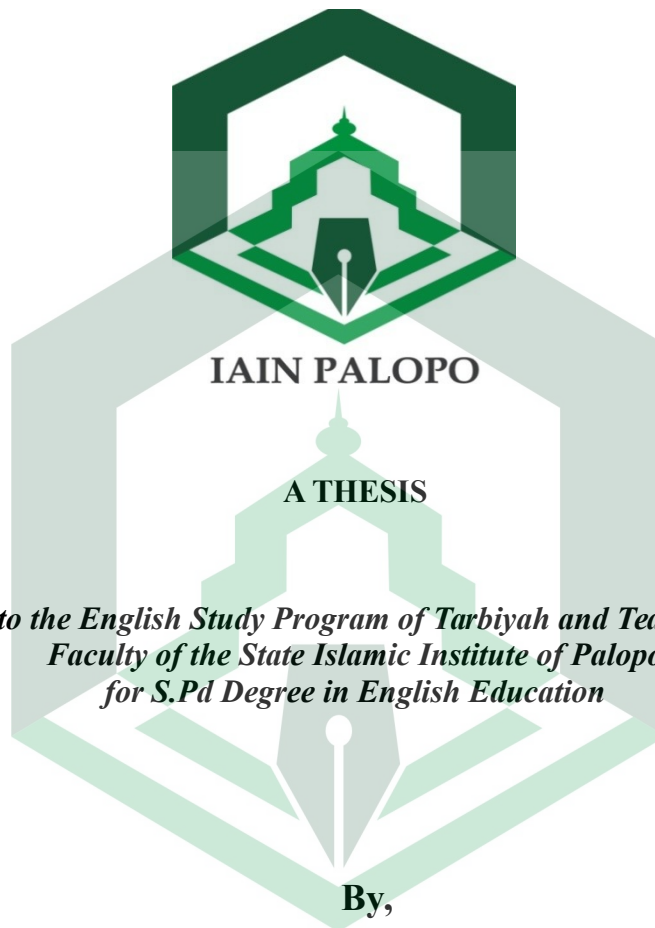


**IMPROVING VOCABULARY THROUGH TRAFFIC SYMBOL
SIMULATION AT THE TENTH CLASS
OF SMKN 02 WALENRANG/LUWU**



IAIN PALOPO

A THESIS

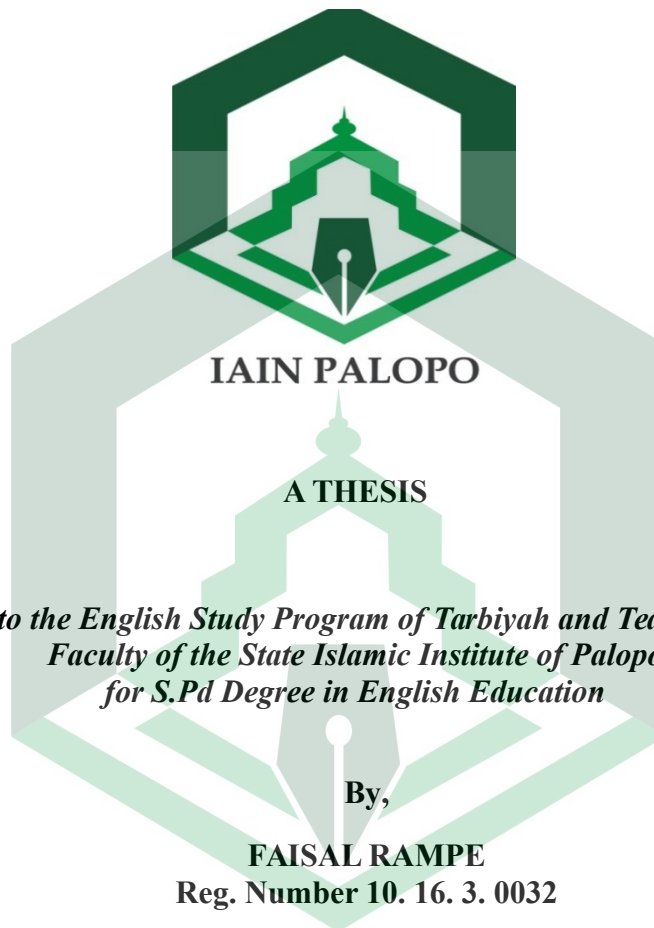
*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institute of Palopo
for S.Pd Degree in English Education*

By,

FAISAL RAMPE
Reg. Number 10. 16. 3. 0032

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2015**

**IMPROVING VOCABULARY THROUGH TRAFFIC SYMBOL
SIMULATION AT THE TENTH CLASS
OF SMKN 02 WALENRANG/LUWU**



IAIN PALOPO
Supervised By,

- 1. Drs. Hilal Mahmud, MM.**
- 2. Madehang, S.Ag., M.Pd.**

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
FACULTY THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2015**

LIST OF TABLE

Table 3.1 T-table distribution	39
Table 4.1. The score of the students' in the pre-test	42
Table 4.2. The Mean Score of Students' vocabulary in pre-test.....	31
Table 4.3. Score classification in pre-test.....	45
Table 4.4. The Score of Students' in the post-test	47
Table 4.5. The Mean Score of Students' vocabulary in post-test	48
Table 4.6. Score classification in post-test.....	50
Table 4.7. The mean score and standard deviation of pre-test and post-test..	51
Table 4.8. The paired sample statistics of pre-test and post-test.....	52
Table 4.9 The paired sample of pre-test and pos-test.....	54
Table 4.10. Table of the t-test of students.....	55

IAIN PALOPO

ABSTRACT

Faisal Rampe, 2015. "Improving Vocabulary Through Traffic Symbol Simulation At the Tenth Class Of SMKN 2 Walendrang Luwu. Thesis of English Study Program of Tarbiyah Department in State Institut for Islamic Studies (IAIN) Palopo, Consultant, I Drs. Hilal Mahmud, MM. and consultant, II Madehang, S.Ag., M.Pd.

Key word: Improving Vocabulary, Traffic Symbol, Simulation.

This thesis studied about improving students' vocabulary through traffic symbol simulation to the tenth class of SMKN 2 Walenrang/Luwu. The problem statement of the research is namely "is the use of Traffic Symbol simulation effective in improving vocabulary at the tenth class of SMKN 2 Walenrang Luwu?".

Scope of the research is about improving vocabulary through traffic simulation using traffic symbol picture. The research also focused on the use of picture and simulation about traffic symbol on the road. The population in this research was the tenth class of SMKN 2 Walenrang Luwu. The research took 20 students as sample.

This research used simulation for the pre-experimental method in teaching vocabulary. The instrument used in this research was vocabulary test analyzing of traffic symbol in the picture. In collecting data, the writer used subject test where consisted of 20 points. The writer collected data by using pre-test and post-test. The test functioned to determine the students' vocabulary improvement after treatment.

The result of this research showed that there were significant improvements on students vocabulary after conducting treatments through simulation. Where the score of $t_o (t_{count}) = 11,419$ was higher than the score of $t_t (t_{table}) = 2,093$. It means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was accepted. In other words, traffic symbol simulation was effective in improving students vocabulary at the tenth class of SMKN 2 Walenrang Luwu.

CHAPTER I

INTRODUCTION

A. Background

English is an important language in the world and has many interrelationships with the various aspects of life by human. In English learning there are four skills that the people have mastered namely speaking, listening, reading, and writing. The four skills are depends on the vocabulary.¹

Generally the language skill are reading, speaking, writing as well as listening and its components consist of grammar, vocabulary, and pronunciation. Vocabulary is centre language and of critical importance to the typical language learner. Lack of vocabulary will result lack of meaningful communication².

Vocabulary is one of language elements that need to be acquired by English learners. Vocabulary is very important to learn language because the people can' not communicate without having enough vocabulary.³

Improving vocabulary is important and it is more than just presenting new words. It also includes a decision that words should teach the basic of how frequent

1 Husni Mubarak, "*Upgrading Vocabulary Through Hidden Word Games To the Eight Year Students of SMP Neg. 3 Palopo*", Thesis S1, (Palopo: STAIN Palopo, 2011), p. 1.

