friends and I usually play together at the internet cafe near my house.



- a. playing online game      c. watching TV  
b. reading newspaper      d. doing homework

17. My brother has two ..... eyes like a Chinese man.



- a. wide      c. narrow  
b. almond      d. round

18. In my bedroom, I study, do my homework, and put my school books on my ..... .



- a. bookshelf      c. desk  
b. table      d. cupboard

19. These following hobbies are commonly done by men, except ..... .

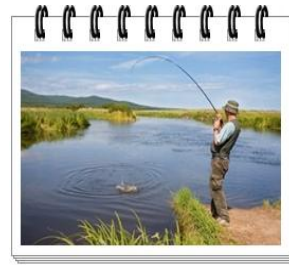




## Appendix E



b.



d.

20.



Nadina has ..... skin. She is not like my father who has tanned skin.

a. light

c. dark

b. brown

d. bright

## Appendix E

**II. Fill in the blank spaces with the appropriate words in the box based on the pictures below!**

1. My brother and I like ..... because it is fun and makes our body healthy.



2. In my living room, there is a ..... so the room looks more beautiful.



3. Nadina has a ..... body. She is only 150 cm tall.



4. My father often spends his free time in the morning by ..... and drinking a cup of coffee.



5. This thing is used by women to make up their face and styles their hair. It is called .....



## Appendix E

6. In my family room, there is a large square ..... for us sitting and relaxing while watching TV together.



7. Dewi has ..... brown hair, while her friend, Nisa, has short black hair.



8. In my house, there are so many knitwears like tablecloth, scarf, or sweater made by my mother because she really likes .....



9. Different from my mother and my sister, I have ..... skin like my father.



10. Beside watching anime movies, my hobby is also ..... the animation characters I saw.



- |                  |               |                       |
|------------------|---------------|-----------------------|
| a. tapestry      | e. dressing   | i. tall               |
| b. cycling       | f. table      | j. knitting           |
| c. making crafts | f. chandelier | k. long               |
| d. tanned        | g. short      | l. reading newspapers |
|                  | h. drawing    |                       |

*Appendix E*

## The Answer Key

**Multiple Choices**

- |       |       |
|-------|-------|
| 1. B  | 11. B |
| 2. C  | 12. A |
| 3. B  | 13. B |
| 4. A  | 14. C |
| 5. D  | 15. D |
| 6. B  | 16. A |
| 7. B  | 17. C |
| 8. C  | 18. C |
| 9. A  | 19. B |
| 10. D | 20. D |

**Filling in the blank spaces**

1. cycling
2. chandelier
3. short
4. reading newspaper
5. dressing table
6. tapestry
7. long
8. knitting
9. tanned
10. drawing

**The Distribution of Test Items**

Vocabulary Components	Number	
	Multiple Choices	Filling in the Blank Spaces
Nouns	1, 3, 7, 8, 11, 15, 18	2, 5, 6
Adjectives	4, 6, 9, 12, 14, 17, 20	3, 7, 9
Verbs	2, 5, 10, 13, 16, 19	1, 4, 8, 10

## Appendix F

## The Result of the VIII A Students' Vocabulary Achievement Test

No	The Students' Name Initial	Score	Total of Correct Items			Achievement	
			Noun	Verb	Adj.	Achieved	Not Achieved
1	AFTS	97	10	10	9	√	
2	AGP	74	6	8	8		√
3	AA	81	6	9	9	√	
4	ANP	96	9	10	10	√	
5	AI	94	8	10	10	√	
6	AZLF	80	9	7	8	√	
7	BSP	91	10	9	8	√	
8	DBS	81	7	8	9	√	
9	DAA	85	8	8	9	√	
10	DPL	39	3	4	5		√
11	FLD	96	9	10	10	√	
12	FL	84	6	9	10	√	
13	FP	77	5	10	8	√	
14	FM	78	7	8	8	√	
15	FNH	39	3	6	3		√
16	IDP	46	3	6	5		√
17	IY	100	10	10	10	√	
18	IS	100	10	10	10	√	
19	JPR	100	10	10	10	√	
20	LW	88	8	9	9	√	
21	MAA	56	6	7	4		√
22	MF	81	5	9	10	√	
23	MP	89	10	8	9	√	
24	NS	81	6	9	9	√	
25	SP	94	10	9	9	√	
26	SIP	97	10	9	10	√	
27	SZAF	90	8	9	10	√	
28	SAM	82	9	8	8	√	
29	YAT	87	7	9	10	√	
30	YUT	49	5	6	4		√
31	VYP	77	5	10	8	√	
<b>Total</b>		<b>2509</b>				<b>25</b>	<b>6</b>
<b>Mean score</b>		<b>80.94</b>					
$E = \frac{n}{N} \times 100\%$						<b>80.65%</b>	<b>19.35%</b>

## Appendix G

## Fieldnotes Meeting 1 (Cycle I)

<p>Obs. #1 Date : <b>August 26, 2016</b> Lesson hours: <b>08.35 – 09.55</b></p>	<p>&lt;Observation&gt;</p>	<p>&lt;Observer's comments&gt;</p>
<p><b>Picture Files Presentation</b> 08.40 – 08.55</p>	<ul style="list-style-type: none"> <li>- Most of the students asked the teacher while she brought the picture files like “What is that?” / “<i>Apa itu, Bu?</i>”, “<i>Gambar apa?</i>”, “<i>Untuk apa itu, Bu?</i>”, and so on.</li> <li>- They seemed to be attracted and paid attention to the presentation of vocabulary by using picture files.</li> <li>- Few students still did not pay attention to the teacher (AP, ID, and MAA) and talked to each other.</li> <li>- The students who paid attention and looked at the pictures were focus in receiving the lesson.</li> <li>- When the teacher asked them a little about the meaning implied by certain pictures, like they could answer them well. For example, while the teacher showed the picture of wardrobe, she asked “What is it?”, then the students directly answered “<i>lemari baju</i>”, and so on.</li> </ul>	<p>Most of the students seemed curious to the media (picture files) brought by the teacher. They were attracted by the presentation of picture files. Because they were attracted, they could pay attention to the teacher although few of them still did not. It seemed that the media (picture files) could help them to focus on receiving the vocabulary lesson, so they could grab the lesson easily. They also could understand the vocabulary meanings implied by the pictures although the teacher did not directly explain them.</p>
<p><b>Task 1</b> 08.55 – 09.15</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- The students were busy discussing after the teacher asked to do the first task.</li> <li>- One of the members (SI) was in charge as the notulen of this group.</li> <li>- The others helped to find the answers of the task.</li> <li>- They looked at the pictures and tried to recall their memory of those vocabularies.</li> <li>- When they remembered the vocabularies, they asked the notulen to write the answers.</li> <li>- The notulen also did the same way, when she remembered, she</li> </ul>	<p>Based on the observation on this group activity, it seemed that they could remember most of the vocabularies by looking at the pictures. It could be seen from the total number of the items that they felt confused were much fewer than the items that they have remembered well. All of the members worked cooperatively in this group.</p>

