ENRINCHING VOCABULARY MASTERY BY USING A PICTORIAL VOCABULARY ENGLISH BOOK AT THE SEVENTH GRADE STUDENTS OF MTs SATU ATAP DATOK SULAIMAN PALOPO

Thesis

Submitted the English Language of S1 Tarbiyah and Teacher Training Faculty of State Institute of Palopo in Partial Fulfilment of Requirement for (S.Pd) Degree of English Study Program

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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

الـحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاهَ ، أَمَّا بَعْدُ

Alhamdulillah RabbilAlamin, all praise Allah SWT, who gives us some mercies and blessings so that the researcher could finish this Thesis entitled ***"Enriching Vocabulary Mastery By Using a Pictorial Vocabulary English Book at The Seventh-grade Students of MTs Satu Atap Datok Sulaiman Palopo"*** Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

The researcher realizes this Thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thanks to:

1. Dr. Abbas Langaji, M.Ag., is the Rector of IAIN Palopo.
2. Prof. Dr. Sukirman, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, and Mr/Mrs. Deputy Dean I, II, and III.
3. Husnaini, S.Pd.I., M.Pd., the head of the English Language Education Study Program of IAIN Palopo and an academic advisor supporting the researcher, completed the Thesis.
4. Dr. H Rustan S.M.Hum., as the first consultant who has given explanations, corrections, suggestions, and direction until finishing the Thesis.

5. St. Hartina, S.Pd., M.Pd, as the second consultant, has given explanations, corrections, suggestions, and direction until finishing the Thesis.
6. All the lecturers in IAIN Palopo, especially the lecturers in English Language Education Study Program, have given the researcher motivation, knowledge, and attention in preparing this Thesis.
7. The Headmaster and all teachers, significantly the English Teacher at MTS Satu Atap Datok Sulaiman Palopo, Mr.Lubis S.Pd M.Pd, have helped the researcher during her research in the School.
8. Special thanks to the researcher's beloved family, especially to the researchers' parents, Sinu and Hadaiyah, and research brother who have given their loving attention and prayed for the researcher's success.
9. Thanks to all my friends, especially to Reskya dm and Annisa gm, thank you for your help and support over this time.
10. All support from the researcher's classmates of BIG Believable 2019, who have encouraged, motivated, and supported the researcher in completing this Thesis.
11. Last, I thank myself for trusting me, for doing hard work, for never stopping, and for always continuing to be myself.

The researcher hopes this Thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this Thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this Thesis will be beneficial to everyone.

Finally, the researcher, hopefully Allah SWT, will bless all who have helped the researcher, and the researcher hopes this Thesis can be helpful and contribute positively to readers and others.

Palopo, 28 June 2023

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ABSTRACT

Tasya, 2023. *"Enriching Vocabulary Mastery By Using a Pictorial VocabularyEnglish Book At The Seventh-grade Students Of MTs. Satu Atap Datok Sulaiman Palopo."* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Dr.H Rustan Santaria., S.M.Hum. (Consultant 1) and St. Hartina, S.Pd,. MP.d. (Consultant 2).

This research aims to determine the effectiveness of a Pictorial Vocabulary English Book to Enrich Vocabulary Mastery at the Seventh-grade class VII A in MTs Satu Atap Datok Sulaiman Palopo. This study applied the pre-experimental research focusing on one group's pre-test and post-test design. The population of this research was all of the students in the Seventh-grade of MTs Satu Atap Datok Sulaiman Palopo, which consisted of 60 students divided into three classes. The researcher used a random sampling technique and took the samples of about 30 students. The research instrument used was a vocabulary test and an interview. The data were analyzed using *SPSS 22* by calculating and describing the mean score statistically. This research showed that the mean score on the post-test (73.83) was higher than the pre-test (48.03). The significance value is smaller than the P value standard (0.000 < 0.05). On the other hand, hypothesis alternative (H_1) was accepted, and hypothesis null (H_0) was rejected. It can conclude that using a Pictorial Vocabulary English Book is effective and can be recommended in teaching vocabulary to increase students' vocabulary mastery. The students perceive the Pictorial Vocabulary English Book positively impact on their vocabulary mastery. This book present vocabulary with attractive pictures and colours which students understand and remember words better, in addition, the existence of easy-to-understand question in the book also contributes to help students understand the meaning of the vocabularies.

Keywords: *Vocabulary Mastery*, *Pictorial Vocabulary English Book*.

CHAPTER I

INTRODUCTION

A. Background

In learning English, Vocabulary is an essential part of the language for English learners to learn. Good vocabulary mastery can support students in mastering English. In communication, vocabulary needs to convey what someone wants to say. Someone can express feelings, ideas, emotions, and desires through vocabulary.[1] Vocabularies are the words English learners must learn to understand what they hear and read than words used when speaking and writing. So, vocabulary is fundamental in language learning, especially in English. It is like one element that connects the four skills of speaking, listening, reading, and writing. One language component must be taught to support language skill development.[2]

Richard and Renandya stated, 'Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read, and write.". In short, vocabulary is the most critical step in language acquisition. Teaching vocabulary is one of the foundations for the students to build their language acquisition before they develop their language skills.[3] As we know, in the world, there are many languages. One of them is English. This language is the maximum critical withinside the world. It is not the best way of global

[1] Tati Lumappa, *'Improving Students' Vocabulary Mastery By Using Board Race Game At the Seventh Grade of Smp Nusa Prima Lamasi'*, 2021.

[2] Erfan Efendi, '*The Use Of Game To Improve Vocabulary Mastery (Mahasiswa Jurusan Bahasa Inggris FKIP UNISMA)'* , 1.12 (2013),1.

[3] Richards, Jack C. And Willy A. Renandya. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.

communication. However, additionally, a manner of collecting science and technology. In Indonesia, English could be critical for college kids of all stages to grasp and speak with different humans from abroad. In English teaching, one language factor is vocabulary, which is all the words a person knows or uses.[4]

In addition, learning vocabulary is defined by Allah also in Holy Qur'an Q.S. Al Baqarah/2:31-33

قَالَ اللهُ تَعَالى :وَعَلَّمَ ءَادَمَ الأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلاَئِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَآءِ هَؤُلاَءِ إِن كُنتُم صَادِقِينَ }31{قَالُوا سُبْحَانَكَ لاَ عِلْمَ لَنَآ إِلاَّ مَا عَلَّمْتَنَا إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ }32{قَالَ يَآءَادَمُ أَنبِئْهُم بِأَسْمَآئِهِمْ فَلَمَّآ أَنبَأَهُمْ بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ}33{

The meaning: "And He taught Adam the names (objects) in full, then presented them to the Angels and then said: "Tell Me the names of those things if you are indeed a righteous person!", [31] They replied:" Glory be to You, we know nothing but what You have taught us; verily You are the All-Knowing, the All-Wise. [32] Allah said: "O Adam, tell them the names of these things." So after being told the names of the objects, Allah said: "Didn't I tell you that I know the secrets of the heavens and the earth and know what you give birth to and what you hide [33]".

Unfortunately, teaching vocabulary in Junior High School, especially for teenage learners in Indonesia, is not simple. Students sometimes have problems

[4] Martin H. Mansur, *Oxford Learner's pocket Dictionary*, (New Ed; New York: Oxford University press, 1980), 482.

when learning English because English is a foreign language. To overcome this problem, teachers must do more creatively in teaching English.[5]

Based on the preliminary observation in MTs Satu Atap Datok Sulaiman Palopo, the students found some problems in English learning. It seems that students are getting bored learning and memorizing vocabulary because the teacher's learning media is limited. Book media provided by the teacher for students does not attract students' attention, so it tends to make students less enthusiastic about learning. Interestingly, the book media in learning might affect increasing students' vocabulary, especially in class VII at MTs Satu Atap Datok Sulaiman Palopo.

Based on the problems above, the researcher is interested in using a book entitled Pictorial Vocabulary to increase students' vocabulary at MTs Satu Atap Datok Sulaiman. The book contains five chapters that discuss some vocabularies. Exciting things are in the form of pictures and equipped with examples of questions that can make students more effective in memorizing vocabulary and understanding it well. This book is specifically for Islamic boarding schools or MTS, where it contains vocabulary about religion, especially Islam. So the advantages of this book are that it differs from books, dictionaries, or modules that teachers at School often use. This book has its charm for students because it is equipped with pictures, attractive designs, and some explanations about some

[5] Abd. Razaq Wahyudin, *'Students ' Vocabulary Mastery At The Ninth Grade Of The Effectiveness Of Anagram Game In Improving Students ' Vocabulary Mastery At The Ninth Grade Of Mts Halimahtussa ' Diyah Palopo English Language Education Study Program'*, 2021, 1–121.

vocabulary and practice questions related to the book's contents, which can make students more aware of learning to use this book.

Based on the above background, the researcher decided to conduct a study entitled *"Enriching Vocabulary Mastery by Using a Pictorial Vocabulary English Book at the seventh-grade students of MTs. Satu Atap Datok Sulaiman Palopo."*

B. Problem Statement

Based on the explanation of the background above, the researcher formulates the research questions below:

1. Is using A Pictorial Vocabulary English Book effectively enrich students' vocabulary mastery in the Seventh-grade of MTs Satu Atap Datok Sulaiman Palopo?
2. What are the student's perceptions toward using a pictorial vocabulary English book for their vocabulary mastery?

C. The Objective of the Research

The objective of this research are:

1. To determine whether using a Pictorial Vocabulary English Book effectively enriches the student's vocabulary mastery at the seventh-grade MTs Satu Atap Datok Sulaiman Palopo.
2. To determine student perception toward using a Pictorial Vocabulary English Book in their vocabulary mastery.

D. Significance of the Research

It expects that the research could give some benefits

1. Theoretically:

   The researcher assumes that the results of this study can contribute and provide evidence to support the use of a "Pictorial Vocabulary English" book in increasing English vocabulary, especially for Islamic boarding schools. Then this research can improve English vocabulary and make learning more creative.

2. Practically

   a. For teachers, this research can provide information on improving English vocabulary and making learning more creative.

   b. Students can increase their English vocabulary with different books

   c. Other research can reference the same book or book research that differs from the textbook.

E. Scope of the Research

The researcher wants to know whether A Pictorial Vocabulary book can increase students' vocabulary. So the researcher intends to make learning effective by using this book in class VII MTs. Satu Atap Datok Sulaiman Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This research there are some previous research related to this research, as follows:

Riskawati, 2021, (*Enriching Students' Vocabulary Mastery by Using Flashcards and Crossword Puzzle Media at the 7th Grade of SMPN 3 Mattiro Sompe kab. Pinrang*). The first result of the data analyzed was that the student's achievement on the pre-test was (81,1) and post-test was (92,2) this showed that using flashcards and crossword puzzle media was a good media in the English learning process at SMPN 3 Mattiro Sompe. After analyzing the data using the t-test formula, the result of the t-test value (12,9) is higher than the t-table value (1,72074). It means there is a different improvement before and after using flashcards and crossword puzzle media as teaching techniques. This research is similar to the researcher's because they use learning media to increase students' vocabulary. In contrast, the difference in this research is the form of media used where the research uses flashcards and crossword puzzles. In contrast, the researcher's research uses the media book, a pictorial vocabulary English book.[6]

[6] Riskawati, A Thesis, *'Enrich Ing Students' Vocabulary Mastery by Using Flashcard and Crossword Puzzle Media at the 7th Grade of Smpn 3 Mattiro Sompe Kab. Pinrang'*, 2021.

Fanji Muharram S, 2020, *(The effect of vocabulary notebook on students' vocabulary*). The consequence of the study of hypotheses showed then that sign value < α (0,000 < 0,05). It meant rejection of H0, and acceptance of Ha. There fore, use of vocabulary notebook may be considered to have major influence on the vocabulary of the students. Additionally, the result was also calculated using the calculation of cohen's d effect size to know the magnitude of the effect. The result showed that the use of vocabulary notebook in vocabulary teaching has had a mild impact on the communication skills of students with an effect size of 0.93. the similarity with this study is that they both use book media to increase students' vocabulary. The difference is in the type of book, namely the book media used, notebook, while my research used a pictorial vocabulary English book.

pipi uspa. 2019, (*the use of word walls media to improve the students' vocabulary in reading skill at the seventh grade of mts. Negeri Bantaeng*) The result of this research showed that students" vocabulary was significance difference between score pretest and posttest. And the mean score of pretest verb was 50.39, pre-test noun was 66.95 and pre-test adjective was 42.60 and mean score of post test verb was 76.46, post-test noun was 86.08 and post-test adjective was 67.82. The improvement from pretest to post test can improve verb was 51%, can improve noun was 29% and can improve adjective was 59%. Then the calculating the t-test value for vocabulary was 114.1 and t-table was 2.074. It means that t-test was greater than t-table or 114.1>2.074. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be conclude that the use of Word Walls Media can improve students" vocabulary

achievement especially for students at Mts. Negeri Bantaeng. The similarities with this study are the same as using media to increase student vocabulary, while the difference is the media used where the media used is word walls media.

The main difference between this study and previous studies is the media used. The previous studies used flashcards and crossword puzzle media, notebook, and word walls media, while this study used a Pictorial Vocabulary Book.

B. Theoretical Review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of words arranged alphabetically or explained in a dictionary or lexicon, a single author's work, or a branch of science. Vocabulary is a list of words with meanings, especially those accompanying textbooks in a foreign language. Vocabulary is important. Proficiency in other aspects is not enough to guarantee that someone can master English with a limited vocabulary, for example, because grammar can make sentences grammatically correct. We can say that one sentence is grammatically correct and the other is grammatically wrong.

The definition of vocabulary is taken from many sources as follows:

A person uses the stock of words, class of person, profession, and a collection or list of words, usually in alphabetical order and defined. Barnhart (2008:696)[7], vocabulary is a collection of words known to someone in the subject of a

[7] Barnhart. *Increasing Vocabulary*. Online.Http//:www.Concept of vocabulary.co.id. Accessed on 23 March (2017)

particular book. Vocabulary is a list of words and their meanings, especially those accompanying foreign language textbooks. Hornby (1989: 1425)[8] while, According to Good (1993), vocabulary is the functional context of language words that are thoroughly studied and become part of understanding, speaking, and then reading and writing.[9] Urdang and Flexner (1986) define vocabulary as a collection of words used by or known by a particular person or group, a list of words or phrases from a language.[10] Said (1992) shows that vocabulary is essential to mastering English because students' ability to read and understand a subject is relatively determined by their vocabulary.[11] Based on the definition above, the researcher concludes that a vocabulary is the total number of words and phrases of a language, with their meanings, definitions, or translations and usually arranged in alphabetical order.

b. Types of vocabulary

Vocabulary varies in the four skills of language, listening, speaking, reading, and writing. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. However, the process may change in real situations, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

Ann and Mary (1997) classified vocabulary into two terms there are:

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[8] Horrnby. *Advance Learner's Dictionary of Current English Hand Book for Language Teacher*. London:Longman, (1989).

[9] Good. *Dictionary of Education*. New York. MC Grow Hill Book Company, (1993).

[10] Urdang & Flexner. *Learning Vocabulary*. Online. Http//:www. Definition of Vocabulary.co.id. Accessed on 9 June (2017).

[11] Said. *English For Senior secondary school*. Jilid 1. Bandung: Grafindo Media Pratama, (1992).

1) Active vocabulary refers to items the learner can use appropriately in speaking or writing, and it is also called productive vocabulary, although it is more difficult to practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use the grammar of the language target, and they hope to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.
2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and are also called receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by people when they read and listen.[12]

Thombury states that words are classified into functional and content words. Content words include nouns, verbs, adjectives, and adverbs. It means prepositions, conjunction, and interjection, including function words.[13]

1) Noun words that function to name. This type of word can be used to show the names of people, animals, plants, days, places, ideas, names of objects or things that are objectified, and so on.[14]
2) An adjective is a word that gives more information about nouns or pronouns.
3) Adverb is a word that describes a verb phrase or predicate adjective and other adverbs.

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[12] Ann. J, A. and Mary. L, F. "FromReader to Reading Teacher". New York: Cambrige University Pres, (1997)

[13] Scott Thombury, *How to teach Vocabulary*, (Malaysia: Longman, 2002),4.

[14] Sri Darmayanti. Rusdiana Junaid, Rustan Santaria, "*Fundamental English Dasar-Dasar Penguasaan Bahasa Inggris,* Malang.," (2014), n.d.

4) A preposition is a word used before a pronoun or pronoun to show place, position, tie, or method.
5) Conuction is a word used to join words, phrases, or sentences.
6) An interjection is a word or phrase spoken suddenly to express an emotion.

Vocabulary is a list of the words in a language with four main vocabulary types.

