

**THE IMPLEMENTATION OF PICTURE CARD MEDIA  
IN TEACHING VOCABULARY AT 8<sup>TH</sup> GRADE  
OF MTS NEGERI 8 JEMBER ACADEMIC  
YEAR 2022/2023**

**THESIS**

Submitted to state Islamic University KH. Achmad Siddiq Jember in Partial  
to fulfilment of requirement for the degree of Sarjana Pendidikan (S.Pd)  
Education and Teacher Faculty Language Education Major  
English Education Department



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APRIL 2023**

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**THESIS**

Has Been Examined and Approved in Partial  
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Faculty of Tarbiyah and Teacher Training  
English Education Department


Day: Friday  
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## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ۝ ٣١

“And he taught Adam the names – all of them. Then he showed them to the angels and said, inform me of the names of these, if you are truthful”

(Q.S Al-Baqarah:31)<sup>1</sup>



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• Mushaf Standar Indonesia, Departemen Agama (Al-baqarah:31)

## **DEDICATION**

I dedicate this thesis to my parents, Mr. Choirul Anam and Mrs. Farida who are the biggest support system in my life. This thesis is a small gift to my parents. When the world closed the door for me, mom and dad opened their arms to me. When people closed their ears for me, they both opened their hearts to me. Thank you for always being here for me.



## ACKNOWLEDGEMENT



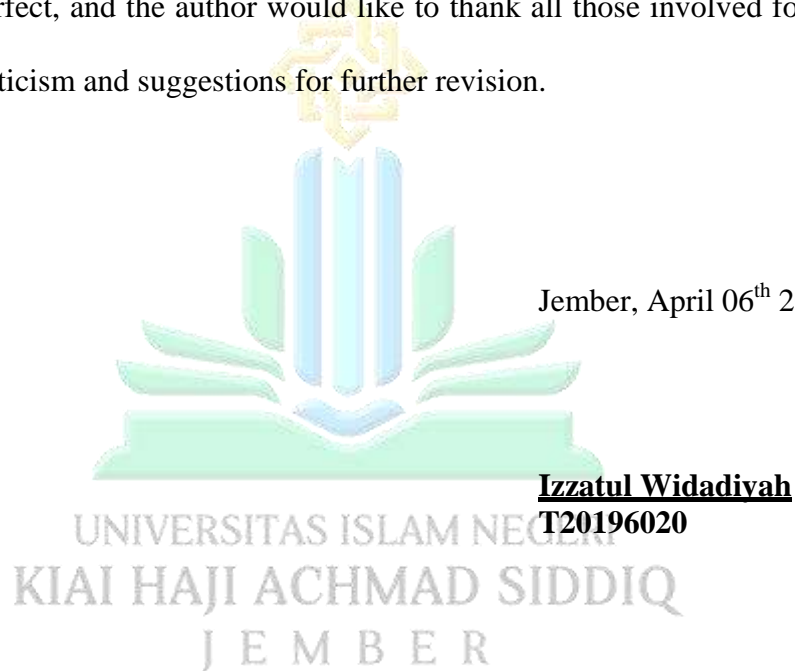
First and foremost, the author says Alhamdulillah to Almighty Allah SWT grants the authors mercy and blessings for successfully completing this bachelor's thesis of the bachelor's degree requirements. Secondly, Sholawat and Salam always given to Prophet Muhammad SAW, the leader of the end of the age.

This bachelor's thesis is entitled "The Implementation of Picture Card Media In Teaching Vocabulary At 8<sup>th</sup> Of MTSN 8 Jember" written for Bachelor Degree (S.Pd). The author is fully aware that this thesis could not have been written without the generous support and encouragement of others. Therefore, the writer would like to express his gratitude to them who helped in completing this thesis.

1. Prof. Babun Suharto, S.E, M.M as Director of UIN KH. Achmad Siddiq Jember, who has given me opportunity to study at this institution
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training, who has motivated me during the study
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4. As'ari, M.Pd.I as the coordinator of English Department who has motivated during English learning process

5. Hj. Dewi Nurul Qomariyah SS, M.Pd as the advisor who helped, supported, given encouragement, and insightful suggestion during this research process.
6. All the lecturers who have given me a lot of knowledge during the study. The writer hopes that this thesis can give the reader some insight to improve in the field of education, especially the English subject. Moreover, the writer is aware of this. This thesis is far from perfect, and the author would like to thank all those involved for their criticism and suggestions for further revision.

Jember, April 06<sup>th</sup> 2023



## ABSTRACT

Izzatul Widadiyah, 2023: *The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTs Negeri 8 Jember Academic Year 2022/2023.*

**Keyword:** Teaching Vocabulary, Picture Card Media

One part of the language component that plays an important role in teaching English is vocabulary, therefore teaching vocabulary is important. Teaching vocabulary is not easy to do, it needs the right ways to be applied, one of which is by using a media to make the learning process more interesting and fun. This research focus on the discussion of teaching vocabulary through picture card media. MTs Negeri 8 Jember is one of the institutions that apply picture card media as a learning medium that supports the teaching vocabulary process because the conditions and abilities of students are in accordance with the principles of picture card media.

This research focuses on: 1) How is the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of Mts Negeri 8 Jember? 2) How is the evaluation of teaching vocabulary through picture card media at 8<sup>th</sup> grade of MTs Negeri 8 Jember? This research aimed: 1) To describe the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTs Negeri 8 Jember 2) To describe the evaluation of teaching vocabulary through picture card media at 8<sup>th</sup> grade of MTs Negeri 8 Jember.

This research used descriptive research with a qualitative approach. This research was categorized as qualitative descriptive because the researcher described the condition, the situation with words and language. For the selection of research subjects using purposive techniques Data collection technique included observation, interview and documentation. To analyze the collected data, the researcher used Miles Huberman and Saldana theory which includes: data collection, data condensation, data display and conclusion drawing. To validate the data, the researcher used source triangulation and technique triangulation.

The result of this research showed that: 1) The implementation of picture card media has the goal of teaching are divided into two namely general goal which refers to the goal of media and specific goal which refers to the goal of material. The material was used simple present tense with topic daily habits which consist of three sub material namely basic vocabulary of V1, make sentence of simple present tense according correct structure, make sentence in the form of affirmative, negative, and interrogative. The method used is demonstration and discussion. The procedure of implementing picture card media were: teacher prepare picture and explain material, the teacher divided into 5 group, and every group analyze and make sentences based on the picture, and the last, group representative write the result of discussion in whiteboard. 2) The Evaluation of teaching vocabulary used by teacher is formative evaluation in the form of a written test (multiple choice and essay) and oral test (questions about V1 of simple present tense).



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## CHAPTER I

### INTRODUCTION

#### A. Research Background

Vocabulary is the key to improving all areas of communication. It is one of the language components that play an important role in the process of teaching English. Igbaria claims that “vocabulary is needed by the students to express the meaning both in receptive productive skills”.<sup>1</sup> It means that with sufficient vocabulary, the students can listen, speak, read, and write thoroughly. Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary.<sup>2</sup> It means that students must have good grammar and vocabulary mastery to avoid difficulty learning English. Vocabulary is the base skill in English and the main capital for learning sentence structure and other skill in language, such as the structure of English, memorizing the formula of tenses, and being able to express the feelings, ideas, opinions etc. Vocabulary will make students practice the structure more easily. But that ability is useless if students do not know the words to analyze and use.

Allah says in the Qur'an in Surah Al Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ

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<sup>1</sup> Igbaria, A.K, *Teaching English Vocabulary* (Jami'a Alqasemi Academy: Academic collage of Education, 2003), 1

<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Educational Limited, 2002), 13

هَؤُلَاءِ إِن كُنْتُمْ صَادِقِينَ ﴿٣١﴾

It means: “And he taught Adam the names – all of them. Then he showed them to the angels and said, inform me of the names of these, if you are truthful.”<sup>3</sup>

In the context of surah above, it is stated that the beginning of language learning is the names of objects which mean related to vocabulary. Which Allah SWT taught prophet Adam the names of objects and then asked him to mention the name of objects again.

English vocabulary is used in all skills, such as; speaking, writing, reading, and listening. To master these skills, the students have to know and to understand deeply about the vocabulary. It is strengthened by a statement of Mc Charty and O'Dell <sup>4</sup>, as follows:

You already know hundreds of English words, but to speak and write in normal situation, you need at least 1-2.000 words.

Teaching vocabulary is the process of imparting knowledge to students and get new information and apply it to daily life.<sup>5</sup> For example, today, they know about new daily habits vocabulary. They will practice that vocabulary in their daily life, repeat and remember it until they master the vocabulary, or understand a text. According to Clouston teaching vocabulary is not just about words it involves lexical phrases and knowledge of English vocabulary

<sup>3</sup> Al-Qur'an, 1: 31

<sup>4</sup> McCarthy and O'Dell, *English Vocabulary in Use: elementary* (Cambridge: Cambridge University Press, 1999), 4

<sup>5</sup> Like Raskova Octaberlina and Ida Fitri Anggarini, “Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School Thailand,” *Journal Pendidikan dan Pembelajaran Dasar*, 13, no 1. (2020): 28

and how to go about learning and teaching.<sup>6</sup> Nurdini and Marlina argued that vocabulary is the base component that students need to master to be able in those language skills. However, vocabulary is not specially taught in teaching English in the classroom. Consequently, students lack knowledge about words, and it impacts their language skills.<sup>7</sup> From the statements, we can conclude that teaching vocabulary becomes one of the most important language teaching components and teaching vocabulary in school is essential to increase student's English skills. Therefore, by mastering sufficient vocabulary, students will learn the target language more easily. According to Marzano there are six steps of teaching vocabulary. The first step is to explain, provide student-friendly description, or example of the new term. The second step is to restate, ask students to restate the description, or example in their own words. The third step is show, ask student to construct a flash card, symbol, or graphic representation of the term. The fourth step is to discuss, engage students periodically in structured vocabulary discussion. The fifth step is to refine and reflect, periodically ask students to return to their notebooks to discuss and refine entries. The last step is to apply learning games, involve students periodically in games that allow them to play with terms.<sup>8</sup>

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<sup>6</sup> Michael Lessard Clouston, *Teaching Vocabulary* (USA: TESOL International Association, 2013), 7

<sup>7</sup> Nurdini, Husna, and Leni Marlina, "Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary Through Reading," *Journal of English Language Teaching* 6, no 1. (2017)

<sup>8</sup> Marzano, *The Steps of Teaching Vocabulary through Picture*, (2004), 28



From the explanation above, it can be said that teaching vocabulary must be clear, simple, and focuses on an aspect of the words. The teachers should identify who the students are, what the students need, and how the teachers teach in simple interesting way. It is strengthened by Schmitt and McCarthy. They stated that teaching vocabulary in a schooling context needs to be considered from multi dimensions, such as the different levels of the students' proficiency, target words, the school system, curriculum, the effective method and teaching strategy.<sup>9</sup>

There are many kinds of media and techniques to make English teaching vocabulary interesting and enjoyable. The teacher must use the right media or techniques to make a student memorize vocabulary more easily. Media plays an important role in the teaching and learning process.<sup>10</sup> Using media in teaching can make the teachers easier to deliver the materials in teaching and learning process as well as can make the students get better understanding of the lesson being learned. According to Sukmahidayanti, there are seven types of instructional media: things itself, pictures, course book, boards, OHP, flipcharts, and computer based-technology.<sup>11</sup> Pictures and images are one of graphic materials examples that convey messages and information. In this case, the teacher implements picture cards as media in

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<sup>9</sup> N Schmit and McCarthy, *Vocabulary Description, Acquisition, and Pedagogy* (Cambridge: Cambridge University Press, 1997)

<sup>10</sup> Welliam Hamera and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students Vocabulary Mastery in Learning English," *Journal of English Language Studies*, 3, no. 2 (2018): 168

<sup>11</sup> Tanti Sukmahidayanti, "The Utilization Of Instructional Media in Teaching English To Young Learners," *Journal of English and Education*, 3, no 2 (2015): 90

teaching vocabulary.