2 Martin Manser, *Oxford Dictionary*, New Edition; (New York: Oxford University Press, 1995), p. 1331.

3 Jerimy Harmer, *The Practise of English Language*, (New York Longman, 1992), p. 23.

they are used by speaker of the language. The word are most commonly used are those a teacher should teach first. But usually the way of improving skill makes the students lazy and bored. The teacher needs something different to make students interested, mostly students, because they are very easy to get bored. Therefore, teacher needs something interesting which can make motivated them.

Many ways have been found by some research to motivate the student increasing their vocabulary. Most of them are using method simulations because simulations can help the teachers to improving vocabulary in which the language is useful and meaningful. In the whole process of improving skill and learning by traffic symbol simulation, the student can' not boring and monotonous.

Base on my observation in the reality there are many people are using their vehicle without knowing how to use traffic symbol on the road. Especially the students of SMKN 02 Walenrang they do not know what the function of traffic symbol on the road.

Based on the background above, the researcher interested in carrying out an experiment research on the title of ***“Improving Vocabulary Through Traffic Symbol Simulation at the Tenth Class of SMKN 02 WALENRANG”***.

B. Problem Statement

Based on the background above, the research formulates research the problem as follow:

“Is the use of Traffic Symbol simulation effective in improving vocabulary at the tenth class of SMKN 2 Walenrang?”

C. Objective of the Research

Based on the explanation in the background above, the researcher aims at finding out the effectiveness of traffic symbol simulation in improving students' vocabulary at the tenth class of SMKN 2 Walenrang.

D. Significant of the Research

The results of the research are expected:

- 1) Theoretically, the result of research is expected to be useful information for all teachers of English in learning process especially in improving students' vocabulary.
- 2) Practically to be useful information for all readers on how to teach vocabularies by using Traffic Symbol Simulation.

E. Operational Definition and Scope of the Research

This vocabulary is the traffic symbol on the road. The Traffic Symbol is one of the fixtures in the form of symbols, letters, numbers, words and or fusion as a warning, prohibition, orders or instructions for road users. While the Simulation is the act of using the model. Then designed scenarios experiments in order to obtain the simulation results which later processed into answers system in fact

Traffic signs simulation here is a process of action undertaken by the students using the model of traffic signs are designed and scenario in order to get results, and scenario that uses to get maximal vocabulary, and then process response of the research.

Traffic simulations used there are matching simulation, jumble simulations and guessing picture, and play as while driving a vehicle hidden words which the writer has to be creative learning vocabulary in terms of noun, adjective and verb which are suitable for Senior High School. The teacher focused in matching and guessing picture.



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews of Study

There are some researchers who had conducted previous research aimed at improving students' vocabulary skills.

1. Adila Zainuddin in her research entitled “Developing students’ vocabulary through bilingual comic in learning English at SDN 81 Langkanae Palopo”. Based on the findings, data analysis and discussion of the findings, it can be concluding that:

- a. By bilingual comic is more significant in developing vocabulary of students’ sixth class at SDN 81 Langkanae. It can be proven by students’ result in pre-test with mean score 4,56 and 8,8 in post-test.
- B. Bilingual comic are attractive media in learning English especially in learning vocabulary at the beginner student in elementary school because can create the good situation, interesting and students feel enjoy this material.¹

2. Inal in his research entitled “Improving students’ vocabulary through drama game at the first semester of English department at STAIN Palopo ” it can be concluded that the use of the drama game method in teaching vocabulary skill is effective to improve students’ vocabulary achievement at the first semester of English Department at STAIN Palopo in 2011/2012 academic year. The result of $t_{table} (t_t)$ with

¹ Adila Zainuddin, *Developing Students’ Vocabulary through Bilingual Comic in Learning English at SDN 81 Langkanae Palopo*. A Thesis S1 (STAIN Palopo : 2011).

significant 5 % we got 2,09 With comparing t_t and t_0 which is got in pre-test and post-test, the researcher gives interpretation “ t_0 “ is bigger than “ t_t ” as showed as follows $7,03 \geq 2,09$, it means that there was significant difference before and after used drama game method.²

3. Zainal Abidin in his thesis in title: “Teaching Vocabulary by Using Reordering Word Games to the Eighth Years Students of SLTP N 2 Walenrang”, states that the use reordering words games is effective in teaching the students’ vocabulary mastery at SLTP N 2 Walenrang in the academic year 2011/2012. It is proved by mean score of the students’ post-test (8,273), which is greater than mean score of the students’ pre-test (6,46). And the t-test value, that is (13,43), which is greater than t-table (2,045).³

Similarities and differences in the three previous studies are follows:

The equation of the three previous studies focused on students learning vocabulary development, and the three previous studies on each of the methods that researchers used to get better results in learning vocabulary.

From some of previous studies, all of them focused also on vocabulary. This research was be different from them since this research used Traffic symbol simulation as a way in improving vocabulary.

² Inal, *Improving Students’ Vocabulary Through Drama Game at The First Semester of English Department At STAIN Palopo*. A Thesis S1 (STAIN Palopo: 2011).

³ Zainal Abidin, *Teaching Vocabulary by Using Rordering Word Games to the Eighth Years Students of SLTP N 2 Walendrang*. A Thesis S1 (STAIN Palopo: 2011).

B. Concept of Vocabulary

1. Definition of Vocabulary

John M. Echols and Hassan Shadily states that vocabulary means that all of the words in the world which registered.⁴ While in Oxford Dictionary, vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for improving skill a foreign language.⁵

Vocabulary is a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.⁶

According to Jeremy harmer, Vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggest. First, word comes in two forms: oral and print. Oral vocabulary includes two those words that we recognize and use in listening and speaking print vocabulary includes those

⁴Jhon M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, (Jakarta;PT. Gramedia Pustaka Utama, 1997), p. 631.

⁵Martin Manser, *Oxford Dictionary*, (New Edition; New York: Oxford University Press, 1995), p. 1331.

⁶Brayne Quote, *Definition of Vocabulary*, online : //f:/vocabulary.htm. Accessed on January 30th 2013.

words that we recognize and use writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear them. Productive vocabulary includes words that we use when we speak or write.⁷

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea⁸

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of components of language exists without word. Words are signs or symbol for ideas. They are the means by which people exchange their through. The more words we learn, the more idea we should have, so we can communicate the ideas more effectively.

There are many concept of vocabulary, some of them:

- 1) Vocabulary is the stock of words used by a people, or by a particular class or person.
- 2) Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- 3) Vocabulary is the words of a language.

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (New York:Longman, 1991), p. 154.

⁸Penny Ur, *A course in language improving skill*,(New York:Cambridge University Press,1996), p. 60.

- 4) Vocabulary is the sum or scope of one's expressive technique, as in arts.⁹
2. The Importance of vocabulary.

The Report of the National Reading Panel, for example, concluded, "Importance of vocabulary knowledge has long been recognized in the development of reading skills.

As early as 1924, researchers noted that growth in reading power relies on continuous growth in knowledge".

"The American Heritage Dictionary defines vocabulary as of words used by, understood by, or at the command of a particular person or group."¹⁰

The importance of a vocabulary :

- 1) An extensive vocabulary aids expressions and communication.
 - 2) Vocabulary size has been directly linked to reading comprehension.
 - 3) Linguistic vocabulary is synonyms with thinking vocabulary.
 - 4) A person may be judged by others based on his or her vocabulary.¹¹
3. The Improving of Vocabulary

⁹Ernyanti Hamid, *Increasing Students Vocabulary through Poem Reading*, A Thesis S1 (Pare-pare: 2004), P. 5.

¹⁰Wikipedia. *The Importance of Vocabulary Learning Strategies*. Can be Access at <http://www.plucha.info/2009/the-importance-of-vocabulary-learning-strategis>, 2012. Accessed on February 12th 2012.

¹¹ Jimmy Wales *Types of Vocabulary*, online : <http://en.Wikipedia.org/wiki/vocabulary>. Accessed on December 15th 2012.