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	<p>directly wrote the answers.</p> <ul style="list-style-type: none"> <li>- After answering some items, they felt confused for the item number 5, 8, 12, 17 and 19.</li> <li>- One of the members (AFTS) reread the text to find other clues.</li> <li>- The others followed whatever she found from the text and agreed with the answers.</li> <li>- Then, this group had done completing the first task.</li> </ul>	
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- The students started to discuss about the task after the teacher asked them to do it.</li> <li>- They did the task together, which meant who had remembered the vocabularies, he/she directly wrote to the worksheet.</li> <li>- One of the members (AGP) was not really cooperative and talked to his friend from another group.</li> <li>- After answering the easy items first, they felt confused to some item such as number 2, 5, 8, 16, 21, 23, and 24</li> <li>- The boy (AGP) still did not help his friends in group</li> <li>- The others tried to find the remained unanswered items by rereading the text.</li> <li>- They could find the answer one by one.</li> <li>- Few numbers were not answered by this group. They are number 2, 5, and 23.</li> <li>- The other items were done answered and look like most of them were correct.</li> </ul>	<p>Based on the observation, this group had tried their best to do the task items. Some of them, except AGP, were working together to recall their memory of the vocabularies that had been taught by looking at the pictures. They could answer more items than they could not do before they reread the text to find the answers.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- At first, they started to discuss about the task items.</li> <li>- The boys memorized some words and wrote them to the worksheet. They were number 4, 9, 11, 21, 23 and 27</li> <li>- Then, the worksheet was taken by the girls. They answered most of all the remained items except number 2, 5, 8, and 16</li> </ul>	<p>Based on the observation, the members of this group worked quite cooperatively. They could remember most of the vocabularies by looking at the pictures. For some items that they could not do were handled by the girls, especially by JPR. She looked like smarter than the others.</p>

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	<ul style="list-style-type: none"> <li>- When the girls were still working, the boys were talking each other.</li> <li>- Then, they asked them to help answering the unanswered items.</li> <li>- The girls reread the text to find the other clues to answer.</li> <li>- One by one of the items could be completed, except number 5 and 8 (<i>small table</i> and <i>bedside table</i>)</li> <li>- One of them (JPR) remembered that the word <i>bed</i> meant “tempat tidur” and could answer the task correctly.</li> </ul>	
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- After the teacher asked the students to do the first task, they started to discuss about the task.</li> <li>- One of the members (SZAF) took the duty first, she wrote the vocabularies that she remembered. She answered some items, such as number 2, 4, 6, etc.</li> <li>- The others looked at the pictures and also tried to remember the vocabularies of them.</li> <li>- Eventhough the members of this group did not really understand with the lesson (they seemed forgot the vocabularies that had been taught), they worked together to answer the task.</li> <li>- After answering some items, they looked to get confused to some item such as number 5, 8, 12, 17, 18, 19, and 23.</li> <li>- They reread the text to find the answers, but they seemed only knew some of them.</li> <li>- Then, they completed the other items by remembering the vocabularies as many as they can.</li> </ul>	<p>From the observation, it could be seen that the members of this group worked cooperatively eventhough they seemed having difficulties on many items at first. The total number of the vocabularies that they remembered and they forgot was almost the same. Then, they tried to find other clues from the text and it helped enough. They tried to remember by looking at the pictures and combined it with what they had understood from the text. They could answer many more items than before.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- The students started to discuss about the task after the teacher asked them to do it.</li> <li>- One of the members (ANP) had a role as the notulen of this group.</li> <li>- They looked at the pictures and tried to recall their memory of those vocabularies.</li> </ul>	<p>Based on the observation, this group worked well together earlier, but shortly after the boy (IDP) did not do the task with this group and bothered the others. The girls looked like they could answer most of the task items since they could answer some of the first items without difficulties. They remembered most vocabularies of</p>



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	<ul style="list-style-type: none"> <li>- The notulen wrote some items based on what they had remembered first.</li> <li>- Then, one of them (YAT) had a note which contained the vocabularies taught earlier in the presentation stage with their meanings.</li> <li>- She asked the notulen to write what she got from her note to answer the items based on the pictures.</li> <li>- The boy of this group (IDP) participated only at first, then he went around and bothered the others.</li> <li>- The girls were busy with their work in writing the answers of the task.</li> <li>- They had completed almost all of the task items, except number 2, 19, and 20.</li> <li>- They looked at the pictures carefully and thought about what vocabularies should be written.</li> <li>- Few minutes later, they had done with their task.</li> </ul>	<p>the pictures. Then, they were helped more by YAT's note so they could just matching the pictures and the meanings from the note and writing the vocabularies. Overall, it could be seen that they, except IDP, could do the task well.</p>
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- The members of this group were busy discussing after the teacher asked them to do the first task.</li> <li>- They seemed having good memory of the vocabularies taught.</li> <li>- They did the task items without difficulties.</li> <li>- They remembered almost all of the vocabularies since they had answered most of the items.</li> <li>- After they had done all of the items, they checked their answers together.</li> <li>- From the answers, it seemed that they had mistakes in number 2, 12, 16 and 17. They wrote the vocabularies of those items inverted.</li> <li>- After they rechecked their work, they changed the answers of the items that they did not sure with the correct answers.</li> </ul>	<p>Considered to the observation, the members of this group were good in remembering the vocabularies have been taught. They could recall their memory about those vocabularies well by looking at the pictures given.</p>

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	<ul style="list-style-type: none"> <li>- Few minutes later, they had done the first task.</li> </ul>	
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked the students to do the first task, they started to discuss about the task.</li> <li>- One of the members (IS) had role as the notulen of this group. She wrote the vocabularies that she remembered first. She answered some items, such as number 2, 3, 4, 6, 7, etc.</li> <li>- The others looked at the pictures and also tried to remember the vocabularies of them.</li> <li>- They worked together in answering the task items.</li> <li>- They also reread the text to find the other clues to answer the task items.</li> <li>- After answering some items, they looked to be confused to some item such as number 5, 8, 11, 21, and 23.</li> <li>- They reread the text again to find the answers.</li> <li>- Then, they completed the other items by remembering the vocabularies as much as they can and also from the clues that they got from the text.</li> </ul>	<p>Based on the observation, this group worked together well eventhough some of the members did not really understand or forgot about the vocabularies had been taught. They tried to do the task items correctly by remembering while they were looking at the pictures. They also tried to find the other clues by rereading the text to help them understanding the meanings. As a result, they could do the most of the task items correctly</p>
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- The students started to discuss about the task after the teacher asked them to do it.</li> <li>- One of the members (IY) took the role as the notulen of this group.</li> <li>- Two of them (SAM and SP) worked together to find the answers of the items and ask the notulen to write what they got.</li> <li>- The others looked at the pictures and recalled their memory of the vocabularies had been taught through picture files.</li> <li>- They worked together in answering the task items.</li> <li>- After answering some items, they looked to be confused to some items such as number 5, 7, 21,</li> </ul>	<p>Based on the observation on this group activity, all the members worked together well. It seemed that they could remember most of the vocabularies (especially SAM and SP) by looking at the pictures. But, for some items that they were not sure of confused, they also reread the text to find other clues to make them sure with their answers.</p>

