

**IMPROVING STUDENTS' VOCABULARY THROUGH PICTURE OF
ADVERTISEMENT AT THE NINTH YEAR OF SMP NEGERI 9
PALOPO**



A THESIS

*Submitted To the English Language of S1 Tarbiyah English Department of
state College for Islamic Studies of Palopo in Partian Fulfillment of
Requirement For S.Pd Degree in English Education*

By

SINTA I

NIM. 09.16.3.0164

**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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THESIS APPROVAL

This thesis entitled “**Improving Students’ Vocabulary Through Picture of Advertisement at The Ninth Year of SMP Negeri 9 Palopo**”, which is written by **Sinta I**, students’ **ID. 09.16.3.0164**, **English S1 Study Program of Tarbiyah** Departement of The State College For Islamic Studies, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, March 11th 2014 M**, coincided with **9 Jumadil Awal 1435 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, March 11th 2014 M
9 Jumadil awal 1435 H

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Palopo, Februari 2014
Yang membuat pernyataan

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Wassalamu Alaikum Wr. Wb.

Palopo, 7 Februari 2014

The Researcher

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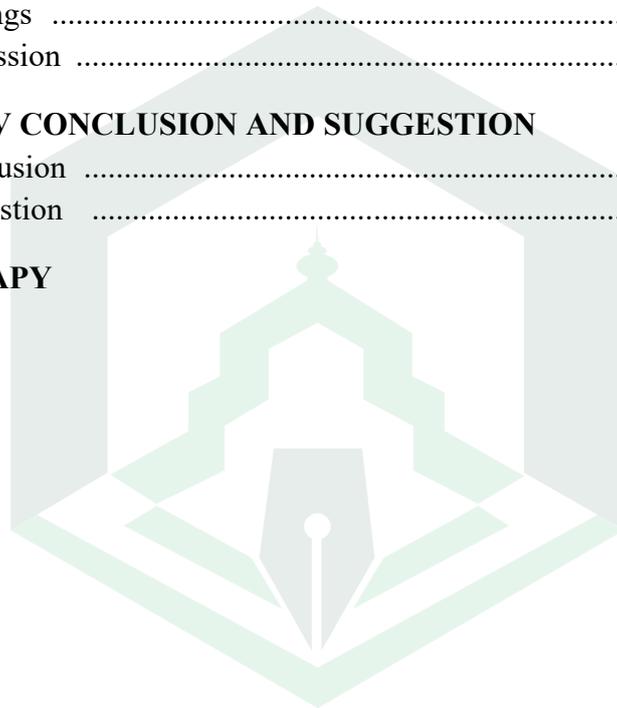
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ABSTRACT

Sinta I, 2014. Improving Students' Vocabulary Through Picture of Advertisement at the ninth year of SMP Negeri 9 Palopo". Thesis of English Study Program of Education Departement State College for Islamic Studies (STAIN) Palopo. Under Supervisor: (1) Dahlan (2) Juriadi.

Key Word : Improving, Students' Vocabulary, Picture of Advertisement.

This Thesis described the improving of the students' vocabulary through picture of advertisement. The research questions " What are Effective ways to use Advertisement in Improving Students' Vocabulary ?.

The main objective in conduting this research is to find out whether picture of advertisement is effective in improving students' vocabulary at the ninth year students' of SMP Negeri 9 Palopo.

This research employed classroom action research (CAR) with two Cycles namely : the first cycle and second cycle, each cycle consist of four steps, namely : planning, acting, observation and reflection. In collecting data, the writer used the observation, interview, and vocabulary test in evaluation.

Picture of advertisement media is effective way to improve the students' vocabulary. It is supported by the achievement of ideal mean score in cycle II was 80.2. it is different in cycle I that just 58.2. Students' participation in the first cycle was low only 1 student' enthusiastic when learning process, but in the second cycle students participation increased. There was 23 students enthusiastic when learning process. So, picture of advertisement is effective way to improve students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication with other people. Language is a tool to convey our idea to get our goal. Language will function in us if we can improve our vocabulary. Therefore, the student must attempt to increase their vocabulary.¹ Based on the assumption the researcher agree with this statement. That vocabulary is important to learn by student and to construct or organize our idea in the sentences and sentence that we produce are built by vocabulary

Vocabulary is important for the students because by having many vocabulary, so easily to construct more sentences. Sentences that produce are built by vocabulary. Most students from SMP find a serious problem to improve their vocabulary.

Vocabulary is an important thing in learning English. Learning vocabulary helps the students to understand English, which is as a new language for them. For elementary students, learning vocabulary means that they have to understand the meaning of word.²

Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only

¹ Henry Guntur Tarigan, "*Pengajaran Kosakata*," (Bandung: Angkasa, 1985), p. 14.

² Hernawati ,"*Teacing vocabulary through reading narrative text at the eight year students of SMP PMDS Putra Palopo*," (Palopo: STAIN Palopo, 2013). Unpublihsed Thesis, p. 1.

structure without vocabulary. The word “vocabulary” generally represents a summary of words or their combinations in a particular language.³

English language is not our mother tongue, automatically vocabulary in Indonesia is different from English, this makes it sometimes difficult to be mastered.

In learning English, there are some point which should be taken into account for example, mastered vocabulary and arrange them into good sentence. After that, communicate with other people. In addition, vocabulary is important because by vocabulary one can be assisted to speak learn new words.

Once a student has mastered the fundamental grammatical pattern of a language, his next task is to master it vocabulary or at least that part of this vocabulary that he needs. Nobody never learns all the words in any language, we know and use the words in any language, we know and use the words that suit our particular puposes, and we continue to learn new words as long as we life.

These days advertisements are abundant in every area of human life. Human minds are influenced by the way products are promoted, and sometimes people just cannot resist buying something that will have no place or utility in their lives.⁴

Especially, on this case seems by student of SMPN 9 palopo, they are student who should know better kinds of vocabulary correctly in order to avoid

³ Katerina Joklova, “*Using Picture in Teacing Vocabulary* : Bachelor Thesis Faculty of Education Departement of English language and literature,” (Masaryk University, 2009), p. 7. Assesced july 20th 2013.

⁴ Wikipedia, the free encyclopedia, “*Advertising.*” Accessed on October, 1st 2013

misunderstanding. In other way, the purpose in this program to built their short term memory for short purpose or how to pass the subject and save it in their long term memory so that they can use it whenever they need it.

Base on the assumption the researcher that is necessary to find out the other way to stimulate the student to improve their vocabulary. It is conducted under the topic “Improving Students’ Vocabulary Through Picture of Advertisement at the Ninth Year of SMP Negeri 9 PALOPO.

B. Problem Statement

Based on the background above, the research question as follows : What are the effective ways to use picture of advertisement in Improving Students’ Vocabulary?

C. Objective of the Research

The main objective in conducting this research is to find out whether picture of advertisement is effective in improving students’ vocabulary at the ninth year students’ of SMP Negeri 9 Palopo.

D. The Significance of the Research

The result of this research will be expected to be useful information for the teacher especially English teacher in using picture of advertisement in improving students’ vocabulary in SMP Negeri 9 PALOPO.

E. Scope of the Research

The scope of this research was restricted to improve students’ vocabulary through picture of advertisement at the ninth year of SMP Negeri 9 palopo. So, the researcher used picture or brochure as one of type advertisement to interest

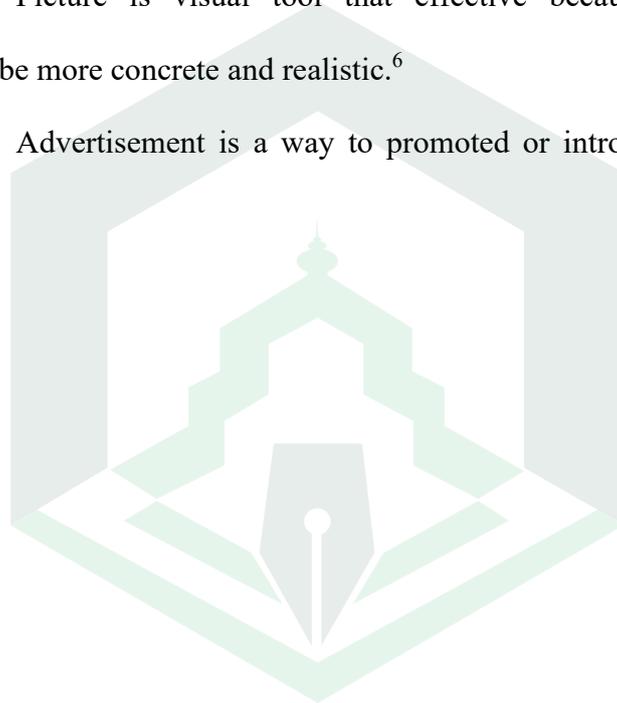
and increase students' vocabulary. It will only be focused on the used of noun. For example: drink, food, and furniture.

F. Operational Definition.

1. Vocabulary is defined as all the words known and used by a particular person⁵.

2. Picture is visual tool that effective because it can describe something to be more concrete and realistic.⁶

3. Advertisement is a way to promoted or introduce the product to sell.⁷



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⁵ Wikipedia, the Free Encyclopedia, “*Building Vocabulary*,” Accessed 10th October 2013.

⁶ Asnawir and M. Basyiruddin Usman, “*Media Pembelajaran*,” (Ist Print; Jakarta: Ciputat Press, 2002), p.15

⁷ Wikipedia, the free encyclopedia, “*Advertisement*,” Accessed on February, 23rd 2014

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this thesis, the researcher finds some researches related which make the researcher eager to the research.

1. The writer Rahma Bulan carried out a research about the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang. The result indicates that using picture in teaching English vocabulary to the students especially the students of SDN 91 Walenrang is effective.⁸

2. Fadliyah Ramah Muin in her thesis in title: “ The Effectiveness Color in Improving Vocabulary at the fifth year Students of SDN 486 Salutete”, concluded that there was significance score of the students before and after giving treatment through color picture, it means that color has effective in improving students’ vocabulary at fifth class of SND 486 Slutete.⁹

3. Astiana silama, in her thesis “Improving Students’ Vocabulary in Translating Reading text at the Eight year Student of SMPN 8 Palopo” suggests to the teacher to give more attention about vocabulary and should use or apply various technique, media and method in teaching English to students, especially

⁸ Rahma Bulan, “ The Ability of the Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang,” (Palopo: STAIN Palopo, 2007). Unpublished Thsesis, p.57

⁹ Fadliyah Ramah Muin, “*The Effectiveness of Color in Improving Vocabulary at the Fifth Year Students of SDN 486 Salutete*,” (Palopo: STAIN Palopo, 2009). Unpublished Thesis, p. 65.

vocabulary in order that the students do not get bored and feel monotone in learning.¹⁰

Based on previous studies above, all of them are focused also on vocabulary. This research will be different from them since my research will use picture of advertisement as way in improving students' vocabulary.