Picture card include visual media; the message conveyed is poured in visual communication symbols and specifically, the image serves to attract attention, clarify the presentation of ideas, illustrate or decorate facts.<sup>12</sup> Based on that statement picture card media is one of the visual media in the form of cards that are used to make students active, interested, not bored, and actively involved in class in the process of teaching and learning English. So the benefit of using picture card in teaching vocabulary is students are not bored and monotonous in learning vocabulary from the textbook with memorization. Picture card also can make students easier to memorize vocabulary, compose sentences, describe something, tell stories and play. It makes it easier for students to acquire and remember new vocabulary.

Based on the researcher's observations and interview with English teachers at MTsN 8 Jember, many students still do not understand learning English. The reason is a lack of vocabulary, so that students find it difficult to understand the meaning and articulate words correctly. Meanwhile, students are required to understand the context of the text. Another reason is that students are afraid of making mistakes, afraid their friends would laugh or make a joke about their inability. This is supported by the fact when the researcher conducted interviews with the English teacher which showed that there were four classes in the eighth grade, and the students who had a lowest

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<sup>12</sup> Dewi Juni Artha and Nabila Yasmin, "The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media," *Jurnal Riset Ilmu Pendidikan*, 2, no.3 (2022): 199

achievement in English learning were those in class VIII A. The total number of students in class VIII A were 20 students. The students who passed the target score of KKM were still 35% while the minimal mastery level criterion (KKM) at MTsN 8 Jember that must be attained is 75 (seventy-five).<sup>13</sup> Thus, the English teacher has an appropriate way to make students more active in the class by using picture card as media in teaching vocabulary. The researcher chose eighth grade as the object of this research based on the consideration that eighth grade students are in an intermediate position, which is a stable level of adaptation. And also, because eighth students are still in the adjustment stage, a transitional period to the learning process, especially learning English. The researcher is interested in taking this school as the research site because this school is located in a village that is far from urban areas. Despite that in fact, they could compete with other establishments by participating in many language competitions. So, a picture card designed to help students in comprehend vocabulary learning becomes fun and active.

Based on the explanation above, the researcher is inspired to conduct qualitative research, because the researcher wants to know and describe how is the implementation of picture card in teaching student vocabulary at MTsN 8 Jember. The researcher believes that implementation picture card will give contribution in teaching learning English especially teaching vocabulary. Because of that the researcher decided to choose the research title **“The Implementation of Picture Card Media In Teaching Vocabulary at 8<sup>th</sup>**

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<sup>13</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2022

## **Grade of MTS Negeri 8 Jember Academic Year 2022/2023.”**

### **B. Research Focus**

Based on the background of the research that has been discussed before, the problems of the research are formulated as follows:

1. How is the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTSN 8 Jember?
2. How is the evaluation of teaching vocabulary through Picture card media at 8<sup>th</sup> Grade of MTSN 8 Jember?

### **C. Research Objective**

Based on the formulation of the research, the objective of the research is to describe out:

1. To describe the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> Grade of MTSN 8 Jember
2. To describe the evaluation of teaching vocabulary through Picture card media at 8<sup>th</sup> Grade of MTSN 8 Jember

### **D. Research Scope**

The scope of this research is focused on investigating the implementation of picture card media in vocabulary teaching at MTs Negeri 8 Jember. Based on the title, this research attempts to describe the implementation of picture card media in vocabulary teaching. So, the scope of this research is picture card media to support vocabulary learning and the research subject is class VIII (A) MTs Negeri 8 Jember in the academic year 2022/2023.

## **E. Research Significance**

The result of this research is fully expected to give some theoretical and practical knowledge for the following parties:

### **1. Theoretical Benefit**

The result of this research is expected to provide benefits for all parties and provide theoretical contributions to facilitate English vocabulary learning. The theories give the general knowledge of how to deal with the teaching and learning process, especially in teaching English vocabulary through picture card.

### **2. Practical Benefit**

#### **a. English Teacher**

The finding of this research is expected to help the English teacher in teaching vocabulary in the classroom especially in MTs Negeri 8 Jember by using picture card.

#### **b. The Researcher**

By doing the research, the researcher hoped that this research would be beneficial to develop the researcher's knowledge and get new experience in this research about implementation of picture card in teaching vocabulary.

#### **c. The Readers**

This research is expected to provide knowledge about teaching and learning vocabulary. The result of the research was useful for readers.

The finding of this research might be used as a reference to understand more about teaching English vocabulary through picture card.

## **F. Definition of Key Term**

### **1. Teaching Vocabulary**

Teaching vocabulary is part of a teacher's job is to incorporate deliberate vocabulary teaching into classes to help students develop the breadth and depth of vocabulary knowledge required so that they can use it effectively both receptively and productively.<sup>14</sup> Teaching vocabulary in this research is how the teacher can help students learn and understand knowledge by providing direction and guidance to make them know about something new. In teaching vocabulary, the teacher should review the lesson plans and ensure adequate focus and time is devoted to vocabulary teaching, student learning, review, and practice.

### **2. Picture Card Media**

Picture cards is a one of media in teaching and learning process while make students interested and actively involved in learning. In using picture card, students can stimulate their imagination to develop their ideas and they can learn and find new vocabulary.<sup>15</sup> The picture cards that are applied are cards made by the teacher in accordance with English lessons, namely the simple present tense which makes sentences related to daily habits according to the pictures. So that with picture cards students can describe and make sentences related to the pictures obtained.

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<sup>14</sup> Clouston, 17

<sup>15</sup> Hamera and Rohimajaya, 171

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

Previous research presents a field study of the differences and similarities with the previous researches.

The first previous research was from Abd. Azis Tata Pangarsa entitled “Implementation of Media Picture Cards and Crossword Puzzle In Learning Civics Education To Improve Study Motivation In Class VI MI Miftahul Abror” proved that research, the implementation of the picture cards media in the development of motivation to learn the students has been successful, so that they can develop their talents, potential and achievements. The similarity of this research with previous research above is the research used picture card as media in teaching and learning process. However, the differences between previous research and this research are they research focus on elementary school level while this research focus on junior high school. The previous research used picture card to improve study motivation, and in this research used picture card to teach vocabulary. And also, the previous research used R & D as the research design and this research, the researcher uses qualitative as the research design.

The second previous research was from Yuyun Tri Rahayu, Sri Martini Meilani, and Hapidin, entitled “The Effectiveness of Mathematics Learning Outcomes Through Smart Pocket Card Media (Picture Card and Number Card) IN The ABA 15 Kindergarten” proved that the learning media of smart

poCKET cards (picture cards and number cards) can significantly improve the learning outcomes of early childhood mathematics. The similarity between previous research with this research is used picture card in teaching and learning process. However the differences between previous research and this research are they research focus on kindergarten level while this research focus on junior high school. Also, the previous research used picture card to streamline mathematics learning outcomes, and in this research used picture card to teaching vocabulary. And also, the previous research used mix of methods with research and development methods as the research design and this research, the researcher used qualitative as the research design.

The third previous research was from Rizki Ambarwati and Nur Hayati entitled “The Use of Picture Cards as Teaching Media to Improve Speaking Ability of Eleventh Graders: A Classroom Action Research” proved that teaching use of picture cards has progressively improved the student speaking ability at eleventh grade of SMA Negeri 4 Malang. The similarity of this research with previous research above is the researcher used picture card. However, the differences between previous research and this research are she used Classroom Action Research as the research design and this research, the researcher uses qualitative as the research design. Also, the previous research used picture card to improve students speaking ability while this research used picture card to teaching vocabulary. And also, the previous research focused on senior high school level and this research focused on junior high school level.



The fourth previous research was from Like Raskova Octaberlina and Ida Fitri Anggarini entitled “Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand” proved that teaching vocabulary through picture card increase and enrich student vocabulary and knowledge, the implication of Pictures Cards can motivate students to understand the text. Therefore, they can understand many texts in vocabulary tests. The similarity of this research with previous research above is the researcher used picture card. Also, the research design which used is qualitative research design. And the previous research with this research used picture card to teaching vocabulary. However, the differences between previous research and this research are they research focused on elementary school level while this research focus on junior high school.

The fifth previous research was from Dewi Juni Artha and Nabila Yasmin entitled “The Implementation of Presentation Practice Production (PPP) Technique to Improve Students’ Speaking Skill by Using Picture Card as a Media” proved that implementation of PPP Technique By using picture card as media can improved students speaking skill and became well. The differences between previous research with this research are they in the research, Dewi Juni Artha and Nabila used Classroom Action Research as the research design and this research used qualitative research design. Also, the previous research used picture card as media to improve speaking ability while this research used picture card to teaching vocabulary. And also, the previous research focused on senior high school level and this research focused on

junior high school level. However, the similarity of this research with previous research above is the researcher used picture card as media.

**Tabel 2.1**  
**The Similarities and the Differences Between the Previous Research with the Research Conducted by the Researcher**

No	Author, Research Year, Title	Similarities	Differences
1	Abd. Azis Tata Pangarsa in 2019 "Implementation Of Media Picture Cards And Crossword Puzzle In Learning Civics Education To Improve Study Motivation In Class VI MI Miftahul Abror"	Both research used picture card as media in teaching and learning process	The differences are Abd. Azis used R&D as the research design while in this research used qualitative as the research design. Furthermore the previous research focus on elementary school level while this research focus on junior high school. Also, the previous research used picture card to improve study motivation, and in this research used picture card to teach vocabulary
2	Yuyun Tri Rahayu in 2019 "The Effectiveness Of Mathematics Learning Outcomes Through Smart Pocket Card Media (Picture Card And Number Card) In The ABA 15 Kindergarten"	Both research used picture card as media in teaching and learning process	The differences previous research and this research are they research focus on kindergarten level while this research focus on junior high school. Furthermore the previous research used picture card to streamline mathematic learning outcomes and this research used picture card to teaching vocabulary. Also, the previous research used mix of methods with research and development methods and this research, used qualitative as the research design.