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	<p>and 23.</p> <ul style="list-style-type: none"> <li>- They also reread the text to find the other clues to answer the task items.</li> <li>- Few minutes later, they had done the first task completely.</li> </ul>	
<p><b>Task 2</b> 09.15 – 09.30</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- At first, the members of this group divided their duties, one student one category. For example, the student (AFTS) took the duty to categorize the things into the <i>living room</i>, the student (DBS) should categorize the things into <i>bed room</i>, and so on.</li> <li>- Then, they reread the text to get the information related to their own duty.</li> <li>- In doing this task, they seemed do not have any difficulties and could answer the second task items correctly.</li> </ul>	<p>Considered to the observation, this group did not have any difficulties in doing the second task because they had already known what they should do. They had known the meaning of vocabularies that they should categorize and understood the information given from the text. So, they could just reading it briefly and doing the task easily.</p>
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the second task, they started rereading the text first.</li> <li>- They seemed to be serious in reading first, but then the student (AGP) stopped reading and started walking around and talking to his friends from other groups.</li> <li>- The teacher reminded him to go back to his group and help his friends doing the task.</li> <li>- Few minutes later, it seemed that the girls of this group found the answers and asked the boy (NS) to write the answers based on their findings.</li> </ul>	<p>Based on the observation, this group did not really work well together. Some of them understood with what they should do, but one of them did not care (AGP). After discussing the first task, they had corrected their mistakes so they should had had understood about the vocabularies taught. By rereading the text, they could get the information which helped them to do the task. Slow but sure, this group could complete their work in doing the second task.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- Firstly, the members of this group reread the text together to find the answers.</li> <li>- Then, the girls handled it. They did the task by dividing the duties. One of them read the text</li> </ul>	<p>Actually, all the members of this group seemed to know how to do the second task. They read the text to get the information which included the vocabularies and then tried to categorize them into certain places. But, the girls took the duty and did it</p>

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	<p>and said which items in the first task that belong to the category, and the other marked them by writing the code first. For example, they code <i>living room</i> as 1, <i>family room</i> as 2, and so on, then they wrote the code to each of the pictures in the first task.</p> <ul style="list-style-type: none"> <li>- After they finished coding, the girls asked the boys to copy and write the answers on the blank spaces neatly.</li> <li>- The boys of this group seemed to recheck the answers to make them sure that their work was correct.</li> </ul>	<p>separately. When the boys copy and wrote the girls' work, they also seemed to check it based on the text information given. They did the second task items correctly.</p>
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the second task, they started to reread the text and found the information about what they should do.</li> <li>- Eventhough they had several mistakes in the first task, they had corrected them and understood those vocabularies.</li> <li>- They did not have any difficulties in finding the answers and could do the task slowly but sure.</li> <li>- They did the task together, which meant while the notulen was doing a certain category, the others helped her in finding the things and said them to the notulen to be written until they finished.</li> </ul>	<p>Based on the observation, this group could do the task together well and also could answer the task items correctly. It might be happened because they had already known about the vocabularies and their meanings, so they just had to write the answers based on the information from the text they had read.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- While doing the second task, the members of this group directly reread the text to find the information about the things which were put in several places.</li> <li>- They understood the task instruction and knew what they should do.</li> <li>- Again, the girls in this group worked together in writing the task items, while the only boy in this group (IDP) played by himself and did not participate in</li> </ul>	<p>Based on the observation on this group, it seemed that the members did not work well together. The girls did the task items by themselves and let the boy not helping them. However, they could do the second task well since they knew the vocabularies from the first task and understood the information from the text. I believed that they invited the boy also to join the group work, the boy would understand too about the lesson and the exercises given.</p>

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	<p>doing the task.</p> <ul style="list-style-type: none"> <li>- The girls did the task items by marking the things in the first task after they had been categorized into their places, for example, the things number 1, 3, 4, etc. belong to <i>living room</i>, so they cross their numbers to make them easier in finding the things.</li> <li>- They did the task easily because they had known about the vocabularies and they understood what the text told them about.</li> </ul>	
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the second task, the members of this group directly divided the duties.</li> <li>- Because this group had only 3 members, one of them (MP) voluntarily accepted 2 duties. He did the part of <i>living room</i> and <i>bedroom</i>, while the others taken by the girls (DPL and FLD).</li> <li>- In doing the task, they looked do not have any difficulties.</li> <li>- They understood about the text and could catch the information easily, so they could connect their knowledge of vocabularies from the first task to the text information.</li> <li>- After they had completed their work, they checked their work before they stopped doing.</li> </ul>	<p>This group worked well together. They divided the duties to make them easier in doing the second task. They did not have any difficulties because they had known about those vocabularies from the teacher's presentation and also from the first task. They also seemed understood about the text information, so they could just reread the text and write the things' numbers in the first task into their own categories based on the text information.</p>
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the second task, they discussed briefly first.</li> <li>- Then, they started to reread the text and found the information about what they should do.</li> <li>- They had few mistakes while doing the first task, but they had corrected them and then they understood about those vocabularies.</li> <li>- They seemed do not have any difficulties in finding the answers and could do the task.</li> </ul>	<p>The members of this group worked well together and helped each other. Since they had understood about the vocabularies which had been presented by using picture files and also they comprehended the information given from the text, they did not have any difficulties in doing the task. They could do all the task items correctly.</p>

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	<ul style="list-style-type: none"> <li>- They did the task together, which meant while the notulen (IS) was doing a certain category, the others helped her in finding the things and said them to the notulen to be written until they finished.</li> </ul>	
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- While doing the second task, the members of this group directly reread the text to find the information about the things which were put in several places.</li> <li>- They understood the task instruction and knew what they should do.</li> <li>- After they reread the text, they asked the notulen (IY) to write the answers based on their understanding.</li> <li>- They dictated the notulen alternately, for instance, MF for the things in <i>living room</i>, SP for the things in <i>family room</i>, and so on.</li> <li>- The notulen herself wrote the answers carefully to check whether they were correct or not.</li> <li>- Few minutes later, they had done with the second task.</li> </ul>	<p>Considered to the observation, the members of this group worked well together and helped each other. They had understood about the vocabularies which had been presented by using picture files and also they comprehended the information given from the text. They did not have any difficulties in doing the task. They could do all the task items correctly.</p>
<p><b>Task 3</b> 09.30 – 09.50</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- After they were asked to do the third task, they directly worked together to answer the multiple choice items.</li> <li>- They understood about most of the questions which were also helped by the pictures existence.</li> <li>- For some items, they could directly know the answers of the questions just by looking at the pictures.</li> <li>- They seemed having no difficulties, except the item number 5 and 9.</li> <li>- They did not understand with few words (<i>except</i> and <i>following</i>) in questions, so they could not answer it.</li> </ul>	<p>Same as in the previous tasks, this group always worked well together. They understood most of the questions and had comprehended the vocabularies taught since the presentation of picture files. They were also helped by the pictures given so that they could do the task easily. But, they still had a problem in one item. They were confused because they did not know the meaning of a word <i>except</i>. Overall, this group succeeded doing the third task although their answers were not all correct.</p>