There are several aspects that need to be taught in improving skill and learning English:

a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In improving skill, we need to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if it is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the basic form.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

d. Aspects of meaning : denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. A less

obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

e. Aspects of meaning : meaning relationships

There are various such relationships here are some of the main one.

- a). Synonym: items that mean the same, or nearly the same.
- b). Antonyms: items that mean the opposite.
- c). Hyponyms: items that serve as specific examples of a general concept.
- d). Co-hyponyms or co-ordinates: other items that are the same kind of thing.
- e). Super ordinates: general concepts that 'cover' specific items.
- f). Translation: words or expressions in the learners' mother tongue that is (more or less) equivalent in meaning to the item being taught.

f. Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.¹²

4. Principles for Improving skill Vocabulary

Below are some guidelines for the communicative treatment of vocabulary instruction.

1) Allocate specific class time to vocabulary learning

In the hustle and bustle of our interactive classroom sometimes we get so caught up in lively group work and meaningful communication that we do not pause to devote some attention to words. After all, words are basic building blocks of language; in fact, survival-level communication can take place quite intelligibly when people simply string words together-without applying any grammatical rules at all so, if we are interested in being communicative, words are among the first priorities.

2) Help students to learn vocabulary in context.

¹²Penny Ur, *A Course in Language Improving Skill*, (New York; Cambridge University Press 1996), p. 60-62.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Data from linguistic corpora can provide real-world actual language that has been printed or spoken. Rather than isolating words and/or focusing on dictionary definitions, learners can benefit from attending to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.

3) Role of bilingual dictionaries

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries. In recent years, with the common availability of electronic pocket dictionaries, students are even more easily tempted to punch in a word they do not know and get an instant response. It is unfortunate that such practices rarely help students to internalize the word for later recall and use. However, recent years have seen an increasing popularity of learners' dictionaries-which are English-English dictionaries modified for more learner-friendly definitions, metaphors, idioms, and contrast. When a dictionary is warranted, such publication can be very useful.

4) Engage in "unplanned" vocabulary improving skill

In all likelihood, most of the attention you give to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has appeared that you feel deserves some attention. These impromptu moments are very important. Sometimes, they are simply brief little pointers.¹³

5. Improving English Vocabulary Using Simulations

13H. Douglas Brouwn, *Improving skill by Principles An Interactive Approach to Language Pedagogy*, (Edisi. III) San Fransisco State university : Longman 2007, p. 436.

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create variety and attractive methods for the class.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through simulations. Simulations can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of improving skill and learning by simulation, the students can take part widely and open-mindedly. To win the simulations each the student or group should competitively answer the questions addressed by the teacher or students or groups. In order to do so they must understand what the teacher or others are saying or have written, and must speak or write in order to express their own point view or give information.

To increase the vocabulary we need media to be used. One of them is simulation. The definition of simulation is an activity that you do to have some fun. Simulations can make the students more focus in learning, because they do not feel that they are forced to learn.

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Simulations help and encourage many learner to sustain their interest and work.

6. Vocabulary Selection

Before improving vocabulary, teacher should select words to teach in accordance with the students vocabulary read. The selection of vocabulary test words is relatively easy in achievement tests, inasmuch as these can be drawn directly from the particular textbooks that have been used in class. In general proficiency testing, however, the problem of selecting appropriate lexical items is considerably more complicated, and it is with this problem that the following remarks will be concerned.

Although the dictionary may be used in the selection of test words, it is generally more convenient to use word lists based on frequency counts of lexical items occurring in actual samples of the language.

One of the problems of vocabulary improving skill is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words in a language. Somehow we have to make sense of this huge list and reduce it to manageable proportions for our learners.¹⁴

7. Technique of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There more than 50.000 list of words in English include its derivation. Indonesian English dictionary which is made by John M. Echols and Hassan Shadily only consist of 12.000 vocabularies.¹⁵

¹⁴Jeremy Harmer, *The Practice of English Language Improving Skill*, (London and New York: Longman 1991), p. 154.

¹⁵Jhon M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, Jakarta: PT Gramedia Pustaka Utama, 1976.

The problem is how to register all of the vocabulary in our memory strange. While English improving skill in senior high school right now four hours in week and it does not only study vocabulary but it studies all component in English like grammar, reading comprehension, conversation, etc. It is not secret anymore if most of senior high school students' vocabulary, they are:

It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies is a card which is prepare before. Take one card, it about 10 x 7 cm the first page you write 5 until 10 vocabularies. With pronunciation and its meaning can be written on the first page. In memorizing and enriching your vocabulary we can make list by:

1) Looking for synonym for example adjective synonym, example:

- | | |
|------------|---------------|
| 1). Big | = Large |
| 2). Easy | = Simple |
| 3). Dull | = Interesting |
| 4). Begin | = Start |
| 5). Close | = Shut |
| 6). Want | = Wish |
| 7). Person | = People |
| 8). Shop | = Store |
| 9). Store | = Tale |

2) Sometimes it is difficult to find its synonym like example above. So we

can memorize by giving definition.

Example:

3) Committee = Group of people who meet together to discuss and make

decision.

- 1). Librarian = Person who look after reading books
- 2). Synonym = Words with similar meaning.
- 3). Moral = Have to do with right and wrong.
- 4) The other way to enrich our vocabulary is by memorizing its derivative.

Example:

- 1). Suffer (V) = Menderita
- 2). Sufferable = Dapat diderita
- 3). Sufferer = Penderita
- 4). Suffering (N) = Penderitaan
- 5). Sufferance (N) = Kesabaran

As we know that vocabulary in English just like in the other language where it is divided into several classification. They are noun, verb, adverb, adjective, etc.

8. Types of Vocabulary

There are four types of vocabulary, those are : a. Active speaking of vocabulary is words that the speakers are to use in speaking., b. Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking., c. Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce., d. Active writing vocabulary, words that a writer is able to use in writing.¹⁶

IAIN PALOPO

C. Picture

Picture are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards

¹⁶Kenji Kitao and S. Kathlen Kitao, *Testing Vocabulary*, Online:<http://www.mifi.gof/Parnerhipforreading/publishings/readingfirstvocab.html>.2000. Accessed on September 10th 2012.

English and to teach or reinforce language skills. It is supposed by Tang Li Shying in his article that the picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.¹⁷



1. The Meaning of Picture

Jean L. Mckenchnie defines picture in Webster dictionary that. Picture is an image, or likeness of an object, person or scene produce on a flat surface, especially by painting, drawing or photography.¹⁸

¹⁷Michael H Long and Jack. C . Rhicards, *Methodology in TESOL: a Book of readings*, (New York Newburry House Publishers,1987), p. 105.

¹⁸ Jean L. Mckenchnie, *Webster New Twentieth Century Dictionary Unabridge* (William Collins Publisher, 1980) Second Edition, p. 1357.

Meanwhile according to Andrew Wright, Picture is not just an aspect of method but through its representation of, object, and people, it is essential part of the overall experiences.¹⁹

Vernon S Gerlach stated:

Picture are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely use a picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

Through picture, learner can see people, place and things from areas for outside their own picture can also represent image from ancient time or portray the future.²⁰

The kinds and numbers of picture that the teacher should take with him to carry out the activities in class can be taken from magazines, article, or other and should be interactive and interesting to capture the students. Attention the purpose of using picture for the students is to give them an opportunity to practices the language in real context or in situation in which they can make it to communicate their ideas.

The use of picture are more efficient and practice than word, they are easier to recall and to remember than words, further mere they expose real life situation although it happened a long time ago.

As it has been explained by Vernon,S.Gerlachand Donald p. Elly Picture may not only be worth a thousand miles. Through picture, learning can be shown people,

¹⁹ Andrew Wright, *Picture For Language Learning: Cambridge Handbook for Language Teacher* (USA: Cambridge University Press, 1989), p. 29.

²⁰ Vernon,S, Gerlach and Donald P. Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall), 1980, p. 273.

places and things, from areas far outside their own experiences. Picture can represent image from ancient times or portray the future.²¹

According to Ruth Gairns and Stuart Redman. Pictures can be formed such: wall charts, commercially-produced flashcards, hand drawn picture, and of course illustration from course books.²²

From the meaning of picture above, it indicates that the picture has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences.