B. The Concept of Vocabulary

Vocabulary is important componenet that should be learn, practiced and thought to master a language. It will be impossible to lean and master a language without mastering and understanding certain number of vocabulary by having many vocabularies can communicate succesfully with other people.

1. Definition of vocabulary

Vocabulary is important componenet that should be learn, practiced and thought to master a language. Vocabulary is all the words of language, The sum of words used by, understood by, or at the command of a particular person or group, A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary¹¹.

Vocabulary is defined as all the words known and used by a particular person¹². Vocabulary was necessary to give students something to hang on when

¹⁰ Astiana Silama, "Improving Students' Vocabulary in Translating Reading Text at the Eight Year of SMPN 8 Palopo", (Palopo: STAIN Palopo, 2009). Unpublished Thesis. P. 59

¹¹ Online [http:// education.yahoo.com / reference/ dictionary/ entry/ vocabulary](http://education.yahoo.com/reference/dictionary/entry/vocabulary). Accessed on October 10th 2013

¹² Wikipedia, the Free Encyclopedia, "Building Vocabulary," Accessed 10th October 2013.

learning structure, but was frequently not a main focus for learning it self. Vocabulary is the whole set of word used by a writer or speaker or a list of word used in certain book arranged in alphabetical order.¹³

According to Manser that vocabulary is :

- a. Total number of words in language.
- b. Words known to a person.
- c. List of words with their meanings, especially at the beck of book used for teaching a foreign language.¹⁴

Vocabulary is all the words known to a person or used meaning especially, one that accompanies a text book in a foreign language and the comparison vocabulary is a group of betterallied to one another so that become the words have meaning.

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of animals, adjective for people, places, etc.

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without

¹³ Ahmad Thib Raya and Musda Mulia, “*Your Vocabulary and Idiom,*” (Ujung Pandang, 1989), p. 1.

¹⁴ Manser Martin H., “*Oxford Learner’s Pocket Dictionary,*” (Tokyo: Oxford University Press, 1991), p.461.

vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

2. The Types of Vocabulary

In general, vocabulary we know can be divided into two groups: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active, in English and your own language, is probably much smaller than our passive vocabulary.

In detail, the vocabulary are divided into four types of vocabulary, those are:

- a. Active speaking vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening the vocabulary, words that the listeners recognize but cannot necessarily produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.¹⁵

¹⁵ Kenji Kitao and S. Kathleen Kitao, "Testing Vocabulary," online <http://www.mifi.gov/partnershipforreading/publicings/readingfirstvocab.html.2000>. Accessed on October 1st 2013.

3. Learning the Vocabulary

According to William P. Bintz, Learning vocabulary is fundamentally about learning definition of words.¹⁶ Many teachers believe that defining words before reading a text is an effective instructional one important finding from research suggests that vocabulary learning never stops. It is a natural and lifelong phenomenon. ¹⁷Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts.¹⁸

In learning vocabulary is one step to know the words. Understanding the meaning and used them in sentence. In learning English, vocabulary plays importance role in the fours English language skills. Vocabulary has an importance role in language.

Once you have chose which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. Write the words in a notebook (with their translations or definitions)
- b. Write the words and difinitions on small cards.
- c. Say the words many time
- d. Ask someone to test you
- e. Use the words in your own speaking or writing.

¹⁶ William P. Bintz, *Teaching Vocabulary Across the Curriculum*. <http://www.william P.bintz.pdf>. March 2011. Accessed on july 20th 2013 P.45.

¹⁷ Willim P. Bintz, “Teaching Vocabulary Across the Curriculum” , *The Book of Learning and Forgetting*, . <http://www.william P.bintz.pdf>. March 2011. (New York, NY : Teacher College Press, 1998), Accessed on july 20th 2013, p. 44-53

¹⁸ Willim P. Bintz, “Teaching Vocabulary Across the Curriculum”, *Promoting Vocabulary Learning with the Interactive Word Wall*. . <http://www.william P.bintz.pdf>. Middle School journal. 2009, Accessed on july 20th 2013, p. 44-53

Vocabulary Not only in this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first thing you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does, for example, you have to learn: How is spelled, How is pronounced, How is inflected (how it changes if it is a verb, noun or adjective), Other grammar information about it, How it collocates (what other words are often used with it), If it has a particular style or register.

4. The Teaching of Vocabulary

Vocabulary is one of the components of language and that no language exists without word. Teaching vocabulary process is meaning so that adding new word in repertory our experience. Developing vocabulary is placed new concepts in place good or in a series and arranged vocabulary.¹⁹

According to Abdul Kareem.I in his article, Teaching English Vocabulary is an important area worthy of effort and investigation.²⁰ Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the students can make students poor in language skill. In this case, before teaching it, the teacher should select the vocabulary students need.

¹⁹ Eka Safitri, “*Teaching Vocabulary through Gesture at the Fourth year Students of Marasa Ibtidiah PMDS Putra Palopo.*” (Palopo: STAIN Palopo, 2011) Unpublished Thesis, p. 9.

²⁰ Abdul Kareem, “*Teaching English Vocabulary.*” (Cet. I) Accessed on 12 september 2013.

Vocabulary for beginner, middle, and inter middle the teacher or instructor should what vocabulary the student need.

There are certainly many ways to teach and learn vocabulary, it is important to note that there is no single best way. Teachers should keep four factors in mind when they consider strategies to teach vocabulary:

- a. The students they are teaching,
- b. The nature of the words they decide to teach,
- c. Their instructional purposes in teaching each of those words, and
- d. The strategies they employ to teach the words.²¹

Teacher should always encourage the students to use dictionary when they looking for the new word. The advantage to using the dictionary is that the dictionary uses aids retention. A successful case study of L2 learning by a highly motivated learner, who used the bilingual dictionary not only helped the learner get the accurate meanings of words. “The conscious thought involved in deciding whether or not to look up a word was useful for vocabulary retention”.²²

Another way students can learn vocabulary is by using a glossary, provided one is available to them, of course. This is the easiest way to understand the meanings of words as they appear in context, since it does not even demand the effort of searching and then choosing the appropriate meaning out of several

²¹ Willim P. Bintz, “Teaching Vocabulary Across the Curriculum”: Effective content vocabulary instruction in the middle: Matching students, purposes, words, and strategies. *Journal of Adolescent & Adult Literacy*, 2007. P. 51(3), 226–238.

²² Grabe and Stoller, “*Second Language Vocabulary Acquisition*”, 1997, p. 21.

possible ones, which is required by dictionary look up, a glossary can be a means or a stage in the learning process.

5. Technique of memorizing

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 word in English include its derivation. According to Anderson in Hidayat that Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.²³

While, English Teaching Elementary School right now four hours in week 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 Elementary School students' vocabulary, they are:

a) It is about 5-10 vocabularies. To control your memorize by using card system. You can write 5-10 vocabularies in a card which is prepared before. Take one card, it about 10x7 cm 1 cm the first page you write 5 until 10 vocabularies. With pronunciation and its meaning can be written on the first page. The card which has been written some vocabularies, its learned by heart, you change it every day with new card and new vocabularies. The card, which have been memorized, should be kept in different place with the card that has not been memorized or empty cards. If we can memorize vocabulary every day like that so in short time we will have many time vocabularies. You can imagine if you memorize 10 vocabularies in a day, so in year your vocabularies will 365×10 is 3,650

²³ Jhon M.Echols and Hasan Shadily, "*Kamus Inggris-Indonesia*," (Jakarta: PT. Gramedia, Pustaka Utama, 1976), p. 568.

vocabularies, in two years will be 3.650 x 2 is 7.300 vocabularies and how if it is three, five years? You can count it by your self.

b) In memorizing an enriching your vocabulary we can make list by:

Looking for synonym for example: adjective synonym, example:

Big = Large

Easy = Simple

Dull = Interesting

Verb Synonym

Begin = Start

Close = Shut

Want = Wish

Noun Synonym

Person = People

Shop = Store

Story = Tale²⁴

Looking for its opposite or synonym.

Example:

Easy <> difficult

Good <> bad

Buy <> sell

In addition, there are some vocabularies which are synonyms formed by adding un-, dis-, and in- at the beginning of the words.

²⁴ Azhar Arsyad, M.A, "Dasar-dasar Pengusaan Bahasa Inggris," (Cet. I; Pustaka Pelajar, Agustus 1997), P. 23-61.

Example :

Afraid - Unafraid

Happy - Unhappy

Agree - Disagree

Polite - Impolite

c) The other way to enrich our vocabulary is by memorizing its derivative.

Example :

Suffer (V) = menderita

Sufferable (adj) = dapat diderita

Sufferer = penderita

Suffering (N) = penderitaan

Sufference (N) = kesabaran²⁵

As we know that vocabulary in English just like the other language where it is divided into several classification. They are, noun, verb, adverb, adjective, etc. From part of example above we can know that for noun its derivative sometime ended by -er, -nee, -ion, -ism, -ment, -ness, -hood, -ist, -ship. Aadjective ended by -y, -ed, -able, -al, -full, -ish, -ing,-ive, and -ous. Verb sometimes ended by -ize, like islamize, organize, while adverb sometimes and by lay.

The other things that pay attention are informing derivative vocabulary that we have to directive from dictionary. The characteristic that mentioned above

²⁵ Rahmat Taufiq Hidayat,, “*Kosakata Bahasa Inggris*,” (Pustaka Belajar : 1996), P. 4.

are only to make us easy in classification word whether it is noun, adjective, verb or adverb.

Studying language not only studies the list of vocabularies but if we do not know the meaning, it is to impossible to use it, so we have to memorize its meaning better.

C. The Class of Word

1. Function words

By 'function word' we mean a word that does not belong to one of the four major parts of speech in English (noun, adjective, verb and adverb). Their purpose is not only to express meaning but to relate other words to each other. these are the words you must know in order to speak or understand English with any fluency at all. not only are among the most frequently in the language, but they are also indispensable in forming sentences. function words are also called from word, empty words and factors. among the function words are article, auxiliary verb, conjunctions, preposition, pronouns, noun determine, substitute nouns, intensifiers and other specialized expression. they also include numeral, day of the week, and month of the year. many of the word can be used in more than one way.

a) Articles, this is the traditional term for a, an, and the. The correct use of these little words is extremely important in English. There is a lot of difference between 'man', a man and the man, for instance.

b) Conjunctions. Conjunction join various parts of the sentence together. They are two kinds:

1) Coordinating conjunction. This join matching structures; that is they join nouns to nouns, verbs to verbs, adjective to adjectives and so on. In the list, they are and, but, (either ...)or and (neither ...) nor.