1) Reading vocabulary is all the words that can identify while reading.
2) Writing vocabulary is all word lists used in various forms of writing, such as essays.
3) Listening vocabulary is all the words received when listening to communication.
4) Speaking vocabulary is all the words that are used in communication.

c. Kinds of vocabulary

The characteristic of a word's meaning, not in terms of component features but its relationship to other words, is treated as the analysis of lexical relation (Yule:2010). The types of lexical relation which are usually appeals to can be briefly defined and exemplified:[15]

1) Synonymy. Synonymy is a word that has the same or nearly the same meaning as another word (Richard et al., 1985)[16]. Thus synonyms are two or more forms with very closely related meanings, often but not always

[15] Yule, George. *The Study of Language Fourth edition*. Cambridge University Press, (2010).

[16] Richard, et al. *Acqusition Vocabulary*. Online. Http//:www.Teaching Vocabulary.Co.Id. Accessed on 2 April (2017).

intersubstitutable in a sentence. Example of synonyms is the pairs: applaud-cheer, brief short, bold, brave.

2) Antonym. Antonym is a word that is opposite in meaning to another word. Hence, two forms of opposite meanings are called antonyms. Antonyms are further distinguished into two types via gradable and non-gradable antonyms. Bad-good and dry-wet pairs are examples of gradable and non-gradable antonyms, respectively. A thing that is not bad must be good, but the season which is not wet must be dry.

3) Hyponymy. Hyponymy is the relationship between two words in which the meaning of one word includes the meaning of the other. Typical examples of such pairs are: dog-animal and carrot-vegetable. The concept of inclusion involved here is that if any object is a dog, it is necessarily an animal. So, the animal is included in the meaning of dog, or dog is a hyponym of the animal.

4) Homophony. Homophony describes the relationship between two more different forms (written) with the same pronunciation as the pairs: die-dye, curb-verb, key-quay, fore-four, and gait-gate.

5) Homonymy. Homonymy is used when one form (written or spoken) has two or more unrelated meanings. Examples of homonyms are the pairs: lead (first place of position) – (of water pipes), sow (adult female pig) – sow (plant).

6) Polysemy. Polysemy is defined as one form (written or spoken) having multiple meanings, which are all related by an extension (Richard et al. l, 1985: 15). Polysemy is a property of a single lexeme (Lyons, 1984:67).[17]

[17] Lyons. *Word Power 3000*. Tokyo City: Oxford University Press, (1984).

Good (1959:544) divides vocabulary into for kinds:

1) Oral vocabulary refers to words a person uses to express ideas orally actively.
2) Writing vocabulary refers to words commonly used in writing.
3) Listening vocabulary refers to words that a person can understand when they heard
4) Reading vocabulary refers to words that someone can recognize when he finds them in written form.[18]

d. Teaching vocabulary

Teaching vocabulary could be a process or a way to make students learn a unit of words presented by the teacher. As a result, the students can respond to teachers' commands. According to Kamil and Hiebert, vocabulary is knowledge of words and meanings[19]. Based on vocabulary tells the language and words used or understood by a person or group.

Teaching vocabulary is teaching the types and numbers of words to the students. In addition, vocabulary is an essential aspect of the language. To master a language, the students should master the vocabulary of the language.

Vocabulary is a vital language component of language learning. Several theories put forward by experts can be taken into account. One must first learn vocabulary in language skills such as listening, speaking, reading, and writing. Lewis states that teaching vocabulary above the elementary level is mainly

[18] Good. *Dictionary of Education*. New York. MC Grow Hill Book Company, (1959).
[19]Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary*: Bringing research to practice (1–23).

incidental, limited to presenting new items as they occur in reading or occasionally listening to texts. Some authors, Led in Lewis, argue that vocabulary should be the center of language teaching because language consists of lexical grammar, not lexical grammar. In teaching and learning a foreign language, teaching vocabulary is essential when we start learning a second language. We must begin to acquire vocabulary to use the language[20].

Teaching vocabulary can be said as a process or a way to make students learn the word units presented by the teacher. As a result, students can respond to the teacher's orders. Mora S suggests we must use suitable English teaching techniques, especially vocabulary. Because if we use good techniques in teaching vocabulary can increase students' motivation: to study hard, and they will not get bored[21]. Based on the statement above, the writer concludes that teachers must use excellent and fun techniques to teach vocabulary. For students in junior high schools, teachers must use interesting books in teaching vocabulary. Picture vocabulary book is one of the media for teaching vocabulary.

2. Learning Media

a. Concept of Learning Media

Learning media is anything that can be used to transmit messages from sender to receiver to stimulate thoughts, feelings, interests, and the student's willingness so that the learning process takes place to achieve the goal of effective learning

20 Lewis, M. "*Implementing The Lexical Approach.*"Hove : Language Teach Publications, (1996).

21 Mora, S. "Teaching Vocabulary To Advanced Students : A Learner Approach." The Internet TESL *Journal Teaching Learning Vocabulary*.4.4 : 20 May (2004).

(Rusman, 2011)[22]. Using learning media can attract interest and motivate students because they can clarify the presentation messages and information, making it easier and improving learning processes and outcomes; It Can improve and direct the attention of students so, which can lead to motivation to learn more directly through interaction; can overcome these limitations senses, space and time; and can provide students with similar experiences of their environment events, and allows for direct interaction with teachers, society, and environment.

Development science and technology are increasingly pushing renewal efforts in the use of technology to produce a teaching and learning process. Teachers must be able to use the tools provided by the School, which may not be the developmentally appropriate tool demands. Teachers may at least be able to use cheap and humble tools, but they are necessary to achieve the intended teaching objectives. Besides being able to use the tools available, teachers are also required to be able to develop the tools available. Teachers must also develop skills to create teaching media that will be used if the media is not yet available. Thus, it can be concluded that the media is an integral part of the learning process to achieve the goal of education in general and the purpose of learning in schools in particular.

According to Briggs (in Solihatun, 2007: 23), learning media is a physical means to convey learning content/materials such as books, films, videos, and other media. The National Education Association also revealed that learning media, including hardware technology, is a means of communication in print and

[22] Rusman. *Model-model Pembelajaran*. Jakarta: Raja Grafindo Persada, (2011).

visual form. So, it can be concluded that learning media are everything used in the teaching and learning process: to convey messages from the message's source (teachers/other sources) to the message's recipients (students/students).[23]

b. The function of learning media

Levie & Lentz in Arsyad (2011: 16) suggest that there are four functions of learning media, especially visual media, namely:

a) The function of attention is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text subject matter.;
b) The practical function of visual media can be seen in students' enjoyment levels when learning (or reading) pictorial texts. Images or visual symbols can evoke students' emotions and attitudes;
c) The Cognitive Function of visual media is that visual symbols or images facilitate the attainment of goals to understand or remember the information or messages contained in the images; And
d) The compensatory function helps students who are weak in reading organize and recall text information. In other words, it accommodates weak and slow students to accept and understand the content of lessons presented in text or verbally.[24]

[23] Solihatin, E dan Raharjo. *Cooperative Learning*. Yogyakarta: Bumi Aksara, (2007).
[24] Arsyad, Azhar. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada, (2011).

3. Learning Model

The learning model is a conceptual framework that describe procedures systematically in organizing experience study to achieve specific learning goals and serves as a guide for lesson planners and instructors in planning and carrying out learning activities.[25] The learning model is a series of teaching and learning processes from beginning to end, which involves how the activities of teachers and students in a particular learning design assisted with special teaching materials, as well as how interactions between teachers and students of teaching materials occur. Generally, a learning model consists of several stages of the learning process that must be carried out. The learning model is very closely related to the learning style of students (learning style) and style teaching the teacher (teaching style), both of which are abbreviated as SOLAT (Style of Learning and Teaching).[26]

Several learning methods are included in the category of creative and interactive strategies that can help facilitate student understanding:

a) make-a-match method: This method involves matching words in pairs. For example, the researcher provides a list of words and their meanings, and students must match each word with the correct meaning. This allows students to strengthen connections between concepts and supports deeper understanding.

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[25] Ibadullah Malawi & Ani Kadarwati, *Pembelajaran Tematik (Konsep Dan Aplikasi)* (Magetan: CV. AE Grafika, 2017), 96.

[26] Cucu Suhana, *Konsep Strategi Pembelajaran* (Edisi Revisi) (Bandung: Refika Aditama, 2014), 37.

b) games method: This method involves using competitive or cooperative games or activities to help students learn. Games can stimulate active participation, engagement, and problem solving. Examples include class quizzes, board games, role-playing games, or other creative games relevant to the learning topic.

c) explanation method: This is the most common method of teaching in which the teacher provides an explanation of a concept or material to students. Explanations can take the form of lectures, presentations, or group discussions which help students understand concepts better. It is important for the teacher to ensure that the explanations are clear and adapted to the needs of the students.

d) writing pronouns on the board method: This method focuses on the blackboard as a visual tool to help students understand and practice the use of pronouns in sentences. the researcher writes sentences or paragraphs that require the use of pronouns, and students are asked to fill in the appropriate pronouns. It helps students in understanding grammar and sentence structure.

e) dialogue method: This method encourages active interaction between researchers and students, or between students with each other. Teachers facilitate discussions or conversations that encourage students to talk, share ideas, and debate about learning topics. It helps students develop speaking, listening and critical thinking skills.

It is important to note that the effectiveness of learning methods depends on the learning context, student learning styles, and learning objectives to be achieved. The combination of various learning methods in teaching can help create a more diverse and interesting learning environment for students.

4. Vocabulary Book

a. Definition of Vocabulary Book

A vocabulary book is a group of vocabulary that contains a wordlist for learners or foreign learners learning a second language. Furthermore, the learners can receive other terms of their first language in the wordlist accompanied by their meaning in the second language. Likewise, Thornbury (2002) states that vocabulary book covers various English needs.[27] Vocabulary book sometimes aims to meet specific requirements, for example, vocabulary book for common European framework of reference for language (CEFR) levels and English for specific purpose (ESP) learners.

Vocabulary books assist teachers during teaching and enable students to learn independently. In the last decade, student-centered learning has forced teachers to apply creative learning methods. Additional instruments, such as books or learning materials that are easily accessible to students, are needed. Using a vocabulary book helps students support their English language skills. However, a vocabulary book that only lists words and meanings in the second language is less effective for students new to these terms. Therefore, students will find it more

[27] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education Limited, 2002).

leisurely to identify and remember a new vocabulary used in the second language with a picture of the vocabulary.[28]

b. Pictorial Vocabulary Book

Pictorial vocabulary is a vocabulary that visualizes the meaning in the form of a picture. In mastering the vocabulary, pictures are more accessible to students to interpret the words' meanings. Turnip et al. (2017) explain that pictures are suitable for learning English, especially mastering vocabulary. According to Turnip, pictures as a medium will assist the student in memorizing the object's words, meaning, and physical. It allows for improving students' vocabulary in learning English[29]. Bates and Son (2020) approved that the words presented in pictures support students' interaction with the target vocabulary.[30] The words presented as a picture represent the meaning of a word by providing a visual layout. The learning materials (for instance, textbooks and learning software) are filled with graphic representations and change the material to be more understandable and assist the students in comprehending a second language.

[28] Imam Fadli, *'Designing a Pictorial Vocabulary English Book for the First Grade Students of Smp Datok Sulaiman Putri Palopo'*(2022).

[29] Merry Christina Turnip, Linus Rumapea, and Anna Stasya Prima Sari, 'Improving Students' Vocabulary Mastery by Using Pictures Media To The Seventh Grade Students of SMP Negeri 21 Medan', *Kairos English Language Teaching Journal*, (2020). <https://doi.org/10.54367/kairos.v1i3.716>.

[30] Bates, James, and Jeong Bae Son. "*English Vocabulary Learning with Simplified Pictures." TESL-EJ* (2020).

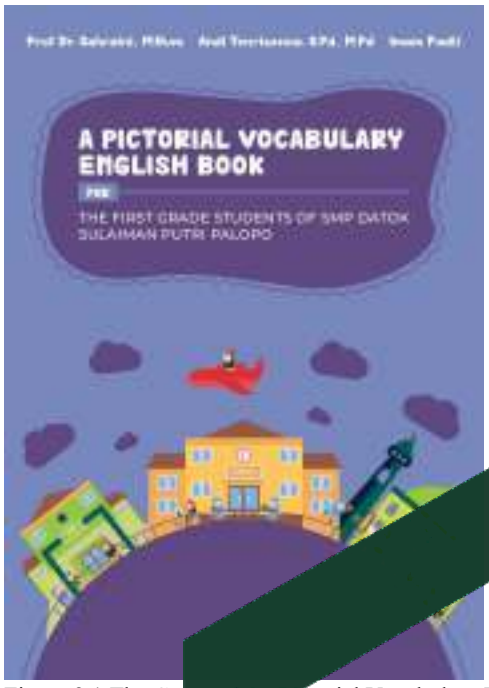


Figure 2.1 The Cover of the Pictorial Vocabulary Book

Figure 2.2 Table Contents of PVB

Figure 2.3 The display of Chapter 1

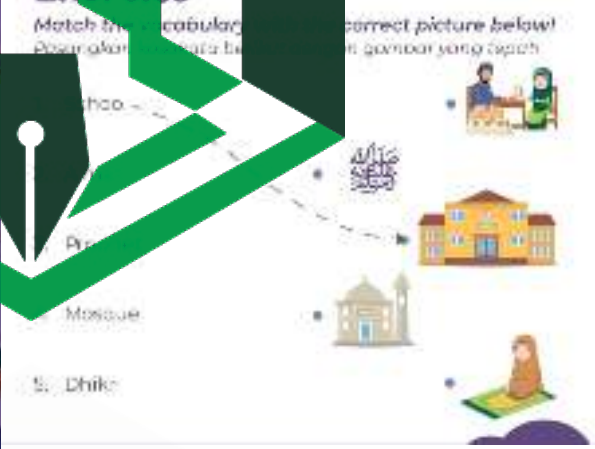


Figure 2.4 The display of Exercise

This book is entitled A Pictorial Vocabulary English Book, which was designed by Imam Fadli, who was accompanied by Prof. Sahraini, M.Hum, and Andi Tenrisanna, S.Pd, M.Pd. which was reviewed directly by the class 1 designer of SMP Datok Sulaiman Putri Palopo. with the results of the expert assessment of

the product of 3.86 with an average of 96.38% qualifying "Very Good." The score indicates that the product can be used without revision. The language validator suggests adding phonetic symbols to the product. The design and layout validator also suggests redesigning the cover design to showcase product content. Student perceptions of the product reached an average of 4.91 and 98.25% in the "Very Good" category. It also indicates that the product can be used without revision. Interviews with students also support the score results.

The appropriate pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo should consist of fundamental vocabulary related to the students. The product should include illustrated pictures to enhance students' interest and vocabulary comprehension. Furthermore, the phonetic symbol adds to avoid the mispronouncing of vocabulary.

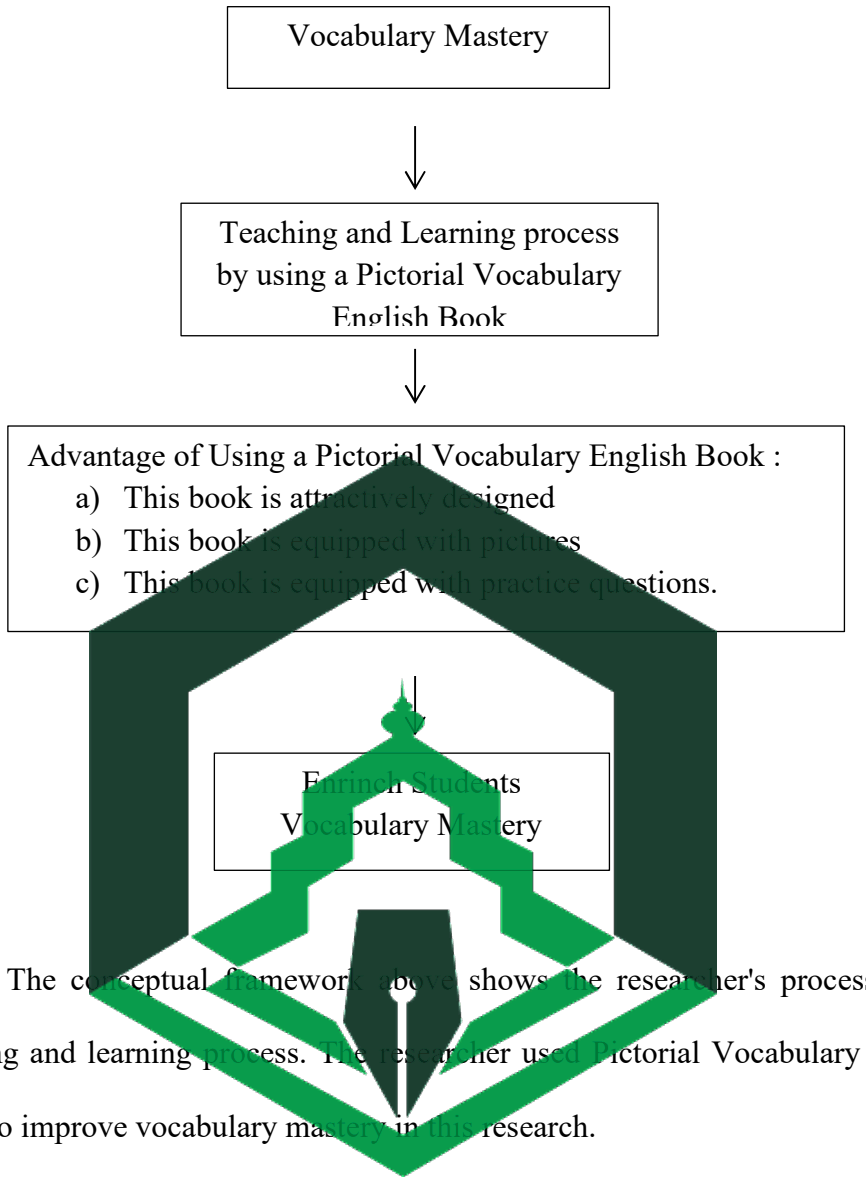
Pictorial vocabulary English book suitable for first-grade students of SMP Datok Sulaiman Putri Palopo must contain basic vocabulary related to students. Products must include illustrative images to increase students' interest and understanding of vocabulary. Furthermore, phonetic symbols are added to avoid mispronunciation of vocabulary. The product consists of :

1. Alphabet; This section contains the alphabet in English, the vocabulary for each letter, how to pronounce it, illustrations for each vocabulary, and translations in Indonesian.

