

**INCREASING STUDENTS' VOCABULARY SIZE
THROUGH COLOR PICTURES**

THESIS

Submitted by

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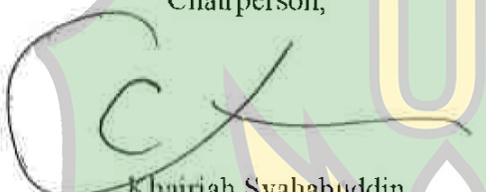
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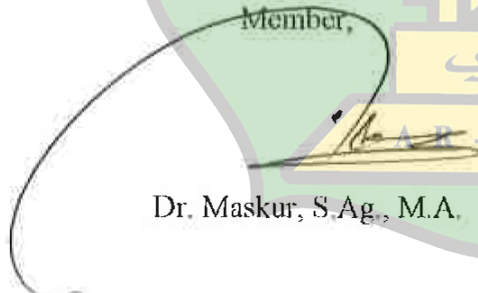
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ABSTRACT

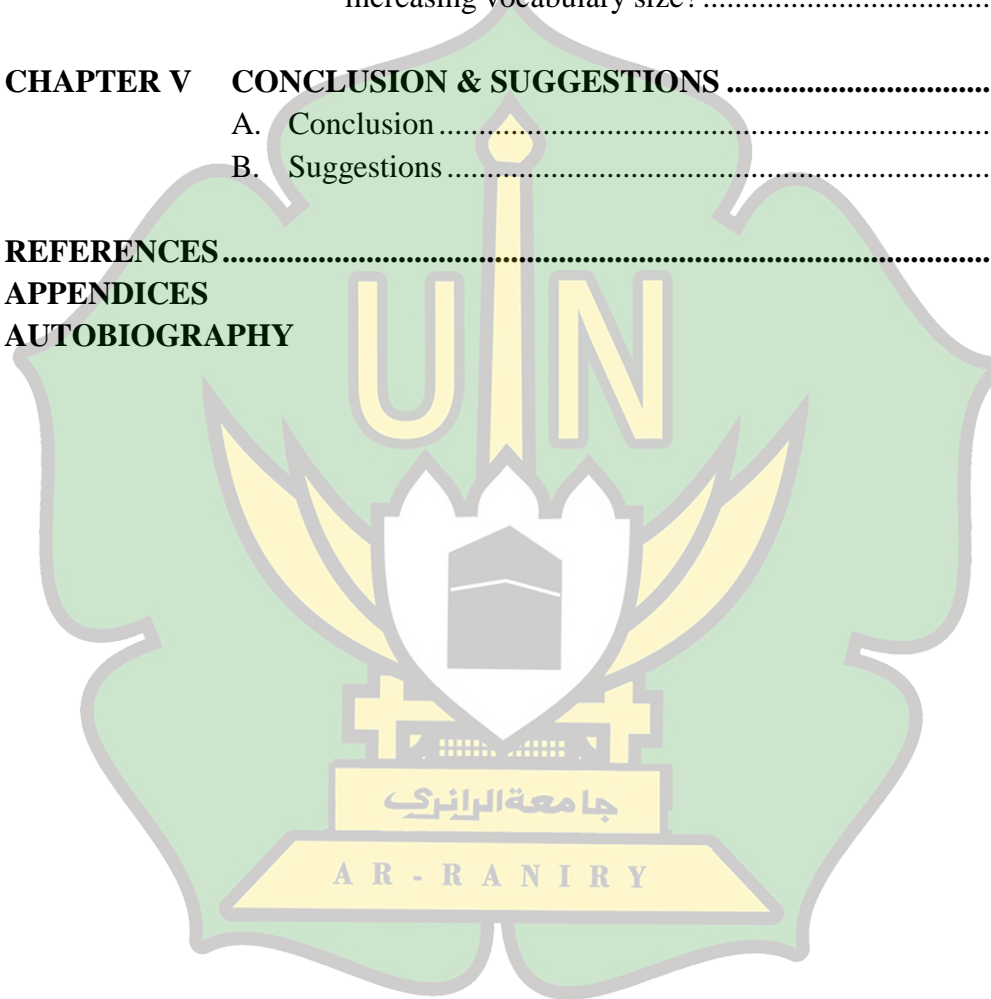
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This study aims to find out the use of color pictures in increasing students' vocabulary mastery and to investigate students' perceptions of the use of color pictures. It was conducted in SMPN 1 Jaya, Lamno. This study used experimental research method. The population consisted of class VII students totaling 49 students. The samples taken by the researcher were 25 students from class VII -A and 24 students from class VII -C. Data were obtained through pre-test and post-test to determine the accurate results of students, and questionnaires as reinforcement of research results to see students' perceptions. Data were analyzed using "SPSS 25" and questionnaire. The results of the pre-test and post-test obtained a significance level (2-tailed) of $.000 < 0.05$ after the independent test indicating that the alternative hypothesis (H_a) was acceptable and the null hypothesis (H_o) was rejected. The results of this study showed that there was an increase in students' vocabulary mastery after the researcher gave the treatment using color pictures to the students. Based on the questionnaire results, students' perceptions of the use of color pictures succeeded in attracting students' attention during the learning process and could facilitate students in understanding and mastering new vocabulary.

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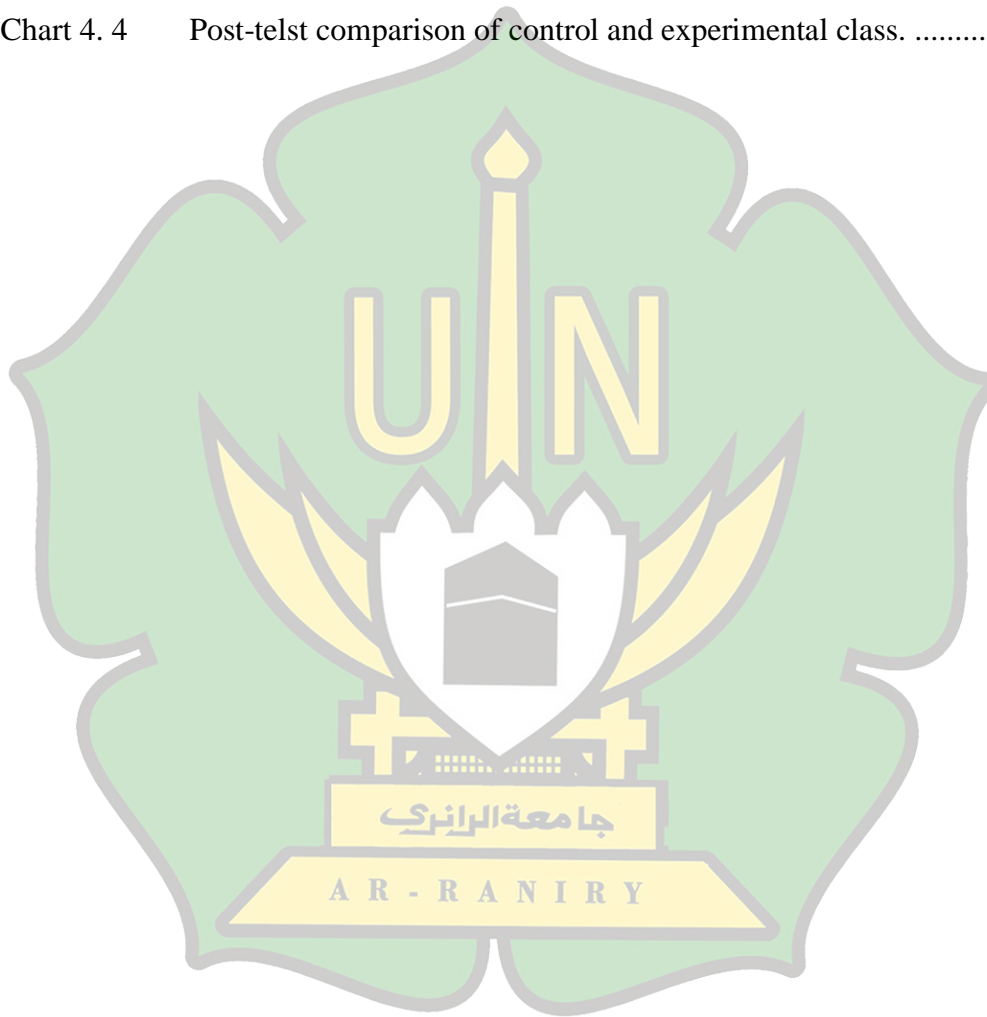
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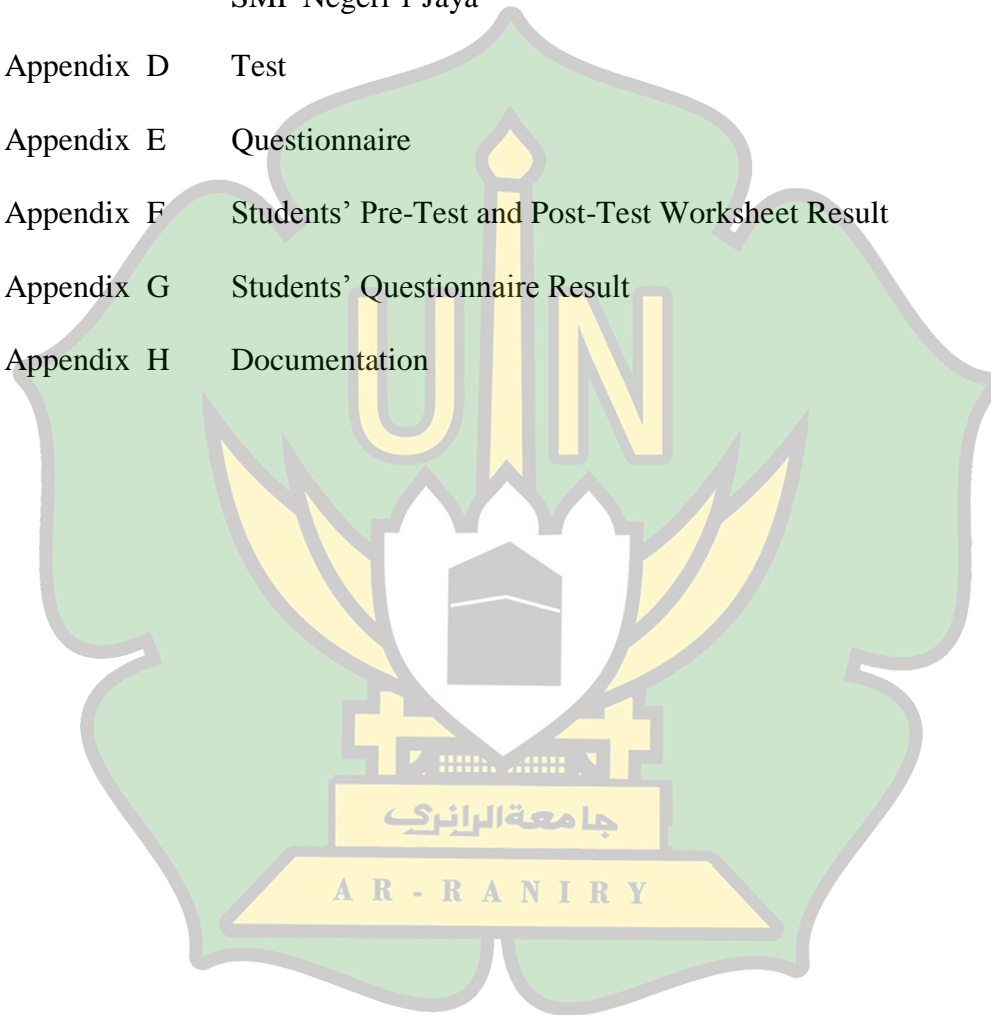
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the aim of the research, the significance of the study, the terminology, and the hypothesis

A. Background of Study

There are four skills and two elements in English that any language learner must learn. Those are listening, speaking, reading, and writing; the two elements are grammar and vocabulary. Reading and listening skills are considered receptive skills since the learners get the information and comprehend it through what they have listened to or read. Meanwhile, speaking and writing are known as productive skills which involve the action of producing language. The previous two elements are equally important, which are vocabulary and grammar. As Jumaida (2018) says, one of the most crucial skills we must learn to master English is grammar. A language's grammar dictates how words can change shape and how they should be put together in sentences. This talent is consistently regarded as the most crucial subject in many Indonesian schools. Besides those skills, one more crucial aspect must be mastered in language learning, especially foreign languages, which is vocabulary.

Several definitions by experts define vocabulary; vocabulary is a collection of words in a language that has meaning. It is the most essential thing in improving a child's language development. The more vocabulary a child has the more language the child will express. According to Nation (2001), vocabulary is widely

acknowledged as a crucial area emphasized in teaching and learning languages. As Utami (2015) states, vocabulary refers to all the words one knows or uses to communicate appropriately in any given language. Alqahtani (2015) concludes that vocabulary is the whole set of words required to convey concepts and the speaker's meaning. Based on the definitions of vocabulary above, the researcher concludes that vocabulary is all the words in a language familiar to one's language, which a person uses to communicate effectively and gain knowledge.