2) Subordinating conjunction. These are the words that introduce adjective and adverbial clauses. The construction they introduce contain subject and verbs, but cannot stand alone as independent sentences. Here are the one in the list:

After	lest	when
Before	unless	why
Although	though	where
Because	till	while

c) Auxiliary verb. These are the “helping” verbs that can combine with various parts of other verbs to make verb phrases. The most common are be, have, and do. In addition, we have the modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain condition. The phrases ought to, used to and (be) supposed to are included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word to. You will have to consult the section on verbs in an English grammar (see key to English verb, in this series) to find an explanation of all the different meanings that be auxiliaries express.

d) Prepositions. These make up an extremely important class of function word. They are always followed by nouns, or noun construction, and the whole phrase

thus formed modifies some other word in the sentence. The propositions in our list of function words are these:

About	above	across	after	around
before	behind	below	beside	but
Down	during	except	for	from
In	inside	into	like	on
Outside	over	since	through	to
Toward	under	until	up	upon
With	within	without	between	

2. Content Words

Content words are word which refer to a thing, quality, state, or action, and which have meaning (lexical meaning) when the word are used alone.

a. Noun

Noun is a word used to name or identify any of class of things, people, place or ideas or a particular on of these.

If can be divided by into three kinds, namely:

- 1) Based on the form, noun can be divided in to two kinds, as follow:

Concrete noun is the real noun, Example:

Book Chair

Box table

Abstract noun is the abstract noun (not real), Example:

Life Weather

Death Happiness

love hate

Wealth Wisdom

2) Based on kinds of noun, noun can be divided into four kinds, as follow:

a) Proper noun

Proper noun is that begin by capital letter for example name: people name, town, country, school, day, month, and religion. in proper noun we can't use *article*.

Example:

Andy

Jakarta

STAIN Palopo

Mrs. Smith

Palopo

June

Saturday

Muslim

b) Common Noun

Common noun is noun that commonly we always found in our daily life or noun that point a common thing. in common noun we use an article such as *a, an* and *the*.

Example:

Teacher Water

Plane Dog

girl lawyer

tree cat

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c) Collective noun

Collective noun is community noun or noun is gathered in one group (people, animal). even in collective noun we use article but in collective noun told as plural.

Example:

Class Division

Crowd Flock

fleet committee

people team

d) Material noun

Material noun is noun that from mining source and also from the other sources are used to make something. we can only use an article the, but we can not use article a and an but we can use another

Example: such as some and any.

Wood Paint

Gold Sand

silver paper

iron water.

3) Based on can or can account classified in to two kinds, as follow:

a) Countable noun , Example:

Book Girl

Glass a family

pen house

car door

b) Uncountable noun, Example:

Sugar Water bread

food Sand coffee

corn fruit grass

Rice milk work.²⁶

According to Rudy Hariyono, the kind of noun can be divide become two parts based on the amount, namely:²⁷

1) Singular noun is noun that showing that the thing is only one. mostly we use article a and an.

example :

a book a car an umbrella

a cat an apple a banana

a teacher a soldier a lawyer

2) Plural noun is noun that showing that the things more than one. commonly plural noun added *s/es*. For example :

books cars two pens

buses five horses teachers

umbrellas glasses boxes

²⁶ Rudy Hariyono, "Complete English Grammar," (1st Edition; Surabaya ; Gitamedia Press, 2002), p. 13-21.

²⁷"*ibid*", p. 23.

Mostly we use article *the*. for example :

there are two pens

there are the books on the table

b. Verb

Verb is a word or phrase that expresses an action, an event, or a state. Verb is important items in part of speech, because without verb, words can not be said as a sentence. But without subject , we sometimes said that verb is a sentences.

There are many kinds of verbs, these are:

1) Auxiliary verb is a verb using to describe the time, the character or other suggestion.

Example: can, must, may.

2) Regular verb is or weak verb.

Example: hate - hated – hated

cleaned – cleaned - cleaned

3) Irregular verb is not regular.

Example: pay - paid - paid

hit - hit - hit

4) Transitive verb is a verb needs an object as a complement.

Example: please call me.

5) Intransitive verb is a verb did not needs an object.

Example: let's walk.

6) Copulative verb or linking verb.

Example: He looks tired.

7) Causative verb is a verb showing a caused by the action in the words.²⁸

c. Adjective

Adjective is word that describes a noun or pronoun. The kinds of adjective are:

1) Descriptive adjective is the word describing characteristic people, animal and thing which cover measure, heavy, fell, etc.

Example :

Big	Pretty
Sick	Tall
Sad	Short

2) Numeral adjective is the adjective explain the number or show to the number of object surely. There are three numeral adjective : Cardinal number, Ordinal number, and fraction.

3) Quantitative adjective is the adjective explain the amount an object. For example :

Many Much a lot of²⁹

²⁸ Herpinus Simanjuntak, "Bahasa Inggris Sistem 52 M," (11th Edition; Bekasi Timur: Percetakan KBI, 2003), p. 64.

²⁹ Drs.Rudy Hariyono, *op.cit.*, p. 40-47.

d. Adverb

Adverb is the word that explain noun or pronouns. The kinds of adverb are:

1) Adverb Of Time. That explain the time when something to do. For

example:

Present	Past tense	Future
Every morning	Yesterday	Tomorrow
Every day	This morning	Next week
At noon	Last year	At the same time

2) Adverb Of Place. That is explain about the place where something

to do. For example:

at home	here	there
everywhere	in the library	across the street
in the north	in the south	in the east
in the west	anywhere	in bed

3) Adverb Of Manner. That is explain the manner something to do.

For example:

Quickly	warmly	too
so	very	extremely
quite	fairly	rather
almost	nearly	pretty

4) Adverb Of Frequency. That is explain seldom or not something to

do. For example:

always	usually	seldom
generally	often	sometimes
frequently	occasionally	never
once in a while		

5) Adverb Of Degree. That is explain about level a job to do. For example:

very rather enough.

6) Adverb Of Sentence. Explain about all sentence and put in begin of sentence. For example:

actually the last in fact generally.³⁰

D. Media

1. Defenition of media

Media is all the form that unilized to the process of information channeling.³¹ Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.³² Defenition of media is the component of the lerning source that can stimulate student in learning.³³

³⁰ Imam Baehaqi, "Complete English, " (First Edition; Jakarta: Cakrawala Ilmu, 2009), p. 182-185.

³¹ Rohani Ahmad, "Media Instructional Education, " (Jakarta: PT. Rineka Cipta, 1997), p.2

³² Rohani Ahmad, *lop.cit.*, p.3

³³ Azhar Arsyad, "Media Pembelajaran", (Jakarta: PT. Raja Grafindo, 2004), p.4

Media is a tool for helping the people especially the teacher and students when teaching and learning process, not only in the school but in the house. Media not only form of book, text or matter. But, radio, TV, picture, brochure is source of learning. Each person, matter, tools, or even that placed the condition in order the learner can get knowledge, skill and attitude. In this case teacher, text box and schoolmedia. So, we could say that media is the source of learning component.

2. The Function of Media

The functions of media were

- a) Media can be implementation the right basic concept, real and realistic. In using media like picture, video, etc.
- b) Media can increase new desire and interest.
- c) Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.
- d) Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly give concrete about the meaning of believe culture, etc.³⁴

3. Kinds of Media

Classified into four kinds namely :

- a. Visual, visual aids were things just can be seen, for example, films, strip, blackboard and movie.

³⁴ H. Anawir and M. Basyiruddin Usman, “ *Media Pembelajaran,* ” (1st Print ; Jakarta : Ciputat Press, 2002), p. 15

- b. Audio, audio aid just can be listened, for example, record, radio, transparent electronic, etc.
- c. Audio visual, can be listening and sight, example, film and TV
- d. Dramatis, for example, role plays socio drama.³⁵

4. Teaching Media

According to heinich and rusello as qouted by Wirman, the sense of media comes from “latin” thats is medium. The meaning in general as as a means of communication that is whatever can bring information between sources and receiver the things itself. We can call instructional media, if it uses for delivering the message in educational environment.³⁶

From the statement above we can catch how important the media in learning foreign language, next Romiszowki as qouted by Wirman said, the media is carries of message that is as a means to deliver message to students.³⁷

5. Advertisement

a. The language of Advertisement

In oxford dictionary, advertisement come from *advertise' (v) means that make (especially something for sale) known to people by notices in newspaper, ect.* While, advertisement it self means that *(n) notice in a news paper, on*

³⁵ Ibid., p. 29.

³⁶ Wirman, “ *The Use of the Picture as Media in Teaching English Vocabulary : An Experimental Study at the Seven Grade Students of SMP Al-Amin Mataram in academic year 2010-2011.* Online : [http:// wirmanvalkinz.blogspot.com/2012/12/contoh- kumpulan- skripsi- bahasa- inggris. Html.](http://wirmanvalkinz.blogspot.com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html) Accessed on October 10th 2013.

³⁷ Ibid.

television, etc of something for sale.³⁸ In another word, Advertisement is a way to promoted or introduce the product to sell. Advertisement can be a media for students in studying English Vocabulary is one of the real authentic materials. advertisement can help the students to improve their vocabulary.

b. Types of advertisement

1) Television advertising.

The TV commercial is generally considered the most effective mass-market advertising format, as is reflected by the high prices TV networks charge for commercial airtime during popular TV events.

2) Radio advertising.

Radio advertising is a form of advertising via the medium of radio.

3) Online advertising

Online advertising is a form of promotion that uses the Internet and World Wide Web for the expressed purpose of delivering marketing messages to attract customers. Online ads are delivered by an ad server.

4) Picture or Brochures

Picture or brochure including interesting and attractive images from valuable source. Students might discuss whether it is worth to buy the product.³⁹

The activities about advertising involve poster, notice, cards, sample, circulars, brochure, labels, poster pillars and many other ways. Beside these visual acts, the ears can be filled with slogans, loudspeaker message, and the range of auditory effects heard in radio and TV advertising.

³⁸ As Hornby, "Oxford Advanced Learner Dictionary," 1995, p. 7.

³⁹ Wikipedia, the free encyclopedia, "Advertising,". Accessed on October 1st 2013.

c. Advertisement in Teaching Vocabulary.

Advertisement in teaching vocabulary. When the students listening an advertisement from radio or loudspeaker messages, students are interested to know what is the product in selling. And when students saw an advertisement on TV, picture or brochure. Students attract to know the meaning of the advertisement and students might discuss whether it is worth to buy the product.