2. Things at School; This section contains vocabulary nouns in School, how to pronounce them, illustrations of each vocabulary, and translations in Indonesian.
3. Activities at School: This section contains verb vocabulary, regular and irregular verbs, how to pronounce the vocabulary, illustration images, and translations.
4. Personal pronouns; This section contains pronouns in English, how to pronounce them, illustrative images, examples of English sentences, and translations. and
5. Daily expressions; This section contains everyday expressions in English and translation.

C. Conceptual Framework

The conceptual framework describes what the researcher meant to do to conduct this research systematically. This study aims to determine Enriching vocabulary mastery using a pictorial vocabulary English book for the first-grade students of MTs Satu Atap Datok Sulaiman Palopo. The conceptual framework that underpins this researcher is depicted in the diagram below:



The conceptual framework above shows the researcher's process in the teaching and learning process. The researcher used Pictorial Vocabulary English Book to improve vocabulary mastery in this research.

A pre-test is a test given to a student before treatment. Treatment is an action given to students to know the effect of Using Pictorial Vocabulary in English Books. After giving treatment to students, the researcher gives Post-test to check the student's Vocabulary mastery. From the results, the researcher can see whether students' vocabulary mastery increases after giving the treatment or if there is no improvement and focus.

D. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

a. H_1: Using a Pictorial Vocabulary English Book is effective to enrich for students' vocabulary mastery.
b. H_0: Using a Pictorial Vocabulary English Book is not effective to enrich students' vocabulary mastery.

CHAPTER III
METHOD OF RESEARCH

A. Research Method

In this research method, researchers applied pre-experimental research. Pre-experimental research focused on one group or not one class that was given a test (pre-test and post-test) and treatment without class comparison. It was used to determine whether a pictorial vocabulary English book could enrich students' vocabulary. This research involved one of the student groups with pre-test, treatment, and post-test designs. The design of the research can be described as follows:

Pre-test	Treatment	Posttest
O_1	X	O_2

(Gay,2006:252)

Where:

O1: Pre-test

X: Treatment by Using Pictorial Vocabulary English Book

O2: Post-test

B. Time and Location of the Research

1. Research Time

This research started on 16 June until 26 June 2023:

Activity	Time
Pre-test	Friday, 16 June
Treatment	17- 26 June
Post-test	Monday, 26 June.

2. Location of the research

This research study was conducted at MTs. Satu Atap Datok Sulaiman Palopo is located in Dr. Ratulangi Street No. 16, Balandai, Bara District, Palopo City, South Sulawesi Selatan.

C. The Variable of The Research

In this research, there are two variables, which are:

1. The independent variable is a Pictorial English vocabulary book.

Pictorial vocabulary is a vocabulary that visualizes the meaning in the form of a picture. In mastering the vocabulary, pictures are more accessible to students to interpret the words' meaning.

2. The dependent variable in this research is students' vocabulary mastery.

Vocabulary mastery is the ability within a person to explore and understand a word in English. It is the basis for communication that is known to everyone both orally and in writing so that it can give the correct meaning.

D. Population and Sample

1. Population

The population of this research was seventh-grade students of MTs Satu Atap Datok Sulaiman Palopo in the Seventh-Grade (VII). There were two classes which consisted of 60 students.

2. Sample

The researcher applied a random sampling technique in the selection of research samples. The research sample was taken randomly because all classes were at MTs. Satu Atap Datok Sulaiman Palopo was homogeneous, where all students' English proficiency levels in all classes were equal. The sample for this research was students from class VII A of MTs Satu Atap Datok Sulaiman Palopo, consisting of 30 students.

E. Instrument of The Research

1. Vocabulary Test

In this study, the researcher used a vocabulary test. The test was an instrument the teacher gave to determine student grades. The research instrument consisted of 30 questions with ten multiple-choice questions, ten fill-in-the-blank, and 10 matching the picture. The tests were given to students twice, in the pre-test and post-test. The pre-test was intended to determine vocabulary mastery before treatment. The post-test aims to determine the increase in students' vocabulary mastery after being given treatment.

2. Interview Question

The researcher interviewed five students as participants to find out their perceptions of using the English pictorial vocabulary book in their vocabulary mastery. The Interview was conducted online via WA. The language used in interviewing students is Indonesian to obtain a detailed subjective description of the informants' perspectives. Structure interviews are included in the in-depth interview category, which is more accessible in their application than structured interviews. The goal is to find open information about a problem by asking for opinions and ideas from sources (Sugiyono, 2014).[31] In conducting interviews, the researcher read and recorded what was explained by the informant.

F. The Procedure for Collecting Data

The most important part of this research was collecting the data that determined the research outcome. Some techniques used to collect data in this study are:

1. Pre-test

In the pre-test the researcher gave a pre-test at the first meeting. This test aims to determine students' prior knowledge of vocabulary mastery. The researcher explained the vocabulary questions given to students, then distributed the questions for students to work on paper. The pre-test consisted of 30 question which consisted of 10 multiple choice question, 10 fill in the blank, and 10 matching the picture.

[31] Sugiyono. *Metode penelitian Pendidikan pendekatan kuantitatif, kualitatif, dan R&D.* Bandung:Eidos, (2014).

2. Treatment

After giving a pre-test to students, the researcher gave treatment using the Pictorial Vocabulary English Book in 5 meetings and spent 60 minutes at each meeting. The treatment steps are:

Opening Class

a. The teacher started the lesson by greeting, praying, checking the attendance list of students, and motivating students.
b. The teacher gave warming up.

Running Class

1. First meeting: Chapter 1 about the *Alphabet*
   a. In Chapter 1, students were given the English alphabet and practiced the pronunciation, illustrations, and translations.
   b. The students did 1 task of matching pictures which consisted of 5 questions.
   c. In memorizing the vocabulary, the teacher used the make-a-match method.
2. Second meeting: Chapter 2 about the *Things in School*
   a. In Chapter 2, students learned about things in School in English. They learned pronunciation, illustrations, and translation.
   b. The student did five questions in the form of completing the vocabulary.
   c. In memorization the vocab, the teacher uses the game's method
3. Third meeting: Chapter 3 is about *Activities in School*

a. Students studied school activities in English in Chapter 3. They Followed translations, images, regular and irregular verb forms, and pronunciation.

b. Five questions were completed by filling in the blanks.

c. In memorizing the vocabulary, the teacher used the explanation method

4. Fourth meeting: Chapter 4 is about *Personal pronoun*

a. In Chapter 3, the students studied English school activities, translations, illustrations, regular and irregular verb tenses, and pronunciation.

b. The students answered five questions by filling in the blank.

c. In memorizing the vocab, the teacher used the method of writing pronouns on the board.

5. Fifth meeting: Chapter 5 is about *Daily expression*

a. Chapter 5 covered typical English phrases and instructions on pronouncing and translating them.

b. The students did the task consisting of 5 questions by connecting the dots.

c. In learning memorizing, the teacher used the method of dialogue.

Closing

a. The researcher checked the student's answers.

b. The researcher gave suggestions and conclusions and closed the class.

3. Post-test

The post-test was distributed to the students after treatment. The researcher evaluated the students with the same test material in the pre-test. This text aimed to determine the student's vocabulary development after giving the treatment. The vocabulary test consisted of 30 questions.

G. The Technique of Analysis Data

1. The analysis of the Vocabulary test

The data collected was used to determine whether the experiment research achieved a good result regarding student vocabulary mastery of Seventh-Grade at MTs. Satu Atap Datok Sulaiman Palopo.

After collecting the data, the next step was to analyze the data. The data were the results of the pre-test and post-test. The data analysis technique involved several steps, which are elaborated as follows:

a) Scoring the student's correct answer using the following formula:

$$\text{Score } \frac{Total\ correct\ answer}{Total\ test\ items} \text{ x } 100$$

b) The scores of the students were classified into the following score classification[32]:

[32] Suharsimi Arikunto, *"Prosedur Penelitian : Suatu Pendekatan Praktis,"* (Jakarta: Rineke Cipta, 1998), 185.

Classification	Correct Answer	Score
Excellent	25-30	96-100
Very Good	21-24	86-95
Good	17-20	76-85
Average	13-16	66-75
Fair	8-12	56-65
Poor	5-7	36-55
Very Poor	0-4	0-35

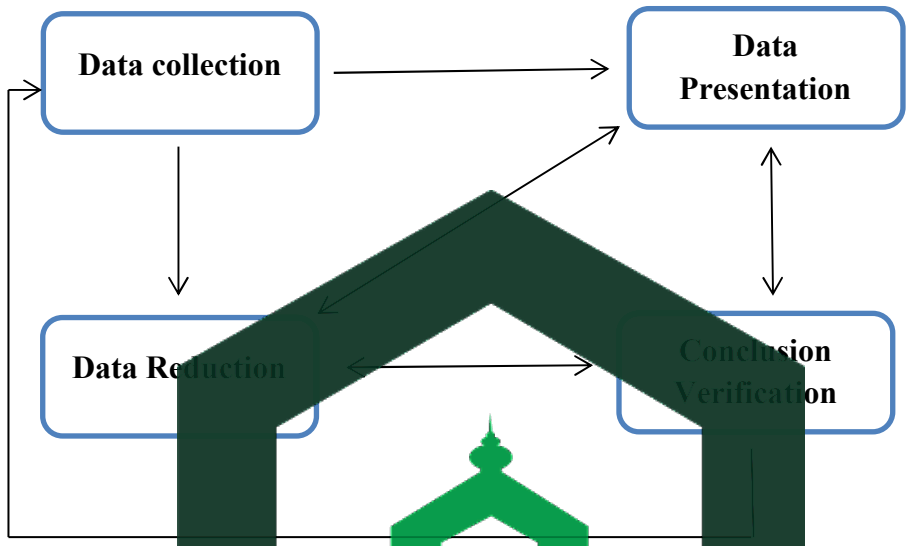
Calculating the mean score, standard deviation, frequency table, and t-test between vocabulary achievements of the experimental group using SPSS 22 for Windows evaluation.

2. The analysis of the Interview result

The process of collecting data systematically to facilitate researchers in obtaining conclusions. According to Bogdan in Sugiyono, data analysis is the process of systematically searching for and compiling data from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others[33].

[33]Bogdan and Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung : Alfabeta, (2017).

According to Miles & Huberman (1992: 16), the analysis consists of three streams of activities that coincide, namely: data reduction, data presentation, and concluding/verification[34]. The three lines in more detail are as follows:



a) Data reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data so that conclusions can be drawn and verified. With data reduction, researchers do not need to interpret it as quantification. Qualitative data can be simplified and transformed in various ways: through rigorous selection, a summary or description, classifying it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or ratings, but this is not always wise.

[34] Milles dan Huberman, *Analisis Data Kualitatif*, Jakarta: Universitas Indonesia Press, 1992, 16.

b) Data presentation

Miles & Huberman limit a presentation as structured information that allows concluding and taking action. They believe better representations are critical for valid qualitative analysis, including various matrices, graphs, networks, and charts. Everything is designed to combine organized information in a coherent and easy-to-reach form. In this way, an analyzer can see what is going on and determine whether to draw the correct conclusion or to proceed with the analysis in the advice suggested by the presentation as something that might be useful.

c) Conclusion verification

According to Miles & Huberman, concluding is only part of an activity from the complete configuration. The conclusions were also verified during the research. The verification may be as brief as the rethinking that went through the analyzer's (researcher's) mind while he is writing, a review of field notes, or it may be as thorough and laborious as reviewing and brainstorming among colleagues to develop intersubjective agreements or also extensive efforts to place copies of a finding in another data set. In short, the meanings that emerge from other data must be tested for their truth, robustness, and compatibility, that is, their validity. The conclusion does not only occur during the data collection process but needs to be verified.[35]

[35] Ajif, P. *Pola Jaringan Sosial Pada Industri Kecil Rambut Palsu di Desa Karangbanjar, Kecamatan Bojongsari, Kabupaten Purbalingga.* (2013), 31-40. https://eprints.uny.ac.id/18100/5/BAB III 09.10.033 Aji P.pdf

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous chapter, the researcher mentioned using pre-test and post-test to conduct this research. This chapter will present the statistically analysed and tabulated data, including student pre-test and post-test scores; pre-test and post-test score classifications; and pre-test and post-test mean and standard deviations. The pre-test and post-test gather the learner's vocabulary mastery according to the pre-experimental method. The researcher used the A Pictorial Vocabulary English book as a teaching tool when using this method. The following represents the research findings:

1. The result of Students' Vocabulary Test in the Pre-Test

Researchers have done a pre-test before doing the treatment. The researcher applied the pictorial vocabulary English book in the treatment, and a pre-test was carried out. Before giving treatment using the pictorial vocabulary English book, the researcher analysed the results of the students' pre-test, which produced the data presented in the table below:

Table 4.1 The Students' Pre-Test

No	Student	Students Correct Answer	Scoring of the Students	Category
1	S1	9	30	Very Poor
2	S2	5	17	Very Poor
3	S3	19	63	Fair
4	S4	17	57	Fair
5	S5	19	63	Fair
6	S6	17	57	Fair
7	S7	17	57	Fair
8	S8	18	60	Fair
9	S9	16	53	Poor
10	S10	13	43	Poor
11	S11	12	40	Poor
12	S12	17	57	Fair
13	S13	13	43	Poor
14	S14	19	63	Fair
15	S15	17	57	Fair
16	S16	14	47	Poor
17	S17	18	60	Fair
18	S18	13	43	Poor
19	S19	16	53	Poor
20	S20	14	47	Poor
21	S21	11	37	Poor
22	S22	17	57	Fair
23	S23	18	60	Fair
24	S24	14	47	Poor
25	S25	8	27	Very Poor
26	S26	4	13	Very Poor
27	S27	16	53	Poor
28	S26	14	47	Poor
29	S29	9	30	Poor
30	S30	18	60	Fair

Table 4.1 displays the overall student pre-test scores. It was found that the Pre-test scores showed that four (4) students got very poor grades, thirteen (13) students had fair grades, and thirteen (13) students got poor grades. SPSS 22 is used to calculate the average score of students' abilities. The results can be seen in the descriptive table below:

Table 4.2 The main score of students in the pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	13	63	48.03	13.584
Valid N (listwise	30				

Table 4.2 shows the descriptive statistics of students' Pre-test scores. This table explains that the highest student score was 63, and the lowest was 13. It was also stated that the average student's Pre-test score was 48.03 with a standard deviation of 13.584.

Table 4.3 Rate percentage of students scoring in the pre-test

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	-	-
Average	66-75	-	-
Fair	56-65	13	43%
Poor	36-55	13	43%
Very Poor	0-35	4	14%
Total		**30**	**100%**

In Table 4.3, it can be seen the percentages of students' vocabulary mastery before being given treatment. Of all students, there were four (4) students (14%) scored Very Poor, thirteen (13) students (43%) scored Fair, and thirteen **(**13) students (43%) scored Poor.