Vocabulary is an essential component in supporting the four language skills because the richer a person's vocabulary mastery, the more accessible communication, both oral and written, can be. Mastery of English vocabulary is very crucial because, by mastering vocabulary, we can improve our ability in English. Irvani (2019) states that vocabulary plays an important role in developing the four English language skills, because students will face difficulties in learning English without mastering vocabulary. Utami (2015) explains that one of the most significant aspects of learning English is expanding one's vocabulary. Students must increase their vocabulary to acquire a language, whether a primary or a foreign language. Nation (2001) also believes that vocabulary knowledge and language usage have a mutual relationship in which vocabulary knowledge facilitates language use and vice versa. Language use facilitates an increase in vocabulary knowledge. Vocabulary's value is highlighted daily, both within and outside the classroom. The high achievers in the classroom have the most extensive vocabulary.

Students' vocabulary mastery can be improved in various ways. One alternative way used by researchers is by using color pictures. Color pictures play an important role in improving vocabulary mastery. They have a unique attraction to learning, making it easier for students to memorize vocabulary, which may increase children's concentration in learning new vocabulary. When vocabulary mastery increases, children's ability to learn English can be more active and creative. Moreover, several researchers support the use of color pictures in improving students' vocabulary mastery. According to Rusman (2020), the picture has had its learning appeal, making it simple for children to remember vocabulary.

In addition, color pictures are a tool that can help students visually reflect an object to show the correct meaning of a vocabulary so that they can explain something or an object. Hence, students are more effective in understanding the material and developing motivation to learn new vocabulary. Lindawati (2019) mentions color pictures are one of the instruments that can attract students' attention, increase students' vocabulary, and make it easier to learn and master new vocabulary. Muliati et al. (2018) also explain that students can use pictures to help them understand various aspects of a foreign language. It can also encourage students learning by making the subject more straightforward. Students will readily comprehend the material presented by the teacher due to the use of color pictures. They will be encouraged to be more enthusiastic and active when learning in class. According to Mayasari (2014), picture collections will be a helpful tool for teachers to use while teaching writing because they may

encourage pupils to come up with ideas by examining each image. Furthermore, they might increase pupils' interest in learning. Regarding the elaboration above, researchers can picture the effectiveness of students' perceptions of using color pictures. From the previous descriptions, it also can be concluded that pictures are a crucial instrument in developing students' vocabulary.

Several previous studies have shown how color pictures help students improve vocabulary mastery with quantitative, qualitative, and mixed methods research methods. As for previous research that applied quantitative research, namely, Khafidhoh and Carolina (2019), conducted at the junior high school level, the data collection technique used was pre-test and post-test, with research results using pictures can improve the students' achievement, and can also attract the students' attention so that the students want to participate in the instructional process. Rusman (2020) conducted at SMAN 10 Enrekang by using pre-experimental. The study showed that using busy pictures as an effective medium can improve the vocabulary mastery of class X students of SMA Negeri 10 Enrekang. Muliati et al. (2018) conducted research at SMP Negeri 27 Banjarmasin using quantitative analysis on questionnaires. Using media pictures in the learning process makes students more interested in following the learning process. Sabanari et al. (2022) also used the same research, which indicated a significant improvement in students' English vocabulary after using media in the form of pictures in teaching vocabulary. Efiyanti (2020) implemented data processing techniques with pre-test and post-test at the elementary school level. The researcher concluded that

applying color pictures can increase students' vocabulary mastery and become a significant influence.

As for previous studies that used qualitative research, namely Aldhionita (2015), this research used observation, interviews, and questionnaires for collecting data. It was conducted at the junior high school level. The result identified that using pictures can motivate students to learn English. Pertiwi (2021) used tests, observations, and interviews to collect data and conducted research at the junior high school level. The result showed that using picture slides in the teaching and learning process had a significant effect on students. They became motivated and enthusiastic in learning English. Astuti's (2016) study used pre-test and post-test in collecting data; this research was conducted at the junior high school level. Based on the result of the study, teaching vocabulary using pictures to second-grade students of SMP 1 Embaloh Hilir Kapuas Hulu in the 2007/2008 academic year can improve vocabulary mastery. Apriyanti (2012), in this previous study, used observation and interviews to collect data and conducted research at the junior high school level, with the results of this study showing that the student's English vocabulary improved through pictures. There were successful and unsuccessful results.

And there are previous studies on how color pictures help students increase vocabulary mastery using mixed methods. Mu'minati (2020) this study used interviews, observation, pre-test, and post-tests to conduct research at the junior high school level. The research results showed a significant increase in mastery after being given treatment through the pictorial word inductive model. Sarianti et

al. (2021) used observations, pre-test, and post-test; conducted at MTs Negeri Tanjung Pinang. The results identified that picture series could improve students' vocabulary mastery.

Based on the previous study above, this study has similarities and differences. For the similarity, those studies used quantitative methods with the same data collection, namely, Khafidhoh and Carolina (2015), Rusman (2020), Muliati et al. (2018), Efiyanti (2020), but different school levels, while Aldhionita (2015), Pertiwi (2021), Astuti (2016), Apriyanti (2012), Mu'minati (2020), Sarianti et al. (2021). Using different methods and data collections, both use pictures media to increase vocabulary mastery.

Therefore, the researcher is interested in taking the title "Increasing Students' Vocabulary Size through Color Pictures." The researcher chooses this title because she intends to see how far the vocabulary development of the second-grade junior high school students, SMP Negeri 1 Jaya Lamno, is by using color pictures to develop vocabulary. This study will use a quantitative approach with a population of class VII SMP. This research will be conducted due to the loss of interest of second graders at SMP Negeri 1 Jaya Lamno in learning English, especially the lack of students' vocabulary mastery due to a lack of self-confidence.

B. Research Question

The research questions in this study are:

1. How does the use of color pictures increase students' SMP Negeri 1 Jaya vocabulary size?

2. How do students perceive the use of color picture in increasing vocabulary size?

C. The Aim of Research

This proposed research aims to:

1. To find out how color pictures increase students' vocabulary size
2. To find out how students' perceptions of the use of color pictures in increasing students' vocabulary size

D. Scope of Study

In collecting the data for this study, the researcher limits this study to only focusing on developing vocabulary mastery according to the material in the book (When English Ring a Bell) at junior high school level class VII. With the material "This is my world," we will learn: to state things, animals, and public places around us.

E. Significance of study

This research is intended to present the benefit of using picture in:

1. Students

- a. Helping students to increase vocabulary
- b. Helping students to increase their vocabulary more easily
- c. Helping students to more easily remember and master new vocabulary

2. School

- a. Making it easier for schools to teach good vocabulary

- b. Applying the picture method to increase students' vocabulary understanding
- c. Increasing school accreditation and children's interest in increasing vocabulary

3. Researcher

- a. Assisting researchers in obtaining data on increasing students' vocabulary through pictures
- b. Adding the latest references to picture media and their application to vocabulary

F. Terminology

To prevent misunderstanding, some key terms used in this research would be highlighted below:

1. Mastery

According to Guskey (2014), mastery is the process or ability of a person in a matter, namely an activity that cannot be studied directly. Nurgiyantoro (2001) states that mastery is a person's ability that can be realized from theory and practice. A person can be said to master something if that person understands and comprehends the material or concept to apply it to new situations or concepts. Bhakti and Marwanto mention (2018) that mastery is the process, ability, and understanding of students in mastering vocabulary, which involves mastering pronunciation and spelling. Purnawa (2018) says mastery is a knowledge process that involves understanding the meaning of words to match the equivalent words in our own language.

From the various definitions above, the researcher concludes that mastery is a way or process of understanding a person's ability to master vocabulary so that they can master all the vocabulary and speak fluently.

2. Vocabulary

Lamante (2020) mentions that "vocabulary" refers to a group of words that can help pupils comprehend the teaching and learning process in class. Students can converse a lot with language if they remember a lot of terminology. Vocabulary is critical for pupils to learn in class. Utami (2014) explains that vocabulary refers to words and their parts which become one of the crucial aspects in the form of language structure, which functions to convey meaning in the language used in various types of contexts. According to Ridarma (2017), a person's vocabulary is the number of words they know or can use in the appropriate situations in a given language. It is a crucial element of second language proficiency and is necessary for effective communication in a second language. Furthermore, in communication, vocabulary is significantly more crucial than grammar. Learners will be able to talk smoothly despite having bad grammar if they have a good command of the vocabulary and concepts of a given language. Despite having perfect grammar, students will still struggle to communicate if they lack sufficient vocabulary.

In short, it can be concluded that vocabulary is words we must understand to communicate effectively; it is crucial because it is the foundation of all languages. We utilize the fundamental elements to communicate our thoughts

and ideas, exchange knowledge, comprehend others, and develop our interpersonal connections. Therefore, we must master vocabulary so that we can speak fluently.

3. Color Pictures

Efiyanti (2020) mentions that colored pictures are one of the instruments that can aid pupils in visually reflecting items to demonstrate the meaning of the appropriate language. Using color pictures as an instrument or tool that becomes a reference in learning materials, by applying color pictures to students about the use of color pictures in increasing vocabulary mastery. Putri (2014) explains that color pictures could improve mastery of English vocabulary because colored pictures can attract students' attention in learning and be used as a suitable medium for teaching vocabulary. Soimah (2020) explains picture is a form of communication in the form of imitation goods to be used as information that can clarify the material so that the message delivery process can be successful and provide knowledge.

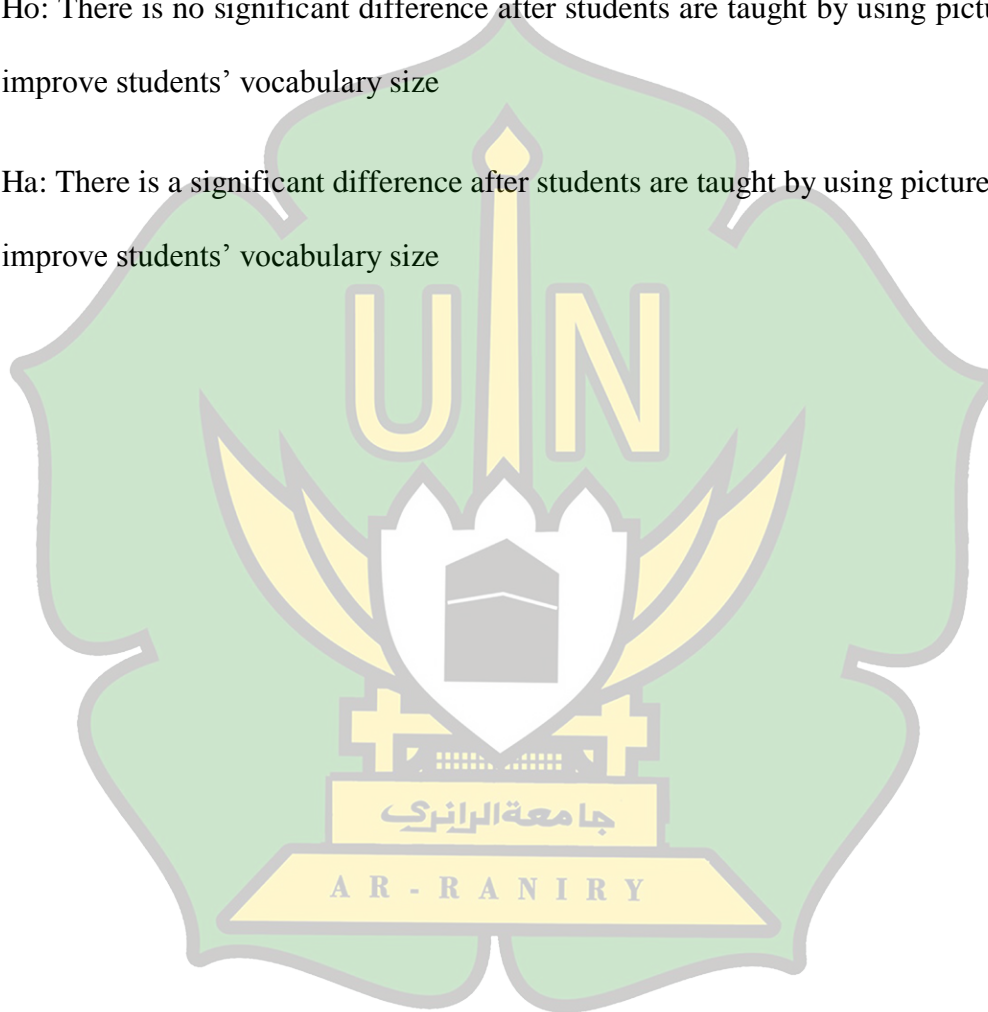
Therefore, it can be concluded that color pictures are a good medium for teaching vocabulary because color pictures can attract students' attention and are very important media in increasing English vocabulary.

G. Hypothesis

Based on the research questions and the objectives of this study, there are two hypotheses, namely the Null hypothesis (Ho) and the Alternative hypothesis (Ha) as follows:

Ho: There is no significant difference after students are taught by using picture to improve students' vocabulary size

Ha: There is a significant difference after students are taught by using picture to improve students' vocabulary size



CHAPTER II

LITERATURE REVIEW

This chapter discusses vocabulary, color picture, advantages and disadvantages of color pictures and previous study.