2. The Type of Picture

Through picture presentation, people are able to reach outside their minds.

Picture that they can see always lead to the reality of their minds. But the realities that have been presented by picture depend on the types of the pictures.

There are two kinds of pictures that BrazynaSzyke finds especially useful as teaching aids, they are:

- a. Picture thing of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits, picture showing people in close details, are useful for intermediate and advances learners. The students can be asked question about the age and profession of the model.

²¹ Ibid, p. 273.

²² Ruth Gairsh and Stuart Redman, *Working With Words : A Guide to Teaching and Learning Vocabulary* (USA: Cambridge University Press, 1986), p.103.

b. Picture of situations in which person and object are in action. Between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.²³

Types of Pictures According to Andrew Wright Are: 1) Picture of single object., 2) Picture of person: picture of famous person, picture of several people and picture of people in action., 3) Pictures of places., 4) Pictures from history., 5) Picture with a lot of information., 6) Picture of maps and symbols.²⁴

According to Betty Morgan Bowen, there are some types of picture as their shapes:

a. Wall charts

b. Wall picture; is simply a large illustration of scenes or event. It is usually to be used with the whole of class.

c. Sequence Picture is a series of a single subject its function is to tell a story or a sequence of events.

d. Flash cards Word Flash cards; card with printed word on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes. Picture Flash cards; useful for the representation of a single concept, such as an object or in action .

²³BraznaSzyke, *Using Picture as Teaching Aids* (English Teaching Forum, Vol. XIX. N.4 October 1981).

²⁴John Pread , *Measuring The Vocabulary Knowledge of Second Language Learners*, REIC Journal, 19. No2 (Desember:1988), p. 12.

e. Work cards Includes visual as text magazine pictures drawing maps and diagram scan be important part or work cards at all levels used for vanity of purposes.²⁵

Meanwhile, Noor Azlina Yunus in his book grouped the picture into four groups:

a. Composite Picture

These are large single picture, which show a scene (Hospital, beach, canteen, railway station, street) in Which number of people can be seen doing things.

b. A Picture Series

A Picture series is a number of related composite picture linked to from a series of sequences. Hence, it is main function is to tell a story or sequence of events.

c. Individual Picture

These are single picture of object, person or activity such picture vary in size from small newspaper pictures and can be mounted singly.

d. Specialized Picture (Posters, chats, advertisements, brochures)

Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purposes.²⁶

D. Types of Traffic Symbol

²⁵ Betty Morgan Bowan , *Look Here!, Visual Aids In Language Teaching*, (London: Essential Language Teach Series,1973), p. 13-31.

Traffic signs are one of the fixtures in the form of symbols, letters, numbers, words and or fusion as a warning, prohibition, orders or instructions for road users.

As for the type - the type and function of the following signs:

1. SYMBOL WARNING is used to alert the possibility of hazards / hazardous place on the road in front of you.
Example: 
2. SYMBOL PROHIBITION used to express the prohibited acts committed by road users.
Example: 
3. SYMBOL ORDER In use to express command that must be carried by road users. Example: 
4. SYMBOL GUIDE Instructions in use to declare majors, street, city situation, place, setting, public facilities and others for road users²⁷.
Example: 

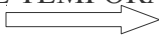

²⁶ Noor Azlina Yunus, *Preparing and Using Aida for English Language Teaching*, (Oxford University Press, 1981), p. 49.

²⁷ Donny agung, gambar petunjuk rambu lalu lintas, online <http://www.19hn.com/products/7/0/Rambu-Petunjuk/> accesse on oktober 02th 2014

Example: 


5. SYMBOL ADDITIONAL In use for containing information necessary to declare only applies to time - within a certain time and certain types of vehicles or other subjects.

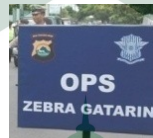
Example:

6. SYMBOL TEMPORARY   installed and used in certain circumstances and activities²⁸.

Example:

E. Simulation

1. Definition of simulation 



According to sandi Setiawan quoted from Shannon, simulation is the process of planning a model of a real system and doing experiments with the model with the goal of understanding the behavior of the system, or evaluating various strategies to operate the system.

There are some definition of simulation based on expert's opinion. In Chambers Learners Dictionary (an Intermediate dictionary for Learns of English, simulation is something made resemble something else. Simulation is imitation of a real world process or system over time. Mc Callum stated that simulation is an activity that can provoke students to use their language through the use of hypothetical situation.²⁹

²⁸Sat Lantas Polrestabes Semarang, *Pengertian Rambu Lalu Lintas*, online <http://satlantas-polrestabessemarang.blogspot.com/2013/05/pengertian-rambu-lalu-lintas.html> accesse on October 02th 2014

²⁹John and Liz Soars, *Headway (A Students' Book)*, New York: Oxford University Press, 1999 p. 58.

According to your Pritsker O'Reilly, Simulation is the process of designing a model of mathematical logic of a real system and performe experiments on a model that built on the computer.

According Kelton and Sadowski, Simulation is a collection of methods and applications which describe the behavior of the system and usually do on a computer with the right program.

According Averial and Kelton, Simulation as operational research methods that are used to settle disputes that are strokastik. Simulations have the ability to present the dynamic behavior of a system in a model, simulation aims to evaluate.³⁰

2. Advantages and of using simulation as follows:
 - 1) Simulation is one of method that can give an estimate that more real like operational condition of the work collection.
 - 2) As a design alternative to the proposed to the wise of operation that can give the best service to needs.
 - 3) Make easy to Control of the condition of an experiment so it is possible to try the real of the system.
 - 4) Provide a medium to study the system in less time, so that saving costs.
 - 5) Can be stopped and started again, without causing problems in the system.
3. Application of simulation
 - 1) Invite students to imagine as if he were driving
 - 2) Guessing image symbol traffic signs.
 - 3) Explaining the purpose of the picture.
4. Types of Simulation
 - 1) Simulation Analog

³⁰Tata dan wulan, *Definisi Simulasi*, online <http://id.shvoong.com/social-sciences/sociology/2225012-definisi-simulasi/#ixzz2FQNCThvT> accesses on October 21th 2014

The simulation analog is replacing the original physical environment with artificial physical environment that is easier to manipulate. This simulation uses physical representation to explain the essential characteristics of the problem.

Example: simulated weightless space with room full of water.

2) Mathematical simulation

The mathematical simulation is copying of the system by mathematical model to obtain the characteristics operating system if this experiment repeatedly, then to simplify and accelerate the completion of the calculated with the help of a computer.³¹

F. Traffic Simulation

1. Definition of traffic simulation.

Simulation is the act of using the model. Then designed scenarios experiments in order to obtain the simulation results which later processed into answers system in fact. While the Traffic Signs is one of the fixtures in the form of symbols, letters, numbers, words and or fusion as a warning, and, orders or instructions for road users.

Traffic symbol simulation here is a process of action undertaken by the students using the model of traffic signs are designed and scenario in order to get results, and then process into the real system response.

³¹ *Ibid.*

2. Managing traffic simulation with young learners

Managing the traffic simulation. Traffic signs can be incorporated into the routine of the out of class. If the students are introduced to the idea of working in the whole group of initial course easier to establish rules and acceptable behavior for this type of activity . They should be seen by students as a normal part of the parameters between the student and must clearly set out for what is and is not acceptable behavior when participating in the simulation of traffic symbol. If you have not used any simulation traffic signs and want to get started , set the class before the students arrive and begin class with one simple action . It might make a nice change and also gives you the opportunity to greet each student at the time of arrival and to register .

3. Ideas of traffic simulation

Traffic simulation is an activity that can provide enjoyment in improving skill and learning between teachers and students. It is also a great way as to encourage the whole class to work together and to provide frequent changes in employment patterns is accepted . They are widely applied to students . That is the reason why the researchers chose the topic . This simulation involves students stand up in the line and student follow the intent and purpose of the symbols that is in the path that has been provided. Improving vocabulary in students is a constant challenge. Giving a list of words to memorize is no longer considered the top way to help students improve their word knowledge.