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	<ul style="list-style-type: none"> <li>- But then, after they read the question number 9 carefully, they could understand what it was meant and could answer it.</li> <li>- They still felt confused for the item number 5, so they answered it by luckiness.</li> </ul>	
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- At first, the members discussed about the task. They did it together.</li> <li>- They seemed do not have any difficulties in doing the task until they met the item number 5.</li> <li>- They did not understand the question, especially the word <i>except</i>.</li> <li>- They skipped it and continued to the next items.</li> <li>- For some items, they were helped to choose the correct answer by the existence of the pictures.</li> <li>- They felt confused to some items, such as number 4, 5 and 9.</li> <li>- They seemed answering the task items that they did not know by using luckiness because they got incorrect answers for those items.</li> </ul>	<p>If it was compared to the previous tasks, this group did this task better in cooperation. They could do more task items than they could not. They had the same problem with the first group that they did not know the meaning of the word <i>except</i> that made them confused. The same thing happened to the item number 9, they could not answer it because they did not understand some unfamiliar words. For number 4, they forgot about the vocabulary <i>broom</i> as the correct answer and answered it with the other option. However, they were good enough in doing the third task since they did not have lots of difficulties. The pictures also helped them in answering some items correctly.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- After they were asked to do the third task, they directly discussed it and worked well together.</li> <li>- They understood the questions and the pictures helped them in answering some questions although they did not fully read the questions.</li> <li>- The notulen of this group was JPR, she did the task items together with her friends, which meant they asked the agreement from each other before the answers were chosen.</li> <li>- They seemed do not have any difficulties.</li> <li>- For the item number 5 and 9 which were enough confusing for the other groups, they could do those items correctly without any doubts.</li> </ul>	<p>They worked well together with all of the members participated. Since they had mastered the vocabularies with pictures in the first task, they could do the third task well without any difficulties. Furthermore, one of them had known some unfamiliar words' meanings so they could do the items easily. The pictures given also helped them to choose the best answer eventhough they did not fully understand the questions.</p>

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	<ul style="list-style-type: none"> <li>- One of the members knew the meanings of some words that her friends did not know although they did not bring dictionaries.</li> <li>- Few minutes later, they had done with their work. They could answer all of the task items easily.</li> </ul>	
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- At first, the members discussed about the task and then did it together.</li> <li>- They read the questions carefully so they could understand and know what answer they should choose.</li> <li>- Eventhough some questions could be answered just by looking at the pictures (if they remembered), they still read the questions before they answered them.</li> <li>- In doing the task, the only item that made them confused was the item number 5. They left it unanswered.</li> <li>- For the other items, they did them correctly since they had understood the questions and also they had comprehended vocabularies and their pictures.</li> </ul>	<p>This group always worked well together during the tasks doing. Here, they were very careful in reading the questions and choosing the options to answer. They did not want to be hasty eventhough there were pictures that could help them to answer directly. They made the pictures as the additional clues to make them sure about their answers. In doing the third task, this group did not face any crucial difficulties. The only problem they had was the item number 5. They seemed do understand it and left it unanswered.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- At this time, all of the members of this group worked together in doing the third task.</li> <li>- They discussed before they answered the questions.</li> <li>- They seemed do not have any difficulties, except the item number 5 and 9.</li> <li>- They skipped the items that they did not know the answers and moved to the other items.</li> <li>- The pictures given in the questions could help them to understand what they should answer, so they were helped in doing the task.</li> <li>- For the questions that they did not really understand, they answered</li> </ul>	<p>Different from while they were doing the first and the second tasks, this group at this time could do the third task together. They helped each other in answering the task items. The pictures provided also helped them in choosing the best answers. They did not have lots of difficulties, but only had problems which almost the same as the other group had, the item number 5 and 9. Overall, this group could do most of the task items correctly.</p>



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	<p>them based on their feelings.</p> <ul style="list-style-type: none"> <li>- When the time was almost over, they checked their work and thought more about the items that they did not really sure until they had finished the task.</li> </ul>	
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the third task, the members of this group worked well together.</li> <li>- They did the task items together without facing any difficulties.</li> <li>- They also could do answer the item number 5 and 9 very well because they knew the meaning of the questions and understood what to answer.</li> <li>- The pictures also helped them in understanding which options they should choose.</li> <li>- Sometimes, they could do the items without fully reading the questions because they had already known the vocabularies related to the pictures given that should be the answers.</li> <li>- Few minutes later after they had done with their work, they checked it once to make them sure with their answers.</li> </ul>	<p>As usual, this group could do the task cooperatively and almost all correctly. They had comprehended the vocabularies taught through picture files and also from the exercises in the first task, so they could do this task easily. The pictures helped them to make sure about the options they had chosen. They also did not forget to check their work before they stopped doing. They could be said had mastered most of the vocabularies taught.</p>
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- At first, the members discussed about the task and then did it together.</li> <li>- They read the questions carefully so they could understand and know what answer they should choose.</li> <li>- While doing the task, they did not have any crucial difficulties even though sometimes one or two of them forgot about some vocabularies.</li> <li>- The pictures also helped them in answering the questions although they did not fully understand with the questions.</li> <li>- They looked confused to the item number 5 because they did not know the meaning of the word</li> </ul>	<p>The members of this group always worked well together. They did the task cooperatively. They did not have any crucial difficulties and could do most of the task items correctly. The pictures also helped them to make sure about their answers. The only problem they had was just the item number 5 because none of them knew the meaning of the word <i>except</i> that made them confused. They got confused when facing the item number 4 about <i>bloom</i> or <i>broom</i>, but then one of them could remember well and answered it correctly.</p>

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	<p><i>except.</i></p> <ul style="list-style-type: none"> <li>- They also did not sure while they answered the item number 4 whether it was <i>bloom</i> or <i>broom</i> first, but then one of them remembered the correct one and answered it by <i>broom</i>.</li> <li>- They continued doing the rest items and finished few minutes later.</li> </ul>	
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- All the members of this group directly discussed after the teacher asked them to do the third task.</li> <li>- They read the questions carefully before they answered them.</li> <li>- The pictures given helped them to make them sure about the options that they chose.</li> <li>- They did not have any difficulties while doing the task items. They also had answered the item number 5 and 9 (which were considered as the confusing items) without any obstacles.</li> <li>- They seemed understood all of the questions in the third task and could do all the items without any difficulties.</li> <li>- Few minutes later, they finished with their work and did not forget to check it first.</li> </ul>	<p>This group always worked well together and helped each other. They were careful in doing the third task so they did not get mistakes. In doing the third task, they seemed do not have any difficulties and could do all the task items correctly. They also understood about some questions which were considered as the most confusing in this task. The pictures also helped them to answer the questions correctly.</p>