A. Vocabulary

1. Definitions of vocabulary

Vocabulary is all the words in a given language that he or she understands or utilizes to communicate effectively (Utami, 2015). Amri (2016) says that vocabulary is the total number of words that make up a language, which are symbols in a language and are the most critical component in language and communication between regions. Without vocabulary, language and communication are impossible. Rohmatillah (2014) mentions that vocabulary is an expression that includes features such as purpose, vocabulary application, form (intonation patterns and spelling), or a collection of terms produced as a basic aspect of language skills. Astuti (2016) claims that vocabulary, which is utilized and comprehended in various daily activities, including trade, technology, literature, politics, professions, and more, is the collection of words that make up language or a unit of language speech. To sum up, vocabulary is a collection of words familiar in one's language, knowledge of words, and their meanings. It is one of the main components of a language. Without it, there would be no language.

Vocabulary is an essential component of all languages and a symbol. Moreover, it is a valuable and fundamental tool for communication and

acquiring knowledge. Acquiring a broad vocabulary is one of the biggest challenges in learning a second language. Nurhidayah et al. (2017) state that vocabulary is an important aspect of English. Learning vocabulary in a foreign language, such as English, is a difficult process since it involves grasping the meaning of words and learning how to spell, pronounce, and use them in various contexts. Developing a vocabulary makes learning a language impossible. Furthermore, vocabulary is crucial for speakers and writers who desire to be proficient in the language. According to Sari (2017), one of the crucial language elements that students must learn and master to increase their language proficiency is vocabulary. The kids' language abilities will be impacted by their vocabulary knowledge because they won't be able to interpret written and spoken sentences as easily without it.

Mastery of vocabulary is one way to master the language and communicate with another person. Vocabulary mastery is mastering the ability to understand and use the words belonging to a certain language, both spoken and written. Mastery of vocabulary is necessary because the more vocabulary a person has, the easier it is to convey and receive information. Furthermore, vocabulary can be used as a measure of a person's intelligence. But vocabulary mastery is not a spontaneous process. Apriyanti (2012) support that students' mastery of the vocabulary of a language is shown by their ability to master and understand vocabulary in their daily lives. However, vocabulary mastery is not a spontaneous process. It is a gradual process to achieve good vocabulary mastery. It can be defined through knowledge of the vocabulary of

a language. Ruliani (2019) says that at the elementary, intermediate, and secondary levels advanced level, vocabulary mastery is one of the components for mastering English as a foreign language.

2. Kinds of Vocabulary

According to Supraba (2019), there are two kinds of vocabulary: formal and informal.

1. Speakers often utilize formal vocabulary.
2. Informal vocabulary is a terminology infrequently used by the speaker and is sometimes referred to as difficult vocabulary because it is unknown to the listeners.

Nyiwi (2019) notes that we can generally divide our vocabulary into two categories: passive and active. All the terms you rarely use (or cannot remember) in your own speaking or writing are considered passive vocabulary. While all of the words you know, as well as all of the terms that you commonly use, are considered active vocabulary. In both English and your native tongue, our active vocabulary will likely be significantly smaller than our passive vocabulary.

Mu'minati (2020) explains that listening, speaking, reading, and writing can also sort vocabulary. The first two comprise spoken vocabulary, while the third and fourth comprise written vocabulary. Children develop listening and speaking vocabularies many years before they begin to establish reading and writing vocabularies. Written language is built on the foundation of spoken language. Each type serves a distinct purpose, and fortunately, improving

one's vocabulary helps one's progress in another. Besides Madya (1980 as cited by Apriyanti, 2012), there are two types of vocabulary, active and recognition vocabulary. The active vocabulary comprises words that are used in writing and speaking. In contrast, the recognition vocabulary comprises terms that are understood when heard or read but are not generally used in speaking, writing, or daily activities.

a. Listening vocabulary

The words people hear and understand are called this form of vocabulary. When they are sixteen weeks old, they can begin to perceive sound. Furthermore, when babies are awake, they listen to different words, and as a result, someone grows up hearing various phrases. The majority of people can recognize and understand nearly 50.000 words. Visual hearing is taught to deaf children in the same way that sign language is taught to them. However, the quantity of words developed in this scenario is significantly smaller than a typical child's secondary listening vocabulary.

b. Speaking Vocabulary

When we talk about speaking language, we're talking about talking to someone. The majority of adults utilize between 5000 and 10,000 words to communicate. Because of the level of familiarity in use, the vocabulary used in this scenario is significantly less than in hearing vocabulary. It signifies that a

person's speaking vocabulary comprises all the words they employ in conversation.

c. Reading Vocabulary

This vocabulary is the words that people recognize when they read the text because reading is a perceptual and analytical activity and is perceived by the reader for the author's messages to be transmitted in media writing. Some words can be read and understood by people. People, on the other hand, do not employ them in their speaking language. This is the second-largest lexicon. Reading, of course, increases vocabulary.

d. Writing Vocabulary

Because reading is a perception and analysis activity, this vocabulary is words that people identify when they read any text and the reader's interpretation of the author's messages in media writing many words can be read and understood. However, they are not commonly used in conversation. The second-largest vocabulary is this one. Without a doubt, reading expands your vocabulary.

B. Color Pictures

1. Definitions

Susanti (2018) has precisely states that developing children's vocabulary skills can be done with picture media, both with teacher-made color pictures that are made interesting and creative. Color picture is a media that is a reproduction of the original form in two dimensions in the form of photos or paintings. The conclusion is the teacher-made image media which is a reproduction of the original form in two dimensions. Utami and Rahman (2020) say that color pictures are certain shapes that have striking colors to attract children's attention and interest. Picture media is a type of visual media that does not move because this image is made of cardboard of various sizes. To make the media more durable, the illustrated cardboard will be laminated with laminated plastic. These different sizes are not without purpose, but to facilitate the learning process in children. Image media is made in two sizes, namely A4 size and A5 size. A4 size is the media held by the teacher to explain the material, while A5 size is the media given to children, making it easier for children to observe directly!

Apriyanti (2012) notes picture as a learning media is one of the components of teaching and learning that makes an important function in assisting teachers in managing the teaching and learning process and students in learning. From some definitions above, color pictures effectively develop students' vocabulary. They can even attract children's attention and interest in learning and serves to make it easier for students to master new vocabulary.

2. Type of Pictures

According to Efiyanti (2020) there are various types of pictures depending on the pictures or the intended usage, including:

- a. Picture of single object



- b. Pictures of one person



- c. Pictures of famous people



d. Picture of several people



e. Pictures of people in action



f. Picture from history



Harjuno (2009) support types of picture are:

A. Charts

Simple charts that may be maintained indefinitely, exhibited in the classroom, pulled out of the closet as needed, or carried from room to room under your arm will be highly beneficial.

B. The Flannel or Felt Board

This low-cost device is ideal for teaching and learning structures and vocabulary, as well as highlighting the social and cultural contexts in which language is employed.

C. The Magnetic Board

This works similarly to a flannel board. To keep the components in construction, you'll need small magnets.

D. The Pocket Chart

The pocket chart can be used to teach negatives, interrogatives, and relative clauses, along with other things.

E. Flash cards, Words cards, Number cards

Individual cards with specific words (printed or manuscript) in about the same order even as individual pictures can be made. The papers should be approximately 12 inches long and 4 inches broad.

F. Miscellaneous Materials

A puppet stage with a cardboard clock with moving hands (made of old crates or boxes).

G. The Overhead Projector and Transparencies

It allows teachers to face the students in a brightly lit room while speaking or drawing fast drawing on the machine's transparency.

H. Filmstrips

Filmstrips (sequenced slides that may be projected on a wall or screen by a filmstrips projector) can be used to successfully learn vocabulary and concepts while allowing students to leave the boundaries of the classroom.

I. The Opaque Projector

Flat materials, such as pages of paper or proofread material, sheets still folded in a book, photos, photographs, miniature maps, graphs, or stamps, can be effectively exhibited to a class full using the machine.

J. The Overhead Projector and Transparencies

It allows the teacher to face the students in a well-lit environment while writing or doing fast drawings on the machine's transparencies.

3. Advantages and Disadvantages

Efiyanti (2020) mentions some advantages of using colored pictures, such as motivating students to study a foreign language, encouraging students to study a foreign language, and assisting kids in communicating, that is, understanding, speaking, and writing appropriate terminology. According to Muliati et al. (2018), pictures can help students remember new vocabulary and make it easier to memorize vocabulary because pictures give an interesting impression to students. Hence, students are more motivated to improve vocabulary mastery. Gusmita (2018) explains colorful pictures can make inner disciples learn English to be enthusiastic. This picture can translate abstract concepts into more realistic and tangible ones so that students can not only imagine. Taking pictures from newspapers, magazines, and calendars certainly

does not cost a fortune. Besides, the learning atmosphere becomes more fun. It can be done at all levels in elementary school.

Besides their advantages, according to Asnita (2015), pictures have some disadvantages. The first is that the strengths and explanations of the instructor can lead to the creation of an interpretation that agrees with each child's knowledge of what is conveyed. The second is that the material's evaluation is less than perfect since the picture media only presents the perception of the eye senses, which is insufficient to move the entire human personality, resulting in a less-than-perfect material. The last is the inconsistent use of the picture for children, making it less beneficial regarding eyesight. The first child is always the most flawless, while the last child's face is becoming hazy. Zulaecha (2011) supports that pictures have disadvantages as teaching materials have drawbacks or limitations. According to the author, creating a picture explaining an abstract condition is challenging, and the instructor must prepare to create or locate a good picture. Because kids don't always know how to understand photos, and pictures frequently limit students.

C. Previous Studies

Color pictures are significant media for increasing students' vocabulary mastery; there has been previous research on how color pictures help students improve students' vocabulary mastery and can increase student enthusiasm and motivation in learning vocabulary. Efiyanti (2020) implemented colored pictures to improve vocabulary mastery and concluded that the researcher was successful in applying color images as a medium in students' vocabulary mastery in the first

semester of the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen, Tanggamus in the academic year of 2019/2020. Astuti (2016) conducted research on images to improve vocabulary mastery of second-grade students of SMPN 1 Embaloh Hilir Kapuas Hulu in 2007/2008. The key word in this research, the researcher succeeded in teaching by using pictures and improved the vocabulary mastery of the students of SMPN 1 Embaloh Hilir Kapuas Hulu in 2007/2008. Mu'minati (2020), in his thesis, conducted research at SMP Negeri 1 Baraka Kab.Enrekang.This research aimed to improve students' vocabulary mastery before and after teaching and learning using the picture word inductive model (PWIM). Regarding the research, there was a significant increase in mastery after being given treatment through the pictorial word inductive model. Rusman (2020) the objective of this research was to find out whether the busy picture was effective in increasing students' vocabulary mastery in the tenth grade of SMA Negeri 10 Enrekang; with the results of the study, the use of busy pictures as an effective medium to improve the vocabulary mastery of class X students of SMA Negeri 10 Enrekang. Aldhionita (2015), in this study, the researcher used pictures as the medium for teaching vocabulary, and the researcher concluded that using pictures helped teach vocabulary because it motivated students to learn English, and students were very enthusiastic in participating in the teaching and learning process. So, vocabulary using pictures makes seventh grade students of SMP Muhammadiyah Kediri happy to learn vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research site and participant, and data collection and analysis method.

A. Research Design

Research design is a framework of research methods and techniques chosen by a researcher. According to Dannels (2018), a research design is a plan to collect and process data to be implemented to achieve research objectives. This study aims to improve students' mastery through pictures. The researcher used a quantitative method in this study to determine student progress in improving vocabulary mastery through color pictures. According to Watson (2015), various techniques are included in quantitative research concerned with employing statistical or numerical data to examine social issues systematically. As a result, quantitative research relied on measurement and assumed that the phenomena being studied could be quantified. It aimed to analyze data for patterns and connections and validate the measurements. As stated by Sugiyono (2016), quantitative research is a research method based on the philosophy of positivism, used to examine the population or specific samples and data collection using research instruments. Data analysis was quantitative or statistical, intending to test the applied hypothesis.

In quantitative research, there are three kinds of approaches, including correlation, survey, and experiment. Here, the researcher chose and used the structure of the quantitative method, namely quasi-experimental research, to get

accurate research results. Sugiyono (2012) has divided experimental design into three categories: pre-experimental design, proper experimental design, and quasi-experimental design. The researcher employed a preliminary design using a single-group pre-test/post-test configuration. In order to compare the data gathered between the two more accurately, this design included pre-and post-tests. After the pre-test, treatment would be applied, and a post-test would be administered.

B. Research Location and Participant

1. Location

This study was conducted at SMP Negeri 1Jaya, located in Jln. T. Umar Km. 78 Lamno, GlePutoh, Kec. Jaya, Kab. Aceh Jaya Prov. Aceh. This school was established on January 1, 1973. The school's principal is Mahmuddin, S.Pd, with 27 teachers and 105 students.

2. Population

According to Arikunto (2011), the population is the whole object of research. Whenever someone intends to examine all elements in the research area, the elements become a population of the study. If we only examine part of the population, those will be called a research sample. The population of this study is junior high school students of SMP Negeri 1Jaya, which amounted to 2 classes, namely: VII-A and VII-C, where 1 class consisted of 24-25 students. Thus, the population in the study is 49 students.