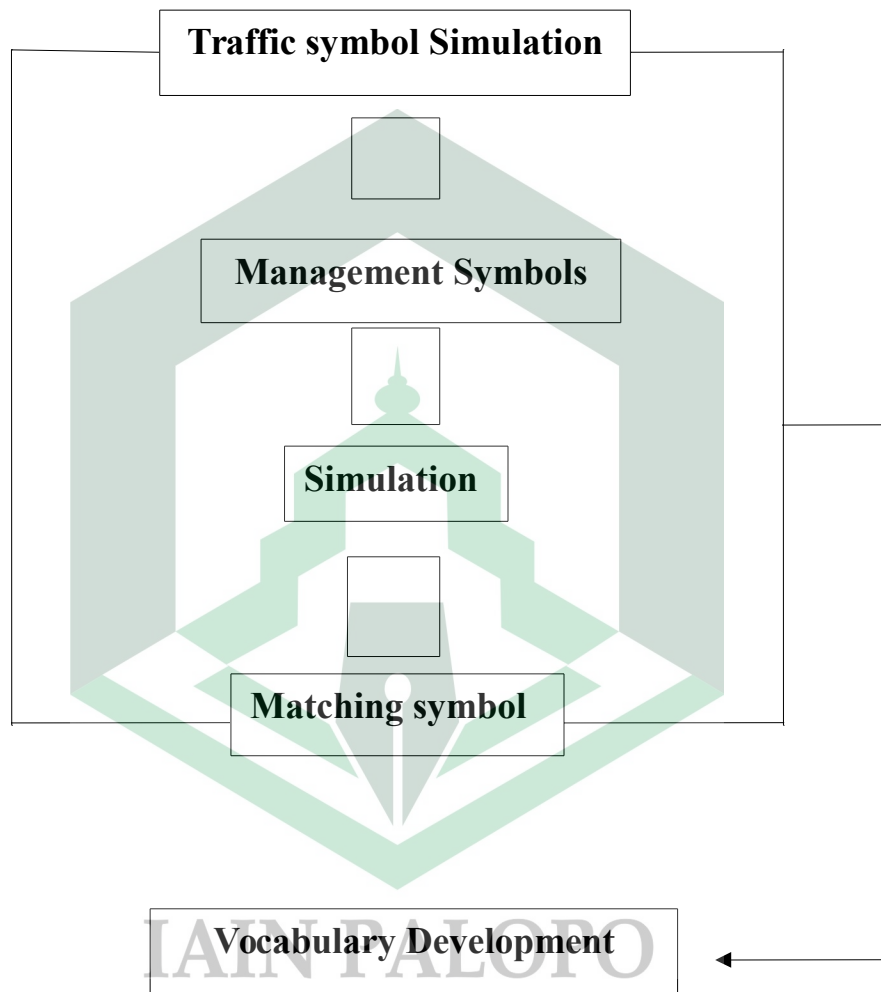
Instead, teachers search for creative ways to help the students increase their vocabulary in their class. Vocabulary simulations are an ideal method for improving students' vocabulary, because they subtly enforce the skills without boring them.

Traffic simulation is a kind of technique simulation that can be used to teach vocabulary. In this simulation, the students make a group and then the teacher gives students some tricks. Classrooms is not only offer a setting for education, but also for fun, depending on the grade and curriculum. Teachers can engage students in numerous classroom traffic simulations, whether for the purposes of fun or to incorporate some educational value.

Teacher gives the students some treatments and the students follow the teacher instructions. Successful teachers and simulations leaders use traffic simulations that will grab the attention of the kids playing the simulation. It has been proved by some researcher and experienced by some teacher that traffic simulation can improve students' vocabulary and also encourage students to study, especially in study English

G. Theoretical of Framework

The theoretical framework of this research can be described in the following:



In the diagram above shows the procedure of traffic simulation in the class. As input, the researcher taught vocabulary at the tenth class of SMKN 2 Walenrang. In the research, the researcher taught the students through traffic simulation. In the

class, within the improving skill and learning process, the researcher did interaction through traffic simulation that conducted in four meetings.

In this case, the researcher gave the picture about traffic symbol, managed the symbol, gave simulation and matched the symbol. The result of this research was the students' development in learning vocabulary.

H. Hypothesis

H_0 = There is no significant improvement of students at SMKN 2 Walenrang through traffic simulations.

H_1 = There is significant improvement of student at SMKN 2 Walenrang through traffic simulations.



IAIN PALOPO

CHAPTER III

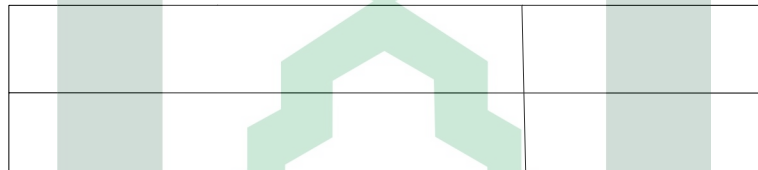
METHOD OF THE RESEARCH

A. Method of the Research

In this part, researcher applied a pre-experimental method. It aims to know the improvement of students' vocabularies by using traffic symbols simulation.

B. Research Design

Design of this research involved one class of students with pre-test, treatment and post-test design. The design is present as follows:



Notes:

O₁ : Pre-test

T : Treatment

O₂ : Post-test.¹

IAIN PALOPO

C. Variable of the research

In this research, the researcher determined two categories of variable. They were dependent variable and independent variable. The independent variable in this

¹ Suharsimi Arikunto, *Prosedure Penelitian*, (Edisi. XII, Jakarta, PT. Rineka Cipta, 2002), p. 77.

research was simulation and dependent variable was student's vocabularies about traffic symbols.

D. Population and Sample

1. Population

The population of this research was the tenth year students of SMKN 2 Walenrang street Poros Palopo – Masamba KM 14 Karetan Kecamatan Walenrang Kabupaten Luwu in 2014/2015 academic year. The tenth year students consist of one class there are 20 students.

2. Sample

The writer used total sampling to take one class as the respondents. It was done choosing the sample. The researcher focused on one class of tenth year student of SMKN 2 Walenrang. So, there were 20 students as sample in this research.

E. The Instrument of the Research

In this research, the writer give pre test and post test to gain data about the students' improvement and interest in improving vocabulary through traffic symbol simulation. The instruments of this research are:

1.

Test

a. Pre Test

The test was applied to know students' vocabulary of the pre-test, pre-test was done in order to know students' vocabulary before improving through traffic symbol simulation.

b. Post Test

The test applied to know students' vocabulary of pre-test, pre-test was done in order to know students' vocabulary after improving through traffic symbol simulation.

F. Procedure of Collecting Data

In collecting data, the researcher took the procedure of collecting data as follows:

1.

Giving pre-test

The researcher gave pre-test to the students first to know the vocabulary achievement of the students before giving treatment, in this case the researcher identify the students' knowledge about vocabulary. The research gave vocabulary test about traffic symbols before giving treatment.

2.

Giving treatment

In the treatment, the researcher conducted a class in four meetings as follows:

a. First meeting.

1. The researcher divided the students into four groups.
2. The researcher gave the traffic symbols to each group.
3. The researcher explained how to make simulation and follow the traffic instructions.
4. The researcher asked the students to make simulation about the traffic symbols.
5. The researcher asked the students to guess and explain the picture of traffic symbols.
6. The researcher asked the students to match the traffic symbol according to the types

of traffic symbol (warning, prohibition, order).

b. The second meeting

1. The researcher divided the students into four groups.
2. The researcher gave the traffic symbols to each group.
3. The researcher explained how to make simulation and follow the traffic instructions.
4. The researcher asked the students to make simulation about the traffic symbols.
5. The researcher asked the students to guess and explain the picture of traffic symbols.
6. The researcher asked the students to match the traffic symbol according to the types

of traffic symbol (warning, prohibition, order).

c. The third meeting

1. The researcher divided the students into four groups.
2. The researcher gave the traffic symbols to each group.
3. The researcher explained how to make simulation and follow the traffic instructions.
4. The researcher asked the students to make simulation about the traffic symbols.
5. The researcher asked the students to guess and explain the picture of traffic symbols.
6. The researcher asked the students to match the traffic symbol according to the types

of traffic symbol (warning, prohibition, order).

d. The fourth meeting

1. The researcher divided the students into four groups.
2. The researcher gave the traffic symbols to each group.
3. The researcher explained how to make simulation and follow the traffic instructions.
4. The researcher asked the students to make simulation about the traffic symbols.
5. The researcher asked the students to guess and explain the picture of traffic symbols.