2. The result of Students' Vocabulary Test in the Post-Test

In this section, the researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.4 The Students' Post-Test Score

NO	Student	Students Correct Answer	Scoring of the Students	Category
1	S1	24	80	Good
2	S2	22	73	Average
3	S3	27	90	Very Good
4	S4	17	57	Fair
5	S5	4	13	Fair
6	S6	17	57	Fair
7	S7	27	90	Very Good
8	S8	24	80	Good
9	S9	24	80	Good
10	S10	23	77	Good
11	S11	21	70	Average
12	S12	22	73	Average
13	S13	26	87	Very Good
14	S14	24	80	Good
15	S15	26	87	Very Good
16	S16	23	77	Good
17	S17	26	87	Very Good
18	S18	20	67	Average
19	S19	27	90	Very Good
20	S20	23	77	Good
21	S21	23	77	Good
22	S22	18	60	Fair
23	S23	25	83	Good
24	S24	19	63	Fair
25	S25	22	73	Average
26	S26	23	77	Good
27	S27	22	73	Average
28	S26	23	77	Good
29	S29	25	83	Good
30	S30	17	57	Fair

Table 4.4 describes the overall student post-test score. It was found that the post-test scores showed that six students got very good, twelve students got good, six students got average scores, and six students got fair scores. SPSS 22 is

used to calculate the average score of students' abilities. The results can be seen in the descriptive table below:

Table 4.5 The mean score of students in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	13	90	73.83	15.095
Valid N (listwise)	30				

descriptive statistics of students' Post-test scores. It can be explained that the highest student score was 90, and the lowest was 13. It was also stated that the average student's Post-test score was 73.83, with a standard deviation of 15.095.

Table 4.6 Rate percentage of students scoring in post-test

Classification	Score	Frequency	Percentage
Excellent	96-100		-
Very Good	86-95	6	20%
Good	76-85	12	40%
Average	66-75	6	20%
Fair	56-65	6	20%
Poor	36-55	-	-
Very Poor	0-35	-	-
Total		**30**	**100%**

Table 4.3 can be seen the understanding of students' vocabulary mastery after being given treatment. Of all students, there were twelve (12) students (40%) got good grades, six (6) students (20%) got very good scores, six (6) students (20%) got average scores, and six (6) students (20%) got fair scores.

Understanding increases after using A Pictorial Vocabulary English Book. Looking at the students' average scores on the pre-test and post-test, the researcher calculated them using SPSS 22. The results are presented in a descriptive statistics table as follows:

Table 4.7 The mean score and standard deviation in pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	13	63	48.03	13.584
Posttest	30	13	90	73.83	15.095
Valid N (listwise)	30				

Table 4.7 displays the descriptive statistics of student scores. The mean score of the pre-test is 48.03 with a standard deviation of 13.584, while the post-test score is 73.83 with a standard deviation of 15.095. The table above shows that the mean score of students in the post-test was higher than in the pre-test. It concludes that using A Pictorial Vocabulary English Book effectively teaches Vocabulary Mastery.

To know whether the pre-test and post-test were significantly different and the acceptability of this research's hypothesis, the research used test analysis and calculated it using SPSS 22. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample t-test. It presents in the following tables:

Table 4.8 The paired samples correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.150	.427

Table 4.7 displays the correlation score of the pre-test and post-test is 0.150. According to Cohen's correlation, the two variables are decisive if the score is 0,50–1,0. The significant score is 0,000>0,5, which indicates that the is, in addition, a significant impact of the use of a pictorial vocabulary English book in student vocabulary mastery. The result can be concluded that the pictorial vocabulary English book can significantly increase student vocabulary mastery.

Table 4.9 The pairs sample t-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			
pretest - posttest	-25.800	21.774	3.975	-33.930	-17.670	-6.490	29	.000

Table 4.9 shows the correlation of the pre-test and post-test paired samples. The results of the sample t-test detail test showed a significant number between the pre-test and post-test besides the significant value (2-tailed) p = 0.000, <0.05. The null hypothesis (ho) and this study were rejected, and the

alternative hypothesis (ha) was accepted where there was a significant difference between the two tests. The results show that the Pictorial Vocabulary English book can enrich students' vocabulary.

3. The result of the Interview

Based on the results of interviews with students, the following was the description of the research question :

a. *"Can the Pictorial Vocabulary English Book improve your vocabulary mastery?"*

Based on the interviews with five students, it was found that three students said that when they used the Pictorial Vocabulary English Book, they got much new vocabulary and could add to their vocabulary and enrich their vocabulary from what they did not know. Moreover, after using the book, they come to know. It can be seen by the interview result below:

SA: After I used the Pictorial Vocabulary English Book, it turned out that I got much new vocabulary

SB: Yes, of course! Pictorial Vocabulary English Book can improve my vocabulary.
SC: Yes, this book can add to my vocabulary, which at first I did not know, so I know.

b. *"What is interesting in Pictorial Vocabulary English Book?"*

Based on the results of interviews with five students, it was found that three students said that the exciting things about the Pictorial Vocabulary English Book were the vocabulary that was equipped with related pictures and colours in the book, also equipped with easy-to-understand questions so that they could more easily remember and understand the meaning from the word.

It can be seen by the interview result below:

S1: The exciting thing I got from this book is the vocabulary equipped with pictures and the meaning and examples of the problems.

S2: The exciting thing about this book is that it has lots of pictures and not dull colours. I understand more when I see this book compared to other books because this book already has questions that are easy to answer and enjoyable.

S3: The exciting thing about this book is that there are pictures. By looking at the pictures and related words, it is easier for me to remember and understand the meaning of these words.

Based on the interviews above, it can be concluded that the Pictorial Vocabulary English book positively impacts students' vocabulary mastery. The ability of this book to present vocabulary with attractive pictures and colours helps students understand and remember words better. In addition, the existence of easy-to-understand questions in the book also contributes to helping students understand the meaning of these words. Overall, the Pictorial Vocabulary English book is an effective and exciting tool to help students improve their English vocabulary.

B. Discussion

The research was conducted to improve students' vocabulary mastery through Pictorial vocabulary English books. The description of the data collected from students' vocabulary mastery is comprehension in English for details. The sample of this study was students of the first-grade MTS Satu Atap Datok Sulaiman Palopo, with a population of 30 students. Based on the data analysis findings, the researchers determined the effectiveness of using a Pictorial Vocabulary English Book. The students' mean pre-test score was 14.40, and the post-test mean was 22.13. As determined from data analysis, the pre-test standard deviation was 4.082, and the post-test standard deviation was 4.516.

After giving treatment using Pictorial Vocabulary English Book for students, the researcher gave a post-test to measure the improvement of pictorial vocabulary English book in vocabulary mastery. The researcher found that the students can understand the vocabulary better than before given treatment. The teaching-learning process in the classroom showed that using pictorial vocabulary English books was effective for teaching in terms of students' vocabulary mastery. Most students enjoyed and understood when they applied this book while teaching-learning in the classroom.

The first time the pictorial vocabulary English book was used, the students were not disciplined, the students felt confused about how to learn from the book, the students did not master English vocabulary, the students were given less time to do the exercises in the book, and some students were not paying attention when learning will begin.

Pre-test and post-test questions are regarding each discussion chapter in the book, such as in the first chapter discussing the alphabet, the second chapter on things in School, the third chapter on activities in School, the fourth chapter on personal pronouns, and the fifth chapter on personal pronouns. From the results of student work, most students had difficulty answering questions. For example, in the questions that discuss Chapter 2 things in School and Chapter 3 activities in School, the questions in Chapter 2 are about nouns at School, and Chapter 3 are about regular and irregular verbs. Nevertheless, after treatment, there was a significant improvement in the scores of things in School and activities in the School's Post-Test.

After the media treatment of a pictorial vocabulary English book, we saw that most of the students wanted to learn new English words by studying this pictorial vocabulary English book. They are confident enough to share ideas during the learning activities in class. Most can overcome their fears and are relaxed enough to expand their vocabulary. The frequency of students who mastered their vocabulary increased in each meeting. It aligns with Dedi Efrizal, who stated that most students can reduce anxiety and stiffness by practicing their English skills, making them more active in class.

Books supplemented with pictures are often used in education and have several potential uses. Previous studies have shown that picture books can help students develop language, visual stimuli and build narrative understanding. Picture books can also facilitate understanding abstract concepts through attractive visual representations. Picture books can also be used as adult learning tools in

several contexts, such as learning foreign languages, scientific understanding, and cultural understanding. Using pictures in books can help clarify complex concepts, increase visual appeal, and make information easier to understand. It is in line with Suci. C. N. Abdullah's application through the media of picture books will increase and stimulate students to think creatively, students' attention to the learning process will be longer, will be able to organize self-ability and train self-confidence in students, and will be able to stimulate students' imagination, especially in their abilities, and increase vocabulary.[36]

Media books with practice questions can help students develop critical thinking skills, problem-solving, and analysis. Practice questions can stimulate students to think more deeply about the material being studied and hone their skills in applying these concepts. Books with practice questions can help increase students' understanding of the studied material. The practice questions provided in the book can help students apply the knowledge they have learned and deepen their understanding. Books with practice questions can also help improve student information retention. Students can strengthen their memory of the concepts taught by repeating exercises related to the learning material. Students can check their answers independently and see the explanations or solutions provided in the book. It allows students to correct their mistakes and understand concepts better. Mellinda Tri Purwanto found practice questions to find out and measure students' English vocabulary skills.[37]

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[36] Suci C. N. Abdullah, *'Improving English Vocabulary Mastery for Education Through Picture Story Books',* Angewandte Chemie International Edition, 6(11), 951–952., 2020, 1–15.

[37] Melinda Tri Purwanto, *'Development of Audio Visual Book English Vocabulary Media in improving Student's Vocabulary Skills'*, Braz Dent J., 33.1 (2022), 1-12

Vocabulary book media attracts students' interest in reading. Learning English vocabulary with Book media can attract students' interest in reading and make children more enthusiastic about learning. The use of this media is not only cantered on the teacher, but students play an active role in reciting the existing vocabulary, translating vocabulary, and mentioning the vocabulary of an object that they see through the media book so that children can understand the material in the book.[38]

Based on the results of student interviews, it can be concluded that the student's vocabulary mastery and also many exciting things in the book. For example, the pictorial vocabulary English book is equipped with attractive pictures and colours, and there are also examples of questions that are easy to understand. By looking at pictures and related words, it is easier for students to remember and understand the meaning of these words.

Based on the data analysis, the researcher concluded that a pictorial vocabulary English book was recommended enough to develop students' vocabulary because teaching vocabulary using a pictorial vocabulary English book has excellent benefits that may serve various learning purposes. Through the pictorial vocabulary English book, the students integrate new knowledge, learn some new words and learn how to pronounce the words well.

[38] Sila Hayati, *'Efforts to Improve Children's English Vocabulary Mastery Trough Big Book Media at Ra Nurul Hadina Patumbak'*, Thesis , 2018.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After applying the Pictorial Vocabulary English Book as learning media in the treatment, it can be concluded that:

1. It can be proved by the students' post-test score (73.83) is higher than in pre-test (48.03). Also, the probability value is 0,05 (0,000<0.05). So, using Pictorial Vocabulary English Book effectively enrich the vocabulary mastery of class VII A MTs Satu Atap Datok Sulaiman Palopo.
2. The students' perceive the Pictorial Vocabulary English Book positively impact on their vocabulary mastery. This book present vocabulary with attractive pictures and colors which helps students understand and remember words better. in addition, the existence of easy-to-understand question in the book also contributes to help students understand the meaning of the vocabularies.

B. Suggestion

Based on the explanation in the previous chapter, the researcher presented a suggestion are:

1. The teacher should be able to use an appropriate method, technique, or media to change the students' minds that learning English is boring. The teacher should be flexible and understand the student's needs to make the teaching-learning process fun, enjoyable, and attractive.

2. The students should try contributing ideas and becoming active participants in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher. The student should also have high motivation to learn English, especially vocabulary, because vocabulary is the primary and most crucial part of the language.
3. Other researchers who want to conduct research in teaching vocabulary could use the result of this research as a source for conducting the research and as an additional reference for further relevant research, certainly with different materials and samples. The other researchers also can consider the weaknesses of the result from this research to conduct better research.

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A P P E N D I C E S

Appendices 1

PPP LESSON PLAN ALPHABET

CLASS/LEVEL	**7th GRADE OF JUNIOR HIGH SCHOOL/MTS SATU ATAP DATOK SULAIMAN PALOPO**
MEETING	**(1) FIRST**
TOPIC	**ALPHABET**
OBJECTIVES	**STUDENTS ARE EXPECTED TO BE ABLE TO KNOW THE ALPHABET.**
VOCABULARIES	**ALMS, BAG, CHARITY, DHIKR, EXPENSIVE, FAMILY, GOD, HONEST, INTRODUCE, JOB.**
MATERIALS	**MARKER, WHITEBOARD, PICTURE, ETC.**
TIME	**60 MINUTES**
POTENTIAL PROBLEM	**LACK OF VOCABULARY, ETC.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T : Good Morning! How are you today? **Attention grabber** T : If I say Avengers… you have to say assemble! T : Avengers… SS : Assemble! **Lead in** - The teacher and students sing the alphabet song	T-SS	5 minutes

together - The teacher asks students about what materials to be study		
Presentation The teacher explains the material about the alphabet. - The teacher distributed books about chapter 1 of the alphabet - The teacher's alphabet in English and then the pronunciation, illustrations, and translations. - the teacher checks students' understanding of spelling	TTT	10 minutes

Practice : Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is significant.

Practice Activities	Interaction	Time
- The teacher gives a match a picture game on the board, and then the teacher will ask the students to match a picture with the correct vocabulary - The teacher will correct misunderstandings in the problem of matching pictures	T-SS SS-SS	25 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
- The teacher will give students questions about matching the picture to all students to work on	T-SS	10 minutes

- The teacher will give instructions to the students so their answer sheets are exchanged with other students and then answered together		

PPP LESSON PLAN THINGS IN SCHOOL

CLASS/LEVEL	**7th GRADE OF JUNIOR HIGH SCHOOL/ MTS SATU ATAP DATOK SULAIMAN PALOPO.**
MEETING	**(2) SECOND**
TOPIC	**THINGS IN SCHOOL**
OBJECTIVES	**STUDENTS ARE EXPECTED TO BE ABLE TO KNOW THINGS IN SCHOOL VOCABULARY.**
VOCABULARIES	**WHITEBOARD, TABLE, BOOK, PEN, CHAIR, ROOM, OFFICE.**
MATERIALS	**MARKER, WHITEBOARD, PICTURE, ETC.**
TIME	**60 MINUTES**
POTENTIAL PROBLEM	**LACK OF VOCABULARY, ETC.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language.

if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T : Good Morning! How are you today? **Attention grabber** T : If I say haiii… you have to say heloooo! T : Haiii… SS : Heloooo! **Lead in** - The teacher guides the student to guess the	T-SS	5 minutes

topic the teacher will explain.		
Presentation The teacher explains the material about the things in School. - The teacher distributed books about chapter 2 of Things in School. - The teacher tools on School in English. Then the pronunciation, illustrations, and translations. - -The teacher checks students' understanding by asking students to mention things in School in English	TTT	10 minutes

Practice : Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is significant.

Practice Activities	Interaction	Time
- The teacher divides students into five groups. - The teacher writes things in school vocabulary on the board, then each group lines up and continues the words from the written vocabulary	T-SS SS-SS	25 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
- The teacher will give students questions about completing the vocabulary for all students to work on - The teacher will give instructions to the students so their answer sheets are exchanged with other students and then answered together	T-SS	10 minutes

PPP LESSON PLAN ACTIVITIES IN SCHOOL

CLASS/LEVEL	**7th GRADE OF JUNIOR HIGH SCHOOL/ MTS SATU ATAP DATOK SULAIMAN PALOPO.**
MEETING	**(3) THIRD**
TOPIC	**ACTIVITIES IN SCHOOL**
OBJECTIVES	**STUDENTS ARE EXPECTED TO BE ABLE TO KNOW ACTIVITIES IN SCHOOL VOCABULARY.**
VOCABULARIES	**COMMUNITY SERVICE, EATING, STUDY, SPORT, DISCUSSION, FOCUS, READING A BOOK.**
MATERIALS	**MARKER, WHITEBOARD, PICTURE, ETC.**
TIME	**60 MINUTES**
POTENTIAL PROBLEM	**LACK OF VOCABULARY, ETC.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach the new language.

Present Activities	Interaction	Time
Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T : Good Morning! How are you today? **Attention grabber** T : If I say cika cika… You have to say boom boom! T : Cika cika… SS : Boom boom! **Lead in** - The teacher guides the student to guess the	T-SS	5 minutes

topic the teacher will explain.		
Presentation The teacher explains the material about the activities in School. - The teacher distributed books about chapter 3 of the activities in the School. - The teacher activities in School in English. Then the pronunciation, regular and irregular verbs, illustrations, and translations. - -The teacher checks students' understanding by asking students to mention regular and irregular verb English activities in School.	TTT	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is significant.