They are many ways to applying advertisement in teaching vocabulary. One of them is picture of advertisement.

1. Picture

Picture is visual tool that effective because it can describe something to be more concrete and realistic.⁴⁰ According to Martin Manser, picture is painting, drawing, or photograph, as work of art, what is seen on TV screen.⁴¹

Picture is visual aid that can be used to the students of English as a foreign language to practice the language in real context or in situation. in which they can use it to communicate. many language teachers are as concerned to help their students to develop as human and in their ability to relate to other, as they are to help them to develop their ability to use the resource as possible in the classroom so that the students can help include pictures.

Picture is very important to be used in teaching to make clear and so make students understand. So, in using picture, the students can pay attention for things that the students never seen in the lesson.

⁴⁰ Asnawir and M. Basyiruddin Usman, " *Media Pembelajaran,*" op.cit., p. 42

⁴¹ Manser Martin, " *Oxford learner pocketed dictionary,*" (Cet. III; New York : Oxford University Press, 1980), p. 310.

The picture is used in a more meaningful and ‘real-life-communicative’ way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. Hill illustrated this idea on the example: “In the same way that the idea of holding up a pen and asking ‘What’s this?’, expecting the answer ‘It’s a pen’ is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask ‘What’s this?’ expecting the same answer.”⁴²

Furthermore, picture can help the teacher to get the instructional aims, because picture as media that very easy and available to used in teaching and learning process.

The advantages of using picture to teaching and learning process:

- a) Picture can stimulate students in learning.
- b) The characteristic of picture is concrete.
- c) Picture can explain what we see.
- d) Picture can attract the students’ attention to guess the meaning unfamiliar word.⁴³

⁴² Katerina Joklova, “*Using Picture in Teaching Vocabulary* : Bachelor Thesis Faculty of Education Departement of English language and literature,” (Masaryk University, 2009), p. 7. Assecced july 20th 2013.

⁴³ Arif Sadiman, “*Media Pendidikan*,” (Jakarta : PT Raja Grafindo Persada, 1998), p. 29.

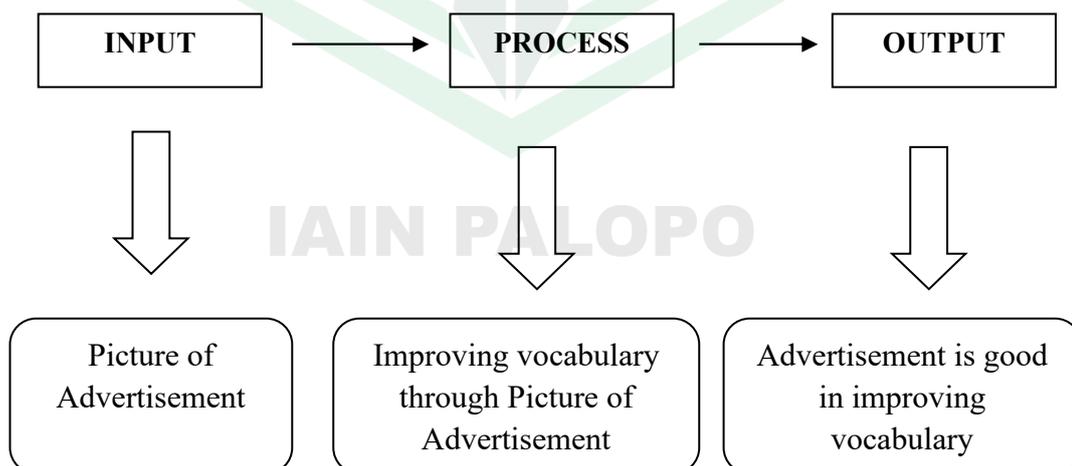
2. Picture of Advertisement

Picture of advertisement was a media to learning that worked to made the learning process to be interesting and lively. Because, the students was motivate to quick think to answer the question in the English language.⁴⁴

Picture of advertisement show many vocabulary that the students can take from it. There are many advertisement contains English vocabulary that explain everything about the product. For example : car, motorcycle, food, drink, etc.

Based on the explanation above, picture of advertisement can stimulate and motivated the students, make clear the meaning of the material, make the teacher easy to explanation the material and can help the students more easy in memorize vocabulary.

F. Conceptual Framework



⁴⁴ Katerina Joklova, "Op.Cit.,p. 19

In conceptual framework the researcher explained about the matter and showed example picture of advertisement to the students and then the researcher gave test to the students. After that, the students find out the meaning of word. After that, the students memorize it and showed the opicture to other students.



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CHAPTER III

RESEARCH METHOD

A. Research Type

This research followed the principal working of Classroom Action Research (CAR) that contains of four steps; they are: Planning, Implementation of Action, Observation, and Reflection.

This research was held around two cycles. They are first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle is continued and repaired from the first cycle.

B. Research Participant

1. English Teacher

English teacher was researcher in this research, where the English teacher apply picture of advertisement while teaching vocabulary in the class.

2. Students

The position of students in this research as subject of the research, the researcher hopes after researching the students can improve their vocabulary.

3. Partner and collaborators

The position of collaborator in research as observer, the collaborator help the researcher to observe the students, so the researcher can be able to know the students condition in learning process and gave suggestion for the problem in each cycle.

C. Setting

Setting in this research is :

1. Place Of The Research

The research did in SMP NEGERI 9 PALOPO Ratulangi street. As subject in this research was class IX⁴ with 29 students in the class.

2. Time Of The Research

Time of the reseach in January 2014.

3. Siklus PTK

This research did as 2 siklus.

D. Technique and Instruments of Collecting Data

1. Techniques

The collecting data techniques in this classroom action research were:

- a) Test: to find out the students' score.
- b) Observation: to find out the students' participation during the use of picture of advertisement in teaching vocabulary.
- c) Interview: to find out the level of successful in implementing the use of picture advertisement in teaching vocabulary.

2. Instruments

The instruments used in collecting data in this classroom action research were:

- a) Vocabulary Test: the students given a list vocabulary to check the vocabulary that they have known .

b) Observation list: it used when observing the students' participation during the use picture of advertisement in teaching vocabulary also as the basic instrument used in discussing part among the teacher and the collaborators as a way to make reflection in each cycle.

c) Guided Interview list: to find out the level of successful in implementing the use picture of advertisement in teaching vocabulary.

e) Laptop : a laptop also called a notebook, is a personal computer. For showing the picture about advertisement during in learning process.

E. Technique of Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique and by considering the tendency happened during the learning process.

a. Vocabulary test result: Students' score of the vocabulary test was counted by using formula, as follow:

$$\text{Nilai Perolehan} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Calculating the mean score of students' vocabulary test by using following

formula: $X = \frac{\sum x}{N}$

Were:

X = the mean score

$\sum x$ = the total raw score

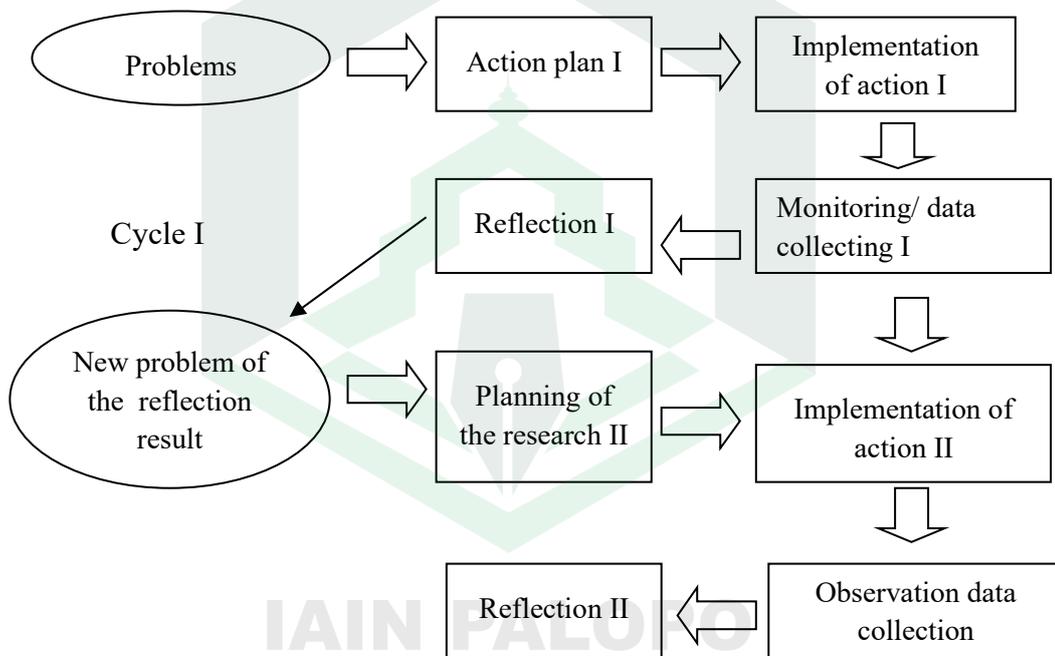
N = the number of students⁴⁵

⁴⁵ Suharsini Arikunto, "Dasar-Dasar Evaluasi Pendidikan", (Cet. 11, Jakarta: Bumi Aksara 2010) p.264

- b. Activities of students during the learning process: analyzed by considering the students' participation and the classified into high, average and low classification.
- c. Implementation of learning by using picture of advertisement: by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

F. Procedures of The Research

Table 3.1



Classroom Action Research Cycle⁴⁶

⁴⁶ Baedhowi, “*Membimbing Guru dalam Tindakan Kelas*,” (Jakarta: Januari 2010), P.

Cycle I

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students.

2. Make a lesson plan about the use picture of advertisement to learning vocabulary.

3. Classroom management: number of students 29, make the classroom comfortable.

4. Prepare the test.

5. Making the instruments which used in cycle of classroom action research.

b. Acting

1. The researcher prepared all of the instrument in the class before start teaching such as Laptop, LCD, Pictures. etc

2. The researcher introduce herself for the students.

3. The researcher called the students' name

4. The researcher introduce of material of the lesson about Advertisement.

5. The researcher explained the material.

6. The researcher showed a picture of advertisement.

7. The researcher made the class into teams or groups.

8. The researcher gave picture test each groups.

9. The researcher gave instruction to the students to find out the meaning the pictures by using dictionary.

10. The students did test. after that, they are percentage of their answer.

11. The researcher and students together straighten mistake of the students.

12. Closed the class.

c. Observation

1. Vocabulary test

2. Students' participation

3. Students' performance in peer evaluation and discussion.

d. Reflecting

This classroom action research is success if some of the following requirement are fulfilled:

1. Most of the students have a good score in evaluation (70).

2. Most of the students (75%) have a good participation during the acting.

3. Most of the students active in peer evaluation and discussion.

Cycle II

Like at the first cycle, in the second cycle also consisted of planning, acting, observation and reflecting.

a. Planning

The research team, made a lesson plan based on the result of reflection in the first cycle.

b. Acting

1. The researcher did the teaching by using picture of advertisement.
2. The researcher gave picture and word list each group.
3. The students wrote and find out of the meaning according the pictures.