6. The researcher asked the students to match the traffic symbol according to the types of traffic symbol (warning, prohibition, order).
3. Giving post-test
This post-test were given to the students after doing treatment. The researcher gave a traffic symbol to the students and asked them write vocabulary. This test was to know whether the students have different result after giving treatment or not.

G. Technique of Data Analysis

The data, as result from the written test analyzed in percentage by using the formula as follow:

- 1 Scoring the students vocabulary test answer

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 10$$

- 2 Classifying the students' score by using percentage as cited below:

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

Where:

P: Percentage

F : The Cumulative Frequency of Subjects

N : Total Number of Subject. ²

- 3 To understand the level of the student's score the following classification were used:
- 9,6 – 10 is classified as excellent
 - 8,6 – 9,5 is classified as very good
 - 7,6 – 8,5 is classified as good
 - 6,6 – 7,5 is classified as fairly good
 - 5,6 – 6,5 is classified as fairly
 - 3,6 – 5,5 is classified as fairly poor
 - 0 – 3,5 is classified as poor³

² Ridwan. *Dasar-Dasar Statistika*. (Jakarta, Rineka Cipta., 2003), P. 41.

³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Baru Dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta,1992), p. 327.

- 4 In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 21 and used table distribution to choose the score of $t_{count} (t_0)$, the table as follow:

H. Hypothesis Acceptability

In addition to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If : $t_0 \geq t_t$ = Reject null hypothesis

If : $t_0 < t_t$ = Received null hypothesis.⁴

Table 3.1
t-table distribution⁵

Degree of freedom	P (Level of Significance Two Tailed Test)			
		0.1	0.05	0.01

⁴ M. Subana, et.al., *Statistic Pendidikan*. (Edisi. 1; Bandung: CV Pustaka Setia, 2000), p. 172.

⁵Tigor Hutapea, *Statistik: Teori dan Aplikasi*. Bandung. Cet. 1: (STIE-IBEK). 1995. p. 316.

1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819

22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussions.

A. Findings

The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprises of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post test, the mean score and standard deviation of the student's pre-test and posttest.

1. The analysis students' vocabulary score in pre-test
 - a. Pre-test

In this section, the researcher shows the complete score of the students' vocabulary in pre test. The researcher would present them in the tables and calculate the score by using SPSS 21. It tabulated by following table:

IAIN PALOPO

Table 4.1
The score of the students' in the pre-test

Students	Correct answer	Score
R1	11	5.5
R2	4	2

R3	7	3.5
R4	10	5
R5	3	1.5
R6	6	3
R7	7	3.5
R8	8	4
R9	7	3.5
R10	6	3
R11	7	3.5
R12	8	4
R13	14	7
R14	3	1.5
R15	5	2.5
R16	7	3.5
R17	6	3
R18	9	4.5
.R19	5	6
R20	6	4.5

For looking the mean score of students' vocabulary in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.2**The mean score of students' vocabulary in pre-test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	1,50	7,00	3,7250	1,41863
Valid N (listwise)	20				

Table 4.2 shows that the highest score of students was 7 and the lowest score was 1. Besides, it also indicates that the mean score of students' vocabulary in pre-test was 3,7250 and the standard deviation error was 1,41863.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

Table 4.3**Scoring classification in pre-test**

N	Classification	Score	Pretest
---	----------------	-------	---------

o			Frequency	Percentage
1	Excellent	9,5 – 10	0	-
2	Very Good	8,6 – 9,5	0	-
3	Good	7,6 – 8,5	0	-
4	Fairly Good	6,6 – 7,5	1	5%
5	Fair	5,6 – 6,5	1	5%
6	Fairly Poor	3,6 – 5,5	6	30%
7	Poor	0 – 3,5	12	60%
Total			20	100%

Based on the table 4.3, we can see that before giving the treatment by using quick thinking technique, there were none of students got “Excellent, Very good and Good”, classification. There were 1 student (5%) obtained “fairly good” classifications, 1 students (5%) obtained “fairly” classifications, 6 students (30%) obtained “ Fairly poor” classifications, and 12 students (60%) obtained “poor”. Based on the data above, it can be seen that the students got very poor and poor were more than the students got good score. It can be concluded that the students vocabulary were still low



Table 4.4
The score of students in the post-test

Students	Correct answer	Score
R1	18	9
R2	13	6.5
R3	14	7
R4	16	8
R5	10	5
R6	17	8.5

R7	15	7.5
R8	14	7
R9	15	7.5
R10	16	8
R11	15	7.5
R12	14	7
R13	12	6
R14	13	6.5
R15	17	8.5
R16	18	9
R17	15	7.5
R18	18	9
R19	17	8.5
R20	15	7.5

Table 4.5

The mean score of students' vocabulary in post-test

IAIN PALOPO

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
--	---	---------	---------	------	----------------

Posttest	20	5.00	9.00	7.5500	1.06252
Valid N (listwise)	20				

Table 4.5 shows that the highest score of students was 6 and the lowest score was 1. Besides, it also indicates that the mean score of students' vocabulary in pre-test was 3,4250 and the standard deviation error was 1,32064.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

Tablet 4.6

Scoring classifications in post-test

No	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	9,6 – 10	0	-

2	Very Good	8,6 – 9,5	3	15%
3	Good	7,6 – 8,5	5	25%
4	Fairly Good	6,6 – 7,5	8	40%
5	Fair	5,6 – 6,5	3	15%
6	Fairly Poor	3,6 – 5,5	1	5%
7	Poor	0 – 3,5	0	-
Total			20	100%

The table above shows the students' score classifications in post-test. The data above describe there were 3 students (15%) achieved very good classifications, 5 students (25%) achieved good classifications, 8 students (40%) achieved fairly good, 3 student (15%) achieved fair classifications, and 1 student (5%) achieved fairly poor. It means that the students' vocabulary ability was improved after treatment.

Beside that, the researcher also would present the total mean score and standard deviations of in pre-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Tablet 4.7

The mean score and standard deviations of pre-test and post-test

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	1,50	7,00	3,7250	1,41863
Posttest	20	5,00	9,00	7,5500	1,06252
Valid N (listwise)	20				

Table 4.7 indicates that the standard deviation in pre-test were 1,41 and in post-test were 1.06. it also shows that mean score of the students in pre-test were 3.72 and the mean score of the students in post-test were 7.55. the result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using quick thinking games was effective in teaching vocabulary.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this researcher, the researcher used t_{test} analysis and calculated it by using SPSS 21. The result can be shows in the table of paired samples statistic, paired samples correlation, and paired samples test. It was presented in the following tables:

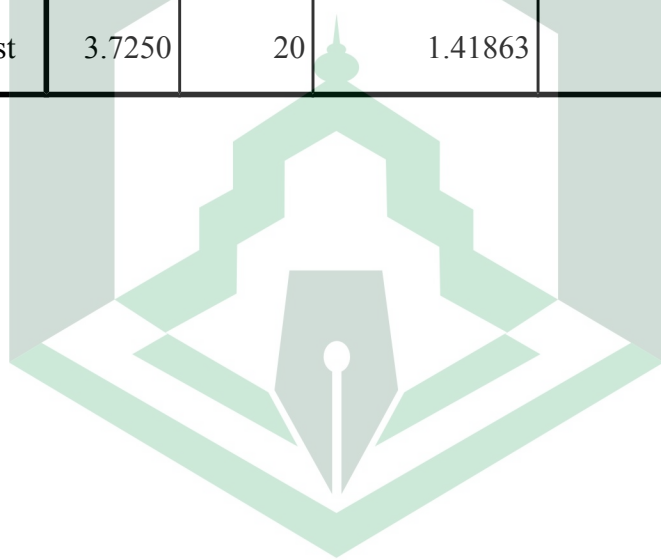
Table 4.8

The paired sample statistics of Pre-test and Post-test

Paired Samples Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	7.5500	20	1.06252	.23759
pretest	3.7250	20	1.41863	.31721