Practice Activities	Interaction	Time
- the teacher will ask students to memorize five words with verb 2 and verb 3 - the teacher instructs students to write a few words on the board, and is continued by other students.	T-SS SS-SS	25 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
- The teacher will give students questions about filling in the blanks all students to work on - The teacher will give instructions to the students so their answer sheets are exchanged with other students and then answered together	T-SS	10 minutes

PPP LESSON PLAN PERSONAL PRONOUN

CLASS/LEVEL	**7th GRADE OF JUNIOR HIGH SCHOOL/ MTS SATU ATAP DATOK SULAIMAN PALOPO.**
MEETING	**(4) FOURTH**
TOPIC	**PERSONAL PRONOUN**
OBJECTIVES	**STUDENTS ARE EXPECTED TO BE ABLE TO KNOW PERSONAL PRONOUNS IN ENGLISH.**
VOCABULARIES	**I, YOU, WE, THEY, SHE, HE, IT.**
MATERIALS	**MARKER, WHITEBOARD, PICTURE, ETC.**
TIME	**60 MINUTES**
POTENTIAL PROBLEM	**LACK OF VOCABULARY, ETC.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language.

if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T : Good Morning! How are you today? **Attention grabber** T : If I say attention… you have to say attention 3x! T : attention… SS : attention 3x! **Lead in** - The teacher guides the student to guess the topic the teacher will explain.	T-SS	5 minutes

Presentation The teacher explains the material about the activities in School. - The teacher distributed books about chapter 4 of the personal pronoun - The teacher activities in School in English and then the pronunciation, example sentences, illustrations, and translations. - The teacher checks students' understanding by asking students to mention personal pronouns in English.	TTT	10 minutes

Practice : Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is significant.

Practice Activities	Interaction	Time
- The teacher will ask students to make sentences with subject and object pronouns. - The teacher will ask the students to come forward to read the sentences made and then correct them with other students.	T-SS SS-SS	25 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
- The teacher will give students questions about multiple choice to all students to work on - The teacher will give instructions to the students so their answer sheets are exchanged with other students and then answered together	T-SS	10 minutes

PPP LESSON PLAN DAILY EXPRESSIONS

CLASS/LEVEL	**7th GRADE OF JUNIOR HIGH SCHOOL/ MTS SATU ATAP DATOK SULAIMAN PALOPO.**
MEETING	**(5) FIFTH**
TOPIC	**DAILY EXPRESSION**
OBJECTIVES	**STUDENTS ARE EXPECTED TO BE ABLE TO KNOW DAILY EXPRESSIONS IN ENGLISH.**
VOCABULARIES	**HOW WAS THE CLASS, GOOD IDEA, I AM FULL, I FORGOT MY BOOK.**
MATERIALS	**MARKER, WHITEBOARD, ETC.**
TIME	**60 MINUTES**
POTENTIAL PROBLEM	**LACK OF VOCABULARY, ETC.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T : Good Morning! How are you today? **Attention grabber** T : If I say 1 2 3 eyes on me… you have to say 1 2 3 eyes on you! T : 1 2 3 eyes on me… SS : 1 2 3 eyes on you! **Lead in** - The teacher guides the student to guess the	T-SS	5 minutes

topic the teacher will explain.		
Presentation The teacher explains the material about the activities in School. - The teacher distributed books about Chapter 5 of the daily expression - The teacher's daily expression in English, then pronunciation and translations. - The teacher checks students' understanding by asking students to mention daily expressions in English.	TTT	10 minutes

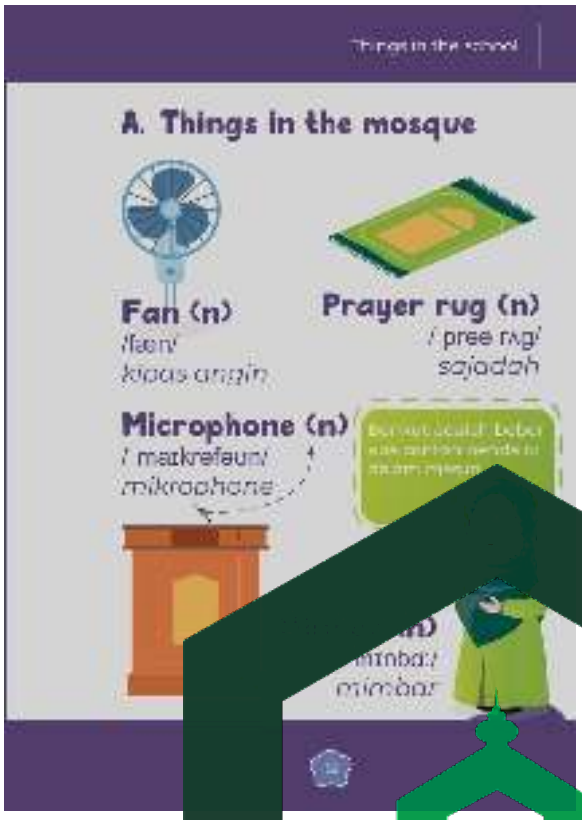
Practice : Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is significant.

Practice Activities	**Interaction**	**Time**
- The teacher will ask students to pair up and make conversational sentences using the word daily expression. - The teacher will ask students to come forward and talk to each other.	T-SS SS-SS	25 minutes

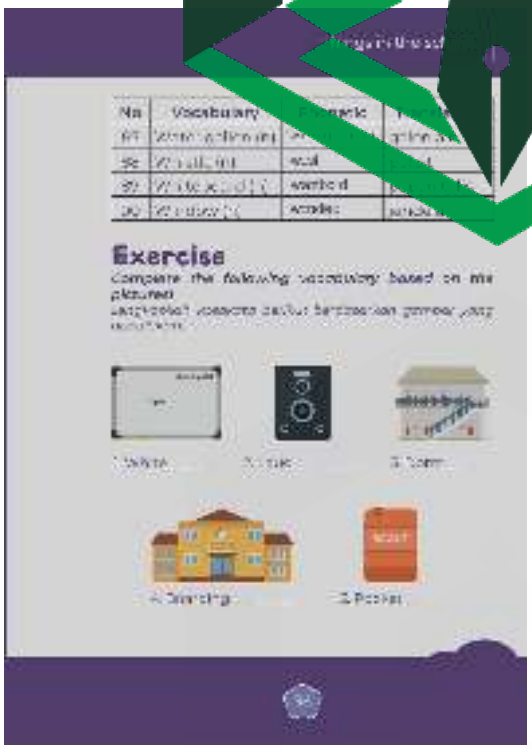
Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
- The teacher will give students questions about connecting the dots to all students to work on - The teacher will give instructions to the students so their answer sheets are exchanged with other students and then answered together	T-SS	10 minutes

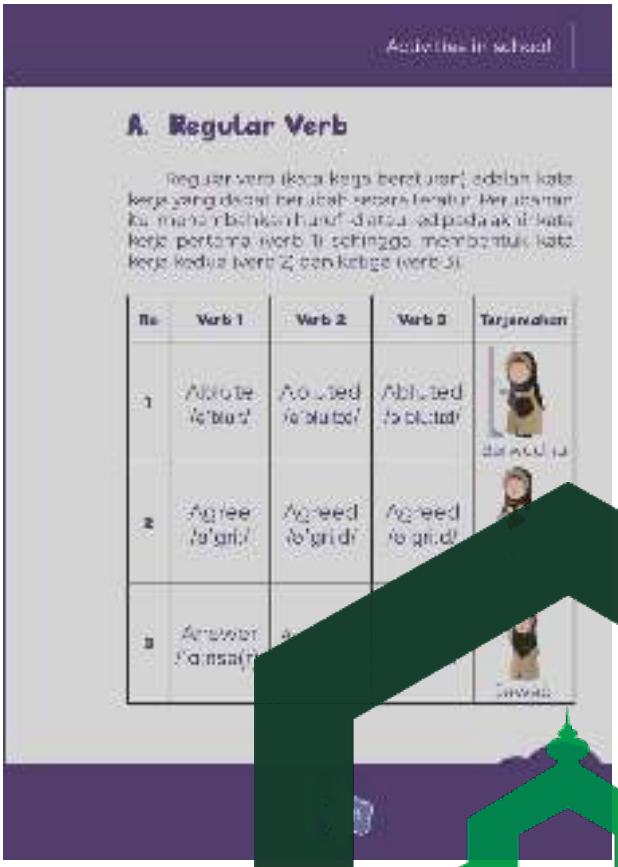
APPENDICES 2 A Pictorial Vocabulary English Book


A. Things in the mosque
Fan (n)
/fæn/
kipas angin
Prayer rug (n)
/ preə rʌg/
sajadah
Microphone (n)
/ maikrəfəun/
mikrofon
mimbar/
mimbar

No
Vocabulary
Phonetic
Translation
wind
Exercise


No
Vocabulary
wind
Exercise

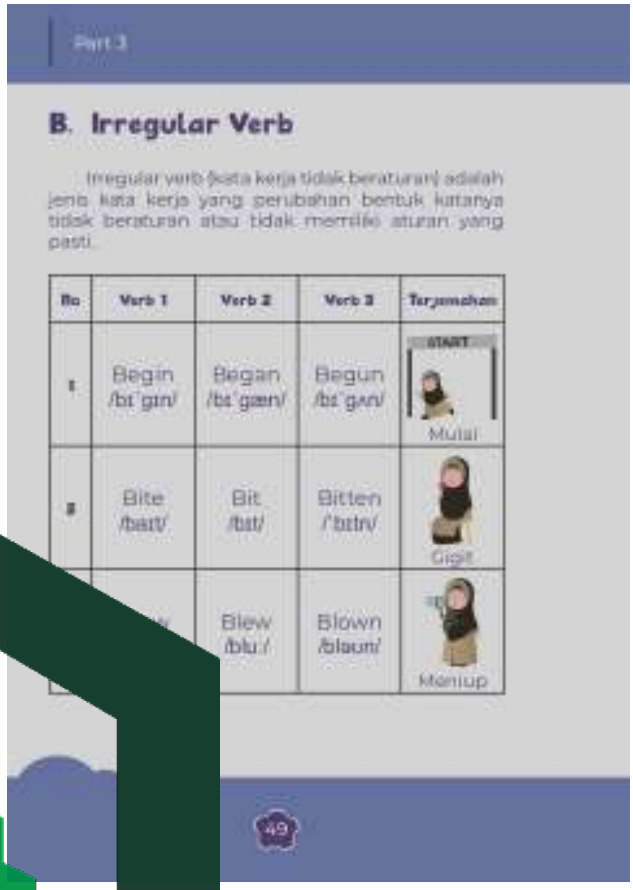
ACTIVITIES
IN SCHOOL



A. Regular Verb

Regular verb (kata kerja beraturan) adalah kata kerja yang dapat berubah sesuai aturan. Perubahan ini meliputi penambahan huruf -d atau -ed pada akhir kata kerja pertama (verb 1) sehingga membentuk kata kerja kedua (verb 2) dan ketiga (verb 3).

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Abdicate /'æbdɪkeɪt/	Abdicated /'æbdɪkeɪtɪd/	Abdicated /'æbdɪkeɪtɪd/	Berakhir
2	Agree /ə'gri:/	Agreed /ə'gri:d/	Agreed /ə'gri:d/	Setuju
3	Answer /'ɑ:nsə(r)/	[illegible]	[illegible]	Jawab



B. Irregular Verb

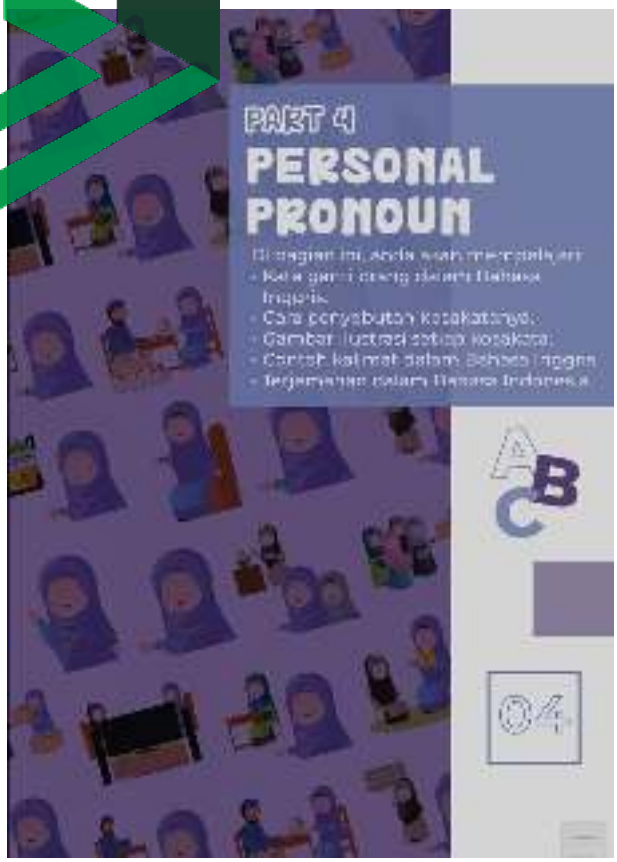
Irregular verb (kata kerja tidak beraturan) adalah jenis kata kerja yang perubahan bentuk katanya tidak beraturan atau tidak memiliki aturan yang pasti.

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Begin /bɪ'gɪn/	Began /bɪ'gæn/	Begun /bɪ'gʌn/	Mulai
2	Bite /baɪt/	Bit /bɪt/	Bitten /'bɪtn/	Gigit
3	[illegible]	Blew /blu:/	Blown /bləʊn/	Meniup

Exercise

Fill the verb 2 and verb 3 in the following [illegible]

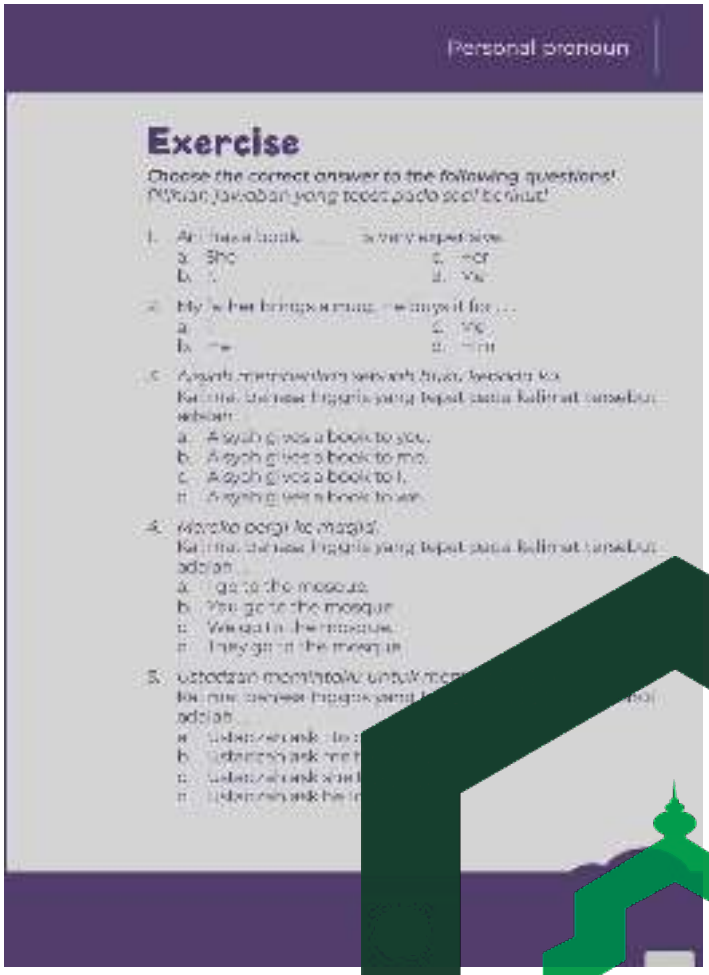
1. V1: Abdicate
   V2:
   V3:
2. V1: Drink
   V2:
   V3:
3. V1: [illegible]
   V2:
   V3:
4. V1: Read
   V2:
   V3:
5. V1: Wash
   V2:
   V3:



PART 4
PERSONAL PRONOUN

Di bagian ini, anda akan mempelajari:
- Kata ganti orang dalam Bahasa Inggris
- Cara penyebutan kosakatanya
- Gambar ilustrasi setiap kosakata
- Contoh kalimat dalam Bahasa Inggris
- Terjemahan dalam Bahasa Indonesia