No	Author, Research Year, Title	Similarities	Differences
3	Rizki Ambarwati and Nur Hayati in 2020 “The Use of Picture Cards as Teaching Media to Improve Speaking Ability of Eleventh Graders: A Classroom Action Research.”	Both research used picture card as media in teaching and learning process	The differences are Ambarwati and Hayati used CAR and the researcher used qualitative as the research design. Furthermore, Rizki Ambarwati and Nur Hayati used picture card to improve student’s speaking ability while this research used picture card to teach vocabulary.
4	Like Raskova and Ida Fitri Anggarini in 2020 “Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand”	Both research used picture card as media in teach vocabulary Both researches, used qualitative as research design.	The differences are Raskova and Octaberlina focused on elementary school level while this research focus on junior high school level.
5	Dewi Juni Artha and Nabila Yasmin in 2022 “The Implementation of Presentation Practice Production (PPP) Technique to Improve Students’ Speaking Skill by Using Picture Card as a Media”	Both research used picture card as media in teaching and learning process	The differences are Dewi and Nabila used CAR and this research the researcher used qualitative as the research design. Furthermore, Dewi and Nabila used picture card to improve student’s speaking ability while this research used picture card to teaching vocabulary. Also, In the previous research focused on senior high scholl and this research focused on junior high school

## B. Theoretical Framework

In conducting a research, theories are needed to explain some concept and term applied in the research concerned. The researcher presented some theories related to the study in order to focus on the scope of research. The theoretical elaboration on the concepts and terms used had been presented in the following part.

### 1. Teaching Vocabulary

#### a. Definition of Teaching Vocabulary

According to Clouston teaching vocabulary is when teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.<sup>16</sup> Based on that statement teaching vocabulary was essential to increase student's English skills and vocabulary teaching needs to be done because it is process for students that requires additional vocabulary and knowledge. According to Rohimajaya and Hamera teaching vocabulary is a process to make the student know the new information, and they can practice it in daily life.<sup>17</sup> For example, today, they know about new part of body vocabulary. They will practice that vocabulary in their daily life, repeat and remember it until they master the vocabulary, or understand a text. All those arguments can be proposed to define teaching and teaching vocabulary. So, in teaching

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<sup>16</sup> Clouston, 3

<sup>17</sup> Hamera and Rohimajaya, 168

vocabulary, the teachers must take an appropriate teaching material based on the students' need, curriculum, and the level of students itself. Especially in teaching vocabulary, there are many words classes used in language learning. The teachers have to be selected to choose the kinds of vocabulary when they will teach their students.

b. The Goals in Teaching Vocabulary

According to Clouston there are several goals in teaching vocabulary as follows:<sup>18</sup>

- 1) Vocabulary teaching helps students understand and communicate with others in English.
- 2) Vocabulary teaching also helps students master English for their purposes.
- 3) Vocabulary teaching would aim to increase students' knowledge of the meanings of specific words
- 4) Vocabulary teaching is developing an ability to use context to determine meanings of unknown words
- 5) Element in learning to deal with vocabulary is the learning how to find out the meanings of a word.

c. Media in Teaching Vocabulary

Media in teaching vocabulary which is used as the helper in learning English can be classified into three big categories: visual media, audio media, and audio-visual media. These categories are

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<sup>18</sup> Clouston, 2-15

described as follows:<sup>19</sup>

### 1) Visual Media

According to Abimbade and Salawu visual media is teaching media that mostly appeal to the sense of seeing only. Visual media plays an important role in the learning process which can facilitate student memory. Visuals can also foster student interest which provides a relationship between material and the real world. There are several kinds of visual media such as pictures, blackboards, ppt, flashcard, and real things.

### 2) Audio Media

According to Abimbade and Salawu Audio media is used to dictate, vocabulary practice and listening section to give some information. Audio media can be used for vocabulary practice, dictation, direct, and instruction. There are several kinds of audio media such as radio, tape recorder, and laboratory language.

### 3) Audio Visual Media

Abimbade and Salawu state that audiovisual media are media which provide the learners with opportunities of seeing and hearing at the same time. Audio visual aids may create student interest in teaching learning process. The kinds of Audio-visual media are film, television, and digital video.

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<sup>19</sup> Abimbade and Salawu, *Preparation, Utilization, and Intergration of Educational Media in the Curriculum* (Nigeria: National Open University of Nigeria, 2013), 18-21

#### d. Method in Teaching Vocabulary

According to Munir, he also states that there are general categories of methods in teaching English vocabulary are as follows:<sup>20</sup>

##### 1) Presentation

In the presentation method, a source tells, dramatizes, or otherwise discarnate information to learners. It is a one-way communication controlled by the source, with no immediate response.

##### 2) Demonstration

In this method of instruction, learners view a real or life-like. Demonstrations may be recorded and played back utilizing media such as video, cards, or poster

##### 3) Discussion

As a method, discussion involves the exchange of ideas and opinions among students or students and teachers. It can be used in small or large groups.

##### 4) Drill and practice

In drill and practice, learners are led through a series of practice exercises designed to increase fluency in a new skill or to refresh an existing one. To be effective, the drill and practice exercises should include feedback to reinforce correct responses and to remediate errors learners might make along the way.

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<sup>20</sup> Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1, no 1 (2016): 13–37.

#### e. Evaluation of Teaching Vocabulary

Evaluation is one of the important components and stages that must be taken by the teacher to determine the effectiveness of learning. The results obtained can be used as feedback (feed-back) for teachers in improving and perfecting learning programs and activities.<sup>21</sup> Evaluation of vocabulary teaching, namely how the teacher knows how far the process of a student vocabulary learning activity has been achieved, how the achievement differs from a certain standard to find out whether there is a difference between the two, namely the development of students' vocabulary mastery, and how the benefits have been carried out in teaching vocabulary through the media the picture card when compared with the expectations to be obtained.

##### 1) The kinds of evaluation

There are two kinds of evaluation, namely formative evaluation and summative evaluation. But in this research the researcher will explain more about formative evaluation because formative evaluation is the main subject used in this research and also the teacher evaluates the students after the learning process of each discussion of a topic.

##### a) Formative evaluation

Formative evaluation is one such test given to students after they finish one or two learning units.

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<sup>21</sup>Zainal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT Rosdakarya, 2017), 6



b) Summative evaluation

Summative evaluation is a type of assessment its orientation is the collection of information about learning carried out over a period of time particular or at the end of a unit of study.<sup>22</sup>

2) Techniques of evaluation

There are two of techniques evaluation, namely test techniques and no test techniques.

a) Test techniques

According to Arifin states that measuring tools in assessing development and progress of student learning, when viewed from its form, Test evaluation techniques can be divided into two types, namely objective form tests and essay form test.<sup>23</sup>

(1) Objective test

The objective tests are used to measure demanding abilities: mental processes that are not so high, such as remembering, knowing, pay attention, as stated by Arifin namely the test objective consists of:

- (a) Objective test in the form of short answer and complete questions (Completion)
- (b) An objective test in the form of true-false questions (True-False, or Yes-No).
- (c) The objective test is in the form of matching questions.

<sup>22</sup> Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015),14-15

<sup>23</sup> Arifin, 153

(d) Objective test in the form of multiple-choice questions  
(Multiple-Choice).

(2) Oral test

Oral tests are tests that require answers from learners in the form of verbally. The students will give the answers in their own words according to the questions or orders given. Oral tests can take the following forms: 1) A teacher assesses a learner. 2) A teacher assesses a group of learners. 3) A group of teachers assess a learner. 4) A group of teachers assess a group of learners.

(3) Performance test

Performance test is a test that requires learner answers in the form of behavior, actions, or deeds. Furthermore, performance test is a form of test where learners are asked to perform specific activities under the supervision of an examiner, who will observe their performance and make decisions about the quality of learning outcomes demonstrated. The students act in accordance with what is instructed and asked.

b) Non-test techniques

Non-test techniques are tools measure to determine student learning outcomes that cannot be measured by tools measure test. According to arifin as for the various non-test technical

instruments which can be used include:<sup>24</sup>

#### (1) Observation

Observation is one of the evaluation tools for non-test types that are carried out by way of observation and recording in a systematic, logical, objective and rational about various phenomena, both in actual situations or in artificial situations to achieve certain goals. In the evaluation of learning, observation can be used to assess processes and outcomes student learning, for example the behavior of participants education during study, discuss, work on assignments and etc.

#### (2) Interview

The interview is a form of non-test type evaluation tool conducted through conversation and question and answer, either directly or indirectly with students. Direct interview is interviews conducted directly between the teachers with students without through intermediaries. While the indirect interview means the interviewer or the teacher asks something to students through an intermediary person other or media. So, don't go directly to the source.

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<sup>24</sup> Arifin, 182-189

### (3) Attitude scale

Attitude is a behavioral tendency to do something in certain ways, methods, techniques and patterns to the world around them, whether in the form of people or in the form of certain objects. In measuring attitudes, there are three components of attitude that must be considered, namely:

- (a) Cognition, which is related to students' knowledge about object
- (b) Affection, namely with regard to the feelings of students towards objects
- (c) conation, which is related to the behavioral tendencies of students against objects

### 3) Vocabulary Assessment

Vocabulary assessment seems straightforward because word list is readily available to provide a basis for selecting a set of words to be tested. According to John Read, there is a range of well-known item types that are convenient to use for vocabulary testing.<sup>25</sup> Based on the kinds of the vocabulary assessment, there will be the description of some of those tasks that may be appropriate to implement in this research as follows:

- a) Multiple-choice task, the multiple-choice can be used to test the knowledge of vocabulary or grammar. For the beginners, the

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<sup>25</sup> John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), 2

activities can be in the form of choosing the best answer of the four of five possible answers, circling the answer, determining the true or false, choosing the letter, and matching.

- b) Completion task, the completion can be used for student vocabulary tests by presenting complete sentences but there are missing words so students can fill in the correct words according to the sentence.
- c) Translation task, can be used for assessing student vocabulary by asking students to translate a text, or also by providing an underlined word equivalent.
- d) Matching task, the activity can be in the form of matching some words that have similar definition so that each word can be matched with one other word. The activity can also be done by putting the suitable word into the blank sentence so this activity will suppose the students to firstly understand the sentence.

## 2. Picture Card Media

### a. Definition of Picture Card

According to Cross, picture card is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.<sup>26</sup> It means that picture card is one of media which can help the teacher to teaching English easily. Picture card in teaching

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<sup>26</sup> David Cross, *A Practical Handbook of Language Teaching* (London: Cassel Press, 1991), 119.

vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Picture card are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English. According to Haycraft, picture card can be used for consolidating vocabulary, practicing structure and words order or a variety of games.<sup>27</sup> The use of picture card is related to the characteristics of students in junior high school level as students who commonly feel interested in something with attractive shapes and color.