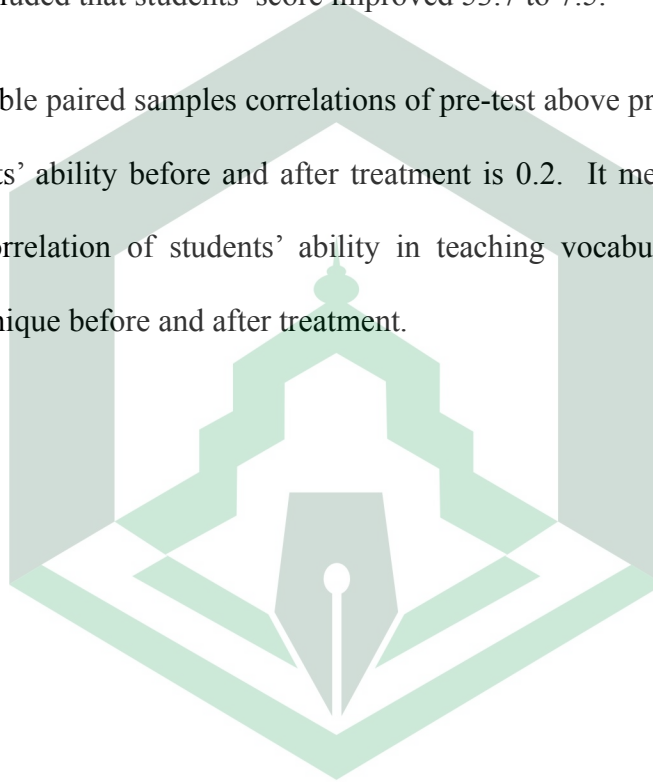
Paired samples correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest & pretest	20	.298	.202

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 1.41 and 1.062 in post-test. Besides, the standard deviation in pre-test was 0.317 and in post-test was 0.237. The table above also shows that mean score in pre-test was 3.72 and it post test was 7.55. It could be concluded that students' score improved 3.72 to 7.55.

The table paired samples correlations of pre-test above present that correlation of the students' ability before and after treatment is 0.2. It means that there was a significant correlation of students' ability in teaching vocabulary by using quick thinking technique before and after treatment.



Tablet 4.9
IAIN PALOPO
The paired samples of pre-test and post-test

Paired Samples Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	3.82500	1.49803	.33497	3.12390	4.52610	11.419	19	.000

From the table samples test 4.9, the researcher got the data that t_0 (t_{count}) = 11.419 and df (degree of freedom) = 19. According to the table the value of $t_t = 2.093$. It was the standard of significance 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concludes that t_0 (t_{count}) was higher than t_t (table), $t_0 > t_t$.

$$11.419 > 2.093$$

IAIN PALOPO

Related to the that (t_0, t_t) the t_{count} was higher than t_{table} , it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It is concluded that there was a significant difference in vocabulary before and after using simulation technique. Because of that, the researcher believed the traffic

symbol simulation method was effective in improve vocabulary at the tenth year of SMK Neg. 2 Walenrang.

B. Discussion

In this section, the researcher presented the result of data analysis in finding. It discussed about the using of traffic symbol simulation at the tenth class of SMKN 2 Walenrang.

After analyzing the data of students' test, it showed that $t_{count}(t_0)$ with the value (11.419) was greater than $t_{table}(t_t)$ with the value (2.093) with degree of freedom (df) = 19 and on the level significance 0.05. It means that there was a significant difference between the result of pre-test and the result of post-test.

Table 4.10
Table of the t-test of the students

Variable	$T_{count}(t_0)$	$T_{table}(t_t)$
X1 – X2	11.419	2.093

The table of t_{test} above showed that the value of t_0 was higher than t_t , it could be concluded that the research hypothesis was confirmed.

Before giving treatment there was 1 student (5%) who got fairly good score, 1 student (5%) who got fair score, 6 students (30%) who got fairly poor score, and 12student (60%) who got poor.

After giving treatment there were 3 students (15%) who got very good, 5 students (25%) who got good, 8 students (40%) who got fairly good, 3 students

(15%) who got fair, 1 student (5%) who got fairly poor, none students got poor. It shows that after giving treatment through traffic symbol simulation score of students was better than before giving treatment. It can be said that there were difference significance of results of the vocabulary through traffic symbol simulation.

The mean score of the students: post-test (7.55) was higher than the mean score of the students, pre-test (3.72) this the alternative hypothesis there in significant improve simulation is accepted, this test value is higher (11.419) than T-table value (2.093) for degree of freedom.

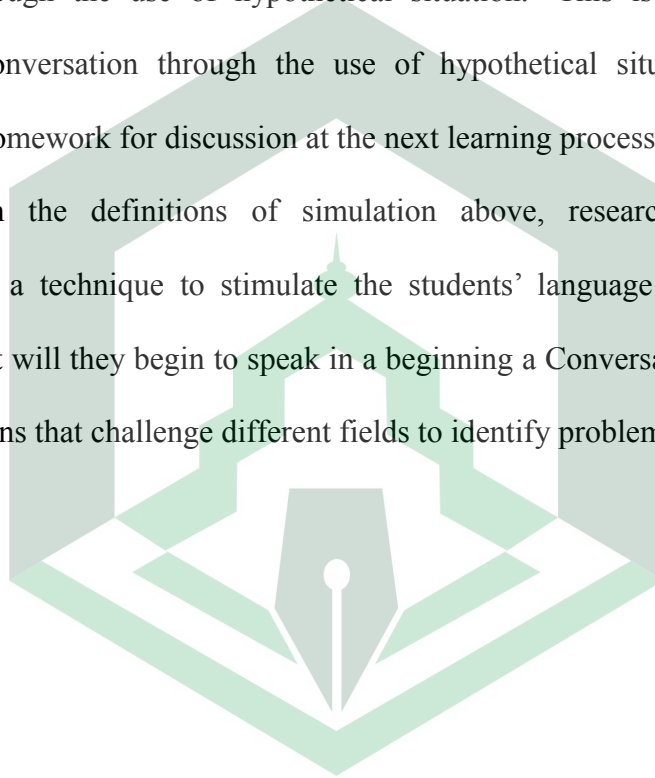
The Traffic Symbol is one of the fixtures in the form of symbols, letters, numbers, words and or fusion as a warning, prohibition, orders or instructions for road users. While the Simulation is the act of using the model. Then designed scenarios experiments in order to obtain the simulation results which later processed into answers system in fact

Traffic symbol simulation here is a process of action undertaken by the students using the model of traffic signs are designed and scenario in order to get results, and scenario that uses to get maximal vocabulary, and then process response of the research.¹

¹Tata dan Wulan, *Definisi Simulasi*, online <http://id.shvoong.com/social-sciences/sociology/2225012-definisi-simulasi/#ixzz2FQNeThvT> Accesed on October 21th 2014.

Simulation based on expert's opinion. In Chambers Learners Dictionary (an Intermediate dictionary for Learners of English, simulation is something made resemble something else. Simulation is imitation of a real world process or system over time. Mc Callum stated that simulation is an activity that can provoke students to use their language through the use of hypothetical situation.² This is a good activity to simulation conversation through the use of hypothetical situation and is better assigned as homework for discussion at the next learning process.

From the definitions of simulation above, researcher concludes that simulation is a technique to stimulate the students' language in the hypothetical situation what will they begin to speak in a beginning a Conversation. This technique includes actions that challenge different fields to identify problems.



IAIN PALOPO

²John and Liz Soars, *Headway (A Students' Book)*, (New York: Oxford University Press, 1999), p. 58.