Then, the students matching the word list and pictures.

4. The researcher made competition each group.
5. Close the class.

c. Observation

1. Vocabulary test
2. Students' participation during the learning process
3. Student' performance in peer evaluation and discussion

d. Reflecting

This classroom action research is success if some of the following requirement are fulfilled:

1. Most of the students (75%) have a good participation during the acting.
2. Most of the students have a good score in evaluation (70).
3. Most of the students active in peer evaluation and discussion.

G. Working Indicators

Determining the criteria of success in action research is very important to know, how success the using picture of advertisement to applied in the class.

The criteria 'success is also important to measure whether the picture of advertisement was effective to improve students' vocabulary.

This study considered to be successful if it has these following criteria:

- a. Average of students' final score is 70 within the range 10 to 100
- b. 70 % students have positive response and active involvements.



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CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

Based on the pre-observation, the researcher got some data about the students' situation of the class, including the students' problem. Based on the interview, the researcher got information from the students that if the students are not interested in English class and find it difficult to cover four skills in English like, the teacher gives tests to the students but the students do not understand what the meaning of the test, because the students don't have much vocabulary.

It means that the researcher has a plan to improve students' vocabulary through pictures of advertisements in mass media to help students easily find out the meaning of the test and the students become more interested in English class.

The findings of the research explain the cycle of learning and teaching process of this current research. In this case, there were two cycles. Every cycle consists of 4 steps, there is planning, acting, observation, and reflection.

Cycle 1

1. planning

To carry out the action research class required different tools that have been created and developed previously, namely : Lesson Plan (RPP), the supporting instruments: guidelines for interview, observation sheets and test. in this step the researcher prepares what have to do in the action step, paper work students, and pictures.

The act of learning is done :

- a. Media of Learning used Advertisement, allocation of time 90 minutes and the research took 29 students.
- b. To make the good management in the classroom, the research divided the student into six groups.
- c. The research explained objective the lesson and gave examples vocabulary.
- d. The research showed pictures for students as example for advertisement.
- e. Gave test to the students and find out the meaning about 10 minutes.
- f. Percentage the answer test in front of in the desk.

2. Acting

The activity in the cycle I, the teacher greeting and ask to students. and then, the teacher invite students to pray together to started lesson. after that, the teacher organized class so that students were ready to accept the lesson and, the next the teacher introduce the researcher. and then, the researcher introduction herself to the students.

The researcher prepared tools and matter that would be used to learn. then, the researcher absent the students. and then, the researcher formed six group and asked the students to arrange the desk formed U. So, each member of group other looking out on. Afther that, the researcher asked to students about the matter that would be to learn. After that, the researcher explanation the advertisement like advertisement is a way to promoted or introduce the product. Advertisements can you saw on TV, newspaper, picture or brochure. And the researcher choose picture of advertisement for learning process, because picture is one of the real object, easy to find and the students interesting to did the test. Not only, used picture can motivated the students to quick think to answer the question in the English language.

The researcher showed picture and ask “what this the picture?” but there is no students mention it and then the researcher repeat again and asked like, if I (researcher) asked “ What is the picture?” while showed picture of motorcycle, and you (students) answer “The picture is motorcycle”. And then, the researcher asked to the students “Repeat after me”, “What is the picture”, “the picture is motorcycle” and the students together to said that.

Picture 4.1

Example of Advertisement



After that, the researcher gave pictures of each group. After that, the researcher asked to the students to used dictionary to easy find out the meaning of

the picture, and then memorize it. So that, the next meeting, when the researcher showed the picture to the students, the students easy to know the meaning of the picture. After that, the students showed the picture to member of group and said “what is the picture and member of group said that “ the picture is book”.

The second meeting and third meeting, the researcher applied the first meeting. the students interesting followed the lesson when the researcher showed the picture some students can answer it. After that, the researcher gave test and the researcher gave instruction to the students. First, the students find out the meaning of the test by using dictionary for 10 minutes. Second, the students percentage of the test on the desk. Finally the students showed the member of group and say that “what this” and the member answer it.

After finished cycle I, the researcher and the students repeated the material that has been discussed. And then, the researcher closed the class by reciting prayer together.

3.Observation

Based on data observation from 29 students in class IX⁴ , evaluation on students vocabulary test showed that the students means score was: 58,2. And the students less and not enthusiasm in learning process.

Table 4.1

“The Raw Score the Students in Cycle 1”

No	Students	Score
1	R1	70
2	R2	80
3	R3	70
4	R4	80
5	R5	80
6	R6	-
7	R7	70
8	R8	60
9	R9	80
10	R10	60
11	R11	70
12	R12	60
13	R13	60
14	R14	60
15	R15	80
16	R16	70
17	R17	70
18	R18	80
19	R19	-
20	R20	80
21	R21	80
22	R22	60

23	R23	-
24	R24	80
25	R25	60
26	R26	70
27	R27	-
28	R28	70
29	R29	80
Jumlah		58,2

The mean score :

$$X = \frac{\sum X}{N}$$

$$X = 58,2$$

The table explains that the highest score is 80 and the lowest score is 60.

There was 10 students who got score of 80, 8 students who got score of 70, 7 students who got score of 60 and there was 4 students did not get score because the students did not work the test.

The result observation on the students' activities during the teaching and learning process. It can be seen in table below:

Table 4.2

“The Instrument of Observing the Students’ Activity”

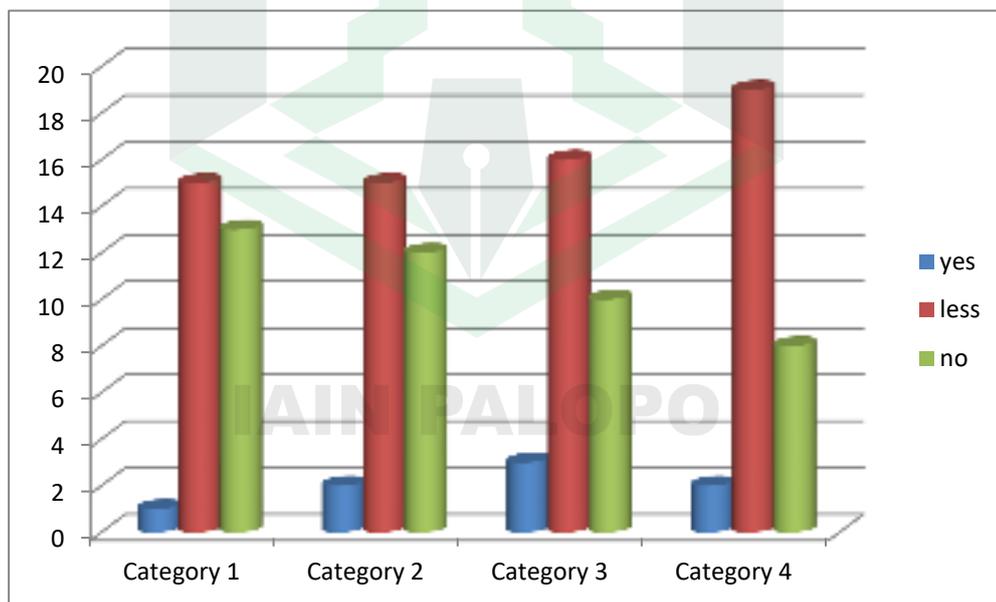
Cycle 1

Participant	1			2			3			4		
	Yes	Less	No									
R1			■			■			■			■
R2		■			■		■			■		
R3		■			■				■		■	
R4			■		■				■			■
R5		■			■				■		■	
R6			■		■				■		■	
R7			■		■				■			■
R8		■		■		■			■		■	
R9		■			■				■		■	
R10		■			■				■			■
R11		■			■				■		■	
R12			■		■				■		■	
R13		■			■				■		■	
R14			■		■				■			■
R15			■		■				■		■	
R16	■			■			■				■	
R17			■			■			■		■	
R18		■			■				■		■	
R19		■			■				■		■	
R20			■			■			■		■	
R21		■			■				■		■	
R22			■			■			■			■

R23												
R24												
R25												
R26												
R27												
R28												
R29												
T0tal	1	15	13	2	15	12	3	16	10	2	19	8

Table 4.3

“The Percentage the Students’ Participation of Cycle I”



Based on the table 4.2 and table 4.3 above, that included 29 respondents. Category 1, only 1 student enthusiastic when the learning process, and the percentage was 3%. 15 students less enthusiastic when the learning process and

the percentage was 52%. 13 students not enthusiastic when the learning process and the percentage was 45%.

Table 4.4
The Percentage of the Students in Category 1

Option	Frequency	Percentage
Yes	1	3%
Less	15	52%
No	13	45%
Total	29	100%

Category 2 included 29 respondents, there was 2 students excited learning by using advertisement and the percentage was 7%, 15 students less excited learning by using advertisement and the percentage was 52%. 12 students not excited learning by using advertisement and the percentage was 41%.

Table 4.3
The Percentage of the Students in Category 2

Option	Frequency	Percentage
Yes	2	7%
Less	15	52%
No	12	41%
Total	29	100%

Category 3 included 29 respondents, there was 3 students active work together to do test and percentage was 10%. 16 students less active work together

to do test and the percentage was 55%. 10 students not active work together to do test and the percentage was 35%.

Table 4.6
The Percentage of the Students in Category 3

Option	Frequency	Percentage
Yes	3	10%
Less	16	55%
No	10	35%
Total	29	100%

Category 4 included 29 respondents, there was 2 student active memorize the vocabularies and the percentage was 7%. 19 students less active memorize the vocabularies and the percentage was 65%. 8 students not active memorize the vocabularies and the percentage is 28%.

Table 4.7
The Percentage of the students in category 4

Option	Frequency	Percentage
Yes	2	7%
Less	19	65%
No	8	28%
Total	29	100%

4. Reflection

In the first cycle, the researcher found many problems or some significant weakness such as: (a) most students still lack enthusiasm and confused to understand the process learning, cause there is no feed back between the students and the researcher. because the students not having vocabulary. then the researcher communicating friendly with the students, the researcher ask to the students for take it easy or relaxed in learning process. (b) the condition of class was noising when the researcher gave explanation, then the researcher try to calm the students down, for example: "hello", "attention please!" or "don't be noise please!". (c) most of the students didn't really enthusiasm in learning activities, the researcher approached the students and ask them with smile "why you don't finished your task?. because, some students did not have and bring dictionary, and the researcher asked to the students for the next meeting the students has bring dictionary.