04

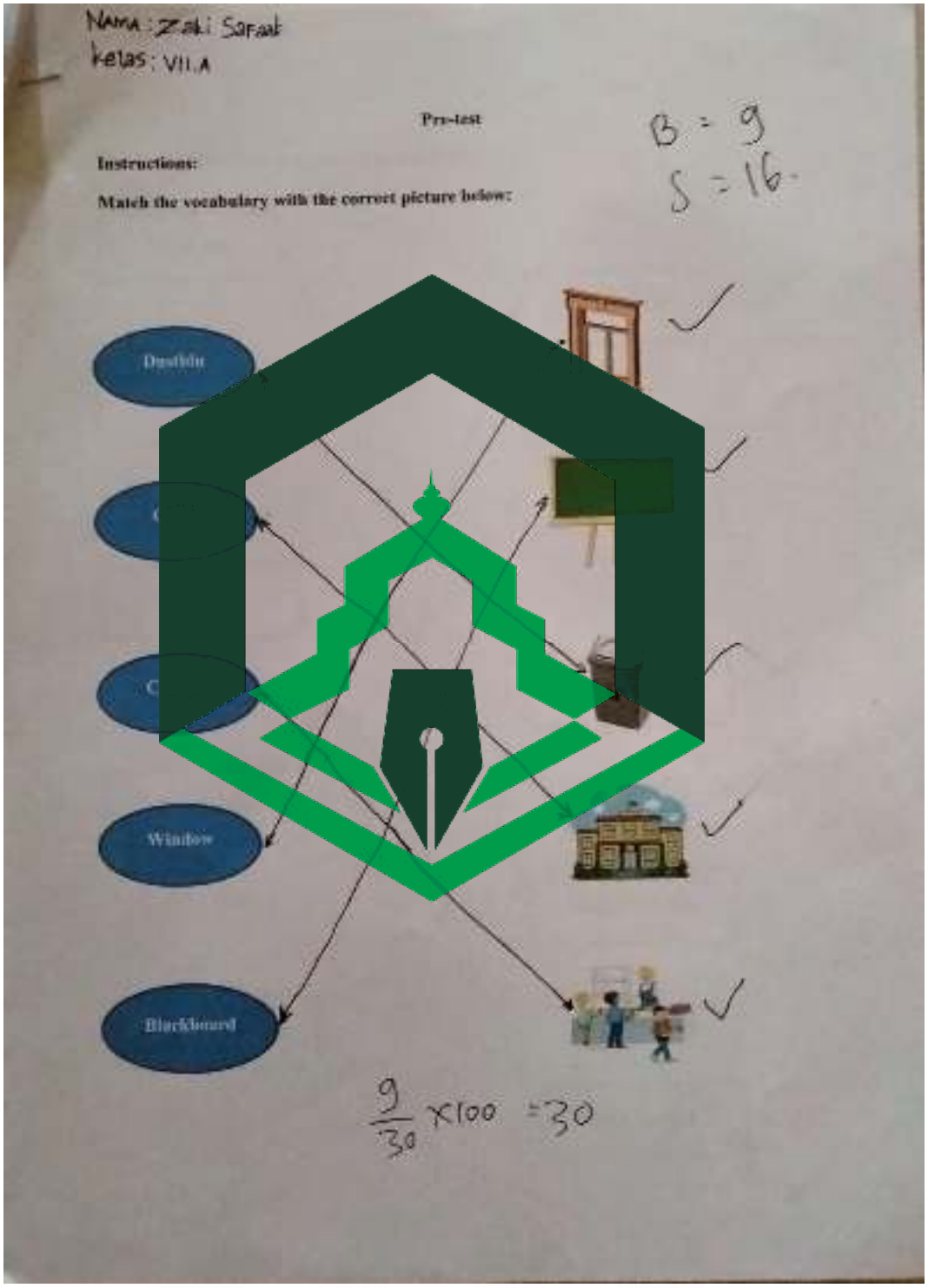

Personal pronoun
Exercise
Choose the correct answer to the following questions!
Pilihan jawaban yang tepat pada soal berikut!

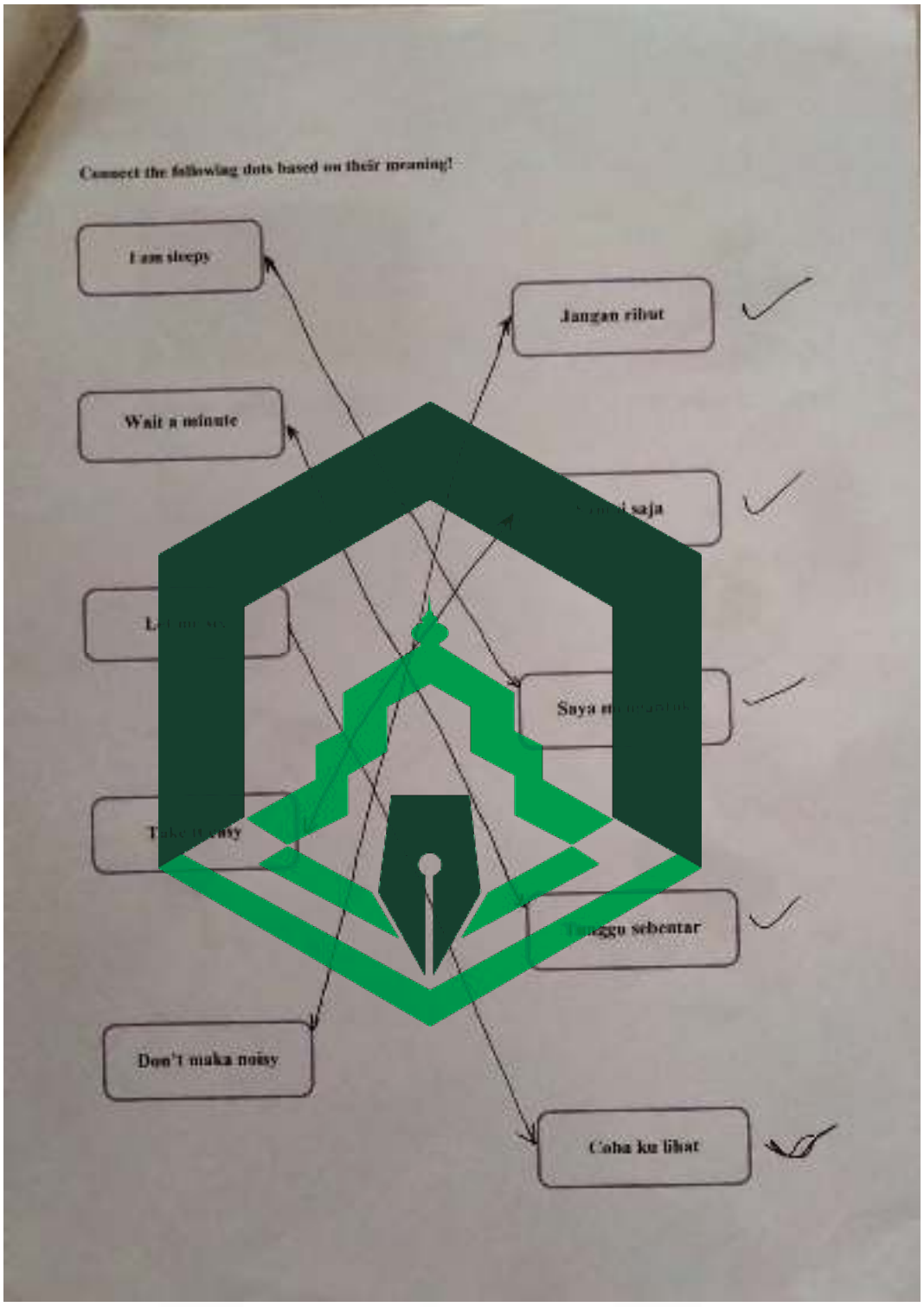
PART 5
DAILY
EXPRESSSIONS
Di bagian ini, anda akan mempelajari:
Ungkapan sehari - hari dalam Bahasa Inggris
Terjemahan dalam Bahasa Indonesia.
05

Midday prayer
Have a lunch
I am exhausted
It is delicious
Good idea
Salat zuhur
Makan siang
Ide bagus
Ini enak

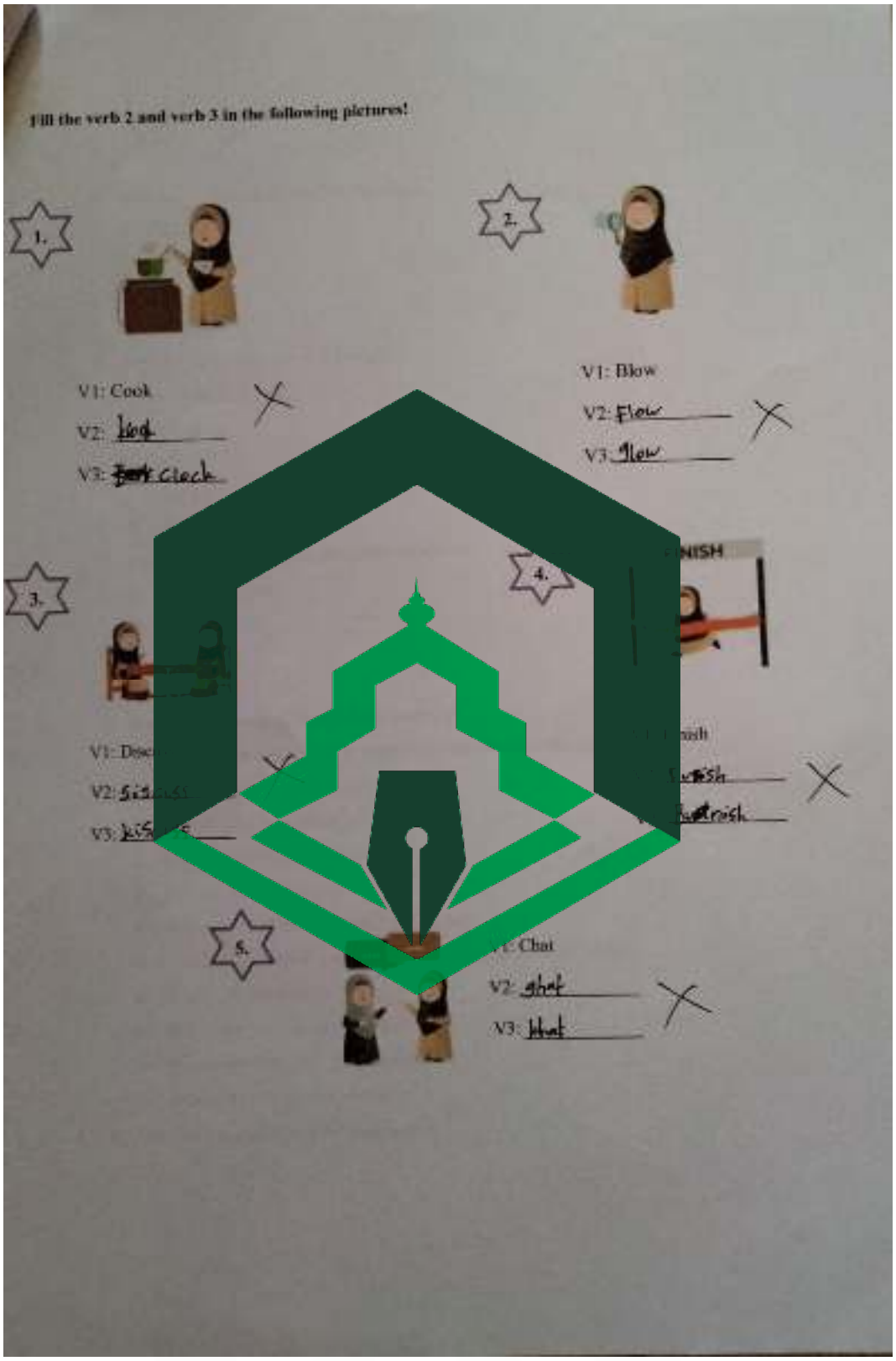
APPENDICES 2

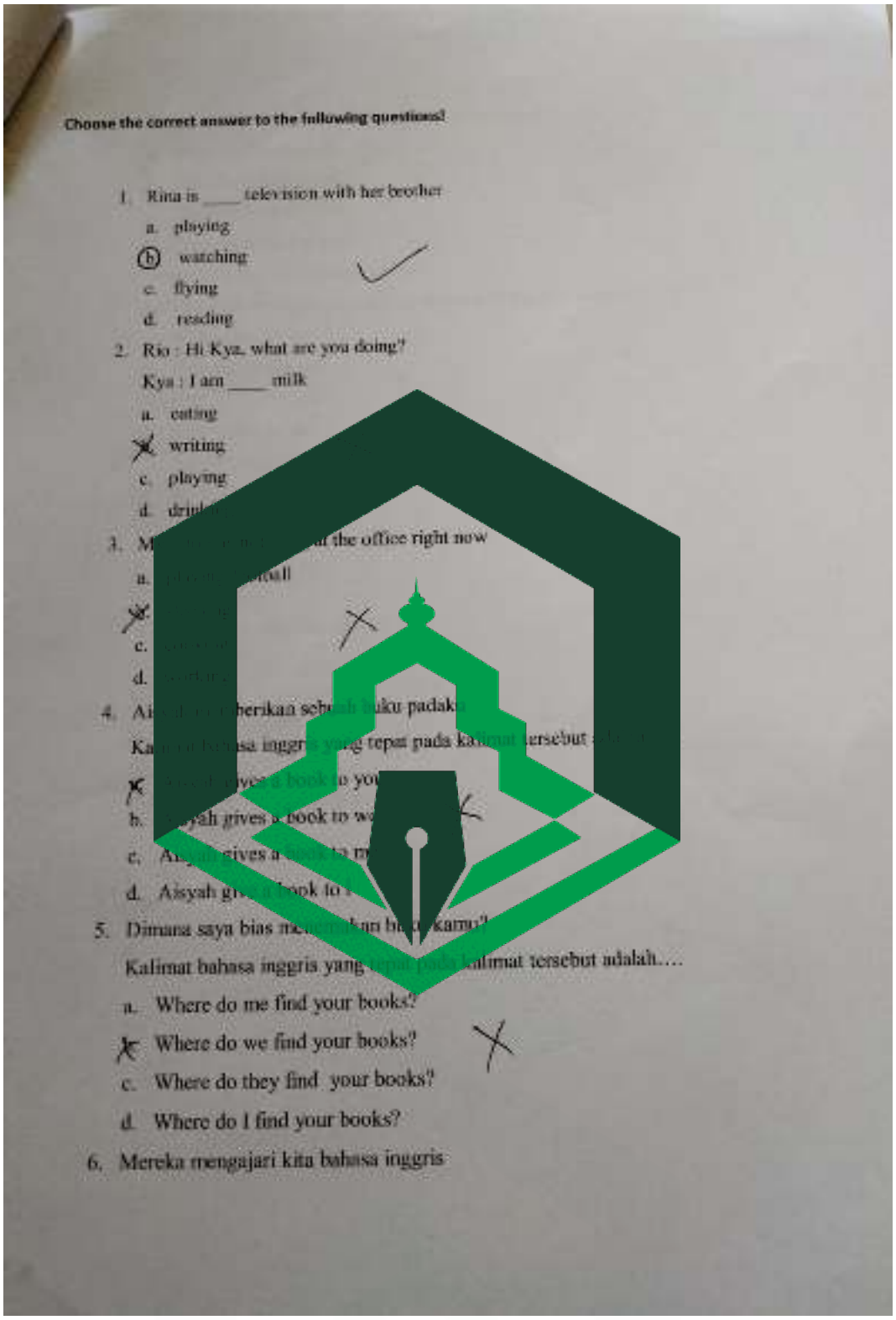
Pre-test




Connect the following dots based on their meaning!
I am sleepy
Jangan ribut
Wait a minute
Tunggu sebentar
Don't make noisy
Coba ku lihat

Complete the following vocabulary!
Basketball
Colour
Magnifying
An


Fill the verb 2 and verb 3 in the following pictures!
1.
V1: Cook
V2: Cooked
V3: Cooked
2.
V1: Blow
V2: Flew
V3: Blew
3.
4.
5.
V1: Chat
V2: chat
V3: chat



Choose the correct answer to the following questions!

1. Rina is ____ television with her brother
   a. playing
   b. watching
   c. flying
   d. reading
2. Rio : Hi Kya, what are you doing?
   Kya : I am ____ milk
   a. eating
   b. writing
   c. playing
   d. drinking
3. M[illegible] at the office right now
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
4. Ai[illegible] berikan sebuah buku padaku
   Ka[illegible] bahasa inggris yang tepat pada kalimat tersebut adalah....
   a. [illegible] gives a book to you
   b. [illegible]yah gives a book to we
   c. Ai[illegible] gives a book to me
   d. Aisyah gives a book to
5. Dimana saya bias menemukan buku kamu?
   Kalimat bahasa inggris yang tepat pada kalimat tersebut adalah....
   a. Where do me find your books?
   b. Where do we find your books?
   c. Where do they find your books?
   d. Where do I find your books?
6. Mereka mengajari kita bahasa inggris

Kalimat bahasa inggris yang tepat pada kalimat tersebut adalah....

a. They teach us English
b. They teach we English
c. They teach her English
d. They teach me English

7. Dengan siapa dia (perempuan) pergi?

Kalimat bahasa inggris yang tepat pada kalimat tersebut adalah....

a. With whom he go?
b. With whom she go?
c. With whom her go?
d. With whom we go?