## Appendix H

## Fieldnotes Meeting 2 (Cycle I)

<p>Obs. #2 Date : <b>September 2, 2016</b> Lesson hours: <b>08.35 – 09.55</b></p>	<p>&lt;Observation&gt;</p>	<p>&lt;Observer's comments&gt;</p>
<p><b>Picture Files Presentation</b> 08.40 – 08.55</p>	<ul style="list-style-type: none"> <li>- When the teacher held the picture files, some students asked spontaneously “<i>Gambar apa itu, Bu?</i>”, “<i>Sama seperti yang kemarin ya, Bu?</i>”, “<i>Sekarang tentang apa?</i>”, etc.</li> <li>- Right before the teacher started to present the vocabulary through picture files, the students looked to be ready to receive the lesson.</li> <li>- During the presentation of picture files, most of the students were attracted to the picture files brought by the teacher.</li> <li>- They paid attention and focused on the lesson taught better than the first meeting.</li> <li>- While the teacher presented certain picture without giving them the meaning of the vocabulary, the students could understand it although its meaning was not explained. For example when the teacher asked the students “What do you understand about this?” (holding the picture of flat nose), the students directly answered “<i>Hidung pesek</i>”, and so on.</li> </ul>	<p>The students' readiness in this meeting was better than the first meeting. Most of the students were attracted by the presentation of picture files, so that they could pay attention to the teacher's vocabulary presentation. It seemed that the picture files could help them to focus on the vocabulary lesson. Moreover, the media could help the students to understand the lesson better because the pictures already represented the meanings without any explanation.</p>
<p><b>Task 1</b> 08.55 – 09.15</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the first task, they discussed and started doing the task together.</li> <li>- They read the questions carefully before answered them.</li> <li>- Just by looking at the pictures given as the clues, they could remember the vocabularies about them.</li> <li>- The members of this group</li> </ul>	<p>Seeing to this group's behaviour, they always worked well together and helped each other. They also had enough knowledge about the vocabularies of hobby which had been taught by the teacher so they could answer all the task items easily. The pictures in this task helped them to memorize the vocabularies that they should write to fill in the blank spaces.</p>

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	<p>seemed helping each other when one or two of them did not understand about the questions or answers.</p> <ul style="list-style-type: none"> <li>- In doing the first task, they did not have any difficulties and could do all of them.</li> <li>- Finished with the task, they checked their own work to make sure they had already completed them.</li> <li>- When the time was over, this group had done their work well.</li> </ul>	
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- At this meeting, the members of this group worked well together.</li> <li>- One of the members (AGP) looked do not want to do it, but he was reminded by the teacher to work cooperatively.</li> <li>- They did not have any difficulties n doing the first task.</li> <li>- Eventhough there were some words that they did not know the meaning, they remembered well the vocabularies presented by the pictures.</li> <li>- They little forgot when they faced the task item number 8 first, but then knew the answer from the text they reread.</li> <li>- They could do all the task items very well and correctly.</li> </ul>	<p>The members of this group could do the task well and also did it well together. They seemed have already memorized most of the vocabularies of hobby which was taught by the teacher. They could do the task items without any difficulties. The pictures helped them in remembering the vocabularies although they did not know the meanings of few words in the task questions.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- The members of this group worked cooperatively.</li> <li>- When one or two of them did not know the meaning of some words, they helped each other.</li> <li>- They seemed do not have any difficulties in doing the task.</li> <li>- They could memorize the vocabularies of hobby presented by the pictures well, so they could do all the task items correctly.</li> <li>- They had finished doing the task before the time given was over.</li> </ul>	<p>All the members of this group participated in doing the first task. Eventhough some of them did not really understand about the questions or the vocabularies they should write, the others helped them to understand. The existence of the pictures also helped them to memorize the words (vocabularies) related to the pictures so they could do the task correctly.</p>

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	<ul style="list-style-type: none"> <li>- They also did not forget to check their work first before they stopped doing.</li> </ul>	
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- The members of this group directly discussed the task briefly and did it together.</li> <li>- They read the questions carefully before they answered them.</li> <li>- When they got confused for some items that they did not know the meanings, the pictures helped them to answer the questions.</li> <li>- From all the task items, they only had difficulty in remembering the vocabulary of the item number 8.</li> <li>- They knew the meaning implied by the picture, but they forgot the vocabulary of it.</li> <li>- Then, they reread the text briefly to find the other clues until they got it.</li> <li>- Finally, they could answer all the task items correctly.</li> </ul>	<p>All the members of this group worked cooperatively. They seemed do not have any crucial difficulties while doing the task because they could recall their memories of the most vocabularies that they should write in the task items. The existence of the pictures also helped them in memorizing words when they got confused. The vocabularies included in the text also helped them to give them clues when they forgot sometimes. They could do all the task items correctly.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the first task, the members of this group worked together.</li> <li>- Eventhough one of the members (IDP) less participated, he still joined the girls in doing the task and helped to answer if he could do it.</li> <li>- They seemed do not have any difficulties in doing the task.</li> <li>- They had memorized all the vocabularies of hobby which were illustrated by the pictures in the task items.</li> <li>- They did all the task items correctly although actually they did not understand with few words meaning in the task.</li> </ul>	<p>In this meeting, all the members of this group could work together better than in the previous meeting. They could do the first task without any difficulties. They had remembered the vocabularies of hobby whose meanings illustrated by the pictures, so they could do all the task items easily. The pictures helped them to understand the meaning of certain vocabulary that they should write when they were not sure with their work.</p>
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- Like in the first meeting, all the members of this group always worked well together to do the task.</li> <li>- First, they skimmed the task</li> </ul>	<p>The members of this group always work together in doing the task as usual. They seemed do not have any difficulties while doing the task since they could directly answer the task items with the vocabularies</p>

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	<p>items until they knew what they should do.</p> <ul style="list-style-type: none"> <li>- After that, they started doing the task items one by one.</li> <li>- They read the questions and looked at the pictures before they answered the task.</li> <li>- They could do the task and wrote all of the vocabularies based on the pictures.</li> <li>- They did all the task items easily since they still remembered well the vocabularies of hobby taught by the teacher.</li> <li>- They seemed do not have any difficulties while they were doing the first task.</li> </ul>	<p>meant. The pictures also helped them in memorizing the words that they should write. They did all the task items in the first task correctly.</p>
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- The members of this group worked well together and helped each other if some of them did not understand.</li> <li>- In doing the first task, this group read carefully the questions and looked at the pictures before they answered them.</li> <li>- They seemed do not understand the meaning of some words in the questions, but the pictures helped them in answering the task.</li> <li>- They remembered most of the vocabularies of hobby related to the pictures.</li> <li>- At first, they did not sure with their answers for the item number 5 and 8, but they reread the text and underlined the vocabularies of hobby included.</li> <li>- They tried to match the vocabularies that they had written and the vocabularies they found in the text until they were sure about their work and finished it.</li> </ul>	<p>All the members of this group always worked well together and helped each other when some of them did not understand with certain aspects. They did not have any difficulties in doing the task and could remember most of the vocabularies meant by the task. The pictures helped them to memorize the words that they should write. The vocabularies included in the text also helped them to correct their answers so they would not have any doubts for their work.</p>
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- They directly discussed and worked together after the teacher asked them to do the first task.</li> <li>- They read the questions first and then looked at the pictures before they wrote the suitable words for</li> </ul>	<p>All the members of this group participated in doing the first task. Although some of them did not really understand about the questions or the vocabularies they should write, the others helped them to understand. The existence of the</p>