According to Haycraft Picture card are useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example, to illustrate the characters in a dialogue, to help students improvise. Picture card can be used as useful for identifying verbs on action.<sup>28</sup> Pictures have an important role in teaching vocabulary knowledge because pictures are an authentic representation between the vocabulary and the object.<sup>29</sup> So, from the explanation above can be concluded that picture card is a media that makes students to learn actively and the aim is to make students not boring while teaching learning. Picture card have a great power in motivating and stimulating

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<sup>27</sup> Jhon Haycraft, *An Introduction to English Language Teaching* (England: Longman Press, 1978), 102.

<sup>28</sup> Haycraft, 105

<sup>29</sup> MS Bhatti et al, "Investigating the Effectiveness of Visual Materials for Teaching Vocabulary at Primary Level," *IJASOS- International E-Journal of Advances in Social Sciences*, 3, no 7. (2017)

the students. Meanwhile, picture card is easy media to help students and teacher in learning process, especially to teach the students vocabulary.

b. The Procedures of Picture Card

According to Azis there are several steps that can be taken by the teacher in learning that used the media picture cards, namely:

- 1) The teacher prepares picture cards according to the topic or subject matter.
- 2) The teacher presents the material as an introduction and shows the picture cards
- 3) The teacher divides the students into four groups, then each group gets 10 picture cards
- 4) The teacher asks the students to look at the accuracy of the picture cards.
- 5) Together the students discuss each picture they receive with their respective groups and each group makes several sentences based on the picture cards
- 6) Writes the results of discussion on the whiteboard
- 7) After that, every group describes their picture by speaking in front of the class

8) The teacher and students correct the results of group work and teacher helps to increase the students' vocabulary.<sup>30</sup>

c. The Procedure of Implementing Picture card media in teaching vocabulary

Teachers must manage learning when using media; learning management is the application of learning principles to learning activities. There are several steps of implementing picture card media in teaching vocabulary.

1) Pre activity

Pre activity are defined as teacher actions to create a mentally prepared atmosphere and direct students' attention to focus on what will be learned. Such as greeting, praying, checking attendance, giving motivation, brainstorming, and conveying learning objectives.

2) Core Activity

Core activity is how the teacher applies teaching vocabulary by using picture card media with several stages such as the teacher divides the students into groups and each group gets 3-4 cards. Then in groups students discuss to make sentences based on picture cards.

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<sup>30</sup> Abd Azis Tatapangarsa, "Implementation Of Media Picture Cards And Crossword Puzzle In Learning Civics Education To Improve Study Motivation In Class VI MI Miftahul Abror," Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy, 4. (2019)



### 3) Closing Activity

Closing activity are activities where the teacher provides conclusions at the end of the lesson, as well as provides several questions about the material that has been explained in accordance with what has been discussed with the group.

#### d. Advantages and Disadvantages of Picture Card

According to Hamera and Rohimajaya say the advantages of picture card:<sup>31</sup>

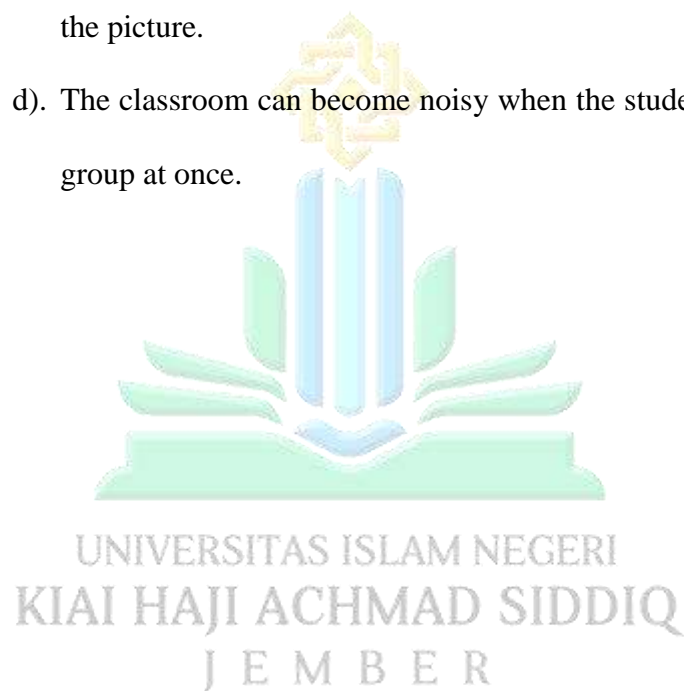
- 1) Picture card can be used for consolidating vocabulary
- 2) Picture card are motivating, eye-catching, can be fun, colorful, and creative way to add memorization and retention of vocabulary words
- 3) Picture card are effective that can be used for any level students
- 4) Picture card are cost effective/inexpensive and can be taken almost everywhere and studied when are has free moment
- 5) Picture card can be arranged to create logical grouping of the target words
- 6) Picture card a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.
- 7) Picture card also can be used for practicing structure and word order or for a variety of games.

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<sup>31</sup> Hamera and Rohimajaya, 175

According to Vernon, Gerlach, and Donald cited by Novianda say the disadvantages of picture card: <sup>32</sup>

- a). Students pay attention on the picture more than on learned material.
- b). It takes time and costs much to provide attractive picture.
- c). Small and unclear pictures may cause problem in the teaching learning process since the students may misunderstand about the picture.
- d). The classroom can become noisy when the students all work in group at once.



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<sup>32</sup> Reza Novianda, "Teaching Speaking By Using Picture Strip Stories," English Education Journal-EEJ 8, no 3 (2017): 393

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Design

The research approach is a research plan and procedure that includes steps from broad assumptions to detailed methods of data collection, analysis, and interpretation.<sup>33</sup>

The approach that will be used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subject such as behavior, perception, motivation, action, etc. Holistically, and utilizing descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.<sup>34</sup>

While the type of research that will be used is descriptive research because, in this research the researcher described the condition and situation with words and language. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.<sup>35</sup> Based on the statement, this study emphasizes more on meaning, description, circumstances and processes rather than the result of an activity.

Descriptive qualitative research method attempted to describe the

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<sup>33</sup> John W. Creswell, *Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*, (Yogyakarta: Pustaka Pelajar, 2016), 3

<sup>34</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Rosdakarya, 2018), 6.

<sup>35</sup> Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23.

implementation of picture card media in teaching vocabulary in MTs Negeri 8 Jember during the learning process.

## **B. Research Location**

This research was conducted at MTs N 8 Jember which is located at JL. Raya Pringgowirawan Sumberbaru Jember. The researcher chose MTs N 8 Jember as the place of the research because the English teacher there has ever applied the picture card in process of teaching and learning vocabulary. So, it was possible to know the student vocabulary ability at junior high school level.

## **C. Research Subject**

Research subjects are informants who will be used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed. In this research, the researcher used a purposive technique to choose the students as the source of data.<sup>36</sup> It means that the researcher purposefully determined the research sample with certain considerations which the aimed is making the data obtained more representative.

There are two sources that will be used in this research, those are:

### **1. Primary data**

Primary data is the data obtained directly from first sources of interviews between researcher and informant.

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<sup>36</sup> Sugiyono, *“Metodologi Penelitian Kuantitatif, Kualitatif dan R&D”* (Bandung:CV Alfabeta, 2018), 216.

- 1) The English teacher of MTs Negeri 8 Jember
- 2) 8<sup>th</sup> grade students of MTs Negeri 8 Jember

## 2. Secondary data

Secondary data are supporting and complement of primary data obtained in the form of observations, interviews, and documentation.

### **D. Data Collection Technique**

In collecting the data, the researcher used some techniques adjust to the type of research approach which used, because in this study is a qualitative approach, then the technique data collection commonly used are as follows:

#### 1. Observation

According to John W Creswell observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>37</sup> It was conducted to get information about the implementation of picture card media in teaching vocabulary. Besides, John W Creswell states that the kinds of observations are divided into participant and non-participant observation.<sup>38</sup>

In this research, the researcher used non participant observation to observe the eighth grade of MTs Negeri 8 Jember where the researcher observes the person/ object being studied while the researcher is involved in an activity being observed but only observed what the teacher and student class without teaching or being student there.

The data that researcher want to obtain with this observation technique

<sup>37</sup> John creswell, Educational Research, (USA: Pearson Education, 2012), 213

<sup>38</sup> Creswell, 215

are:

- a. The implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTs Negeri 8 Jember
- b. The evaluation of teaching vocabulary through picture card media at 8<sup>th</sup> grade of MTs Negeri 8 Jember

## 2. Interview

Interview is when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis.<sup>39</sup> In this activity the researcher gave several questions to the informant related to the title of researcher.

According to Sugiono there are kinds of interview as follows:

- a. Structured interview, used as a data collection technique, if the researcher or data collector already knows for sure what information will be obtained.
- b. Semi-structured interview, namely this interview is included in the category of in-depth interviews, where the implementation is freer when compared to structured interviews.
- c. Unstructured interview, is an interview that is free where the researcher did not use a structured interview guide systematically and

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<sup>39</sup> Creswell, 217

completely for data collection. The interview guide used was only outlines problem to be asked.<sup>40</sup>

From the three kinds of interviews, the researchers used type of semi structured interview. Because the purpose of this interview is to find problems more openly and parties those invited to the interview expressed their opinion. In conducting interview, the researcher will listen, record and write what was stated by the informant. This interview also conducted to English teacher and some students at eighth grade of MTs Negeri 8 Jember.

The data that researcher want to obtain with this interview technique are:

- 1) The implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTs Negeri 8 Jember
- 2) The evaluation of teaching vocabulary through picture card media at 8<sup>th</sup> grade of MTs Negeri 8 Jember
3. Documentation

Documentation is a method in collecting data and get information through the search and discovery of evidence. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in

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<sup>40</sup> Sugiyono, 231

qualitative studies.<sup>41</sup> Documentation in this research is important to gain the data needed in this research. Besides, the documentation helped the researcher to attach evidence supporting the research. The data that researcher want to obtain were:

- a. Profile and History of MTs Negeri 8 Jember
- b. Data of 8<sup>th</sup> grade students of MTs Negeri 8 Jember
- c. Documentation that related to the research
- d. Implementation of picture card in teaching vocabulary at 8<sup>th</sup> grade of MTs Negeri 8 Jember
- e. Evaluation of teaching vocabulary at 8<sup>th</sup> grade of MTs Negeri 8 Jember

#### **E. Data Analysis**

After collecting the data, the researcher analyzed the data. To analyze the data, the researcher used descriptive qualitative to analyze data. Miles, Huberman, and Saldana state that there are four activities to analyze data in descriptive qualitative research, those activities are:<sup>42</sup>

##### **1. Data Collection**

Data collection from the methods used are observation, interviews and documentation. All of these types of data have one key aspect in general, the analysis of which depends mainly on the integrative and interpretative skills of the researcher. Interpretation is necessary because the data collected is rarely numerical, the data is rich in detail and lengthy.

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<sup>41</sup> Creswell, 223

<sup>42</sup> Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook*, (London: Sage, 2014), 10.