For the solve problem or weaknesses in the first cycle, the researcher was planned in the second cycle as follows: (a) give more motivation to the students in order to be active in peer evaluation and discussion. then the researcher come in their class to research their vocabulary trough advertisement so the researcher ask to helps in order to success in this research. beside that the researcher gave explanation to important of study English, study English is very easy, don't fright to do mistake and don't be shy to practice English. Study English not only the

books and school but many ways to study English for example advertisement, you see the pictures.

Picture 4.2

Example of Advertisement



from the pictures above, we can easy to know of the meaning car and book.

(b) gave chances to the students who got a good score in the previous cycle to share their knowledge with their friends, the researcher mention the score every groups, in other that the students know if they got low score in cycle I and they try to got good score in cycle II.

Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the action to reach the criteria of success in the learning process. To repaired weakness and kept success already be reached on first cycle, both of the researcher and partner made some plan to the cycle 2.

Cycle II

1. Planning

In order to improve the weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follow:

- a. Setting the classroom into groups to create in learning process better.
- b. Preparing the instrument test

2. Acting

The second activity, Like at the cycle I, the researcher gave greeting and asked to students. and then, the researcher invited students to pray together to start lesson. After that, the researcher organized class so that students were ready to accept the lesson, the next, the researcher prepared tools and the matter would be used to learn. Before, the researcher ask to students about the matter that would be to learn, the researcher absent the students.

The researcher explained the matter of learning to students. And then, the researcher showed the pictures and the researcher choose a students to answer the picture, the researcher point the picture and say that “ what this” and a students answer the questions. And than, the researcher made competition to each group. The researcher gave some pictures about food, drink, furniture, electronic, kitchen utensil. Etc, (*see appendix : 5*) and word list. Each group find out the meaning of word list. The next, the students matching the word list and the pictures on the table. After that, each group have competition like group 1 asked to the group six “ what this” while showed a picture about food and member of group six say that “ this is ice cream”. And so on.

Picture 4.3

Example of Advertisement



After finished, the researcher and students discussed about the matter and sometimes, the researcher showed the students pictures like the researcher showed picture of refrigerator but before the researcher say “what is the picture” some students in advance to answer it. If there was students spoken with his or her friends, the researcher directly to asked the students while refer is the things use it. Example, the researcher refer a student’ shoes and say that “what this” and if a students don’t answer the question of the researcher, the researcher refer other thing like bag, table or cupboard, till a student answer it. After that, the researcher closed the class by reciting prayer together.

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3.Observation

- a. Evaluation on students vocabulary tests showed that the students score were mostly in average score and classified as good. the mean score was 80,2

Table 4.8

“The Raw Score the Students in Cycle II”

No	Students	Score
1	R1	80
2	R2	100
3	R3	80
4	R4	80
5	R5	80
6	R6	100
7	R7	100
8	R8	100
9	R9	80
10	R10	100
11	R11	100
12	R12	80
13	R13	100
14	R14	100
15	R15	100

16	R16	100
17	R17	100
18	R18	100
19	R19	80
20	R20	80

21	R21	80
22	R22	80
23	R23	80
24	R24	80
25	R25	100
26	R26	100
27	R27	80
28	R28	80
29	R29	80
Jumlah		80,2

The means score was:

$$X = \frac{\sum X}{N}$$

$$X = 80,2$$

b. The result of observation on students enthusiasm during the learning process:

Table 4.9

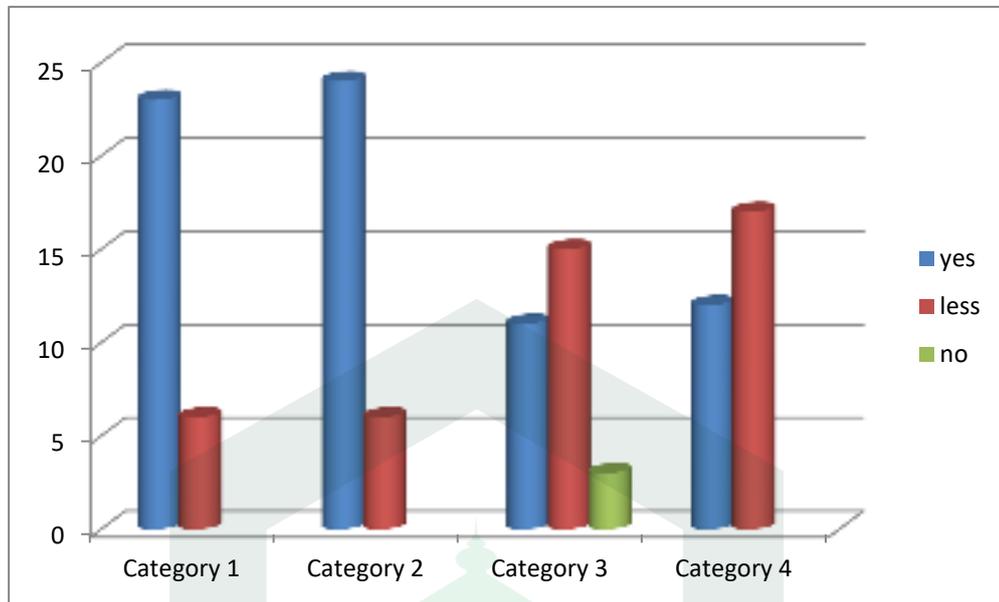
“The Result of Students’ participation of cycle II”

Participant	1			2			3			4		
	Yes	Less	No	Yes	Less		Yes	Less	No	yes	Less	No
R1												
R2												
R3												
R4												
R5												

R6												
R7												
R8												
R9												
R10												
R11												
R12												
R13												
R14												
R15												
R16												
R17												
R18												
R19												
R20												
R21												
R22												
R23												
R24												
R25												
R26												
R27												
R28												
R29												
T0tal	23	6	-	24	5	-	11	15	3	12	17	-

Table 4.10

“The Percentage the Students’ Participation of Cycle II”



Based on the table and diagram above, that included 29 respondents. Category 1, there was 23 student enthusiastic when the learning process, and the percentage was 79%. 6 students less enthusiastic when the learning process and the percentage was 21%.

Table 4.11

The Percentage of the Students in Category 1

Option	Frequency	Percentage
Yes	23	79%
Less	6	21%
No	-	-
Total	29	100%

Category 2 included 29 respondents, there was 24 students excited learning by using advertisement and the percentage was 83%, 5 students less excited learning by using advertisement and the percentage was 17%.

Table 4.12

The Percentage of the Students in Category 2

Option	Frequency	Percentage
Yes	24	83%
Less	5	17%
No	-	-
Total	29	100%

Category 3 included 29 respondents, there is 11 students active work together to do test and percentage is 38%. 15 students less active work together to do test and the percentage is 52%. 3 students not active work together to do test and the percentage 10%.

Table 4.12

The Percentage of the Students in Category 3

Option	Frequency	Percentage
Yes	11	38%
Less	15	52%
No	3	10%
Total	29	100%

Category 4 included 29 respondents, there is 12 student active memorize the vocabularies and the percentage is 41%. 17 students less active memorize the vocabularies and the percentage is 59%.

Table 4.14

The Percentage of the students in category 4

Option	Frequency	Percentage
Yes	12	41%
Less	17	59%
No	-	-
Total	29	100%

3. Reflecting

The researcher believe that advertisement one of ways to improved vocabulary. There was some improvement that could be gathered from reflection stage. Learning in class action cycle II was better than the cycle I. enthusiastic the students when the learning process was increased.

Based on the table and diagram above, that included 29 respondents. Category 1, there was 23 student enthusiastic when the learning process, and the percentage was 79%. 6 students less enthusiastic when the learning process and the percentage was 21%.

Category 2 included 29 respondents, there was 24 students excited learning by using advertisement and the percentage was 83%, 5 students less excited learning by using advertisement and the percentage was 17%.

Category 3 included 29 respondents, there was 11 students active work together to do test and percentage was 38%. 15 students less active work together to do test and the percentage was 52%. 3 students not active work together to do test and the percentage was 10%.

Category 4 included 29 respondents, there was 12 student active memorize the vocabularies and the percentage was 41%. 17 students less active memorize the vocabularies and the percentage was 59%.

Beside that the researcher gave some motivation with the students to increase their vocabulary. The researcher gave some types to study English for example ask to the students to memorize 5 words everyday, or the students learning by doing. Based on the result student's score and percentage the students activity was increased, the researcher say that cycle II was success.

B. Discussions

By considering the findings, the researcher present the discussion of data given the students, the section described students' improving vocabulary trough advertisement.

The students of SMP Negeri 9 Palopo class IX 4 was low in the first cycle than second cycle, it could be identified through the result cycle I and cycle II, in this case, the researcher divided discussion in two part such as : the result of the first cycle showed that the student's ability in mastery vocabulary is low score (*see table 4.1*) and their participation vocabulary's learning process (*see table 4.2*). If based on the second cycle showed that the student's ability in mastery

vocabulary were high score (*see table 4.7*) and their participation vocabulary's learning process (*see table 4.8*). I could be proved that students advertisement are effective ways to improve the vocabulary aat the ninth year of SMP Negeri 9 Palopo.

1. The First Cycle

Based on the analysis from the student's test in cycle I, the mean score in the first cycle was only 58,2. Based on the result of students' participation in the first cycle, the researcher was found the students not enthusiastic was 13 and percentage was 45%, less enthusiastic was 15 students and percentage was 52%, and the student enthusiastic was only 1 and percentage was 3%. Some students not enthusiasm when the learning process because they did not know vocabulary meaning in the tests, it was as result they seldom open the dictionary and asked to the teacher so the situation of the class was a little bit noisy. Therefore the next meeting the researcher command every students to bring a dictionary and if there is difficult word the researcher gave suggestion about the word. consequently they easy to know the meaning of the word. so the researcher made plan to get the effective ways in improving the vocabulary through advertisement.

2. The Second Cycle

Based on the analysis from the student's test in cycle II, the mean score in the second cycle was increased. The learning process in the cycle II more interesting because they can build relationship among other students and the researcher, the students giving feed back when the researcher showed the pictures

or the researcher came in the desk of the students and say that what this while point of the picture in the brochure.