8. Ani has a book.

a. she
b. her
c. me
d. It

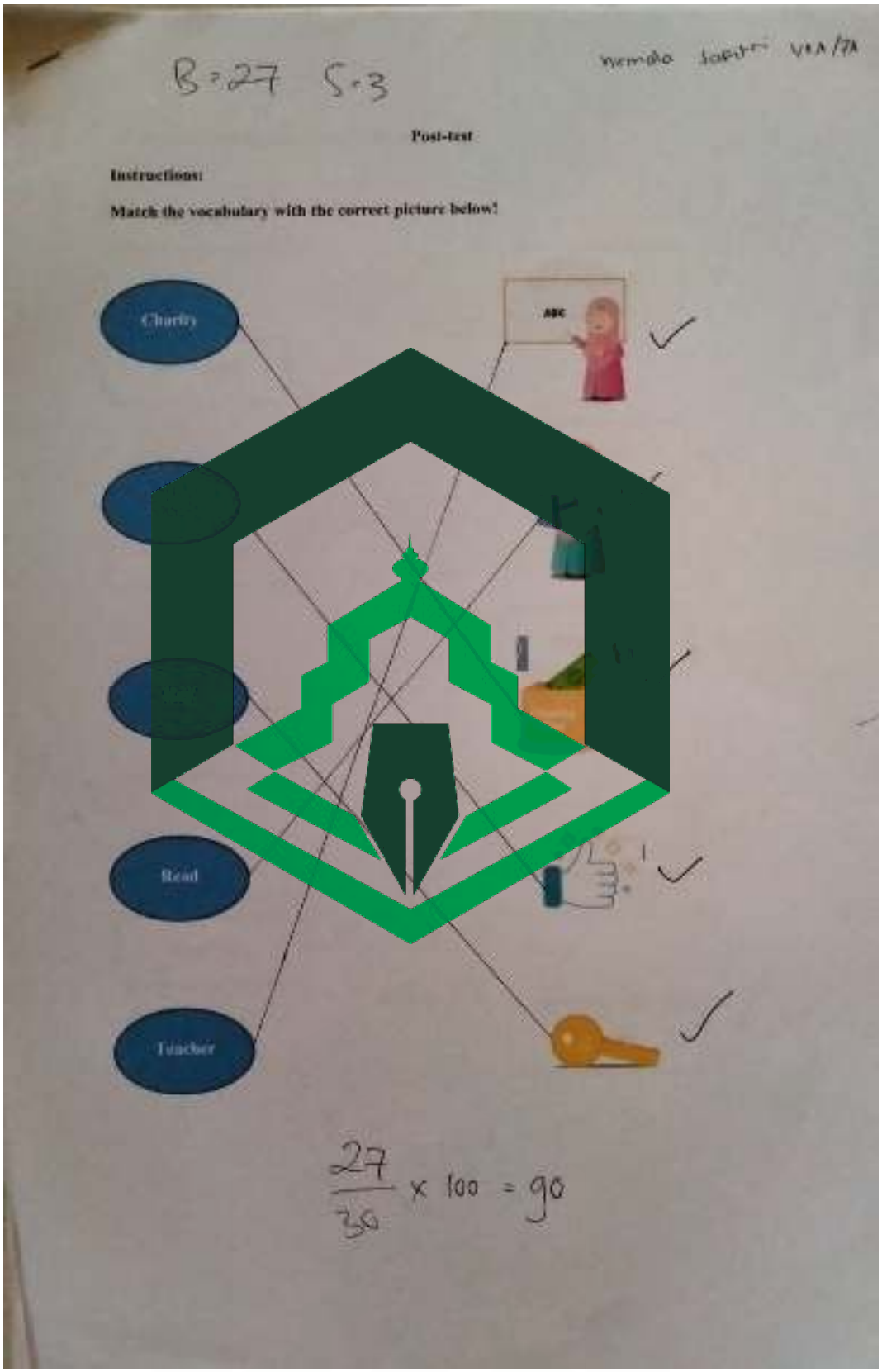
9. Why d... like that movie?

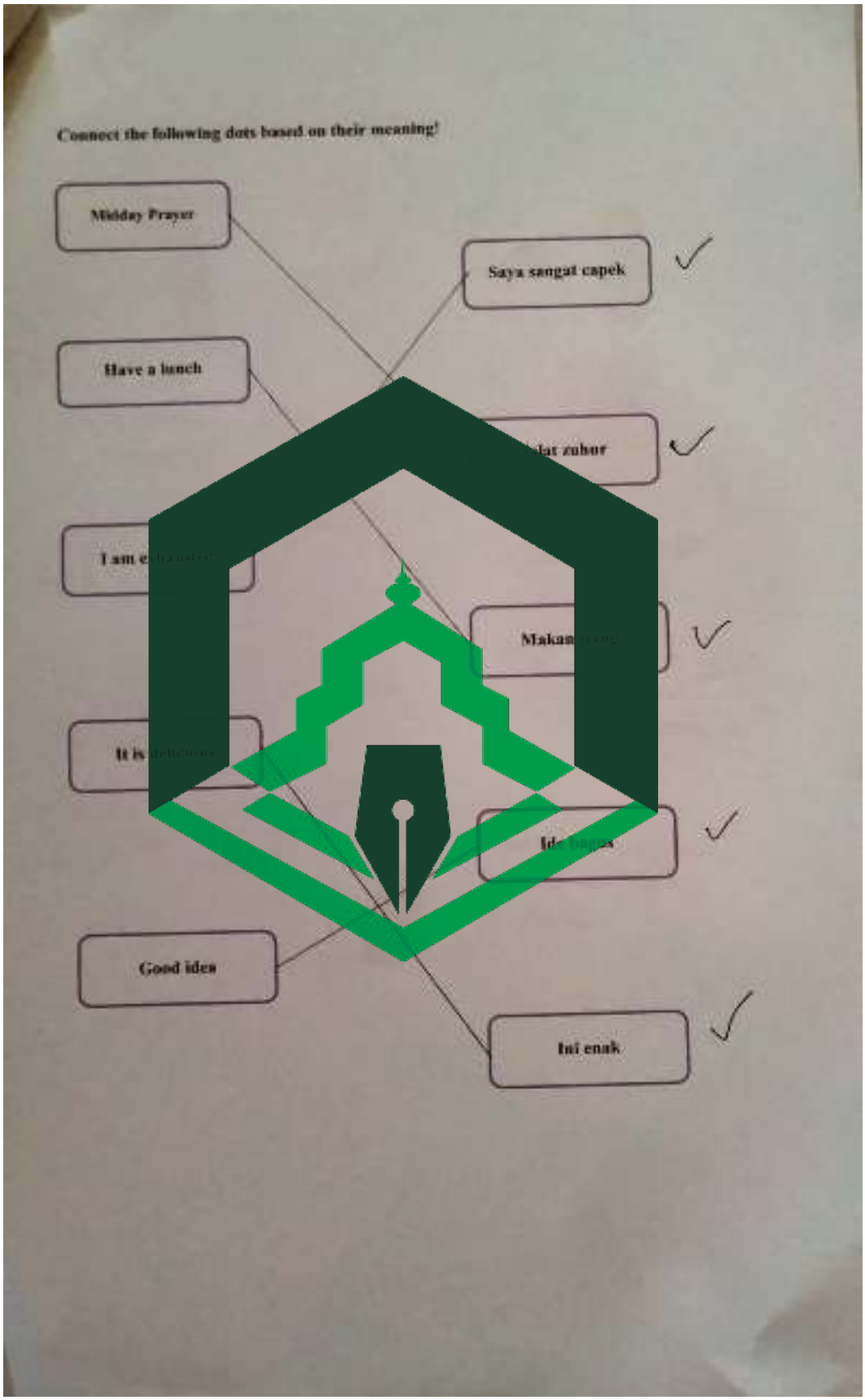
a. I
b. she
c. you
d. he

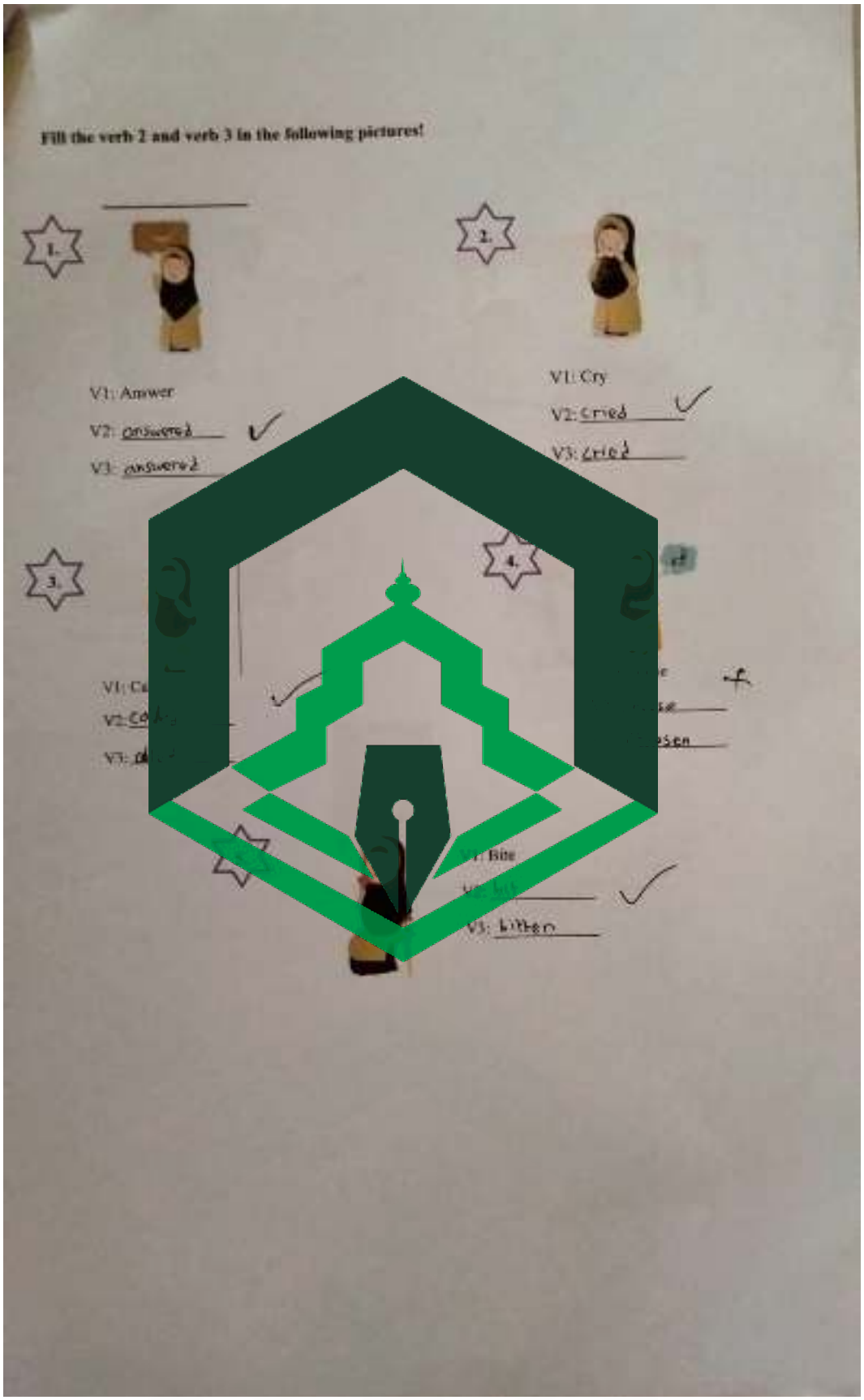
10. How do ... get to the mosque?

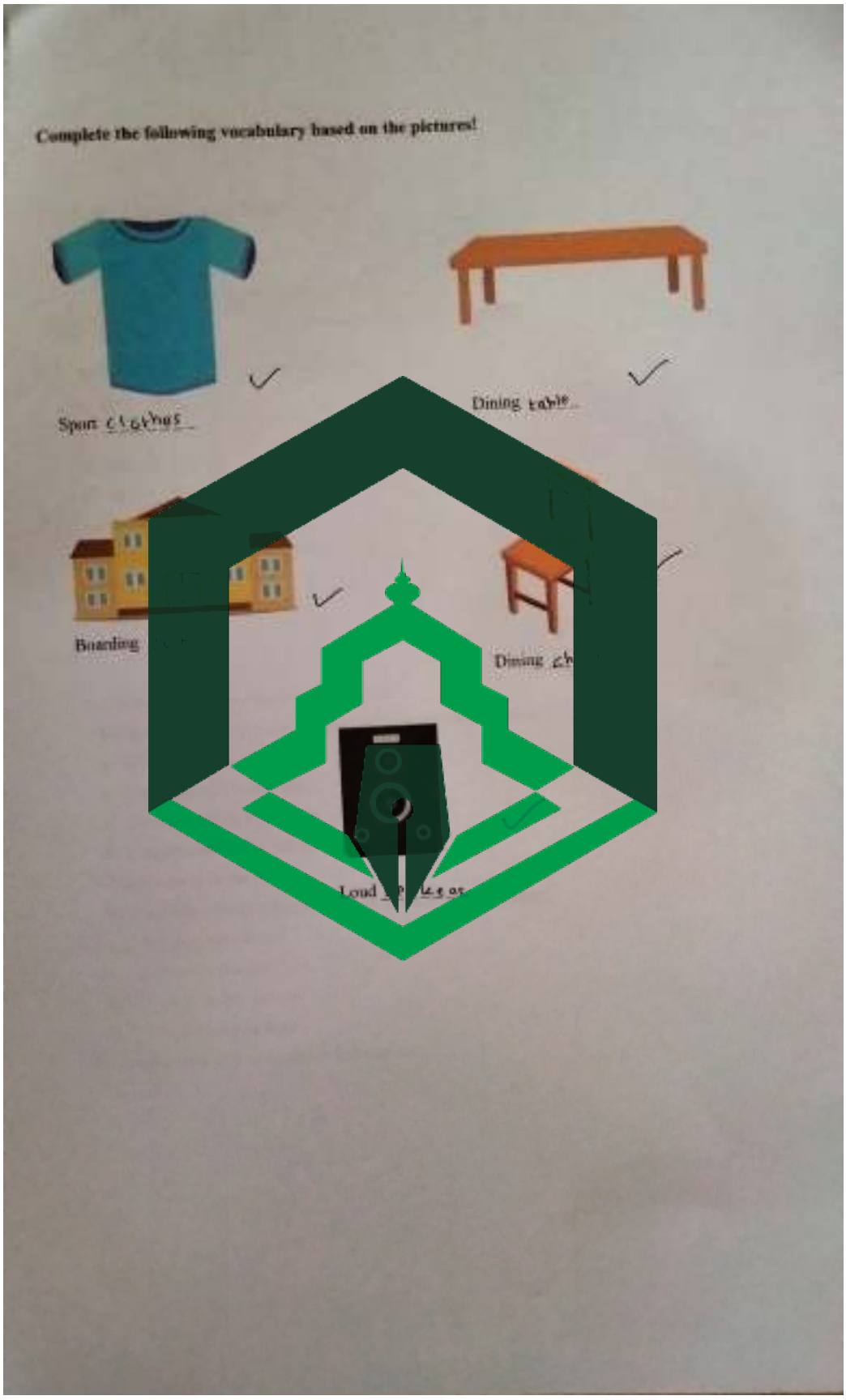
a. we
b. they
c. she
d. I

Post-test


B=27 S=3
Post-test
Instructions:
Match the vocabulary with the correct picture below!
Charity
Read
Teacher
27/30 x 100 = 90

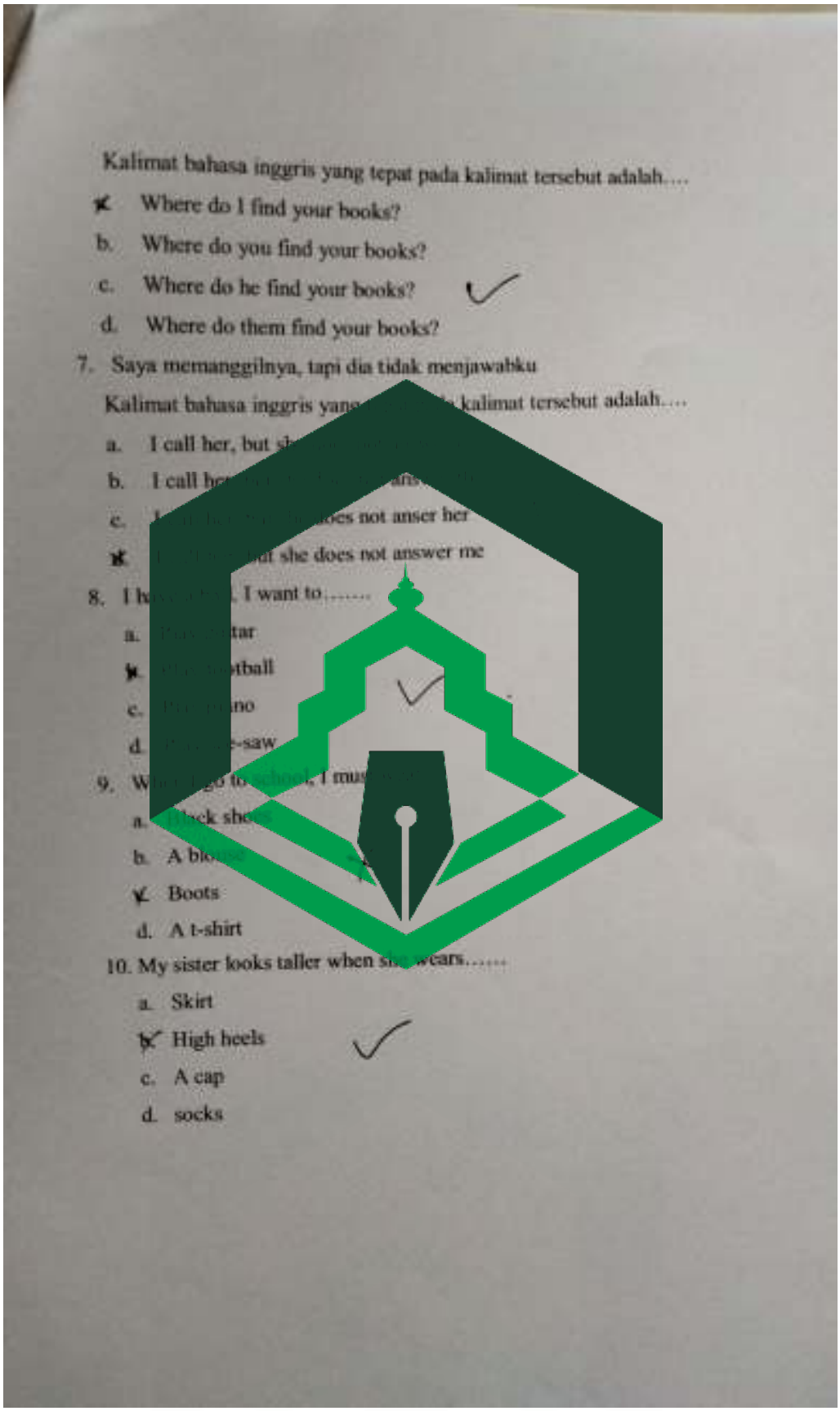

Connect the following dots based on their meaning!
Midday Prayer
Saya sangat capek
Have a lunch
Good idea
Ini enak


Fill the verb 2 and verb 3 in the following pictures!
1.
V1: Answer
V2: answered
V3: answered
2.
V1: Cry
V2: cried
V3: cried
3.
4.
V1: Bite
V3: bitten


Complete the following vocabulary based on the pictures!
Sport clothes
Dining table
Boarding
Dining ch
Loud

Choose the correct answer to the following questions!