3. Sample

Arikunto, (2006:134, as cited in Muryani 2012), Researchers must limit the research subjects to make the data collection procedure easier. This study uses a technique known as purposive sampling. Purposive sampling is a data collection approach that takes into account specific factors. For this reason, the appointed person knows the most about what we expect or that he is the ruler, making it easier for researchers to investigate the object or social situation under investigation. Then the sample in this study was students in classes VII-A and VII-C of SMP Negeri 1 Jaya Lamno, which consisted of 24/25 students.

C. Method of data collection

Data collection techniques used in this study are as follows:

1. Test

A test is a tool or a set of methods used with rules to measure student work results by using them (Arikunto, 2011). The researcher conducted two kinds of tests: the Pre-test and the Post-test. A pre-test was conducted before the researcher gave the experimental teaching. After treating the students in class VII-1 of SMP Negeri 1 Jaya Lamno, the researcher conducted the Post-test. For experimental teaching, the researcher conducted five meetings with students. In the first meeting, the researcher gave the pre-test. In the second to fourth meetings, the researcher conducted teaching treatment to students or introduces vocabulary through color pictures. Furthermore, in the last meeting, the researcher gave the post-test and questioners to measure students' abilities

of SMP Negeri 1 Jaya Lamno and got the results of students' vocabulary development after learning vocabulary through color pictures, and to assess students' perceptions of the use of color picture in increasing students' vocabulary mastery.

- a. **Pre – test** is given to determine the students' vocabulary mastery before the treatment about color pictures and inductive word models. The test is given to measure students' knowledge about how many vocabularies they know in learning English.
- b. **Post – test** is given to the students after being given treatment in the last meeting. Post-test is given to measure the students' vocabulary mastery after treatment based on the material taught to students.

2. Questionnaires

A questionnaire is a list of questions or items used to gather data from respondents about attitudes, experiences, or opinions. According to Young (2015), any text-based tool that provides survey participants with a series of questions to answer or statements to reply to by marking a page, writing a number, or checking a box on paper or online is referred to as a questionnaire. The questionnaire is a research instrument and technique used to collect data so that data analysis can be carried out by distributing several questions related to the research topic to the respondents. According to Sugiyono (2017), a questionnaire is a data collection technique that gives respondents a set of

questions or written statements to answer. The types of questions in the questionnaire are divided into two, namely: open and closed.

The questionnaire used in this study is a closed-ended question because the respondent only needed to mark one answer that was considered correct. At the last meeting, the researcher distributed a closed questionnaire and already had the choice of the alternative answer to all students in class VII-1 of SMP Negeri 1 Jaya Lamno, who are respondents to this study. The questionnaire served to get the answers and information about the students' perception of using color pictures to increase vocabulary mastery. The Likert scale used in this study is a maximum score of 4 and a minimum score of 1. Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. Because it will be known with certainty whether the respondents' answers tend to agree or not agree so that respondents' answers are expected to be more relevant.

D. Method of Data Analysis

Data analysis is a data processing process to find helpful information that can be used as a basis for decision-making for a problem solution. Sugiyono (2017: 2) states that "data analysis techniques are a way of calculating to answer the problem formulation and test the proposed hypothesis". The data analysis technique is a way of knowing, parsing, calculating, and assessing the data collected to answer the problem formulation and obtain conclusions in research.

1. Test

This study used a test method given to students as an instrument in data analysis to see how the students' vocabulary mastery through colored pictures. This research is at SMP Negeri 1 Jaya Lamno to improve students' vocabulary mastery. Then two tests are given, namely a post-test to find out how far the increase in vocabulary they have mastered, and a post-test is given after the experiment to find out how effective the technique given by the researcher was to students. Data analysis in this study uses SPSS (Statistical Product and Service Solution) as a statistical data processing tool so that data processing may run automatically, and the results will be interpreted. SPSS is a computer program used to make statistical analysis, a program package for processing and analyzing data.

2. Questionnaires

The questionnaire used in this study is a closed questionnaire prepared by providing choices so that respondents only choose one of the available answers. The questionnaire instrument is used to determine the students' perception of SMP Negeri 1 Jaya Lamno on students' vocabulary mastery using color pictures. Questions or statements use a Likert scale model. This scale uses four alternative answers, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). So, the data obtained is quantitative; each alternative answer has its own score. Alternative answers have their score. The following is the weight of the Likert scale assessment of positive and negative perceptions (Sugiyono, 2017).

Table 3. 1 *Assessment of The Likert Scale*

Choice of Answers	Code	Score
Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

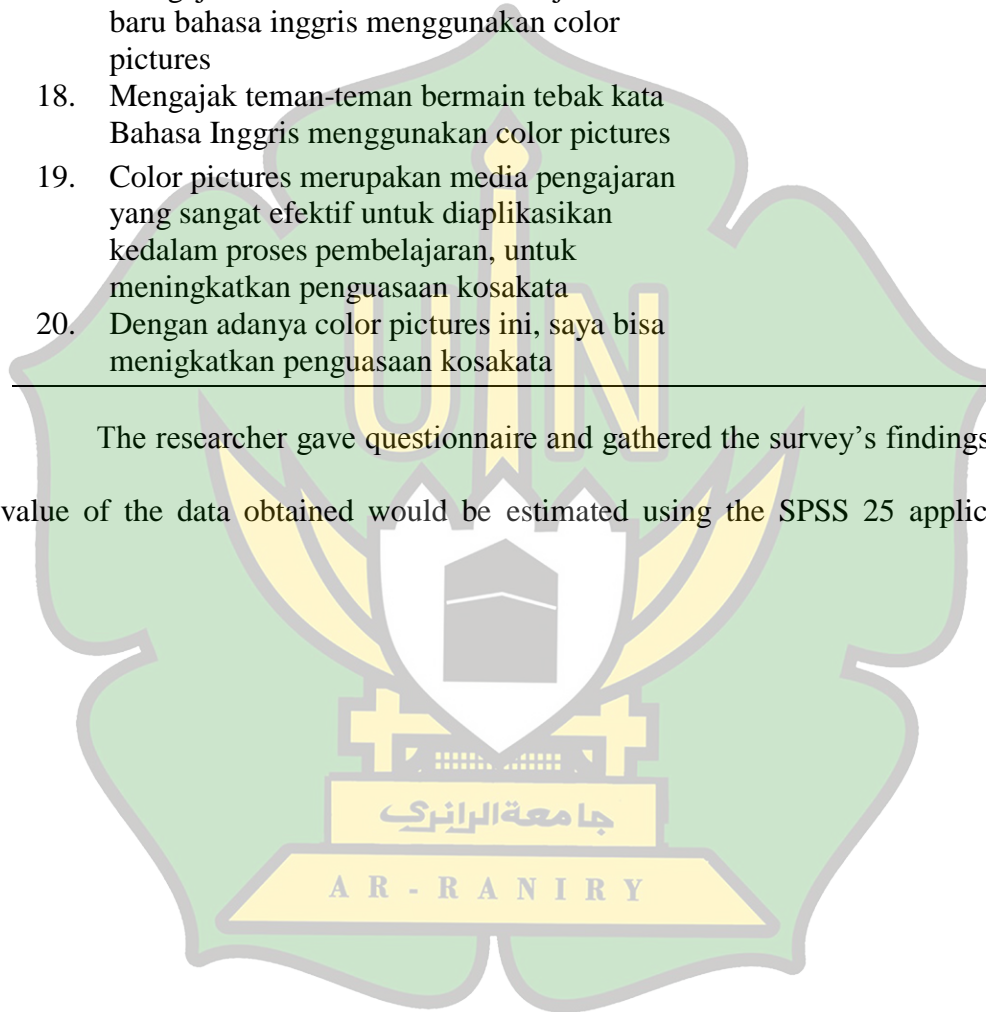
Here, the researcher put the sample of the questionnaires instrument to collect the data that will be shared to the students:

Table 3. 2 *Questionnaires of This Research*

NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris				
2.	Ini kali pertama saya menggunakan color pictures dalam penguasaan kosakata				
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan color pictures				
4.	Color pictures merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata				
5.	Setelah menggunakan color pictures saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris				
6.	Saya sangat suka menggunakan color pictures dalam proses penguasaan kosakata.				
7.	Dengan menggunakan color pictures saya lebih suka Bahasa Inggris				
8.	Penguasaan kosakata Bahasa Inggris menggunakan color pictures membuat saya termotivasi				
9.	Penguasaan kosakata menggunakan color pictures membuat saya lebih semangat				
10.	Belajar kosakata Bahasa Inggris dengan color pictures sangat menyenangkan				
11.	Setelah menggunakan color pictures saya senang belajar kosakata Bahasa Inggris				
12.	Setelah menggunakan color pictures belajar Bahasa Inggris tidak membosankan				
13.	Color pictures memudahkan saya mengingat kosakata baru				

-
14. Setelah menggunakan color pictures saya lebih mudah menghafal kosakata baru
 15. Color pictures membuat saya lebih mudah dalam meningkatkan penguasaan kosakata
 16. Belajar bahasa inggris menggunakan color pictures membuat saya lebih mudah menguasai materi baru
 17. Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan color pictures
 18. Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan color pictures
 19. Color pictures merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata
 20. Dengan adanya color pictures ini, saya bisa meningkatkan penguasaan kosakata
-

The researcher gave questionnaire and gathered the survey's findings. The value of the data obtained would be estimated using the SPSS 25 application.



CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the explorations of the student progression in increasing their vocabulary through color pictures. It provides the results of the pre-test, post-test and questionnaire by students. The findings of the analysis are discussed further as an attempt to answer the research questions proposed in the first chapter.

A. Findings

To analyze the data that has been collected, the researcher used the results of the pre-test, post-test, and also students' perceptions that students have carried out. The researcher used the results to see the improvement of students in their vocabulary mastery through color pictures. The researcher used the average results obtained from the students' pre-test and post-test. The findings of this study were presented based on the research questions.

1. Research question one: How does the use of color pictures increase students' SMP Negeri 1 Jaya vocabulary size?

a. The Result of Students' Pre-test and Post-test score in Control Class

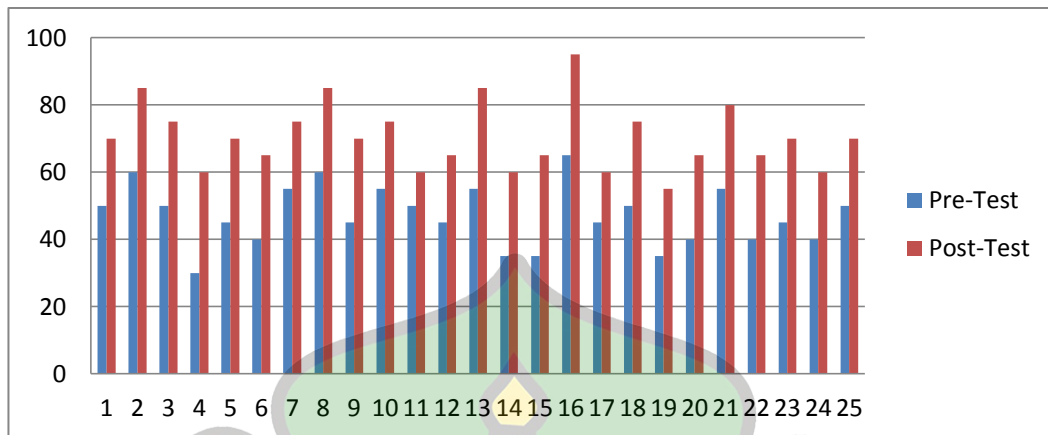
The researcher used two tests in collecting the data: Pre-test and Post-test. The following explanation is the result of the pre-test, post-test, and the mean score of the control class in table 4.1.

Table 4. 1 *The result of Students' Pre-test and Post-test scores in Control class.*

Students	Control Class	
	Pre-Test	Post-Test
S1	50	70
S2	60	85
S3	50	75
S4	30	60
S5	45	70
S6	40	65
S7	55	75
S8	60	85
S9	45	70
S10	55	75
S11	50	60
S12	45	65
S13	55	85
S14	35	60
S15	35	65
S16	65	95
S17	45	60
S18	50	75
S19	35	55
S20	40	65
S21	55	80
S22	40	65
S23	45	70
S24	40	60
S25	50	70
Mean Score	47,00	70,40

The data above shows that the mean score of the pre-test was 47.00, while the mean score of the post-test was 70.40. If the two scores are compared, it can be seen that the difference between the two tests is 23.4. The following chart presents the differences between the pre-test and post-test in the Control class.

Chart 4. 1 The differences between Pre-test and Post-test in Control class.



b. The Result of Students' Pre-test and Post-test score in Experimental Class.

The researcher employed two tests in collecting data: pre-test and post-test. The pre-test was given to students at the first meeting before the researcher provided learning materials to measure students' abilities. The post-test was given on the fifth meeting after the treatment was given for three sessions using color pictures. The post-test was given to measure students' mastery of vocabulary after treatment based on the material taught to students. The following are the results of the pre-test, post-test, and the results of the pre-test, post-test, and the average value of the experimental class can be seen in table 2.