## 2. Data Condensation

Miles and Huberman state that, condensation is process of selecting, focusing, simplifying, abstracting, action data from field notes, interviews, transcripts, and various documents. Based on the concept of data condensation, data screening in this study was selected by identify picture card used, the difficulties in learning vocabulary, and the solutions that were used to solve the difficulties in vocabulary. By using data condensation data will be become more steady/stronger. In this study the researchers did several stages namely:

- a. Selecting: In this process the researcher selects the data needed by the researcher is from MTs N 8 Jember and the results of the interviews.
- b. Focusing and Simplifying: In this stage the researcher reduced the resulting data interview.
- c. Abstracting and Transforming: In this stage the researcher conducted a presentation of data analysis to find out the consistency based on data facts and results interviews.<sup>43</sup>

## 3. Data Display

Data display means the process to simply the data in the form of sentence, description, or table. According to Miles, Huberman, and Saldana stated that “The most frequent from of display for qualitative data in the past has been extended text.”<sup>44</sup> Its mean that data display reduced in

<sup>43</sup> Matthew B. Miles dan A. Michael Huberman, *Analisis Data Kualitatif* : Buku Sumber tentang Model-model Baru, terj. Tjeczep Rohidi (Jakarta: UI-Press, 2014), 15.

<sup>44</sup> Miles and Huberman, 18

the form of patterns. it was useful to help the researcher understand data and establish relationships between phenomena interpret what happened and what needed to follow up to figure it out purpose of research. In displaying data, the researchers described the data have been reduced to the form of a sentence.

#### 4. Conclusion Drawing

The last steps in qualitative data analysis are conclusion drawing. Conclusions drawing at the initial stage are stated is still temporary and will be changed if not found strong evidence against subsequent data collection. But if the conclusions drawing put forward at the initial stage are supported by valid and consistent evidence when the researcher returns roominess to collect data, then the conclusion that is a credible conclusion.<sup>45</sup> The conclusions in this study are based on the data that has been obtained in the field, namely data obtained from MTs Negeri 8 Jember. The researcher got the result and conclusion of the research by identifying and comparing the result of observation data, interview data and document review of the data.

#### **F. Data Validity**

The research could be trusted if the researcher can establish that the findings of the research was validity. The validity of the data which use by researcher in this study is source triangulation and technical triangulation among several informants chosen by the researcher, field situation, and

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<sup>45</sup> Sugiono, 217

documentation data. This section is an illustration of the effort to be carried out by researchers to obtain data validity in the field. According to Sugiono, triangulation is interpreted as a data collection technique that is combining various existing data collection techniques and data sources.<sup>46</sup>

In this study, the validity of the data to be used are as follows:

#### 1. Source of Triangulation

Source triangulation is a data validity testing technique obtained from several sources with the same method using the interview method. Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.

#### 2. Technique of Triangulation

Technique triangulation is a test of the validity of the data with using different methods. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques. For example, data obtained from interviews tested for validity using the method observation or documentation.

### G. Research Procedures

This section outlines the research implementation plan that will be carried out by the researcher, starting from preliminary research, design development, actual research, and to writing reports.<sup>47</sup> The stages in the research are as follows:

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<sup>46</sup> Sugiono, 241

<sup>47</sup> Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 48.

## 1. Pre-field stage

The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

### a. Develop research designs

In compiling this plan, the researcher determines: the title of the research, the reason for the research, the focus of the research, the purpose of the research, the benefit of the research, the subject of the research, and the method to be used.

### b. Choosing research fields

Before conducting research, the researcher must choose first the research field. The chosen research field is MTs Negeri 8 Jember.

### c. Permit processing

Before conducting research, the researcher need permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application that submitted to MTs Negeri 8 Jember.

### d. Asses the state of the field

After being given permission, the researcher began to explore and asses the field to better know the background of the research object and all the circumstances to be studied, with the aim of making it easier for researcher to dig up data.

e. Prepare research equipment

After all is done, the researcher prepares the equipment needed in the study before plunging into the field, include preparing the list of questions for interviews, making observation sheets, notebooks, papers, and so on.

2. Stage of field work

After all preparations are considered mature, the next step is to carry out research. Activities that will be carried out in this stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

Processing data from the result of data collection intended to facilitate data analysis.

c. Data analysis

After all the data is collected, analyze the whole data with qualitative analysis techniques by presenting an overview of what has been obtained during data collection. The result of the analysis described in the data exposure and research findings.

3. Reporting stage

The reporting stage is preparation of research results in the form of a thesis in accordance with the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember.

## H. Systematics of Discussion

The result of this research will be divided into five chapters. Here will be explained what every chapter consist of:

Chapter I is introduction. It consists of research title, research background, research focus, research objective, research significant, and definition of the key terms.

Chapter II is review of related literature. It consists of previous research and theoretical framework.

Chapter III is the research methodology. It consists of Approach and type research, place of the research, subject of the research, data collection method, data analysis, data validity, research procedures, and structure of thesis.

Chapter IV is description of research object, research findings and discussion.

Chapter V is conclusions and suggestion.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents research finding and discussion. It was intended to answer the research problem that contained in the first chapter. The research problem is (1) How is the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTSN 8 Jember academic year 2022 / 2023 (2) How is the evaluation of teaching vocabulary through Picture card media at 8<sup>th</sup> Grade of MTSN 8 Jember academic year 2022 / 2023.

Findings are data obtained from the field, while the discussion is the process of making decisions or conclusions about the topic of this research, namely picture card media. The findings and discussion are described as follows:

#### **A. Overview of The Research Object**

##### **1. History of MTSN 8 Jember**

Madrasah Tsanawiyah Negeri Sumberbaru, with the new name of MTs Negeri 8 Jember, was born from a long journey of school history in Sumberbaru. The long journey of pioneering the establishment of Madrasah Tsanawiyah Negeri 8 Jember began in 1982. A historical journey that should be remembered by everyone, especially the people of Sumberbaru and the extended family of the Ministry of Religious Affairs in general. MTsNegeri 8 Jember was first established on the initiative and the intense struggle of the leaders and the elders in the village of Pringgowirawan subdistrict Sumberbaru. This initiative and initiative in 1982, an Islamic educational institution at the junior high school / junior

high school level was established in Sumberbaru. This educational institution was initially named MTs Baitul Arqom by the ratification of the Ministry of Religious Affairs of the Republic of Indonesia on the madrasah charter number: L.m/3/662/8/1983 dated September 20, 1983. After going through the twists and turns of a long journey, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia NO 107 in 1997, the private MTs Baitul Arqom was changed to Madrasah Tsanawiyah Negeri Sumberbaru Jember by the charter of the establishment of a state madrasah from the office of the ministry of religion Jember district number: Kd.13.09/4/MTs/8/2010 dated July 1 2010, based on the decree of the minister of religion of the Republic of Indonesia number: 673 of 2016 dated November 17, 2016, the name change of MTsN Sumberbaru to MTSN 8 Jember until now. In line with the development and growth of MTs Negeri 8 Jember which continues to advance, assistance from the government also continues to flow, the construction of classrooms, laboratory rooms, language laboratory rooms, computer rooms and additional land / land which is now a sports field. With the capital of sincerity and struggle because of Allah SWT, the pioneers carried out continuous development in all fields, both in the field of infrastructure, the field of personnel, the curricular field, and other fields.<sup>48</sup>

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<sup>48</sup> MTsN 8 Jember, "Sejarah MTsN 8 Jember," t.t.



**Tabel 4.1**  
**The Pioneer Journey of MTs Negeri 8 Jember**

NO	YEAR	LOCATION	OWNED
1	1982 -1997	South of the mosque of Baiturrohman Pringgowirawan-Sumberbaru	-
2	1997 – Sekarang	Jl. Raya Pringgowirawan gang MTsN 8 Jember	-

## 2. Profile of MTSN 8 Jember

- a. School Name : Madrasah Tsanawiyah Negeri 8 Jember
- b. NSM : 121135090008
- c. NPSN : 20581579
- d. Website : mtsnegeri8jember.sch.id
- e. Address : Jl. Pringgowirawan Sumberbaru Jember
- f. Sub -District : Sumberbaru
- g. District : Jember
- h. Phone Number : 0334 – 3251830
- i. School Status : Negeri
- j. Accreditation : B
- k. Land Area : 12.794 M<sup>2</sup>
- l. Building Area : 1.513 M<sup>2</sup>
- m. Year of Establishment : 1982
- n. Year of Natonality : 1998

### 3. Vision, Mission, and Goal of MTSN 8 Jember

#### a. School Vision of MTSN 8 Jember

The vision of MTsN 8 Jember is "The realization of Madrasah that are \_A3C (Able, Clever, Careful and Scrupulous)."

#### Vision Indicators:

##### 1) Able

- a. Enter the madrasah shaking hands with the teachers.
- b. Say greetings when passing by Mr./Mrs. Teachers.
- c. Stopping activities when the teacher passes by.
- d. Speaking in good and correct Indonesian language to Mr./Mrs. Teacher.

##### 2) Clever

- a. District and provincial champions in academic and non-academic.
- b. Memorization of at least Juz ammah for all students.

##### 3) Careful

- a. Make a habit of keeping the madrasah clean and tidy.

##### 4) Scrupulous

- a. Cultivating togetherness and cooperation.
- b. Being serious in carrying out our duties as madrasah family.

#### b. School Mission of MTSN 8 Jember

- 1) Carry out guidance, understanding and knowledge of religious knowledge and provide moral examples in daily behavior.

- 2) Creating a comfortable and pleasant learning atmosphere and developing abilities and talents to excel and become the foremost and best in science, religion and technology.
- 3) Encourage and motivate to be careful and thorough in all fields.
- 4) Foster self-confidence and motivate to be agile, fast and serious in facing the challenges of the times.

**c. Goal of MTSN 8 Jember**

The goals of Madrasah Tsanawiyah Negeri 8 Jember, Sumberbaru District, Jember Regency are as follows:

- 1) **General objective:** Preparing MTs Negeri 8 Jember to become a great and dignified Madrasah by forming students who excel in science, technology based on IMTAQ and have noble character.
- 2) **Specific objectives:**
  - a) Increase the discipline or obedience of Madrasah residents to the rules that exist in MTs Negeri 8 Jember.
  - b) Form citizens of MTs Negeri 8 Jember who have a polite attitude and noble character.
  - c) Producing graduates who from year to year are increasing their achievements, both in academic and non-academic fields.