1. My father brings a mug. He buys it for….
   a. I
   b. He
   c. Me
   d. Him
2. Ani has a book _____ is very [illegible]
   a. She
   b. It
   c. He[illegible]
   d. M[illegible]
3. Aisya[illegible] with…..
   a. T[illegible]
   b. Y[illegible]
   c. [illegible]
   d. I[illegible]
4. Ust[illegible] meminta[illegible]u untuk m[illegible]mu.
   Kalimat bahasa inggris yang [illegible] kalimat tersebut adalah….
   a. Ustadzah ask she to call [illegible]
   b. Ustadzah ask I to call you
   c. Ustadzah ask he to call him
   d. Ustadzah ask me to call you
5. Mereka pergi ke masjid.
   Kalimat bahasa inggris yang tepat pada kalimat tersebut adalah….
   a. We go to the mosque
   b. I go to the mosque
   c. They go to the mosque
   d. You go to the mosque
6. Dimana saya bisa menemukan buku kamu?



Kalimat bahasa inggris yang tepat pada kalimat tersebut adalah....

a. Where do I find your books?

b. Where do you find your books?

c. Where do he find your books?

d. Where do them find your books?

7. Saya memanggilnya, tapi dia tidak menjawabku

Kalimat bahasa inggris yang kalimat tersebut adalah....

a. I call her, but sh

b. I call he

c. oes not anser her

d. at she does not answer me

8. I h I want to.....

a. tar

b. tball

c. no

d. -saw

9. W go to school, I mu

a. ack shoes

b. A blo

c. Boots

d. A t-shirt

10. My sister looks taller when she wears.....

a. Skirt

b. High heels

c. A cap

d. socks

APPENDIXES 3 : INTERVIEW STUDENTS

Interview 1 : Students A

Date : Sabtu 15 July 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek,

S : Waalaikumsalam kak, kenapa?

R : Masih dikenal ji ka dek? Saya yang mengajar bahasa inggris di kelas ta dek.

S : Iyee kak, kenal.

R : Siapa nama lengkap ta dek?

S : Fairah Qistiyyah kak.

R : Dimana ki ini dek?

S : Rumah kak.

R : Sibuk ki kah dek?

S : Tidak ji kak.

R : Boleh ka minta tolong dek?

S : Apa kak?

R : Ada tugas ku Tanya-tanya siswa, cuman 2 pertanyaanku dan bukanji pertanyaan mengenai soal dek.

S : Iyee apa pale kak?

R : pertanyaan mengenai buku yang saajar kemarin dek, mauji ki?

S : Iye kak boleh.

R : Baik dek, jadi pertanyaan pertama apakah pictorial vocabulary English book dapat meningkatkan kosakata anda?.

S : jawaban : setelah saya menggunakan buku pictorial vocabulary English book ternyata banyak kosakata yang saya dapatkan.

R : Ok pertanyaan kedua, apa yang menarik dari buku ini?

S : Hal menarik yang saya dapatkan dari buku tersebut yaitu kosakata yang dilengkapi dengan gambar dan juga artinya dan sudah ada contoh-contoh soalnya.

R : Baik dek terima kasih banyak.

S : Iyee kak sama-sama.

Interview 2 : Students B

Date : Sabtu 15 July 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek, saya tasya dek yang mengajar bahasa inggris di kelas ta itu hari.

S : Waalaikumsalam kak, iye kenapa ki?

R : Masih diingat ji ka dek?

S : Iyee kak, masih.

R : Siapa nama lengkap ta dek?

S : Azyla saja kak.

R : Dimana ki ini dek?

S : Di rumah kak.

R : Ohh iye sibuk ki kah?

S : Nda terlalu ji kak.

R : Mauka minta tolong dek

S : Apa dia kak?

R : Ada tugas ku Tanya-tanya siswa, cuman 2 pertanyaanku dan bukanji pertanyaan mengenai soal dek.

S : Di chat atau bagaimana kak?

R : Iye di chat saja.

S : Ohh iye boleh ji kak.

R : Baik dek, jadi pertanyaan pertama apakah pictorial vocabulary English book dapat meningkatkan kosakata anda? Yang kedua, apa yang menarik dari buku ini?.

R : 2 ji pertanyaan ku dek mengenai buku yang kaka pakai mengajar di kelas ta, Tanya ka saja kalau ada tidak dimengerti dek.

S : Iyee kak sebentar saya cari dulu jawabannya kak

R : Iyee dek.

S : Jawaban yang pertama, Ya buku ini dapat menambah kosakata saya, yang awalnya saya tidak tau jadi tau.

S : Jawaban yang kedua, Hal menarik dari buku ini yaitu gambar-gambar nya banyak warnanya dan tidak membosankan, saya lebih paham dan mengerti saat melihat buku ini dibandingkan dengan buku lainnya karena buku ini sudah ada soal-soal yang mudah dijawab dan juga menarik. Itu saja kak.

R : Baik dek terima kasih banyak jawabannya.

S : Iyee kak sama-sama.

Interview 3 : Students C

Date : Sabtu 15 July 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek, saya tasya dek yang mengajar bahasa inggris di kelas ta itu hari.

S : Waalaikumsalam kak, iye kenapaki kak?

R : Masih dikenal ji ka dek?

S : Iyee kak.

R : Siapa nama lengkap ta dek?

S : Annisa Zahra Fadila kak.

R : Dimana ki ini dek?

S : Dirumah ka ini kak

R : Sibuk ki kah dek?

S : Tidak ji kak.

R : Mauka Tanya-tanya ini dek tapi bukan ji Tanya soal, bias ki kah dek?

S : Ohh iye Tanya apa kak, Bisa ji kak.

R : 2 ji pertanyaan ku dek jawabannya pendapatta ji, diingat ji waktu mengajar ka to dek? Terus ada buku yang saya bagikan ki dek.

S : Iyee kak itu ji hari senin tidak datang ka sama selasa.

R : iyee nda papa jawab ki sja dek.

S : Iye kaka apa pertanyaan ta?

R : Iyee dek, jadi pertanyaan pertama apakah pictorial vocabulary English book dapat meningkatkan kosakata anda?. Pertanyaan kedua apa yang menarik dari buku ini?

R : Ini saja dijawab dek, kalau tidak ditau jawab Tanya ka saja dek.

S :Jawaban pertama, Ya tentu saja! Pictorial vocabulary English book dapat meningkatkan kosakata saya.

S : Jawaban kedua, hal menariknya buku ini ada gambarnya, dengan melihat gambar dan kata yang terkait saya lebih mudah mengingat dan mengerti arti dari kata tersebut.

R : Baik dek terima kasih banyak jawabannya.

S : Iyee kak sama-sama.

Interview 4 : Students D

Date : Sabtu 15 July 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek, apa kabar?

S : Waalaikumsalam kak, Alhamdulillah baik kak

R : Saya tasya dek, yang ajarki bahasa inggris

S : Ohiye kak

R : Mauka minta tolong dek, adakah waktu ta sebentar dek?

S : Iye kenapa kak?

R : Sebelumnya siapa nama lengkap ta dek?

S : Ananta kak.

R : Ohiye Dimana ki sekarang dek?

S : Di rumah kak.

R : Mauka tanya-tanya ini dek tapi bukan ji tanya soal, bisa ki kah dek?

S : Tanya apa kak?

R : 2 ji pertanyaan ku dek jawabannya pendapatta ji, diingat ji waktu mengajar ka to dek? Terus ada buku yang saya bagikan ki dek.

S : Iyee kak, masih saya ingat ji. Apa pertanyaan ta kak?

R : Iyee dek, jadi pertanyaan pertama apakah pictorial vocabulary English book dapat meningkatkan kosakata anda?. Pertanyaan kedua apa yang menarik dari buku ini?

R : Ini saja dijawab dek, kalau tidak ditau jawab Tanya ka saja dek.

S : Jawaban pertama, Ya menurut saya buku itu dapat meningkatkan kosa kata saya dan juga dapat menambah wawasan saya mengenai kosa kata.

S : Jawaban kedua, hal menarik dari buku ini yaitu buku ini dilengkapi dengan gambar dan buku ini juga memiliki kosa kata yang ada di sekitaran kita, baik itu dirumah maupun yang ada disekolah yang juga dilengkapi dengan gambar sehingga saya lebih mudah memahami dan meningkatkan kosa kata saya.

R : Baik dek terima kasih banyak jawabannya.

S : Iyee kak sama-sama.

Interview 5 : Students E

Date : Sabtu 15 July 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek.

S : Waalaikumsalam kak.

R : Saya tasya dek, yang ajarki bahasa inggris

S : Ohiye kak

R : Bagaimana kabar ta dek?

S : Baik kak.

R : Mauka minta tolong dek. adakah waktu ta sebentar dek?

S : Iye ada kak

R : Sebelumnya siapa nama lengkap ta dek?

S : Zaskia Aulia Putri kak.

R : Ohiye Dimana ki sekarang Zaskia?

S : Dirumah kak

R : Sebelumnya, masih dikenal jika kah dek?

S : Iye kak tasya masih ji kak

R : Mauka tanya-tanya ki ini dek, bisa ki kah dek?

S : Tanya apa kak?

R : 2 ji pertanyaan ku dek, pendapatta ji tentang buku yang saya pake ajarki itu hari. diingat ji waktu mengajar ka to dek? Ada buku yang saya bagikan

S : Iyee kak, masih saya ingat ji. Apa pertanyaan ta kak?

R : Iyee dek, jadi pertanyaan pertama apakah pictorial vocabulary English book dapat meningkatkan kosakata anda?. Pertanyaan kedua apa yang menarik dari buku ini?

S : Jawaban pertama, menurut saya iya kak karna didalam bukunya terdapat banyak kosa kata baru yang saya dapatkan dan bisa saya gunakan dikehidupan sehari-hari

S : Jawaban kedua, hal menarik dari buku tersebut ialah buku itu penuh dengan gambar dan berwarna, sehingga ketika kita membaca kita tidak bosan dan jenuh kak dan juga terdapat cara membaca kata yang benar.

R : Baik dek terima kasih banyak jawabannya.

S : Iyee kak sama-sama.

APPENDICES 4

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama	: Dr. Masruddin, S..S, M.Hum
Jabatan/Pekerjaan	: Dosen
Instansi Asal	: IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Enriching Vocabulary Mastery by Using a Pictorial English Book at the Seventh grade students of MTs Islam Siap Dutok Sukuman Palopo

dari mahasiswa

Nama	: Tasya
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 19 0202 0062

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan sebagai saran sebagai berikut:

.....

.....

.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Masruddin, S. S, M.Hum

NIP.19800613 200501 1 005

*coret yang tidak perlu

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 708/IP/DPMPTSP/VI/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 20 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Dibatkan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : [illegible]
Jenis Kelamin : Perempuan
Alamat : [illegible] Kota Palopo
Pekerjaan : [illegible]
NIM : [illegible]20062

Maksud dan Tujuan [illegible] penelitian dalam rangka penulisan Skripsi dengan Judul :

ENRICHING VOCABULARY MASTERY BY USING A PICTORIAL VOCABULARY ENGLISH BOOK AT THE SEVENTH GRADE STUDENTS OF MTs SATU ATAP DATOK SULAIMAN PALOPO

Lokasi Penelitian : MTs SATU ATAP DATOK SULAIMAN PALOPO

Lamanya Penelitian : 14 Juni 2023 s.d. 14 Agustus 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan [illegible] kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo,
2. Menaati seluruh peraturan perundang-undangan yang berlaku serta menghormati Adat Istiadat setempat;
3. Penelitian tidak menyimpang dari maksud izin yang diberikan;
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku [illegible] jika izin tersebut tidak menaati ketentuan-ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 15 Juni 2023
Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SICAT, S.Sos
Pembina Penata Tkt.
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 WWT
4. Kepolisian Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Sudari bahan tempat dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
YAYASAN PESANTREN MODERN DATOK SULAIMAN PALOPO
MADRASAH TSANAWIYAH SATU ATAP DATOK SULAIMAN PALOPO
Jl. Dr. Ratulangi No. 16 Komp. PNDS Putra Kel. Balandai Kec. Bara Kota Palopo Sulsel Telp.0471-21478

SURAT KETERANGAN TELAH MENELITI
NOMOR:189/A-PST_DS/PLP/MTs/VII/2023

Yang bertanda tangan di bawah ini, saya :

Nama : Sudarsin, S.Kom.I.,Gr.
NIP. :
Jabatan : Kepala Madrasah
Alamat : Jl. [illegible] 16 Komp. PNDS Putra Pa[illegible]

Menerangkan bahwa :

Nama : TASYA
NIM : 1[illegible]2020062
Program studi : PENDIDIKAN BAHASA I[illegible]
Jurusan : TARBIYAH

Mahasiswa tersebut diatas telah melakukan penelitian sebagaimana dengan judul Skripsi : "ENRICHING VOCABULARY MASTERY BY USING A PICTURAL VOCABULARY ENGLISH GAME AT THE SEVENTH GRADE STUDENTS OF MTS SATU ATAP DATOK SULAIMAN PALOPO".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 JULI 2023
Kepala MTs-SA Datok Sulaiman Palopo

Sudarsin, S.Kom.I.,Gr.
NIP.

APPENDICES 5 Documentation

The researcher was given a pre-test.

The first meeting is Treatment 1. The material presented is Chapter 1 about Alphabet.

The second meeting is treatment II. The material presented is Chapter 2 about Things in School

The third meeting is treatment III. The material presented is Chapter 3 about Activities in School

The fourth meeting is treatment IV. The material presented is Chapter 4 about Personal Pronoun

The fifth meeting is treatment V. The material presented is Chapter 5 about Daily Expressions

The researcher gave Post-test.

The researcher takes a group photo with MTs Satu Atap Datok Sulaiman Palopo Class VII A students.

BIOGRAPHY

Tasya, was born on Padang Durian 8 June 2001. The author is the seventh child of seven siblings of the couple Sinu and Hadaiyah. The author basic education was completed in 2013 at SDN 332 Padang Durian. In 2013 continued studying at Tsanawiyah Batusitanduk until 2016. And then continue her studying in SMK Negeri 3 Luwu. She continued again for her degree (S1) in the state Islamic Institute of Palopo (IAIN Palopo). She took English Education Study Program in Education and Teacher Training Faculty. She wrote her thesis with the title "Enrinching Vocabulary Mastery by using A Pictorial Vocabulary English Book at the Seventh Grade Students of MTs Satu Atap Datok Sulaiman Palopo."