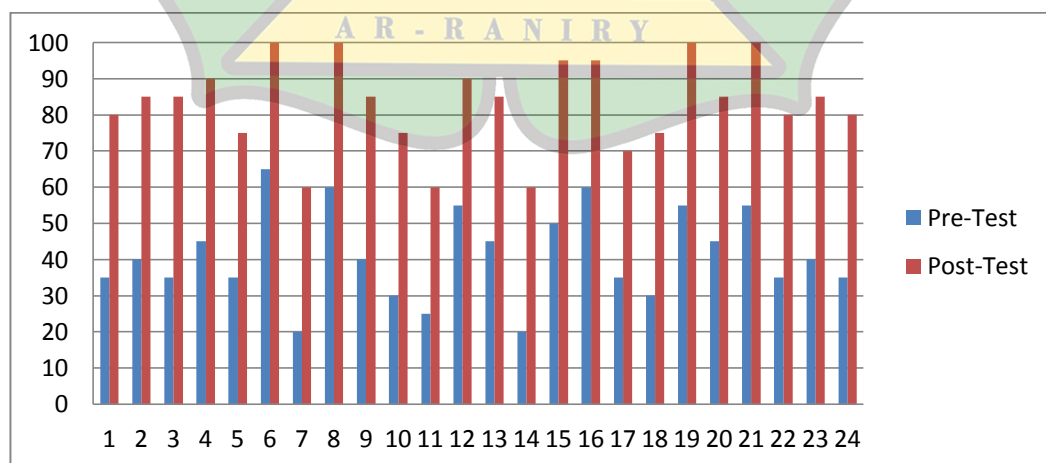
Table 4. 2 The result of students' Pre-test and Post-test scores in experimental class.

Students	Experimental Class	
	Pre-Test	Post Test -
S1	35	80
S2	40	85
S3	35	85
S4	45	90

S5	35	75
S6	65	100
S7	20	60
S8	60	100
S9	40	85
S10	30	75
S11	25	60
S12	55	90
S13	45	85
S14	20	60
S15	50	95
S16	60	95
S17	35	70
S18	30	75
S19	55	100
S20	45	85
S21	55	100
S22	35	80
S23	40	85
S24	35	80
Mean Score	41,25	83,12

The data above shows that the post-test score increased dramatically compared to the pre-test. It can be seen in the table above, which shows. The pre-test score was 41.25, while the post-test score was 83.12. If these two averages are compared, it can be seen that the difference between the two is 41.87.

Chart 4. 2 The differences between Pre-test and Post-test in Experimental class



c. The T-Test's Result of Pre-test and Post-test in Control and Experimental Classes

The researcher used the T-test on the SPSS program to determine whether there was a significant difference between the pre-test and post-test in the two classes. The following are the T-test results of the pre-test and post-test of the two classes. The researcher compared the results in the following table.

Table 4. 3 *T-test's result of Pre-test in control and experimental class*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasilbe	Equal	2.926	.094	1.858	47	.069	5.750	3.0949	-	11.9761
lajarsis	variances						00	1	.4761	5
wa	assumed								5	
	Equal			1.845	41.36	.072	5.750	3.1162	-	12.0417
	variances				2		00	6	.5417	3
	not								3	
	assumed									

The data above shows the Pre-test results from both classes. The test value shows the value in the Sig. (2-tailed) the column is 0.069, greater than 0.05 (=5%), so H_0 is accepted. It means students' vocabulary comprehension in control

and experimental classes has no significant difference. In other words, both classes are at the same standard regarding vocabulary mastery.

Table 4. 4 *T-test's result of Post-test in control and experimental class*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasilbelajarsiswa	Equal variances assumed	1.046	.312	-3.979	47	.000	-12.72500	3.19821	-19.15896	-6.29104
	Equal variances not assumed			-3.960	43.940	.000	-12.72500	3.21310	-19.20088	-6.24912

The data above shows the Post-test results of both classes. It can be seen from the value in the sig. (2-tailed) the column is 0.000, smaller than 0.05 ($\alpha = 5\%$), so H_0 is rejected. Students' vocabulary mastery in control and experimental classes significantly differs. It means that one of the classes shows an increase in vocabulary mastery. In this case, the experimental class is the class that shows improvement taught with color pictures media. It shows that applying color pictures media can be a successful way to increase students' vocabulary mastery.

Chart 4. 3 Pre-test comparison of control and experimental class.

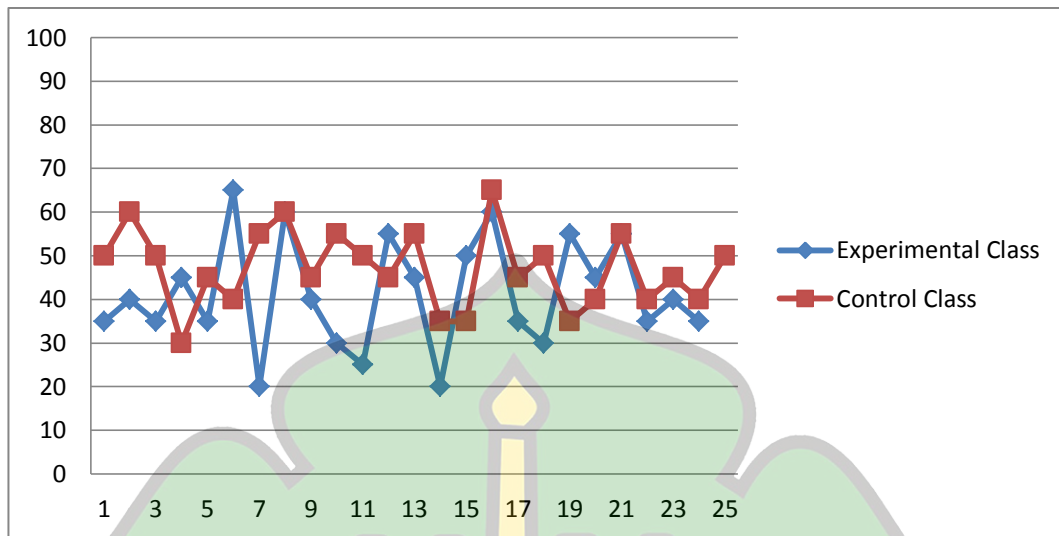
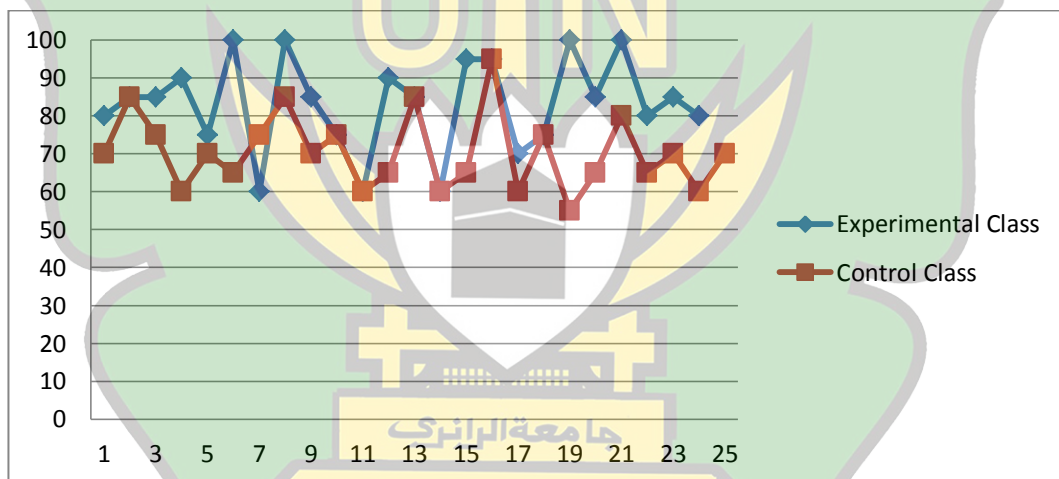


Chart 4. 4 Post-test comparison of control and experimental class.



2. Research question two: How do students SMP Negeri 1 Jaya perceive the use of color picture in increasing vocabulary size?

The researcher used a questionnaire to collect information about students' perceptions of color pictures. This questionnaire was distributed to experimental class students consisting of 20 questions. The questionnaire uses Indonesian to make it easier for students to understand the statements.

Furthermore, the results of the questionnaire will be described in the following table:

Table 4. 5 *The percentage of students' answer about their liking of learning English.*

I like study English			
NO	Option	Frequency	Percentage
Q1	1. Strongly Agree	16	66,7
	2. Agree	8	33,3
	3. Disagree	0	0
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.5 shows that most students in the experimental class strongly agreed that they liked learning English. The percentage can be seen in the table above, which shows: Strongly agree 66.7%, agree 33.3%, disagree and strongly disagree 0%.

Table 4. 6 *The percentage of students' answer about their first time using color pictures in mastering vocabulary*

This is the time I use color first pictures in mastering vocabulary.			
NO	Option	Frequency	Percentage
Q2	1. Strongly Agree	17	70,8
	2. Agree	6	25,0
	3. Disagree	1	4,2
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.6 indicates that most students in the experimental class strongly agreed that it was the first time students used color pictures in learning. The percentage can be seen in the table above, which shows: Strongly agree, 70.8% agree, 25.0% disagree, 4.2% and strongly disagree 0%.

Table 4. 7 *The percentage of students' answer about their interested in learning English vocabulary using color pictures.*

I am interested in learning English vocabulary using color pictures.			
NO	Option	Frequency	Percentage
Q3	1. Strongly Agree	14	58,3
	2. Agree	7	29,2
	3. Disagree	1	4,2
	4. Strongly Disagree	2	8,3
Total		24	100%

Table 4.7 reveals that most of the students in the experimental class strongly agreed that they were very interested in learning English vocabulary using color pictures. The percentage can be seen in the table above, which shows: Strongly agree 58.3% agree, 29.2%, disagree 4.2% and strongly disagree 8.3%.

Table 4. 8 *The percentage of students' answer about their color pictures are a very interesting teaching media used in the learning process and vocabulary acquisition.*

Color pictures are a very interesting teaching media used in the learning process and vocabulary acquisition.			
NO	Option	Frequency	Percentage
Q4	1. Strongly Agree	12	50,0
	2. Agree	7	29,2
	3. Disagree	5	20,8
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.8 reveals that most students in the experimental class strongly agreed that color pictures are an exciting teaching medium used in the learning process and vocabulary acquisition. The percentage can be seen in the table above, which shows: Strongly agree 50.0%, agree 29.2%, disagree 20.8% and strongly disagree 0%.

Table 4. 9 *The percentage of students' answer about after using color pictures, their more interested everything related to English.*

After using color pictures, I am more interested everything related to English.			
NO	Option	Frequency	Percentage
Q5	1. Strongly Agree	8	33,3
	2. Agree	13	54,2
	3. Disagree	3	12,5
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.9 above shows that most of the students in the experimental class agreed that after using color pictures, they were more interested in things related to English. The percentage can be seen in the table above, which shows: Strongly agree 33.3%, agree 54.2%, disagree 12.5% and strongly disagree 0%.

Table 4. 10 *The percentage of students' answer about their really like using color pictures in the vocabulary mastery process.*

I really like using color pictures in the vocabulary mastery process.			
NO	Option	Frequency	Percentage
Q6	1. Strongly Agree	7	29,2
	2. Agree	14	58,3
	3. Disagree	2	8,3
	4. Strongly Disagree	1	4,2
Total		24	100%

Table 4.10 highlights that most students in the experimental class agreed they liked using color pictures in vocabulary acquisition. The percentage can be seen in the table above, which shows: Strongly agree 29.2%, agree 58.3%, disagree 8.3% and strongly disagree 4.2%.

Table 4. 11 *The percentage of students' answer about the using of color pictures makes the learning situation more enjoyable.*

The use of color pictures makes the learning situation more enjoyable			
NO	Option	Frequency	Percentage
Q7	1. Strongly Agree	10	41,7
	2. Agree	10	41,7
	3. Disagree	4	16,7

4. Strongly Disagree	0	0
Total	24	100%

Table 4.11 shows that most students in the experimental class agreed that using color pictures made the learning atmosphere more enjoyable. The percentage can be seen in the table above, which shows: Strongly agree and agree 41.7%, disagree 16.7% and strongly disagree 0%.

Table 4. 12 *The percentage of students' answer about by using color pictures their more courageous to come forward to answer the teacher's questions.*

By using color pictures I am more courageous to come forward to answer the teacher's questions.			
NO	Option	Frequency	Percentage
Q8	1. Strongly Agree	10	41,7
	2. Agree	10	41,7
	3. Disagree	2	8,3
	4. Strongly Disagree	2	8,3
Total		24	100%

Table 4.12 shows that most of the students in the experimental class agreed that using color pictures made them more courageous to come forward to answer the teacher's questions. The table above shows the percentage: Strongly agree and agree 41.7%, then disagree and strongly disagree 8.3%.