## B. Research Findings

### 1. The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember Academic Year 2022 / 2023

The researcher collected data by using interviews, observation, and document review techniques. Based on the result of the interviews, observation, and document review, the data obtained about. The implementation of picture card media in teaching vocabulary at eighth grade of MTsN 8 Jember has several explanations, namely as follows:

#### a. The Goal of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

Teaching vocabulary by using picture card media is one of interesting way to do. In teaching vocabulary, the teacher was planned the goals before begins the learning process. Based on the interview that the researcher conducted with Mrs Husnul as the English teacher, the goals of teaching vocabulary by using picture card media are follow:

*“The general goal is definitely to make students at the MTs level more interested and have fun in participating in English learning, especially in joining my class. Students at the MTs level like when learning using picture media. Therefore, I use picture card media for vocabulary teaching. Meanwhile, the main purpose is to make it easier for students to remember and understand the vocabulary learned. Picture card media also makes it easier for students to make sentence for simple present tense based on picture cards. Picture card also motivates students to be more active in class so that they give a positive response when learning process.”*<sup>49</sup>

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<sup>49</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

And also, one of the students of VIII A add information, Talida Mumtazah stated that:

*“I like when teachers teach with media because it makes me more understand about the lessons or material delivered, one of the media that Mrs Husnul often uses is picture card media which with picture cards can easily make a sentence and add new vocabulary and also more motivated and active in responding to the learning process for me.”<sup>50</sup>*

Based on the interview above, it can be seen the goal of teaching vocabulary by using picture card media where the students understand and remember vocabulary more easily. They are also more interested and motivated in participating in the learning process. They also find it easier to make and arrange sentences based on the pictures correctly. Students also respond well and more active when the teacher implements picture card media. They feel happy to have fun activities when look at picture cards because they get good motivation and interest in the media.

The statement about the purpose of teaching vocabulary by using picture card media also supported when the researcher conducted observations in the classroom and also in the documents (lesson plans). Based on the lesson plan in point C about learning objectives, students are expected to be able to:

“a) Students are able to apply the structure and linguistic elements of simple present tense b) Students are able to compose simple present tense sentences c) Students are able to capture the meaning of vocabulary in the sentences that are arranged d)

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<sup>50</sup> Talida Mumtazah, Interviewed by writer, Jember 17<sup>th</sup> January 2023

Students are able to remember new vocabulary in sentences.”<sup>51</sup>

Mrs Husnul also added information about the goals implementing picture card media in teaching vocabulary are as follow:

*“When I come to class with a media (anything) the students are always enthusiastic and curious. Anything with pictures including picture cards makes them excited. But sometimes the students, concentration is also broken because they are more focused on the pictures on the card than the material being studied.”*<sup>52</sup>

Based on the interview above the teacher provides good participation but also must pay attention to the portion of pictures used on the picture cards. The portion of the picture used on the picture card with the material to be delivered. There should be a balance between the pictures and the material so that students' concentration is not disturbed. Teachers should avoid using pictures that are too flashy and use picture cards related to daily habits.

**Picture 4.1**

**Explaining the goals of teaching and learning process**



Based on the observations that can be proved by the picture above. Before doing the learning, Mrs. Husnul start the class with greeting and praying together, check the student attendance and

<sup>51</sup> Document Review, Lesson Plan, 10<sup>th</sup> January 2023

<sup>52</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

condition and then gives brainstorming to students about the learning that will be discussed, after that Mrs. Husnul did ice breaking by asking directly about the vocabulary around the students. Mrs. Husnul also explained the learning objectives that will be achieved in simple language so that students can easily understand the meaning that was conveyed. Mrs. Husnul also explained about the process of teaching and learning vocabulary using picture card media clearly and sequentially based on what she had taught in the lesson plan (RPP).<sup>53</sup>

The observation above was strengthened by one of the students of VIII A, Safira Rahma said that:

*“If when learning in class the teacher uses picture card media it makes us happy and doesn't feel boring, we also understand easily when we are told to make sentences based on pictures because we can determine the sentence structure such as (subject, predicate, object then we can also capture the meaning of the sentence easily.”*<sup>54</sup>

From the explanation of the results of interviews, observations, and document review (lesson plans) above, the researcher concludes that the purpose of the implementation of picture card media in teaching vocabulary divided into two generally and specifically are as follows: The general objective refers to the learning media and make students are more interested and feel happy when learning using picture cards they got fun and enjoy the activity when the learning process while the specifically objectives are; first, students find it

<sup>53</sup> Observation at MTsN 8 Jember, 16<sup>th</sup> January 2023

<sup>54</sup> Safira Rahma, Interviewed by writer, Jember 17<sup>th</sup> January 2023

easier to understand and remember the vocabulary learned; second, students are more motivated to be active in the classroom and give good response so that the learning process runs effectively; third, students can make sentences and compose correctly based on picture cards; fourth, students are able to capture the meaning of vocabulary to the sentences that are created and arranged, they become aware of the structure of make a sentence of simple present tense.

**b. The Material of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember**

Learning material is one of the important parts that must be prepared by the teacher. Learning materials to teach vocabulary by using picture card media to VIII grade students of MTsN 8 Jember based on the results of interview conducted by researcher with Mrs. Husnul as an English teacher, it obtained data about the materials of teaching vocabulary using picture card media as follows:

*“The learning material is a knowledge form that is in the student book (LKS) and in accordance with the basic competence and must be taught to students. As for English language learning in teaching vocabulary using picture card media, because the use of picture cards certainly makes students more active in the learning process. And I use it on the material 'Simple Present Tense' with the topic of daily habits because the material is the initial material in the second semester.”<sup>55</sup>*

The researcher thinks that learning materials are not only in student books but also in every learning media that contains material

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<sup>55</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023



that can be used for learning. One of them is picture card media that is applied to simple present tense material with topics or themes that contain pictures about daily habits. It was like in the picture below;

**Picture 4.2**  
**The material used in teaching vocabulary using picture card media**



In addition, one of the students at 8 A, Kirania Nafidatun add some explanation:

*“An actually there are several materials but currently being learned using picture card media is Simple present tense, which with a picture card we are required to make and write several sentences about simple present tense based on the picture cards that are provided. We also determine the verb 1 according to the picture.”<sup>56</sup>*

From the explanation of the interview above, it can be seen that the material in VIII grade of MTs Negeri 8 Jember is simple present tense and is related to the picture cards provided by the teacher which is about daily habits that are practiced. The material is not only taken from the student book but also from another learning media related to the picture above. Teachers choose picture card media as learning media for teaching vocabulary because it helps students in composing sentences for simple present tense and makes students more active

<sup>56</sup> Kirania Nafidatun, Interviewed by writer, Jember 17<sup>th</sup> January 2023

during the learning process.

Furthermore, the material in the eighth grade at MTsN 8 Jember according to Mrs Husnul as the teacher of English explained that:

*“In this simple present tense material there are several points that are taught. The first is basic vocabulary which is about verb 1 or the first verb that is usually use daily habits such as go, eat, drink, sweep, wash etc. The second is simple present tense, where students can make sentences and write in the correct structure. Third, students can make sentences in the form of affirmative, negative, and interrogative.”<sup>57</sup>*

The statement about the material in teaching is strengthened by the document (lesson plan). The contents of the lesson plan at point D regarding learning materials are as follows about teaching materials is as follows:

“1) Basic vocabulary about verb 1 in simple present tense 2) Making sentences about simple present tense 3) Form of sentences in simple present tense”<sup>58</sup>

**Picture 4.3**

**Explaining the Material by Using Picture Card Media**



<sup>57</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

<sup>58</sup> Document Review, Lesson Plan, 10<sup>th</sup> January 2023

Thus, the material was also reinforced when the researcher conducted observation. The researcher paid attention to the material taught by the teacher in the 8th grade. Based on the observation that has been proven by the picture above, the material explained by the teacher is basic vocabulary about form verbs 1, such as go, eat, drink, sweep, wash, etc. Students are also taught how to make simple present tense sentences correctly. They make sentences based on the pictures on the cards provided. After that, they write affirmative sentences in simple present tense correctly; they are also taught to make and write negative and interrogative sentences.<sup>59</sup>

The data of observation above is supported by the results of an interview with one of the VIII A grade student, Talida Mumtazah who stated:

*"We learned about simple present tense, starting from the formula for affirmative, negative, and interrogative sentences. Mrs. Husnul also taught us that in making sentence for simple present tense, we must use verb 1 and added with s/es. Usually, Mrs Husnul provides picture cards so that we can easily identify the verb."*<sup>60</sup>

Based on the data from interviews, observations, and document reviews, it can be concluded that the vocabulary learning material using picture card media for class VIII students of MTsN 8 Jember in the academic year 2022/2023 is Simple Present Tense which consists of three points: First, basic vocabulary about the first verb form;

<sup>59</sup> Observation at MTsN 8 Jember, 16<sup>th</sup> January 2023

<sup>60</sup> Talida Mumtazah, Interviewed by writer, Jember 17<sup>th</sup> January 2023

second, making simple present tense sentences according to the picture and write with the correct structure; third, making simple present tense sentences in affirmative, negative, and interrogative forms. These materials are taken by the teacher from the LKS but sometimes the teacher also used picture card media that is relevant to the material being discussed based on the curriculum/syllabus.

**c. The Method of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> grade of MtsN 8 Jember**

Learning method is one of the important parts that must be prepared by teachers as a way to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. The method to teach vocabulary by using picture card media to 8 Grade of MTs N 8 Jember based on the interview conducted by researcher with Mrs Husnul as an English teacher, it obtained data about the method of teaching vocabulary using picture card media as follows:

*“To deliver the material to achieve the learning objectives, I use a demonstration method where I deliver a lecture or explain the material by showing a media, one of which is a picture card so that there is a direct response from students regarding their understanding, in explaining the material I do it repeatedly so that they understand easily. For some times I also used the discussion method, which is carried out by setting up several small groups to work together and exchange ideas.”<sup>61</sup>*

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<sup>61</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

From the statement of the results of the interview above, it is also reinforced by one of the students in class VIII A Safira Rahma who stated:

*“Usually, when Mrs. Husnul taught, she explained the material first in a brief or simple way, then after we have understood, Mrs. Husnul continued her explanation by discussing, namely we were formed into several groups to work on tasks related to the material such as making sentences of simple present tense.”<sup>62</sup>*

Based on the explanation of the results of the interview above, the researcher thinks that the learning method used is very appropriate and in accordance with the media and materials used, so that it makes it easier for students to get new vocabulary.

Mrs Husnul also added explanation:

*“In explain a material simple present tense in simply to students by demonstrating the material using picture cards then after they understand I continue by explaining how to learn with group discussions, where each group that has been formed will get a different picture card, then they discuss and exchange ideas to make several sentences of simple present tense. After that students write the results of the sentences that have been arranged on the whiteboard and read them out, and the teacher helps students in correct the sentences to add new vocabulary.”<sup>63</sup>*

From the statement of the interview above, it is also supported by one of the students in class VIII A Kirania Nafidatun who stated:

*“Usually, Mrs. Husnul explains the material in a simple way with picture and repeats it until we understand, after that we continue by forming several groups to discuss and analyze picture to make sentences of simple present tense, I prefer group discussions because it makes it easier to share ideas so that in composing sentences it is not confused.”<sup>64</sup>*

<sup>62</sup> Safira Rahma, Interviewed by writer, Jember 17<sup>th</sup> January 2023

<sup>63</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

<sup>64</sup> Kirania Nafidatun, Interviewed by writer, Jember 17<sup>th</sup> January 2023

**Picture 4.4**  
**Discussion Method**



Based on the results of interviews and observations of researchers as evidenced by the picture above, it can be concluded that the method used in teaching vocabulary through picture card media is demonstration and discussion. Where the teacher explains the material first briefly and repeatedly until students understand the material. Then the teacher forms small groups to discuss in completing the task of making sentences based on the pictures obtained in each group, then after that students write the results of the discussion or sentences that have been arranged on the whiteboard. After that, they read it and finally the teacher corrects the students' work and helps them in getting new vocabulary.