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	<p>the task items.</p> <ul style="list-style-type: none"> <li>- When one or two of them did not understand with some words or could not answer the task items, the others would help them.</li> <li>- They looked do not have any difficulties while doing the task.</li> <li>- The pictures helped them in memorizing the vocabularies of hobby that should be written in the task.</li> <li>- Because they remembered all of the vocabularies related to the pictures, they could do all the task items correctly.</li> </ul>	<p>pictures also helped them to memorize the words (vocabularies) related to the pictures so they could do the task correctly.</p>
<p><b>Task 2</b> 09.15 – 09.30</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- At first, the members of this group were really confused with the instruction. They did not know what to do.</li> <li>- After the teacher explained more, they knew what to do and started rereading the text.</li> <li>- They could do the items one by one. They seemed understand enough with the text content.</li> <li>- They tried to answer the questions in complete sentences, but they wrote them grammatically wrong, e.g. <i>His Nadina's eyes are ...</i>, instead of <i>Nadina's/her eyes are...</i></li> <li>- They could answer most of the task items correctly.</li> <li>- They got confused when they faced the item number 5 and 8.</li> <li>- The adjectives that they used to answer the items were all correctly matched to their pictures, although some of the answers were not wrong.</li> </ul>	<p>All the members of this group participated actively while doing the second task. They could do most of the task items correctly. They comprehended the text enough and understood that they should answer the questions by using adjectives that had been taught in the first stage of teaching. They could match the adjectives they used to their pictures correctly in this task, which meant that they had memorized the vocabularies of physical appearance and their meanings through the pictures, although actually the answers were not correct.</p>
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- At first, this group also got confused with what they should do to answer the task.</li> <li>- After the teacher gave them more explanation, they started to reread the text to find the answers.</li> <li>- They could get enough information (including the</li> </ul>	<p>This group worked well together at this time. They could get some information from the text to answer the task questions. They knew that they should answer the questions by using adjectives (which had been taught by the teacher) and could do most of the task items correctly. They also could match the adjectives</p>

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	<p>adjectives that should be used) from the text to answer the questions.</p> <ul style="list-style-type: none"> <li>- One by one of the task items were done by this group cooperatively.</li> <li>- They also tried to answer the task in complete sentences but they were not grammatically correct.</li> <li>- They could do most of the task items correctly and matched the adjectives they used with their pictures.</li> <li>- They had mistakes in doing the task item number 9 and 10, they answered them reversely.</li> </ul>	<p>they used in answers to their pictures because they understood the meanings through the pictures, eventhough some of them were not the correct answers for certain questions.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- Different with the previous groups, this group knew what they should do.</li> <li>- They started rereading the text, got the information, and then answered the task questions one by one.</li> <li>- They seemed do not have crucial difficulties in doing the second task.</li> <li>- If there was someone of two of them did not understand about something in the task, the others helped them to know.</li> <li>- They answered the questions just by writing the adjectives related to the questions.</li> <li>- Eventhough they did not answer the questions completely, they could answer those questions correctly.</li> <li>- They could match the adjectives they used in their answers to the pictures correctly.</li> <li>- They seemed already memorized the vocabularies of physical appearance (adjectives) and understood and got the information of the text so they could do the task easily.</li> </ul>	<p>As usual, the members of this group worked well together to do the task. They understood the instruction of the task and could do the task well. They comprehended the text so they could get the information they needed to answer the task questions (including the adjectives that should be used). They could do all the task items correctly with their pictures matched perfectly. This was happened might be because they had already mastered the vocabularies of physical appearance well.</p>
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- At first, they were really confused and did not know what they should do to do the second task.</li> </ul>	<p>The members of this group worked well together in doing the second task. They understood and could get some information from the text to</p>



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	<ul style="list-style-type: none"> <li>- Then, after being explained more by the teacher, they understood what to do and started rereading the text.</li> <li>- They could find some information and could answer the task questions one by one.</li> <li>- They wrote the answers by writing only the adjectives and then matched them to the pictures on the right side.</li> <li>- They seemed to have difficulties while they were doing the task item number 9 and 10.</li> <li>- They seemed could not comprehend all the information given from the text, especially the information related to the questions which were not explicitly stated.</li> <li>- Eventhough few answers of theirs were not correct, they could correctly match the adjectives they used to the pictures on the right side.</li> </ul>	<p>answers the task questions. They could do most of the task items correctly. They seemed had memorized the vocabularies of physical appearance which had been taught by the teacher through picture files because they could correctly match the adjectives they used in their answers to the pictures although few of their answers were actually incorrect.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- At first, this group felt confused about the instruction of the second task.</li> <li>- After being explained by the teacher, the members of this group knew it meant and started rereading the text to find the answers of the task.</li> <li>- They read the questions first before finding the answer of each question.</li> <li>- They seemed do not really comprehend the text content because they could not do some items whose the answers were implicitly stated in the text.</li> <li>- Everytime they got confused, they skipped and did the other items.</li> <li>- One by one could be done by them and remained two items unanswered first (number 3 &amp; 5).</li> <li>- They could match the adjectives they used in the answers to their pictures on the right side.</li> </ul>	<p>The members of this group worked cooperatively in doing the second task. Eventhough they could not get the point of the task at first and did not really comprehend the text content, they could do the task items one by one. They could do most of the task items and matched them to the pictures correctly. They could not do two items of the task might be because they did not really understand with the information given from the text so they could not find the answers of those questions.</p>

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	<ul style="list-style-type: none"> <li>- They did the item number 3 and 5 incorrectly.</li> </ul>	
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- At first, the members of this group did not know well how to do the second task.</li> <li>- Before being explained more by the teacher, this group answered the questions with the adjectives based on the pictures on the right side, for example the answer of number 2 was <i>tanned</i>, number 3 was <i>pointed</i>, etc.</li> <li>- Then, after the teacher reminded that they did it in wrong way, the members of this group erased their answers and started rereading the text.</li> <li>- They seemed do not really understand with the information given from the text, especially when the information related to the questions was implicitly stated.</li> <li>- They still had difficulties in doing the task item number 4 and 10.</li> <li>- They read again until they got the answers and sure about them.</li> <li>- After that, they matched all the adjectives they used in their answers to the pictures on the right side of the questions.</li> </ul>	<p>As usual, all the members of this group participated actively while doing the task. Eventhough they could not understand all the information given from the text to get the answers of the questions, they finally could do most of the task items correctly. They knew that they should answer the questions by using adjectives that had been taught in the first stage of teaching, but for some items which were not explicitly stated in the text, they got confused of them. However, they could match the adjectives they used to their pictures correctly in this task. They memorized the vocabularies of physical appearance and their meanings through the pictures.</p>
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- At first, this group did not know what they should do to do the second task.</li> <li>- After being explained more by the teacher, they understood what to do and started rereading the text.</li> <li>- They found some information and could answer the task questions one by one.</li> <li>- They wrote the answers incompletely (just writing the adjectives related) and then matched them to the pictures on the right side.</li> <li>- They looked confused while they were doing the task item number</li> </ul>	<p>This group worked well together in doing the second task. They could answer most of the task questions correctly. They could not answer two task items correctly because they could not get the information related to those items well in the text. However, they knew that they should use adjectives of physical appearance in answering the questions although they did not really understand with the text content. They also could correctly match their answers to the pictures on the right side although some of them were incorrect. It meant that they had memorized the vocabularies of physical appearance which had</p>