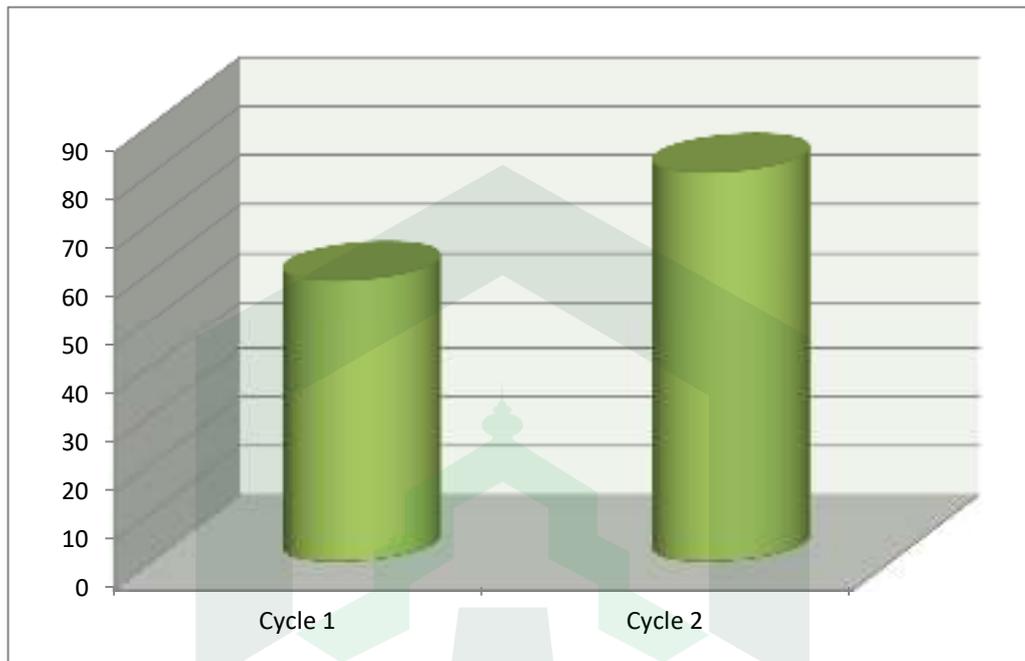
Based on the result of students' participation in the first cycle, the researcher was found the students not enthusiastic was 23 and percentage was 79%, less enthusiastic was 6 students and percentage was 21%, and no students not enthusiasm when learning process and situation of the class is not noisy because the students bring a dictionary. The class noisy when the researcher gave test to the students for matching the words and the pictures on the table. So every students active when did the test and all groups don't mistake when the percentage the answer of the test.

The result of the observation of the students' activities showed that the students enthusiasm in learning process in the cycle II than cycle I. it indicates that after giving reflection based on observation made researcher and collaborators, the students have better achievement and the researcher has know in the application of appropriate the best way to improving vocabulary through advertisement. The students attention was focused in learning and the students were fun enjoyable and easy to understand the vocabulary.

The result of mean score from two cycles like as the chart below:

Table 4.15

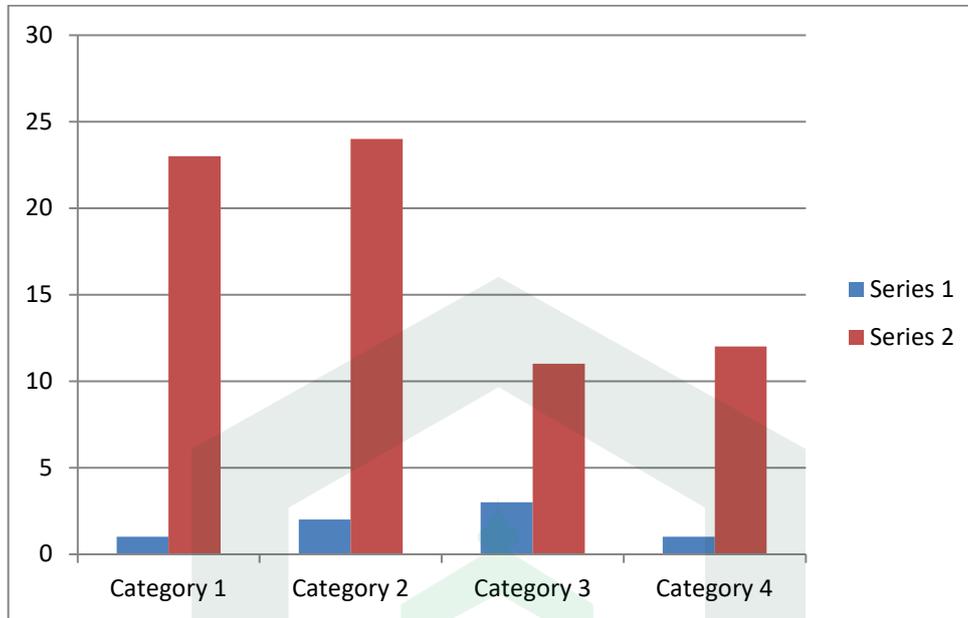
“The Result of Mean Score Cycle I and Cycle II”



Based on the picture 4.5 above, the mean score in the first cycle was only 58,2. There were 10 students who get score 80, 2 students who get score 70, 6 students who get score 60, and 4 students don't get score because they absent. And then, the mean score in the second cycle was 80,2. There were 14 students who get score 100, and 15 students who get score 80.

Table 4.16

“The Percentage the Students’ Participation of Cycle I and Cycle II”



Based on the Picture 4.6 above, in the first cycle, the students participation was low only 1 student enthusiasm when learning process in category 1, 2 students exited learning by using picture of advertisement in category 2, 3 students did the test together, and a student active memorizing the vocabulary in category 4.

And then, in the second cycle, the students participation increased. There was 23 student enthusiasm when learning process in category 1, 24 students excited in learning by using picture of advertisement in category 2, 11 students did the test together in category 3, and 12 students can memorize the vocabulary in category 4.

Based on the research above researcher concluded picture of advertisement is effective way to improve the vocabulary. the teacher should try to find out appropriate media to improve the students' vocabulary because there is no word of target language can be produced without having vocabulary. and students should improve their vocabulary because four English skill such as speaking, listening, reading and writing can hardly be mastered without good mastery of vocabulary. so, the students memorize minimal 5 word everyday.

According to Asnawir and M. Basyiruddin. Picture is visual tool that effective because it can describe something to be more concrete and realistic.⁴⁷ Picture is one of the real object, easy to find and the students interesting to did the test.

The advantages of using picture to teaching and learning process:

- a) Picture can stimulate students in learning
- b) The characteristic of picture is concrete
- c) Picture can explain what we see
- d) Picture can attract the students' attention to guess the meaning unfamiliar word.⁴⁸

Picture of advertisement was a media to learning that worked to made the learning process to be interesting and lively. Because, the students was motivate to quick think to answer the question in the English language. Vocabulary

⁴⁷ Asnawir and M. Basyiruddin Usman, *Op.Cit.*, p.42

⁴⁸ Arif sadiman, *Op.Cit.*, p.29

function as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. the word “vocabulary” generally represents a summary of word or their combinations in a particular language.⁴⁹

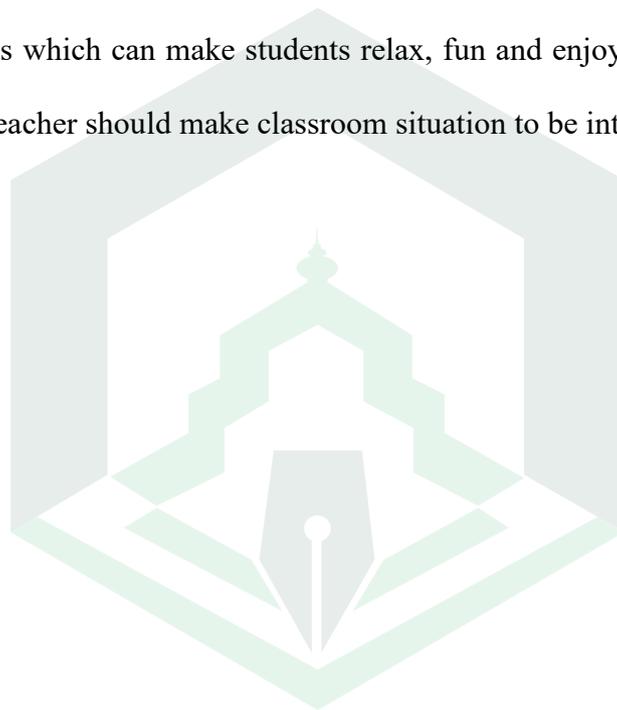
Advertisement is a way to promoted or introduce the product to sell. Advertisement can be a media for students in studying English vocabulary. It is one of the real authentic materials, and can help the students improve their vocabulary. picture of advertisement showed many vocabulary that the students can take from it. There are many advertisement contains English vocabulary that explain everything about the product. For example: car, motorcycle, food, drink, etc. picture of advertisement can stimulate and motivated the students, make clear the meaning of the material and the students easy to memorize the vocabulary. Not only, picture of advertisement made the teacher easy explanation the material.

For easily the students to did the test. The students used dictionary to easy find out the meaning of the test or the researcher gave imagine about the word. if the students find the new vocabulary. so the students easy did the test and efficient the time.

The other way. The researcher setting the classroom into group to created learning process better. So, when the students did the test, the students together to find out answer the question. Not only, the students easy to did the test and

⁴⁹ Katerina Joklova, “*Using Picture in Teaching Vocabulary*,” (Masaryk University, Faculty of Education, 2009), it can accessed at [Using Picture in Teaching Vocabulary.pdf](#). accessed on juli 20th 2013

efficient the time. Sometimes, any students were afraid and shy to their teacher, so in the learning process they only keep silent still the learning process. Based on this problem, "student feedback" can be as medium for encourage the students' active from teacher/researcher to the students/respondents.⁵⁰ Based on the concept, it can help the students were not active can be more active when learning process, and the teacher should be more creative in giving an appropriate strategy to the students which can make students relax, fun and enjoy getting the material and also the teacher should make classroom situation to be interesting.



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⁵⁰ Kunandar, "*Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,*" (Jakarta: Rajagrafindo persada, 2008),p.125.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After finishing the research, the researcher concludes that:

Picture of advertisement media is effective way to improve the students' vocabulary. It is supported by the achievement of ideal mean score in cycle II was 80.2. It is different in cycle I that just 58.2. Students' participation in the first cycle was low which only 1 student enthusiastic in learning process, but in the second cycle students participation increased. There was 23 students enthusiastic in learning process. So, picture of advertisement is effective way to improve students' vocabulary.

The effective ways in improving students' vocabulary through picture of advertisement is : Pictures of advertisement is one of the real object and easy to find in daily. Using picture can motivate the students to quick think to answer the question in the English language. When learning process, picture can stimulate the cognitive aspect of students. Improving vocabulary by using advertisement was effective and interesting ways to learning process, the students were not only learning in the classroom but also outside of the class and school for example at house when the students wath TV or listened the radio, or in the road when the studens saw picture of advertisement.