Table 4. 13 *The percentage of students' answer about mastering English vocabulary using color pictures makes their motivated to study harder.*

Mastering English vocabulary using color pictures makes me motivated to study harder.			
NO	Option	Frequency	Percentage
Q9	1. Strongly Agree	9	37,5
	2. Agree	10	41,7
	3. Disagree	5	20,8
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.13 reveals that most students in the experimental class agree that mastering English vocabulary using color pictures motivates them to study

harder. The percentage can be seen in the table above, which shows: Strongly agree 37.5%, agree 41.7%, disagree 20.8% and strongly disagree 0%.

Table 4. 14 *The percentage of students' answer about mastering vocabulary using color pictures makes their more active in class.*

Mastering vocabulary using color pictures makes me more active in class			
NO	Option	Frequency	Percentage
Q10	1. Strongly Agree	17	70,8
	2. Agree	1	4,2
	3. Disagree	4	16,7
	4. Strongly Disagree	2	8,3
Total		24	100%

Table 4.14 highlights that most students in the experimental class strongly agree that vocabulary acquisition using color pictures makes students more active in the classroom. The percentage can be seen in the table above, which shows: Strongly agree 70.8%, agree 4.2%, disagree 16.7% and strongly disagree 8.3%.

Table 4. 15 *The percentage of students' answer about learning English vocabulary using color pictures is fun.*

learning English vocabulary using color pictures is fun			
NO	Option	Frequency	Percentage
Q11	1. Strongly Agree	15	62,5
	2. Agree	8	33,3
	3. Disagree	0	0
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.15 above shows that most students in the experimental class strongly agreed that learning English vocabulary using color pictures was fun. The percentage can be seen in the table above, which shows: Strongly agree 62.5%, agree 33.3%, disagree and strongly disagree 0%.

Table 4. 16 *The percentage of students' answer about after using color pictures, their enjoy learning English vocabulary.*

After using color pictures, I enjoy learning English vocabulary.			
NO	Option	Frequency	Percentage
Q12	1. Strongly Agree	19	79,2
	2. Agree	5	20,8
	3. Disagree	0	0
	4. Strongly Disagree	1	4,2
Total		24	100%

Table 4.16 shows that most students in the experimental class strongly agreed that after using color pictures, students enjoyed learning English vocabulary. The percentage can be seen in the table above, which shows: Strongly agree 79.2%, agree 20.8%, disagree 0%, and strongly disagree 4.2%.

Table 4. 17 *The percentage of students' answer about using color pictures learning English is not boring*

After using color pictures learning English is not boring			
NO	Option	Frequency	Percentage
Q13	1. Strongly Agree	10	41,7
	2. Agree	12	50,0
	3. Disagree	1	4,2
	4. Strongly Disagree	1	4,2
Total		24	100%

Table 4.17 below shows that most of the students in the experimental class strongly agree that after using color pictures learning English is not boring. The percentage can be seen in the table above, which shows: Strongly agree 41.7%, agree 50.0%, disagree and strongly disagree 0%.

Table 4. 18 *The percentage of students' answer about color pictures make it easier for me to learn English.*

Color pictures make it easier for me to learn English			
NO	Option	Frequency	Percentage
Q14	1. Strongly Agree	16	66,7
	2. Agree	6	25,5
	3. Disagree	2	8,3

4. Strongly Disagree	0	0
Total	24	100%

Table 4.18 also shows that most of the students in the experimental class strongly agreed that color pictures made it easier for them to learn English. The percentage can be seen in the table above, which shows: Strongly agree 66.7%, agree 25.5%, disagree 8.3% and strongly disagree 0%.

Table 4. 19 *The percentage of students' answer about after using color pictures, I find it easier to remember and memorize new vocabulary.*

After using color pictures, I find it easier to remember and memorize new vocabulary.			
NO	Option	Frequency	Percentage
Q15	1. Strongly Agree	15	62,5
	2. Agree	6	25
	3. Disagree	2	8,3
	4. Strongly Disagree	1	4,2
Total		24	100%

Table 4.19 presents most of the students in the experimental class. Strongly agree that students remember and memorize new vocabulary more easily after using colour pictures. The percentage can be seen in the table above, which shows: Strongly agree 62.5%, agree 25%, disagree 8.3% and strongly disagree 4.2%.

Table 4. 20 *The percentage of students' answer about learning English using color pictures makes their more easily master new material.*

Learning English using color pictures makes me more easily master new material.			
NO	Option	Frequency	Percentage
Q16	1. Strongly Agree	13	54,2
	2. Agree	11	45,8
	3. Disagree	0	0
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.20 shows that most students in the experimental class strongly agreed that Learning English using colorful pictures makes it easier for them to master new material. The percentage can be seen in the table above, which shows: Strongly agree 54.2%, agree 45.8%, disagree and strongly disagree 0%.

Table 4. 21 *The percentage of students' answer about I will invite my friends to learn new vocabulary in English using color pictures.*

I will invite my friends to learn new vocabulary in English using color pictures.			
NO	Option	Frequency	Percentage
Q17	1. Strongly Agree	9	37,5
	2. Agree	10	41,7
	3. Disagree	5	20,8
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.21 showed that most students in the experimental class agreed that they would invite their friends to learn new vocabulary in English using color pictures. The percentage can be seen in the table above, which shows: Strongly agree 37.5%, agree 41.7%, disagree 20.8% and strongly disagree 0%.

Table 4. 22 *The percentage of students' answer about their will invite their friends to play charades in English using color pictures.*

I will invite my friends to play charades in English using color pictures.			
NO	Option	Frequency	Percentage
Q18	1. Strongly Agree	7	29,2
	2. Agree	13	54,2
	3. Disagree	4	16,7
	4. Strongly Disagree	0	0
Total		24	100%

Based on table 4.22, it can be seen that most students think that they will invite their friends to play charades in English using colored pictures. There are 16.7% of students who disagree, and 0% of students who choose strongly

disagree, so the researcher concludes that students will invite their friends to play charades in English.

Table 4. 23 *The percentage of students' answer about color pictures are a very effective teaching media to be applied to the learning process, to improve vocabulary acquisition.*

Color pictures are a very effective teaching media to be applied to the learning process, to improve vocabulary acquisition.			
NO	Option	Frequency	Percentage
Q19	1. Strongly Agree	13	54,2
	2. Agree	10	41,7
	3. Disagree	1	4,2
	4. Strongly Disagree	0	0
Total		24	100%

Based on table 4.23, most students think that color pictures are a very effective learning media to be applied in the learning process to improve vocabulary acquisition. And there are only 4.2% of students disagree, and 0% of students who choose strongly disagree. The researcher concludes that most students think that colorful pictures are a very effective learning media to be applied in the learning process to improve vocabulary acquisition.

Table 4. 24 *The percentage of students' answer about the use of color pictures succeeded in attracting my attention in the learning process.*

The use of color pictures succeeded in attracting my attention in the learning process			
NO	Option	Frequency	Percentage
Q20	1. Strongly Agree	20	83,3
	2. Agree	4	16,7
	3. Disagree	0	0
	4. Strongly Disagree	0	0
Total		24	100%

Table 4.24 presents the results of this study. The data shows that 83.3% of students chose strongly agree, 16.7% chose disagree and strongly disagree 0%. The use of colorful images attracts students' attention in the learning process.

B. Discussion

In this discussion, researcher discuss the research questions mentioned in chapter 1. Here, researcher explain the findings related to this study. For a discussion of the research questions in chapter 1, it will be discussed below:

1. How does the use of color pictures increase students' SMP Negeri 1 Jaya vocabulary size?

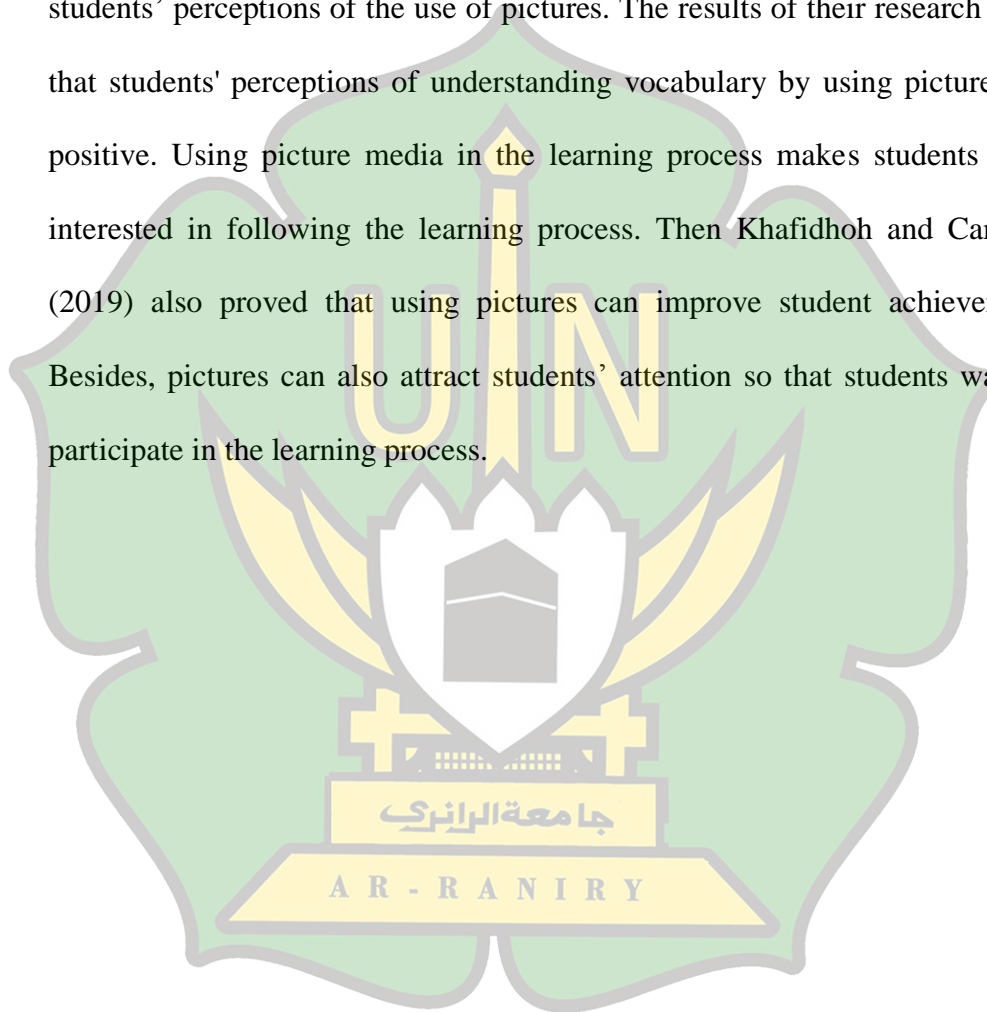
This research question is answered by using pre- and post-test tests given to students before and after treatment. The Pre-test results show the ability and mastery of vocabulary before using color pictures. In contrast, the post-test results show the development and improvement of students' vocabulary mastery after using color pictures. Based on the results of the post-test scores in the experimental class indicates that there is a significant increase in students' vocabulary mastery after the use of color pictures. It can be seen in tables 4.1 and 4.2. The scores of students in the experimental class increased significantly from the Pre-test to the Post-test, with an average difference of 41.87. Initially, control class students' pre-test scores were higher than experimental students. Still, because of the color pictures treatment, the post-test scores of the experimental class were more and increased than the control class. Several previous studies support this research, such as from Efiyanti (2020). He stated that students' vocabulary mastery at Madrasah Ibtida'iyah Matla'ul Anwar was still low. Then he applied colored picture media to improve students' vocabulary mastery. And he proved that there was a significant increase and the influence of colored pictures on improving and

mastering students' vocabulary. Mu'minati (2020) also confirmed the same thing, that there was a significant increase in students' vocabulary mastery with treatment through pictures. Another previous researcher Sabanari (2022), also proved that picture media effectively improves students' vocabulary mastery. With other supporters from previous research, Apriyanti (2012) also obtained research results showing that students' English vocabulary increased with the application of picture media.

2. How do students perceive the use of color picture in increasing vocabulary size?

This study also used other instruments to collect data. The researcher used a questionnaire to find out students' feelings and perceptions in using color pictures. That way, researchers will get detailed data. After the researcher gave the questionnaire to the students and got the results, the researcher used frequency distribution and percentage distribution to see the frequency and percentage in each statement in the questionnaire to analyze the data. In each statement, most students chose the same level of agreement regarding the statement. However, there were also students who chose different levels of agreement with others. Based on the above findings, it can be concluded that the use of colorful pictures successfully attracts students' attention in the learning process and can help students understand and improve students' vocabulary mastery. It can be interpreted that students have good and positive perceptions and feelings when they use colorful pictures in the learning process, and this increases students' vocabulary mastery.

It aligns with a study by Aldhionita (2015), which proves that pictures can be an exciting medium, not only to help students understand the meaning but the use of pictures is a medium to attract students' attention to vocabulary or learning materials. Then Muliati et.al (2018) also used a questionnaire to see students' perceptions of the use of pictures. The results of their research show that students' perceptions of understanding vocabulary by using pictures are positive. Using picture media in the learning process makes students more interested in following the learning process. Then Khafidhoh and Carolina (2019) also proved that using pictures can improve student achievement. Besides, pictures can also attract students' attention so that students want to participate in the learning process.