**d. The Procedures of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember**

The procedure of implementation of picture card media in teaching and learning vocabulary at eighth grade students of MTsN 8 Jember based on interviews between researchers and Mrs Husnul as the English teachers is as follows:



*“The first thing we have to know beforehand, that in learning, there are stages that must be completed. For example, the first is to prepare everything related to learning in the classroom. Such as lesson plans, learning media, learning resources, and so on. After that, how do we apply it to the classroom. And the last is an evaluation of the learning that has to be done to check the students' ability to understand the material.”<sup>65</sup>*

**Picture 4.5**  
**Interview with Mrs Husnul as the English Teacher**



Mrs. Husnul added information about the teaching procedure in teaching vocabulary using picture card media at MTs N 8 Jember are as follow:

*“The procedure for using the picture card is the same as learning in general, there are three stages in implementing picture card media, namely, preliminary activities, core activities, and closing activities. Preliminary activities are the same as usual there are greetings, prayers, attendance, brainstorming, motivated, and convey learning goals. Furthermore, the implementation of picture card media is in the core activities; 1) I prepared picture cards that were in accordance with the material. 2) Explain the material in a simple way and showed the pictures to the students. 3) Divided the students into 5 groups and distributed 3-4 pictures to each group 4) Asked students to analyze the picture card 5) Every group discuss together to make sentences based on the pictures. 6) Group representatives came forward to write the results of the sentences that were made. 7) Then students read the results of the sentences made together. 8) The teacher checks the sentences and helps students add new vocabulary.”<sup>66</sup>*

<sup>65</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

<sup>66</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

From the explanation of the interview above, it is also supported by interview with one of student VIII A, Talida Mumtazah, who stated:

*“In the usual way, as a group, we make sentences with picture cards. First the teacher forms groups and distributes picture cards and we are instructed to make simple present tense sentences based on the picture and the teacher also helps to check sentences and add new vocabulary and finally Mrs. Husnul summarized the material that had been learned.”<sup>67</sup>*

Therefore, based on the interview above, there are several activities in the teaching-learning process by applying picture card media. The first is pre activity such as greetings, praying, checking attendance, brainstorming, giving motivation, and conveying learning objectives. The second is core activity includes the teacher preparing picture cards about simple present tense, namely daily habits such as for example; go to school, eat breakfast, drink water, sweep the room, wash clothes, etc. Then the teacher explains how to make sentences based on the picture with the simple present tense structure. After the students are considered to understand the teacher divides the students into five groups, each group consists of four people and is given 3-4 picture cards. And then students are given time to make sentences about simple present tense based on the pictures. Then the teacher asks representatives from group members to come forward and write 4 simple present tense sentences that have been made with their groups. After that, students read the results of the sentences made and the

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<sup>67</sup> Talida Mumtazah, Interviewed by writer, Jember 17<sup>th</sup> January 2023



teacher checks the sentences to help add new vocabulary. And the third is the closing activity where the teacher and students ask questions and answer about the material and the teacher summarizes the material that has been learned, and the last is a pray together.

**Picture 4.6**  
**Explaining the Rules of Picture Card Media**



Based on the observations that can be proven by the picture above, it can be seen that students paying attention to the teacher who is explaining the flow of learning using picture card media. The teacher ensures that students must understand about the explanation of make sentences of simple present tense based on picture cards so that the teaching and learning process runs effectively.<sup>68</sup> Therefore, the procedure of implementing picture card media in teaching vocabulary is also strengthened by observation. Overall, the teacher did what she said during the interview.

The procedure of implementing picture card media in teaching vocabulary is also supported by the document review (lesson plan)

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<sup>68</sup> Observation at MTsN 8 Jember, 16<sup>th</sup> January 2023

point H in the main activity explanation:

*“1). The teacher prepared picture card 2) Explain material and show the picture cards to the students. 3) The teacher divides the students into 5 groups where each group gets 3-4 picture cards 4) The teacher asks the students to analyze the picture 5) Every group discuss to make sentence 6) After completing the work, representatives of each group come forward and write the results of the sentences composed 7) Read the sentence together 8) Teacher checking the sentence and help students to gets a new vocabulary”<sup>69</sup>*

**Picture 4.7**  
**Applying Picture Card Media**



The data of observation also supported by picture above and the results of an interview with one of the 8 A grade student, Kirania who stated:

*“Usually, Mrs. Husnul often uses pictorial media when teaching, Mrs. Husnul is one of the creative teachers so that her students not bored during Mrs. Husnul's learning process. Like this lesson, Mrs. Husnul prepared picture cards then we were told to make sentences that match the picture, it was easier for me to understand because the picture already had a subject and object so that I and other students were not confused when making sentences, for the closing, Mrs. Husnul gave the opportunity for questions and answers and summarized the material that had been learned for the last prayer.”<sup>70</sup>*

<sup>69</sup> Document Review, Lesson Plan, 10<sup>th</sup> January 2023

<sup>70</sup> Kirania Nafidattun, Interviewed by writer, Jember 17<sup>th</sup> January 2023

From the explanation of the results of interviews, observations, and document reviews above, it can be concluded that the procedure for implementing picture card media in teaching vocabulary is as follows 1). The teacher prepares picture cards according to the material. 2). The teacher explain material and shows the picture cards. 3). Students are divided into five groups and gives out picture cards and each group, gets 3-4 picture cards. 4). Students analyze and make sentences based on the picture 5). Each group discuss together to make sentence The teacher gives out picture cards and each group gets 3-4 picture cards. 6). Group representatives write the results of the sentences made on the whiteboard. 7) The students read sentences together. 8) The teacher, check the sentence made by student and help them to get new vocabulary.

## **2. The Evaluation of Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8**

### **Jember Academic Year 2022 / 2023**

Based on the results of observations and interviews, the researcher obtained data regarding the evaluation of teaching vocabulary using picture card media at eighth grade students of MTsN 8 Jember in the academic year 2022/2023. The interviews conducted by researchers as follows:

*“For the evaluation activities, I usually do it after the lesson is completed, and the evaluation usually uses written tests but sometimes I also use oral tests. I give tasks related to the material learned, for example, which now means simple present tense. I usually take it from the LKS, and the form of the questions is usually multiple choice and essay. But besides that, sometimes I also use*

*oral evaluation such as memorizing vocabulary which is done when I take attendance one by one and each name that is called mentions vocabulary about everyday verbs or general truth (simple present tense). ”<sup>71</sup>*

Based on the interview above, the teacher conducts an evaluation after the teaching and learning process is completed. The teacher takes the questions for evaluation from the textbook (LKS). Sometimes the teacher also conducts oral evaluation, namely when at the beginning of learning students are absent one by one and mention new vocabulary.

One of Student VIII A Kirania Nafidatun added explanation, who stated:

*“Usually for test questions from LKS but Mrs. Husnul also assesses us orally, namely at the beginning of learning such as asking new vocabulary about the material that has been learned, vocabulary of objects around, and vocabulary of objects that we use.”<sup>72</sup>*

Futhermore, Mrs Husnul as the English teacher of MTsN 8 Jember stated that:

*“The learning process can be said to be successful if the teacher conducts an evaluation after the learning process is complete. My reason for do the evaluation is to measure how much students understand the material that has been learn because, by doing the evaluation I can know which students really have understood the material and which students have not. I also can find out the level of effectiveness of the media, methods, or techniques that I have applied when teaching. If it is still not effective, for the next I will make something else to support the development of student knowledge.”<sup>73</sup>*

It is undeniable that evaluation after the learning process is important for both students and teachers. For teachers, evaluation is important to

<sup>71</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

<sup>72</sup> Kirania Nafidatun, Interviewed by writer, Jember 17<sup>th</sup> 2023

<sup>73</sup> Siti Husnul Khotimah, Interviewed by writer, Jember 27<sup>th</sup> January 2023

determine students' understanding of the material that has been learned. It is also the reason why the teacher prepares the right questions based on the material that was learned and ensure that students must pay attention during the learning process so that students can understand the material and be able to answer those questions after the learning process.

The evaluation of teaching vocabulary by picture card media is reinforced by the document (lesson plan) in point I. And also supported by the observation that the researcher conducted in the eighth grade of MTsN 8 Jember and also reinforced by the student, Safira Rahma stated:

*“As usual Mrs. Husnul gives the evaluation after the learning process is finished, and the evaluation questions are from the LKS in the form of multiple choice and essay. But sometimes Mrs. Husnul also evaluates orally which is done when at the beginning of learning, we are asked directly about new vocabulary.”<sup>74</sup>*

Accordingly, this must be implemented by the teacher in the learning process. This is a reflection that is very beneficial for further learning. If the method or media used has no impact on student learning achievement, so the teacher can change the method and media so that students can achieve the learning objectives optimally.

Based on the results of interviews, document reviews, and observations, it can be concluded that the evaluation of teaching vocabulary through picture card media is a formative evaluation consisting of written and oral tests. Written tests are in the form of student worksheets (LKS). Oral tests are done by asking students to memorize the

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<sup>74</sup> Safira Rahma, Interviewed by writer, Jember 17<sup>th</sup> January 2023

vocabulary, then the teacher calls the students one by one.

**Tabel 4.2**  
**The Results of Research Findings**

<b>Research Focus</b>	<b>Research Findings</b>
How is The Implementation of Picture Card Media in Teaching Vocabulary at 8 <sup>th</sup> Grade of MTsN 8 Jember	<p>a. The goals divided into two generally and specifically. The general objective refers to the learning media and making the learning process become interesting and fun. While the specifically objective are:</p> <ul style="list-style-type: none"> <li>- Students are able to understand and remember the vocabulary more easily</li> <li>- Students are able more motivated to be active in the classroom and give good responses</li> <li>- Students are able make sentences and compose correctly based on picture cards</li> <li>- Students can capture the meaning of vocabulary in the sentences made and compiled.</li> </ul> <p>b. The Material used in teaching vocabulary through picture card media is simple present tense with topic daily habits. These are included basic vocabulary about the first verb form, making sentences of simple present tense according correct structure, and making sentences of simple present tense in affirmative, negative, and interrogative forms.</p> <p>c. The method used in teaching vocabulary through picture card media is a demonstration and discussion where the teacher prepared the picture card, explains the material briefly until the students understand it and then divides into small discussion groups to work on the task of making sentences.</p> <p>d. The procedures of implementing picture card media in teaching vocabulary were as follow:</p> <ul style="list-style-type: none"> <li>- The teacher prepares picture cards according to the material.</li> <li>- Explain the material in a simple and show the picture card</li> <li>- Students are divided into 5 groups and each</li> </ul>

Research Focus	Research Findings
	<p>group gets 3-4 picture cards.</p> <ul style="list-style-type: none"> <li>- Students analyze the picture card</li> <li>- Every group discuss together to make sentences based on the pictures.</li> <li>- Group representatives write the results of the sentences that have been made on the whiteboard.</li> <li>- Students read the sentences together</li> <li>- The teacher, check the sentences and help student in add new vocabulary</li> </ul>
How is The Evaluation of Teaching Vocabulary Through Picture Card Media at 8 <sup>th</sup> Grade of MTsN 8 Jember	The evaluation of teaching vocabulary used by teachers is formative evaluation which consists of written tests and sometimes oral tests. The evaluation for written tests is in the form of multiple choice and essays. The teacher also uses oral tests on the vocabulary of the first verb of simple present tense with topic daily habits.