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	<p>4 and 5.</p> <ul style="list-style-type: none"> <li>- They seemed could not comprehend all the information given from the text, especially the information related to the questions which were not explicitly stated.</li> <li>- Eventhough few answers of theirs were wrong, they could correctly match the adjectives they used to the pictures on the right side.</li> </ul>	<p>been taught by the teacher in picture files presentation stage.</p>
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- At first, the members of this group were confused to the instruction of the task and did not know what to do.</li> <li>- Then, after being explained by the teacher, they started to reread the text.</li> <li>- They could comprehend enough about the content of the text and found some information related to the task questions.</li> <li>- They could do one by one correctly.</li> <li>- They seemed do not have any crucial difficulties while doing the second task.</li> <li>- They wrote their answers just by writing the adjectives, and then matched them to their pictures.</li> <li>- They could answer most of the task items correctly and had only one mistake in doing the task item number 3 because they did not answer it.</li> </ul>	<p>All the members of this group participated actively while doing the second task. They could do most of the task items correctly. They comprehended the text enough and understood that they should answer the questions by using adjectives based on the information from the text. They could match the adjectives they used to their pictures correctly in this task, which meant that they had memorized the vocabularies of physical appearance and their meanings through the pictures.</p>
<p><b>Task 3</b> 09.30 – 09.50</p>	<p><b>Group 1</b> (AFTS, AA, DBS, SIP)</p> <ul style="list-style-type: none"> <li>- After they were asked to do the third task, they directly worked together to answer the multiple choice items.</li> <li>- They understood about most of the questions which were also helped by the pictures existence.</li> <li>- For some items, they could directly know the answers of the questions just by looking at the pictures.</li> <li>- They seemed do not have any difficulties, but they got confused</li> </ul>	<p>This group always worked well together. They understood most of the questions and had comprehended the vocabularies taught since the presentation of picture files. They were also helped by the pictures given so that they could do the task easily. Eventhough they got little confused while facing the item number 5, they could resolve their problem and answered all the task items correctly.</p>

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	<p>first when they did the task item number 5.</p> <ul style="list-style-type: none"> <li>- They checked their memory again and then answered the item with correct answer.</li> <li>- Few minutes later, they finished with their task and could did all the task items correctly.</li> </ul>	
	<p><b>Group 2</b> (AGP, FL, LW, NS)</p> <ul style="list-style-type: none"> <li>- At first, the members discussed about the task. They did it together.</li> <li>- They seemed do not have crucial difficulties in doing the task.</li> <li>- They got confused when they did the task item number 5 first, but then they could did it correctly.</li> <li>- For some items, they could do the task just by looking at the pictures provided.</li> <li>- They were also helped to choose the correct answers by the existence of the pictures.</li> </ul>	<p>This group could work well together. They could do most of the task items easily by the help of the pictures. They had the same problem with the first group in doing the item number 5, but they also could resolve their problem. They were good in doing the third task since they did not have lots of difficulties. They could do the task correctly.</p>
	<p><b>Group 3</b> (AI, BSP, JPR, YUT)</p> <ul style="list-style-type: none"> <li>- After they were asked to do the third task, they directly discussed it and worked well together.</li> <li>- They understood all the questions and could do them easily.</li> <li>- The pictures helped them in answering some questions although they did not fully read the questions.</li> <li>- They seemed do not have any difficulties in doing the third task.</li> <li>- They had already memorized the vocabularies taught in this meeting, so they could do the task easily.</li> <li>- Few minutes later, they finished with their work. They could answer all of the task items correctly.</li> </ul>	<p>They worked together with all of the members participated. They seemed have already mastered the vocabularies with the pictures in this meeting. That is why they could do the third task well without any difficulties. The pictures given also helped them to choose the best answer eventhough they did not fully read the questions. They could do all the task items correctly.</p>
	<p><b>Group 4</b> (AZLF, FM, MAA, SZAF)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the third task, this group discussed about the task and then did it together.</li> <li>- They read the questions carefully</li> </ul>	<p>This group worked well together in doing the third task. They could do most of the task items easily. The pictures also helped them to answer the questions correctly. When they got confused for the item number 6</p>

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	<p>so they could understand and know what answer they should choose.</p> <ul style="list-style-type: none"> <li>- They could do the task items one by one with no crucial difficulties.</li> <li>- The pictures given helped them to answer the questions correctly.</li> <li>- They got confused when they facing the item number 6 and 10. They skipped those items and continued doing the others.</li> <li>- After they finished doing the others, they thought again about the numbers that they left first, and finally they could answer them correctly.</li> </ul>	<p>and 10, they did not give up and thought about them again until they could answer them. It seemed that they had memorized most of the vocabularies in this meeting. They could do all the task items correctly.</p>
	<p><b>Group 5</b> (ANP, DAA, IDP, YAT)</p> <ul style="list-style-type: none"> <li>- All of the members of this group worked together in doing the third task.</li> <li>- They could do most of the task items easily because they had memorized the vocabularies well.</li> <li>- The pictures given helped them to make sure about their choices. They sometimes did some items just by looking at the pictures.</li> <li>- They seemed do not have any difficulties, except the item number 10. They got confused to choose between two options.</li> <li>- Then, they reread the question carefully until they knew what it meant and answered the question with the correct choice.</li> <li>- Few minute later, they finished their work. Their answers were correct.</li> </ul>	<p>This group at this time could do the third task together. They understood most of the questions and could answer them easily. They were also helped by the pictures given so that they could do the task correctly. Eventhough they got little confused while facing the item number 10, they could resolve their problem and answered all the task items correctly.</p>
	<p><b>Group 6</b> (DPL, FLD, MP)</p> <ul style="list-style-type: none"> <li>- After the teacher asked them to do the third task, the members of this group worked well together.</li> <li>- They seemed do not have any difficulties in doing the task.</li> <li>- They had already remembered the vocabularies and their meanings through the pictures in this meeting, so they could do the task easily.</li> </ul>	<p>This group could do the task cooperatively. They had comprehended the vocabularies taught through picture files and understood better from the exercises in the previous tasks, so they could do this task easily. Eventhough they had problem when doing the task item number 9 first, they could resolve id. The pictures also helped them to make sure about the options</p>