CHAPTER V

CONCLUSION & SUGGESTIONS

In this chapter, the researcher explains two parts. The conclusion and suggestions of the research are discussed. The conclusion contains the essential points of the research, along with the suggestions of the research.

A. Conclusion

After the researcher completed the study, the researcher found that after being given the treatment, the Post-test scores of students in the experimental class increased and showed promising results compared to their Pre-test scores. This study proves that using color pictures effectively improves students' vocabulary mastery. There were some statistical tests conducted to arrive at this conclusion. First, the researcher looked for the average value of each Pre-test and Post-test in both classes. The pre-test result in the control class was 47.00, while in the experimental class was 41.25. Then the average value of the post-test in the control class was 70.40, while in the experimental class, 83.12. So it can be concluded that using color pictures is very effective in increasing students' vocabulary mastery.

For the second conclusion, this study also collected data on students' perceptions of the use of color pictures in the process of increasing vocabulary mastery. Most students agreed that using color pictures attracted their attention in the learning process. They also agreed that using color pictures made it easier for them to master the material and new vocabulary. The students also feel happy with using color pictures in the learning process. It makes students able to

understand and improve vocabulary mastery. Well, students also feel motivated and more enthusiastic about learning vocabulary mastery, so it will have a good impact on improving students' vocabulary mastery.

B. Suggestions

This study provides evidence that the use of color pictures in increasing students' vocabulary mastery greatly affects the final results achieved by students. However, the researcher has some suggestions for teachers, students and especially for future researchers who will take the same topic as this study. The first is for teachers, researcher suggest teachers use color pictures to increase students' vocabulary mastery because it can attract students' attention. It also can make students feel happy during the learning process so that students are more accessible in increasing the mastery of new vocabulary.

For students, color pictures can increase their enthusiasm in learning English, especially in increasing vocabulary mastery. The researcher also suggests that students can pay attention to the teacher in conveying new vocabulary using color pictures because it can increase their vocabulary mastery. The last is for the next researcher to research the same topic as this study. The next researcher should develop the scope of this study, which can explain in detail student motivation in increasing vocabulary mastery. The next researcher can also use or add other instruments to collect more detailed final data.

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APPENDICES

Appendix A : Appointment Letter of Supervisors


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14725/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY
DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11803/Un.08/FTK/KP.07.6/9/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

- Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
- Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
- Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
- Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
- Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelégasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Departemen RI
- Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelégasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
- Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Menperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry tanggal 06 Juli 2022

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11803/Un.08/FTK/KP.07.6/9/2022 tanggal 6 September 2022

KEDUA : Menunjuk Saudara:

- Khairiah Syahabuddin, M.HSc, M.TESOL, Ph.D. Sebagai Pembimbing Pertama
- Rita Hermida, S.Pd.I., M.Pd. Sebagai Pembimbing Kedua


Untuk membimbing Skripsi :

Nama : Miftahul Jannah
NIM : 180203174
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Students' Vocabulary Mastery through Color Pictures

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 11 November 2022
Dekan,

/Safri Suluk

Appendix B : Recommendation Letter to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2915/Un.08/FTK.1/TL.00/02/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala SMP Negeri 1 Jaya
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Miftahul jannah / 180203174**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Jeulingke Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Increasing Students' Vocabulary Mastery Through Color Pictures**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Februari 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 07 Maret
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C : Confirmation Letter of Conducted Research from the School of SMP Negeri 1 Jaya

 PEMERINTAH KABUPATEN ACEH JAYA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 JAYA
Jalan Teuku Umar Km.78 Lamno Email : esempesajaya@gmail.com Kode Pos 23657

SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomor 421.2/ 053 /2023

Yang bertanda tangan di bawah ini kepala SMP Negeri 1 Jaya Kecamatan Jaya Kabupaten Aceh Jaya, menerangkan bahwa sesungguhnya saudara/i:

Nama : Miftahul Jannah
NIM : 180203174
Universitas : Universitas Islam Negeri (UIN) Ar-Raniry
Fakultas : Tarbiyah dan Keguruan
Prodi : Pendidikan Bahasa Inggris

Mahasiswi tersebut benar - benar telah melaksanakan kegiatan penelitian di SMP Negeri 1 Jaya, pada tanggal 13 s/d 28 Februari 2023. Dengan judul penelitian :

"INCREASING STUDENTS' VOCABULARY MASTERY THROUGH COLOR PICTURES"

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Lamno, 28 Februari 2023
Kepala Sekolah


MAHMUDDIN, S.Pd
NIP. 19680614 199003 1 003


AR - RANIRY

Appendix D: Test

PRE-TEST

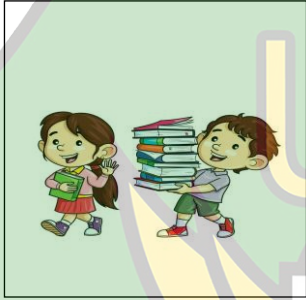
Name:

Class:

A. Complete the sentence below according to the color pictures

giraffe book umbrella hospital market

restaurant eraser bag cat frog



1. When I go to school, I must bring a _____



2. The _____ has a long neck



3. It is raining. Don't forget to bring an _____



4. My father is a chef and he works in the _____



5. My father is a doctor she works in the _____

Choose A, B, C or D as the best answer

1. This is a _____ in my classroom

- a. bag
- b. chair
- c. table
- d. whiteboard



2. The teacher usually writes on the _____ in front of the classroom

- a. calendar
- b. bookshelf
- c. cupboard
- d. whiteboard



3. My friend is reading a _____ in the classroom

- a. book
- b. radio
- c. speaker
- d. television



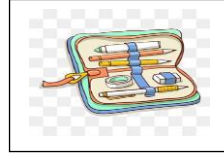
4. We need _____ to bring our school books.

- a. bag
- b. wallet
- c. uniform
- d. pencil case



5. I put some pens, some pencils, a ruler, and some eraser in my _____

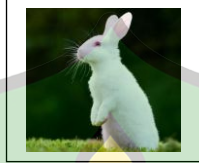
- a. clock
- b. broom
- c. pencil case
- d. bookshelf



6. Amel: Do you have a pet?

Chia: yes, I have _____

- a. a cat
- b. a cow
- c. a rabbit
- d. an elephant



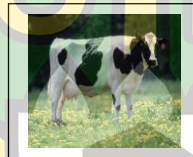
7. my uncle rides a _____ in Egypt

- a. cow
- b. goat
- c. camel
- d. sheep



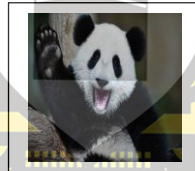
8. A _____ produces milk

- a. cat
- b. cow
- c. dog
- d. rabbit



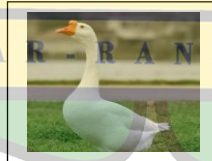
9. A _____ lives in China

- a. cow
- b. koala
- c. panda
- d. komodo dragon



10. A _____ has long neck

- a. bird
- b. swan
- c. pigeon
- d. crocodile



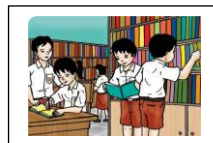
11. we buy a book in a _____

- a. hospital
- b. bookstore
- c. supermarket
- d. music studio



12. _____ is the place for students reading a books

- a. Library
- b. Classroom
- c. Teacher's office



d. School canteen

13. My family will eat in a new _____

- a. restaurant
- b. classroom
- c. bookstore
- d. supermarket



14. we can see many animals in the _____

- a. zoo
- b. hospital
- c. sport hall
- d. village hall



15. My mom ask me to buy sugar at the _____

- a. palace
- b. market
- c. restaurant
- d. bus station



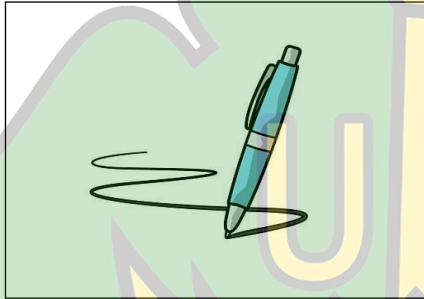
Post-test

Name:

Class:

A. Complete the sentence with the words from the box

elephant book Pen hospital library
school eraser bag ruler frog



1. When I go to school, I must bring a _____



2. The _____ is big



3. What is animal on the picture?

4. I will borrow a book in _____



5. We are studying at _____

Choose A, B, C or D as the best answer

1. This is a _____ in my classroom

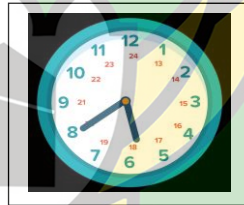
- e. book
- f. eraser
- g. picture
- h. scissors



2. Tiara: What is this?

Dilan: This is _____

- e. clock
- f. bookshelf
- g. cupboard
- h. whiteboard



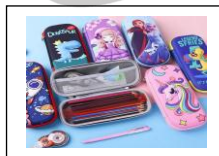
3. There is a book on the _____

- e. chair
- f. table
- g. board
- h. television



4. I need some _____ to put some pens, some pencils, a ruler, and some eraser.

- e. bag
- f. desk
- g. wallet
- h. pencil case



5. Putra has a red _____

- e. bag
- f. pencil
- g. eraser
- h. cupboard



6. Syarifah: What animal can fly?

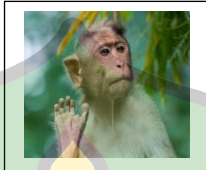
Ghina: It is a _____

- e. cat
- f. bird
- g. frog
- h. tiger



7. A _____ like to eat banana

- e. cow
- f. goat
- g. camel
- h. monkey



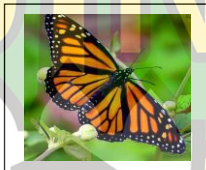
8. A _____ is a tame animal

- e. pig
- f. cat
- g. dog
- h. rabbit



9. What animal is it?

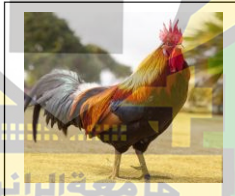
- e. dog
- f. fish
- g. butterfly
- h. crocodile



10. Annisa: What is your pet?

Rila: My pet is _____

- e. bird
- f. lion
- g. frog
- h. chicken



11. My mom always buys vegetables in the _____

- e. library
- f. market
- g. bookstore
- h. music studio



12. I will swim in the _____

- e. library
- f. market
- g. pet shop
- h. swimming pool



13. People are waiting for bus in the _____

- e. classroom
- f. restaurant
- g. bus station
- h. swimming pool



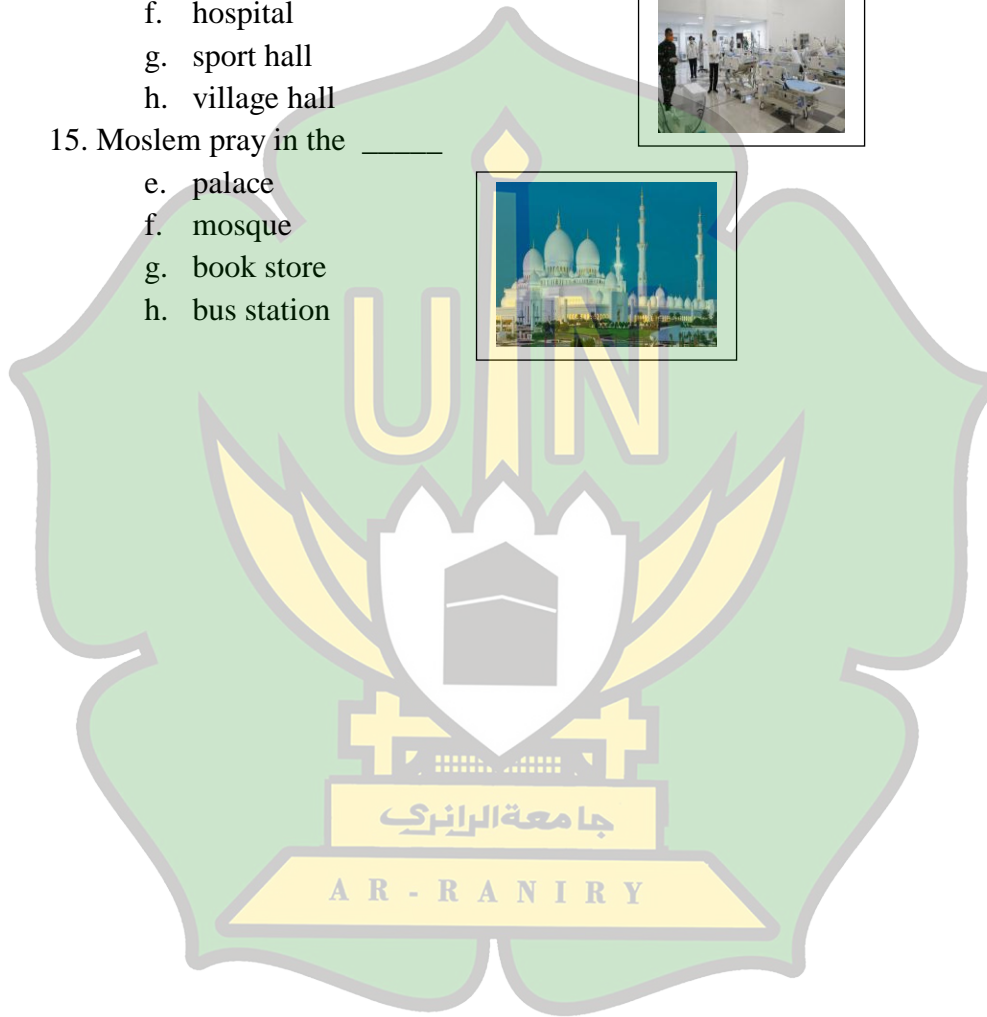
14. My grandfather is sick, so he goes to _____