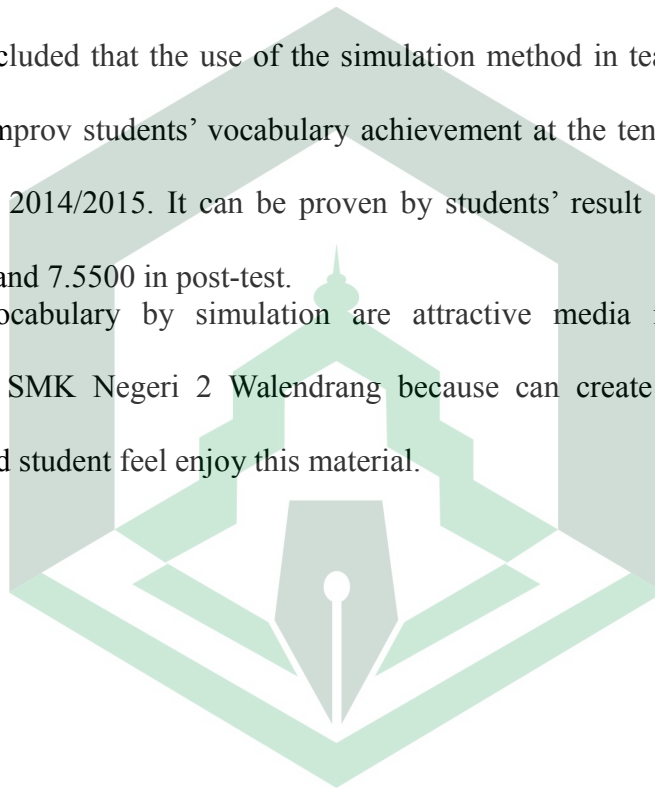
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After findings data analysis and discussion, the research makes conclusion as follows:

1. It can be concluded that the use of the simulation method in teaching vocabulary is effective to improv students' vocabulary achievement at the tenth class of SMKN 2 Walenrang in 2014/2015. It can be proven by students' result in pre-test wit mean score 3.7250 and 7.5500 in post-test.
2. Improving vocabulary by simulation are attractive media in learning English especially in SMK Negeri 2 Walendrang because can create the good situation, interesting and student feel enjoy this material.



IAIN PALOPO

B. Suggestions

Based on the conclusion above, the research would like to put forward some

suggestion as follows:

1. The teacher should apply suitable method that can help to reach the goal of teaching and learning process.
2. The teacher should present material which can stimulate students' to learn vocabulary.
3. The teacher should give gouda situation (fun and funny), positive motivation and use some media so student can be interested in learning vocabulary.
4. All readers especially English teacher improving their quality of education.



IAIN PALOPO

BIBLIOGRAPHY

Abidin, Zainal. *Teaching Vocabulary by Using Rordering Word Games to the Eighth Years Students of SLTP N 2 Walendrang*. A Thesis S1 IAIN Palopo : 2011.

Agung, Donny. gambar petunjuk rambu lalulintas, online <http://www.19hn.com/products/7/0/Rambu-Petunjuk/> Accessed on oktober 02th 2014.

Arikunto, Suharsimi. *Prosedure Penelitian*, Cet. XII, Jakarta, PT. Rineka Cipta, 2002.

Arikunto, Suharsimi. *prosedur penelitian: suatu pendekatan baru dalam teori dan praktek*, Jakarta: PT. Rineka Cipta, 1992.

Betty Morgan Bowan , *Look Here!, Visual Aids In Language Teaching*, London: Essential Language Teach Series, 1973.

BraznaSzyke. *Using Picture as Teaching Aids*: English Teaching Forum, Vol.XIX.NO.4,October, 1981.

Brouwn, H. Douglas. *Improving skill by Principles An Interactive Approach to Language Pedagogy*, Edisi. III, San Fransisco State university: Longman 2007.

Echols, hon M. & Shadily, Hassan *Kamus Inggris-Indonesia*, Jakarta; PT. Gramedia Pustaka Utama, 1997.

Gairsh, Ruth. and Redman, Stuart. *Working With Words : A Guide to Teaching and Learning Vocabulary USA*: Cambridge University Press, 1986.

Gerlach S, Vernon. and P, Emily, Donald . *Teaching and Media a Systematic Approach 2nd* New Jersey: Prentice Hall.

Hamid, Ernyanti. *Increasing Students Vocabulary through Poem Reading*, A Thesis S1 STAIN Pare-pare 2004.

Harmer, Jerimy. *The Practice of English Language*, New York Longman, 1992.

Harmer, Jeremy. *The Practice of English Language Teaching*, New York: Longman, 1991.

Harmer, Jeremy. *The Practice of English Language Improving skill*, London and New York: Longman, 1991.

H Long, Michael. and Jack. C . Rhicards, *Methodology in TESOL: a Book of readings*, New York: New burry House Publishers, 1987.

Inal, *Improving Students' vocabulary through Drama Game at The First Semester of English Department At STAIN Palopo*. A Thesis S1 STAIN Palopo: 2011.

John and Soars, Liz *Headway. A Students' Book*, New York: Oxford University Press, 1999

Kitao, Kenji and Kitao, S. Kathleen *Testing Vocabulary*, Online: <http://www.mifi.gof/partnerhipforreading/publishings/readingfirstvocab.html>.2000. Accessed on September 10th 2012.

Manser, Martin. *Oxford Dictionary*, New Edition; New York: Oxford University Press, 1995.

M. Subana, et.al, *Statistic Pendidikan. Edisi. 1*; Bandung: CV Pustaka Setia, 2000.

Mubarak, Husni. "*Upgrading Vocabulary Through Hidden Word Games To the Eight Year Students of SMP Neg. 3 Palopo*", Thesis S1, Palopo: STAIN Palopo, 2011.

Noor Azlina Yunus, *Preparing and Using Aida for English Language Teaching*, Oxford University Press, 1981.

Polrestabes Semarang, Sat Lantas. *Pengertian Rambu Lalu Lintas*, online <http://satlantas-polrestabessemarang.blogspot.com/2013/05/pengertian-rambu-lalu-lintas.html> accessed on October 02th 2014.

Pread, John. *measuring The Vocabulary Knowledge of Second Language Learners*, REIC Journal, Desember:1988.

Quote, Brayne. *Definition of Vocabulary*, online : //f:/vocabulary.htm. Accessed on January 30th 2013.

Ridwan. *Dasar-Dasar Statistika*. Jakarta, Rineka Cipta., 2003.

Shadily, Hassan. *Kamus Inggris-Indonesia*, Jakarta:PT Gramedia Pustaka Utama.

Tata dan wulan, *Definisi Simulasi*, online <http://id.shvoong.com/social-sciences/sociology/2225012-definisi-simulasi/#ixzz2FQNcThvT> accesses on October 21th 2014.

Ur, Penny. *A course in language improving skill*, New York: Cambridge University Press, 1996.

Wikipedia. *The importance of vocabulary Learning Strategies*. Can be Access at <http://www.plucha.info/2009/the-importance-of-vocabulary-learning-strategis>, 2012, Accessed on February 12th 2012.

Wales, Jimmy. *Types of Vocabulary*, online : <http://en.Wikipedia.org/wiki/vocabulary>. Accessed on December 15th 2012.

Wright, Andrew. *Picture For Language Learning: Cambridge Handbook for Language Teacher USA: Cambridge University Press, 1989.*

Zainuddin, Adila. *Developing Students' Vocabulary through Bilingual Comic in Learning English at SDN 81 Langkanae Palopo*. A Thesis S1 STAIN Palopo : 2011.

Nama : FAISAL RAMPE
Tempat/Tgl Lahir : Buntu Buku, 25-06-1991
Jenis Kelamin : Laki-Laki
Status : Single
Alamat : Kampung Baru
R.T./R.W : 001/001 Desa : BARAMMAMASE
Kecamatan : WALENRANG
Kode Pos : 91951
Agama : ISLAM
Email : Ihsal89@gmail.com / FaceBook: Ihsal jbc



IAIN PALOPO