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	<ul style="list-style-type: none"> <li>- They got little confused when they did the task item number 9 first, but then they could did it correctly.</li> <li>- For some items, they could do the task just by looking at the pictures provided.</li> <li>- They were also helped to choose the correct answers by the existence of the pictures.</li> </ul>	<p>they had chosen. Finally, they could answer all the task items correctly.</p>
	<p><b>Group 7</b> (FP, IS, FNH, VYP)</p> <ul style="list-style-type: none"> <li>- At first, the members discussed about the task and then did it together.</li> <li>- They read the questions carefully so they could understand and know what answer they should choose.</li> <li>- They could do the task items one by one with no crucial difficulties.</li> <li>- The pictures given helped them to answer the questions correctly.</li> <li>- The only problem they had was the task item number 6. They got confused to the options given. They skipped it first.</li> <li>- After they finished doing the others, they thought again about the item that made them confused, and finally they could answer it correctly.</li> </ul>	<p>This group could work well together. They could do most of the task items easily by the help of the pictures. They had problem when doing the item number 6, but they could resolve it then. They were good in doing the third task since they did not have lots of difficulties. They could do all the task items correctly.</p>
	<p><b>Group 8</b> (IY, MF, SP, SAM)</p> <ul style="list-style-type: none"> <li>- This group directly discussed after the teacher asked them to do the third task.</li> <li>- They read the questions carefully before they answered them.</li> <li>- At first, they seemed do not have lots of difficulties while doing the third task.</li> <li>- But, they got problem when doing the task item number 6, 9, and 10. For the item number 6 and 10, they were confused to the options given, and for number 9, they seemed forget with the vocabulary illustrated by the picture given.</li> <li>- They skipped those numbers first</li> </ul>	<p>This group always worked well together and helped each other. They were careful in doing the third task. They seemed to have memorized most of the vocabularies taught in this meeting since they could do most of the task items easily. Although they had some difficulties in doing some items first, they checked their knowledge again and finally could solve their problems. The pictures also helped them to answer the questions correctly.</p>




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	<p>and continued to the others.</p> <ul style="list-style-type: none"><li>- After finished doing the others, they returned to the unanswered items and thought more about it.</li><li>- Some of them remembered the correct vocabularies related to the items, so that they could do them correctly.</li></ul>	
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Appendix I

Picture Files Meeting 1: House Things and Furniture







		
<p>pots of flowers</p>	<p>sofas</p>	<p>table</p>
		
<p>vase</p>	<p>clock</p>	<p>framed photos</p>
		
<p>air freshener</p>	<p>chandelier</p>	<p>cabinet</p>
		
<p>TV and DVD set</p>	<p>bookshelf</p>	<p>computer unit</p>



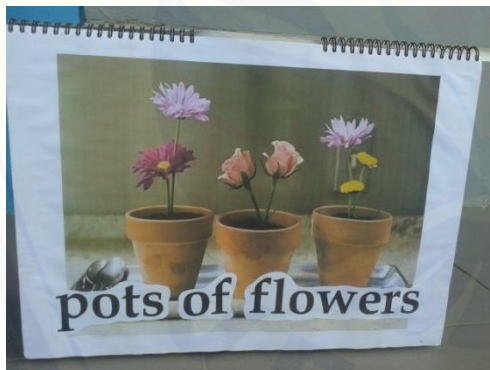
Appendix I

		
<p>couch</p>	<p>small table</p>	<p>tapestry</p>
		
<p>double bed</p>	<p>bedside table</p>	<p>wardrobe</p>
		
<p>dressing table</p>	<p>single bed</p>	<p>desk</p>
		
<p>night lamp</p>	<p>posters</p>	<p>dining table and chairs</p>

Appendix I

		
kitchen utensils	sink	broom
		
wastebasket	dustpan	washing machine

The sample of Picture Files related to the theme above:



Appendix J

Picture Files Meeting 2: Physical Appearances

		
<p>short (hair)</p>	<p>long (hair)</p>	<p>shoulder length (hair)</p>
		
<p>straight (hair)</p>	<p>curly (hair)</p>	<p>wavy (hair)</p>
		
<p>round (eyes)</p>	<p>narrow (eyes)</p>	<p>flat (nose)</p>

Appendix J

		
pointed (nose)	bright (skin)	tanned (skin)
		
tall (height)	short (height)	

The sample of Picture Files related to the theme above:



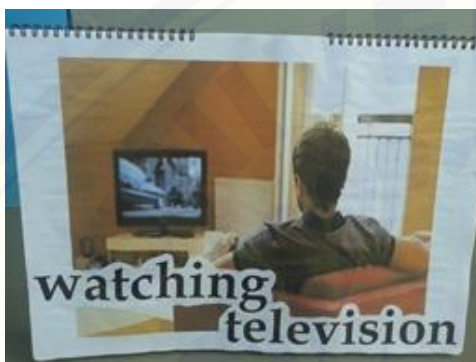
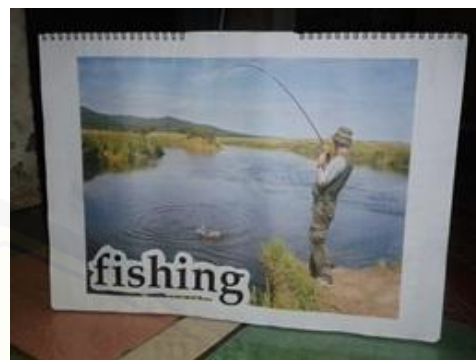
Appendix J

Picture Files Meeting 2: Hobbies

		
<p>watching television</p>	<p>reading newspapers</p>	<p>fishing</p>
		
<p>cooking</p>	<p>knitting</p>	<p>making crafts</p>
		
<p>listening to music</p>	<p>writing stories</p>	<p>shopping</p>
		
<p>playing online games</p>	<p>cycling</p>	<p>drawing</p>

*Appendix J*

The sample of Picture Files related to the theme above:



**The Letter of Research Permission from the Dean of the Faculty of Teacher  
Training and Education**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKANTINGGI  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334988, 330738,336084 Faximile: 0331-332475

Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor **8493** / UN25.1.5/LT/2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

**22 AUG 2016**

Yth. Kepala SMP Negeri 2 Mumbulsari

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Fuby Amelia Nibianjani  
NIM : 110210401073  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang *"Using Picture Files to Enhance the Eighth Grade Students' Vocabulary Achievement at SMPN 2 Mumbulsari Jember in 2016/2017 Academic Year"* di sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan,  
Pembantu Dekan I,

Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001

**The Statement Letter of Accomplishing the Research from the Principal of  
SMPN 2 Mumbulsari Jember**



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 2 MUMBULSARI JEMBER**

Jln. Mayjen Witarmin Wirajaya Lengkong Mumbulsari

Telp (0331) 339799

Kode Pos : 68174

**SURAT PERNYATAAN TELAH MELAKSANKAN PENELITIAN**

**NOMOR : 800/22/413.15.20558459/2016**

Yang Bertanda tangan di bawah ini :

Nama : Susi Ariani , S.Pd.  
NIP : 19650218 198903 2 007  
Pangkat / Gol Ruang : Pembina / IVb  
Jabatan : Kepala Sekolah  
Unit Kerja : SMPN 2 Mumbulsari Jember

Dengan ini menyatakan dengan sesungguhnya, bahwa :

Nama : Fuby Amelia Nibianjani  
NIM : 110210401073  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut di atas benar – benar telah melaksanakan penelitian mulai 26 Agustus 2016 sampai dengan 07 September 2016

Demikian surat pernyataan ini di buat dengan sebenarnya, untuk di pergunakan sebagaimana mestinya.

Jember, 07 September 2016