- e. zoo
- f. hospital
- g. sport hall
- h. village hall



15. Moslem pray in the _____

- e. palace
- f. mosque
- g. book store
- h. bus station



Appendix E: Questionnaire

QUESTIONNAIRE

A.Participant Identity:

1. Name
2. Class

NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris				
2.	Ini kali pertama saya menggunakan color pictures dalam penguasaan kosakata				
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan color pictures				
4.	Color pictures merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata				
5.	Setelah menggunakan color pictures saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris				
6.	Saya sangat suka menggunakan color pictures dalam proses penguasaan kosakata.				
7.	Dengan menggunakan color pictures saya lebih suka Bahasa Inggris				
8.	Penguasaan kosakata Bahasa Inggris menggunakan color pictures membuat saya termotivasi				
9.	Penguasaan kosakata menggunakan color pictures membuat saya lebih semangat				
10.	Belajar kosakata Bahasa Inggris dengan color pictures sangat menyenangkan				
11.	Setelah menggunakan color pictures saya senang belajar kosakata Bahasa Inggris				
12.	Setelah menggunakan color pictures belajar Bahasa Inggris tidak membosankan				
13.	Color pictures memudahkan saya mengingat kosakata baru				
14.	Setelah menggunakan color pictures saya lebih mudah menghafal kosakata baru				

15.	Color pictures membuat saya lebih mudah dalam meningkatkan penguasaan kosakata				
16.	Belajar bahasa inggris menggunakan color pictures membuat saya lebih mudah menguasai materi baru				
17.	Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan color pictures				
18.	Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan color pictures				
19.	Color pictures merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata				
20.	Dengan adanya color pictures ini, saya bisa meningkatkan penguasaan kosakata				



Appendix F: Students' Pre-Test and Post-Test Worksheet Result

1. Students' Pre-Test Worksheet Result

Question	Answer	Question	Answer
Pre-test	X 1 c	X 1	c pencil case
Name : Sahal Al Mukin	X 2 c	X 2	a. a cat
class : VIII	X 3 b	X 3	d. sheep
book book	X 4 c	X 4	d. rabbit
market market	✓ 5 d	X 5	c. Panda
3/ umbrella	X 6 b	X 6	c. pigeon
X chair	X 7 a	X 7	a. hospital
X wallet	X 8 b	X 8	b. library
	✓ 9 c	X 9	a. restaurant
	X 10 a	X 10	c. sport hall
	X 11 c	X 11	a. palace
14/ a	✓ 12 a	X 12	b. chair
X 15 d	✓ 13 a	X 13	a. calendar
		X 14	a. book
		X 15	c. uniform
		✓ 16	book
		✓ 17	giraffe
		X 18	cat
		✓ 19	restaurant
		X 20	eraser
1. X when I go to school, I must bring an umbrella		7/	camel c
2. X The cat has a long neck		8/	cow b
3. X It is raining - Don't forget to bring an book		9/	panda c
4. X My father is a chef and he works in a market		X 10	pigeon c
5. ✓ My father is a doctor she works in a hospital		X 11	supermarket c
✓ chair b		X 12	school canteen d
X cupboard c		13/	classroom b
3. X speaker c		14/	zoo A
4. ✓ bag A		15/	palace A
✓ pencil case c			
✓ rabbit c			

2. Students' Post-Test Worksheet Result

Student: Naura NAWATI (No. 09)


No.	Item	Answer
1	Pen	✓
2	elephant	✓
3	Frog	✓
4	library	✓
5	School	✓
6	a. scissors	✓
7	a. clock	✓
8	b. table	✓
9	a. pencil case	✓
10	a. bag	✓
11	b. bird	✓
12	a. monkey	✓
13	a. pig	✓
14	c. butterfly	✓
15	a. chicken	✓
16	b. market	✓
17	d. swimming pool	✓
18	c. bus station	✓
19	b. hospital	✓
20	a. masque	X

Student: Nurul Hafizah (No. 100)

No.	Item	Answer
1	Pen	✓
2	elephant	✓
3	Frog	✓
4	library	✓
5	School	✓
6	a. scissors	✓
7	a. clock	✓
8	b. table	✓
9	d. pencil case	✓
10	a. bag	✓
11	b. bird	✓
12	a. monkey	✓
13	b. pig	✓
14	c. butterfly	✓
15	a. chicken	✓
16	b. market	✓
17	d. swimming pool	✓
18	c. bus station	✓
19	b. hospital	✓
20	b. masque	✓

Watermark: AR-RANIR (جامعة الرانير)

Appendix G: Students' Questionnaire Result



The image displays four questionnaire forms (VI, VII, VIII, and IX) with their respective results. Each form consists of a list of 20 statements and a grid for recording responses (Yes, No, Don't Know) across four Likert scales (1-4).

Questionnaire VI (Name: Izzah)

No	Pernyataan	Ya	Tidak	TDK Tahu	Ya	Tidak	TDK Tahu
1	Saya rasa belajar Bahasa Inggris						
2	Ini kali pertama saya menggunakan atau memakai dalam belajar untuk manajemen keuangan						
3	Saya tertarik belajar keuangan Bahasa Inggris menggunakan atau memakai						
4	Color picture merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan manajemen keuangan						
5	Media menggunakan atau memakai saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris						
6	Saya sangat suka menggunakan atau memakai dalam proses manajemen keuangan						
7	Penggunaan atau memakai membuat suasana pembelajaran lebih menyenangkan						
8	Dengan menggunakan atau memakai saya lebih merasa mampu belajar untuk mencapai performance yang						
9	Penggunaan keuangan Bahasa Inggris menggunakan atau memakai membuat saya semakin paham lebih dari hal-hal						
10	Penggunaan keuangan menggunakan atau memakai membuat saya lebih aktif di dalam kelas						
11	Belajar keuangan Bahasa Inggris menggunakan atau memakai sangat menyenangkan						
12	Belajar menggunakan atau memakai saya sangat belajar dan Bahasa Inggris						
13	Belajar menggunakan atau memakai belajar Bahasa Inggris lebih menyenangkan						
14	Color picture memudahkan saya belajar Bahasa Inggris						
15	Belajar menggunakan atau memakai saya lebih mudah mempelajari dan memahami keuangan baru						
16	Belajar Bahasa Inggris menggunakan atau memakai membuat saya lebih mudah menguasai materi baru						
17	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
18	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
19	Color picture merupakan media pengajaran yang sangat efektif untuk dipelajari dalam proses pembelajaran, untuk meningkatkan manajemen keuangan						
20	Penggunaan atau memakai membuat suasana pembelajaran saya dalam proses pembelajaran						

Questionnaire VII (Name: Izzah)

No	Pernyataan	Ya	Tidak	TDK Tahu	Ya	Tidak	TDK Tahu
1	Saya rasa belajar Bahasa Inggris						
2	Ini kali pertama saya menggunakan atau memakai dalam belajar untuk manajemen keuangan						
3	Saya tertarik belajar keuangan Bahasa Inggris menggunakan atau memakai						
4	Color picture merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan manajemen keuangan						
5	Media menggunakan atau memakai saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris						
6	Saya sangat suka menggunakan atau memakai dalam proses manajemen keuangan						
7	Penggunaan atau memakai membuat suasana pembelajaran lebih menyenangkan						
8	Dengan menggunakan atau memakai saya lebih merasa mampu belajar untuk mencapai performance yang						
9	Penggunaan keuangan Bahasa Inggris menggunakan atau memakai membuat saya semakin paham lebih dari hal-hal						
10	Penggunaan keuangan menggunakan atau memakai membuat saya lebih aktif di dalam kelas						
11	Belajar keuangan Bahasa Inggris menggunakan atau memakai sangat menyenangkan						
12	Belajar menggunakan atau memakai saya sangat belajar dan Bahasa Inggris						
13	Belajar menggunakan atau memakai belajar Bahasa Inggris lebih menyenangkan						
14	Color picture memudahkan saya belajar Bahasa Inggris						
15	Belajar menggunakan atau memakai saya lebih mudah mempelajari dan memahami keuangan baru						
16	Belajar Bahasa Inggris menggunakan atau memakai membuat saya lebih mudah menguasai materi baru						
17	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
18	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
19	Color picture merupakan media pengajaran yang sangat efektif untuk dipelajari dalam proses pembelajaran, untuk meningkatkan manajemen keuangan						
20	Penggunaan atau memakai membuat suasana pembelajaran saya dalam proses pembelajaran						

Questionnaire VIII (Name: Izzah)

No	Pernyataan	Ya	Tidak	TDK Tahu	Ya	Tidak	TDK Tahu
1	Saya rasa belajar Bahasa Inggris						
2	Ini kali pertama saya menggunakan atau memakai dalam belajar untuk manajemen keuangan						
3	Saya tertarik belajar keuangan Bahasa Inggris menggunakan atau memakai						
4	Color picture merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan manajemen keuangan						
5	Media menggunakan atau memakai saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris						
6	Saya sangat suka menggunakan atau memakai dalam proses manajemen keuangan						
7	Penggunaan atau memakai membuat suasana pembelajaran lebih menyenangkan						
8	Dengan menggunakan atau memakai saya lebih merasa mampu belajar untuk mencapai performance yang						
9	Penggunaan keuangan Bahasa Inggris menggunakan atau memakai membuat saya semakin paham lebih dari hal-hal						
10	Penggunaan keuangan menggunakan atau memakai membuat saya lebih aktif di dalam kelas						
11	Belajar keuangan Bahasa Inggris menggunakan atau memakai sangat menyenangkan						
12	Belajar menggunakan atau memakai saya sangat belajar dan Bahasa Inggris						
13	Belajar menggunakan atau memakai belajar Bahasa Inggris lebih menyenangkan						
14	Color picture memudahkan saya belajar Bahasa Inggris						
15	Belajar menggunakan atau memakai saya lebih mudah mempelajari dan memahami keuangan baru						
16	Belajar Bahasa Inggris menggunakan atau memakai membuat saya lebih mudah menguasai materi baru						
17	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
18	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
19	Color picture merupakan media pengajaran yang sangat efektif untuk dipelajari dalam proses pembelajaran, untuk meningkatkan manajemen keuangan						
20	Penggunaan atau memakai membuat suasana pembelajaran saya dalam proses pembelajaran						

Questionnaire IX (Name: Pujiastuti)

No	Pernyataan	Ya	Tidak	TDK Tahu	Ya	Tidak	TDK Tahu
1	Saya rasa belajar Bahasa Inggris						
2	Ini kali pertama saya menggunakan atau memakai dalam belajar untuk manajemen keuangan						
3	Saya tertarik belajar keuangan Bahasa Inggris menggunakan atau memakai						
4	Color picture merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan manajemen keuangan						
5	Media menggunakan atau memakai saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris						
6	Saya sangat suka menggunakan atau memakai dalam proses manajemen keuangan						
7	Penggunaan atau memakai membuat suasana pembelajaran lebih menyenangkan						
8	Dengan menggunakan atau memakai saya lebih merasa mampu belajar untuk mencapai performance yang						
9	Penggunaan keuangan Bahasa Inggris menggunakan atau memakai membuat saya semakin paham lebih dari hal-hal						
10	Penggunaan keuangan menggunakan atau memakai membuat saya lebih aktif di dalam kelas						
11	Belajar keuangan Bahasa Inggris menggunakan atau memakai sangat menyenangkan						
12	Belajar menggunakan atau memakai saya sangat belajar dan Bahasa Inggris						
13	Belajar menggunakan atau memakai belajar Bahasa Inggris lebih menyenangkan						
14	Color picture memudahkan saya belajar Bahasa Inggris						
15	Belajar menggunakan atau memakai saya lebih mudah mempelajari dan memahami keuangan baru						
16	Belajar Bahasa Inggris menggunakan atau memakai membuat saya lebih mudah menguasai materi baru						
17	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
18	Saya akan semangat terus-menerus untuk belajar keuangan baru dalam Bahasa Inggris menggunakan atau memakai						
19	Color picture merupakan media pengajaran yang sangat efektif untuk dipelajari dalam proses pembelajaran, untuk meningkatkan manajemen keuangan						
20	Penggunaan atau memakai membuat suasana pembelajaran saya dalam proses pembelajaran						

Appendix H: Documentation

The Researcher Explained about The Material



Students answer the Pre-Test



Students answer the Post-Test



The Researcher Distributed The Questionnaires to The Students



جامعة الرانيري

AR - RANIRY

AUTOBIOGRAPHY

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Educational Background

1. Elementary School : SD Negeri 2 Teunom (2006-2012)
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