B. Suggestions

Related to the conclusion above, the writer would like to put forward some suggestions as follows :

1) An English teacher should be more creative in giving an appropriate strategy to the students which can make students relax, fun, and enjoy getting the material and also the teacher should make classroom situation to be interesting. If there is the students don't know the meaning of words, the teacher gave suggestion about the word.

2) For the students can use picture of advertisement when learning process because picture of advertisement easy to find out and easy to memorize the vocabulary. We can see on TV, Newspaper and brochure. We can listen on the radio. The students don't be afraid and shy to the teacher when the teacher give test or ask for you.

3) In learning process not only from the books, school and teacher but when we look at the advertisement on the TV, Pictures beside road or pictures and brochure. It's all media of learning for the students.

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keterangan :

1. Siswa antusias mengikuti pelajaran.
2. Siswa tertarik belajar menggunakan Advertisement.
3. Siswa bekerjasama mengerjakan tes.
4. Siswa kurang memperhatikan materi dalam proses belajar.

Appendix : 2



Stove : Kompor



Bag : tas



Water : air



Hand phone : telpon gengam



Tomato ketchup : saus tomat



Hotel : hotel



Cake : kue



Snack : makanan ringan



Book : buku



Chair : kursi



wash mechine : mesin cuci



Television : TV

Appendix : 3

Terjemahkan kata-kata dibawah ini !



Kulkas :



Wash Mechine :



Tahu :



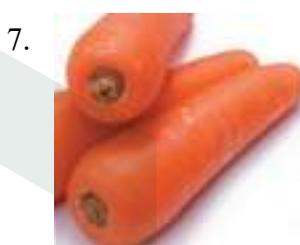
Chair :



Lemari :



Bag :



Wortel :



Stove :



Cangkir:



Car :

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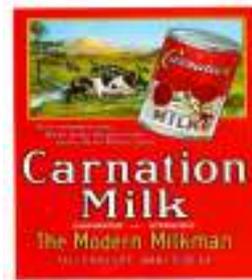
keterangan :

1. Siswa antusias mengikuti pelajaran.
2. Siswa tertarik belajar menggunakan Advertisement.
3. Siswa bekerjasama mengerjakan tes.
4. Siswa kurang memperhatikan materi dalam proses belajar.

Appendix : 5



Book : Buku



Milk : Susu



Ice Cream : Es krim



Watch : Arloji



Shoes : Sepatu



Drink : Minuman



Table : Meja



Pan : Panci



Refrigerator : Kulkas



Cupboard : Lemari



Chair : Kursi



Cigarette :Rokok

Appendix : 6

A. Pasangkan Terjemahan kata-kata dibawah ini!

- | | |
|------------------|-----------------------|
| 1. Soap : | a. sikat |
| 2. Car : | b. Pengusaha |
| 3. Peddler | c. Mobil |
| 4. Motorcycle : | d. Susu |
| 5. Businessman : | e. Sabun |
| 6. brush : | f. lemari |
| 7. Milk : | g . pedagang keliling |
| 8. medicine : | h. Surat kabar |
| 9. cupboard : | i. motor |
| 10. newspaper : | j. obat |

A. Terjemahkan kata-kata dibawah ini!

1. Cinema :
2. store :
3. market :
4. price :
5. Tooth-paste :
6. Sugar :
7. furniture :
8. fruit :
9. bread :
10. cafetaria :

Appendix : 7

Interview List

1. Apakah anda senang belajar bahasa inggris dengan menggunakan Advertisement (Iklan) untuk menghafal kosakata bahasa inggris ?

Mengapa ?

Jawab :

2. Apakah menggunakan Advertisement (Iklan) memudahkan anda dalam menghafal kosakata bahasa inggris ? Mengapa ?

Jawab :

3. Apakah anda ingin menggunakan advertisement sebagai media untuk menghafal kosakata bahasa inggris ? Berikan alasan ?

Jawab :

Rencana Pelaksanaan Pembelajaran (RPP)
Cycle I

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 9 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas : IX⁴

Standar Kompetensi

Memahami makna kata berdasarkan gambar untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Memahami makna kata dan Menghafal kosakata bahasa Inggris menggunakan gambar iklan yang berhubungan dengan kehidupan sehari-hari.

Indikator

Memahami makna kosakata bahasa Inggris pada gambar iklan.

Menghafalkan kosakata bahasa Inggris menggunakan gambar iklan.

Tujuan Pembelajaran

Siswa dapat memahami makna kosakata bahasa Inggris menggunakan gambar iklan.

Siswa dapat menghafal kosakata bahasa Inggris menggunakan gambar iklan.

Materi Pembelajaran

Advertisement (Iklan) adalah sebuah cara untuk mempromosikan atau memperkenalkan suatu produk.

Contoh :



Motorcycle : motor



Car : mobil

Metode Pembelajaran : Group Discussion.

Langkah – langkah Kegiatan

1. Kegiatan Awal : (5 menit)

- a. Member salam dan dan menanyakan keadaan siswa.
 - Good morning everybody
 - How are you today !
- b. Memberikan motivasi untuk siswa.
- c. Menyampaikan tujuan, manfaat pelajaran.

2. Kegiatan Inti

- a. Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari.
- b. Guru Memberikan contoh Iklan, kemudian menunjukkan ke siswa.
- c. Guru membagi siswa dalam beberapa kelompok
- d. Guru memberikan tugas kemudian menghafal kosakata tersebut.
- e. Siswa mempersentasikan hasil tugasnya.
- f. Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru.
- g. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

3. Kegiatan Penutup

- a. Guru dan siswa bersama-sama mendiskusikan materi pelajaran.
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber / Bahan

- Gambar-gambar yang relevan

Penilaian

a. Instrumen:

terjemahkan kata-kata dibawah ini!

b. Pedoman Penilaian

Untuk setiap pertanyaan benar, skor 10

$$\text{Nilai perolehan} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Palopo , 7 Januari 2014

Research,

Partner,

Sinta I

NIM: 09 16 3 0164

Sukarnengsih S.Pd.I

NIP:19820830 200502 2 001

Acnowledgement,
Headmaster of SMP NEGERI 9 PALOPO

Hamzah, S.Pd.,M.Pd.I

NIP: 19691231 199412 1 022

IAIN PALOPO

Rencana Pelaksanaan Pembelajaran (RPP)
Cycle II

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 9 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas : IX⁴

Standar Kompetensi

Memahami makna kata berdasarkan gambar untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Memahami makna kata dan Menghapal kosakata bahasa inggris menggunakan gambar iklan yang berhubungan dengan kehidupan sehari-hari.

Indikator

Memahami makna kosakata bahasa inggris pada gambar iklan.

Menghapalkan kosakata bahasa inggris menggunakan gambar iklan.

Tujuan Pembelajaran

Siswa dapat memahami makna kosakata bahasa inggris menggunakan gambar iklan.

Siswa dapat menghafal kosakata bahasa inggris menggunakan gambar iklan.

Materi Pembelajaran

Advertisement (Iklan) adalah sebuah cara untuk mempromosikan atau memperkenalkan suatu produk.

Contoh :



Motorcycle : motor



Car : mobil

Vocabulary : sales man/women, buy and cheap

Metode Pembelajaran : Group Discussion.

Langkah – langkah Kegiatan

4. Kegiatan Awal : (5 menit)

- a. Member salam dan dan menanyakan keadaan siswa.
 - Good morning everybody
 - How are you today !
- b. Memberikan motivasi untuk siswa.
- c. Menyampaikan tujuan, manfaat pelajaran.

d. Kegiatan Inti

- a. Guru menjelaskan materi pelajaran.
- b. Guru Memberikan contoh Iklan, kemudian menunjukkan ke siswa.
- c. Guru membagi siswa dalam beberapa kelompok
- d. Guru memberikan tugas kemudian siswa mencocokkan kosakata dengan gambar dan kemudian menghafal kosakata tersebut.
- e. Siswa mempersentasikan hasil tugasnya.
- f. Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru.
- g. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

h. Kegiatan Penutup

- a. Guru dan siswa bersama-sama mendiskusikan materi pelajaran.

Sumber / Bahan

- Gambar-gambar yang relevan

Penilaian

c. Instrumen:

Terjemahkan kata-kata dibawah ini dan cocokan dengan gambar!

d. Pedoman Penilaian

Untuk setiap pertanyaan benar, skor 10

$$\text{Nilai perolehan} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Palopo , 7 Januari 2014

Research,

Partner,

Sinta I

NIM: 09 16 3 0164

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IAIN PALOPO

CURRICULUM VITAE

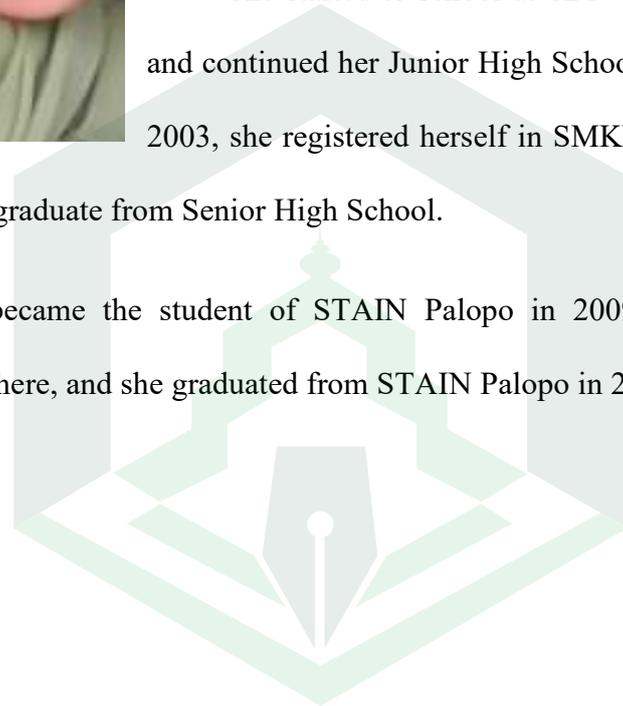


The write Sintia I. S.Pd was born on May 12th 1991 in Bua. She is the second child of five children from the marriage of her parents Ilham.P and Lisda.

She started to school at SDN 478 Barowa in 1997 and continued her Junior High School at SMPN 1 Bua in 2003, she registered herself in SMKN 1 Palopo in 2006.

In 2009, she graduate from Senior High School.

She became the student of STAIN Palopo in 2009 and took English Department there, and she graduated from STAIN Palopo in 2014.



IAIN PALOPO