### C. Research Discussion

In this stage, the researcher describes the data obtained by the researcher from the field and was previously presented in the form of a data presentation. The following data are discussed in depth and related to the theory that is in accordance with the formulation of the problem in the study. The following is the discussion:

#### 1. The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

Based on the results of the presentation of research data through observation, interviews, documentation and analysis that has been conducted, as well as based on the focus of the problem that has been formulated, there are various findings that exist in the field regarding the implementation of picture card media for teaching vocabulary in eighth



grade at MTsN 8 Jember.

Media becomes a material and physical means that can be used by teachers to implement instructions and facilitate students to achieve learning objectives. The use of picture card media in teaching vocabulary can make it easier for teachers to deliver material in the teaching and learning process and can make it easier for students to understand the lessons being learned. Picture card media can be a very good media to use because in the view of researchers many students are interested in picture cards. In picture cards, students can develop their ideas and they can learn and discover new vocabulary. This statement is supported by expert opinion, Suyanto (2007), He stated the importance of the use of media in teaching and learning is process is that the use of media helps teachers and students to improve the quality of teaching and learning, especially English in the english in this context.<sup>75</sup> In addition, Naz and Akbar (2008) state that "Media is a means to transmit or convey a message and in a teaching and learning perspective conveys the message to the learners, in order to achieve the intended instruction."<sup>76</sup> This means that, teaching media for learning is essential to help students have a better understanding of the material. In the learning process of implementing picture card media for teaching vocabulary in the eighth grade of MTsN 8 Jember, the teacher has several important points as follows:

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<sup>75</sup> Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), 101

<sup>76</sup> Akhtar Naz and Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration,," *Journal of Elementary Education*, 18 (1-2), 35



a. The Goal of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

The goal of teaching vocabulary for teachers is to guide students in the learning process. This goal can be achieved if students can understand the material being studied. If students can understand the learning material, the learning objectives are successfully achieved. Vocabulary learning using picture card media is one of the interesting and fun ways applied by teachers as one of the techniques in fun learning activities. So that students easily understand the learning material and enjoy the learning process. This statement is supported by Clouston stated that: teaching vocabulary helps students understand and communicate with others in English, helps students master English for their purposes, would aim to increase students' knowledge of the meanings of specific words, developing an ability to use context to determine meanings of unknown words, element in learning to deal with vocabulary is the learning how to find out the meanings of a word.<sup>77</sup> By using picture card media, students have higher motivation in learning. The same statement was also made by Asyhar (2012) learning media is everything that can convey or distribute messages from a source in a planned manner, so that there is a conducive learning environment where the recipient can do the learning process

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<sup>77</sup> Clouston, 2-15

efficiently and effectively.<sup>78</sup>

For several reasons, picture card media can provide benefits in the learning process. The benefits are: picture cards make learning interesting, increases student motivation, and makes it easy for students to understand the material. On the other hand, picture cards can break the students' concentration because students do not pay attention to the material, but rather to interesting images. But overall, the students were able to construct English sentences based on the picture cards, the students were able to translate the sentences and also able to understand the structure of simple present tense. The students can enjoy the learning process. This means that the learning objectives can be achieved by the students. Most of them are able to master the material about simple present tense. However, H. Daryanto (2005) learning goals are goals that describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of behavior that can be observed and measured.<sup>79</sup>

b. The Material of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

Material is all of the learning materials or the knowledge in the form of information that must be mastered by students in order to

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<sup>78</sup> Asyhar, Rayandra, *Kreatif Mengembangkan Media Pembelajaran* (Jakarta: Referensi Jakarta, 2012), 8

<sup>79</sup> H. Daryanto, *Evaluasi pendidikan* (Jakarta : Rineka Cipta, 2005), 58

achieved the competency standards that have been set in the learning lesson plan (RPP) in the teaching and learning process. This is in line with Syaiful Bahri Djamarah et al (2006), which explains that learning material is the substance that will be conveyed in the learning process.<sup>80</sup>

The teacher used the material 'Simple present tense' with topic daily habits to teach vocabulary in eighth grade of MTsN 8 Jember. The teacher explained about the materials taught include basic vocabulary about the first verb for daily habits, material about simple present tense sentence structure, and making sentences about simple present tense.

c. The Method of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

The method is a conceptual framework that describes systematic procedures in organizing learning systems to achieve learning objectives and serves as a guide for learning planners. This is in line with Sani (2019) who explains that learning methods are operational steps of the learning strategy chosen to achieve learning objectives.<sup>81</sup>

Teachers use demonstration and discussion methods for teaching vocabulary using picture card media in class VIII MTsN 8 Jember. Namely, the teacher conveys or demonstrates the material using picture cards then forms small groups to discuss and exchange ideas to

<sup>80</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

<sup>81</sup> Ridwan Abdullah Sani, *Strategi Belajar Mengajar* (Depok: Rajawali pers, 2019), 158

make correct simple present tense sentences based on the picture cards obtained. This line with Munir who stated there are four methods in teaching vocabulary are: Presentation, demonstration, discussion, and drill & practice.<sup>82</sup>

d. The Procedure of The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTsN 8 Jember

Overall, the way the teacher taught the students was in accordance with the lesson plan made by the English teacher. Based on the results of research activities at MTs Negeri 8 Jember, it shows that the preliminary activities are greeting, praying, checking attendance, brainstorming, motivation, and learning goal. In the core activity of teaching vocabulary through picture card media is the teacher prepares picture cards according to the material, the teacher explained the material and shows the picture cards, the teacher divided students into 5 groups and distributed 3-4 picture card to each group, ask students to analyze the picture card, every group discuss together to make sentences based on the picture, the teacher asked group representatives to write the results of the sentences made on the whiteboard, the students read the sentences together, the teacher checks the sentences and help students add new vocabulary. For the closing activities. The teacher asked about student difficulties then summarizes the material.

The steps that have been implemented at Mts Negeri 8 Jember are

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<sup>82</sup> Munir, 13-37

the same as the theory that mentions the steps of the picture card media are: <sup>83</sup> 1) The teacher prepares picture cards according to the topic 2) The teacher presents the material and shows the picture cards. 3) The teacher divides the students into 5 groups, then each group gets 10 picture cards 4) The teacher asks the students to look at the accuracy of the picture cards. 5) Together the students discuss each picture with their respective groups and makes several sentences based on the picture cards. 6) Writes the results of discussion on the whiteboard. 7) Every group describes their picture by speaking in front of the class. 8) The teacher and students correct the results of group work and teacher helps to increase the students' vocabulary.

## **2. The Evaluation of Teaching Vocabulary Through Picture Card Media at 8<sup>th</sup> Grade of MTsN 8 Jember**

There are two types of evaluation. They are formative evaluation and summative evaluation. This is in line with the opinion of Mansyur (2015) he stated in evaluating, teachers evaluate learning outcomes because teachers want to measure student abilities. Formative evaluation is the assessment whose function is to improve the teaching and learning process. This evaluation is carried out at the end of the discussion. It is different from the summative evaluation which carried out at every end of a unit of time which more than one subject.<sup>84</sup> Here, the teacher used formative evaluation which consisted of a written test and sometimes oral

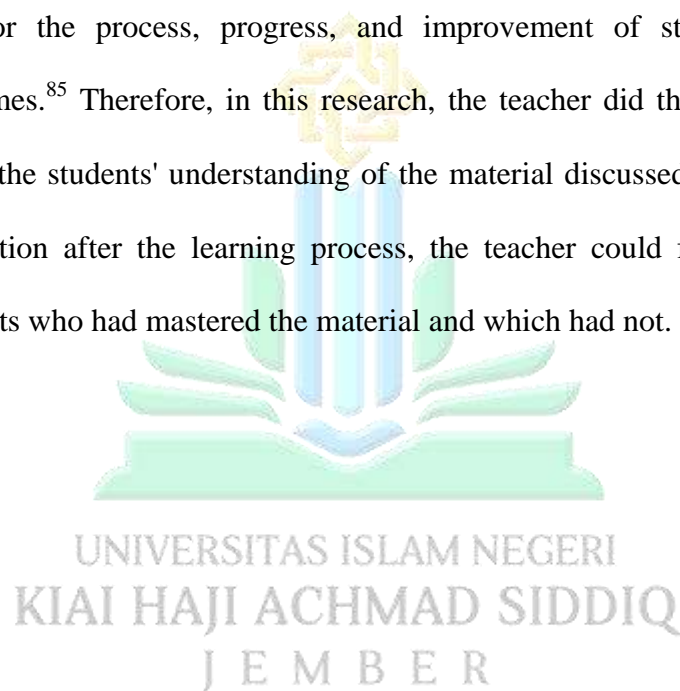
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<sup>83</sup> Tatapangarsa, 69

<sup>84</sup> Mansyur et al, 14-15

test. The evaluation for the written test was in the form of students' worksheet (LKS). In the worksheet evaluation consisted of multiple choice, and essay. While in the oral test the teacher does it by asking directly at the beginning of the lesson about the vocabulary of the first verb in the simple present tense with the topic of daily habits.

According to the National Education System Year 2003 states that the evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.<sup>85</sup> Therefore, in this research, the teacher did the evaluation to know the students' understanding of the material discussed. By giving an evaluation after the learning process, the teacher could find out which students who had mastered the material and which had not.



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<sup>85</sup> Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 58

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

In this phase is the final of research, after collecting and analyzing the data there were some conclusions and suggestions in the implementation of picture card media in teaching vocabulary at 8<sup>th</sup> grade of MTsN 8 Jember Academic year 2022/2023.

#### A. Conclussions

Based on the data analysis and discussion. The conclusions of the implementing picture card media in teaching vocabulary presented as follows:

1. The implementation of picture card media in eighth grade students at MTsN 8 Jember has general and specific goals, which in general the goal is refers to the goal of media to make the learning process interesting and fun and specific goal which refers to the goal of material. The material used is simple present tense with topic daily habits. The learning method used is demonstration and discussion. In the implementation of picture card media, there are procedures that must be carried out, are: the teacher prepares the media then explains the material, after that the teacher divides the students into 5 groups and each group gets a different picture card, in groups they make sentences after finishing the group representatives come forward to write the results, after that students read the sentences together for next the teacher checks the sentence and helps students to get new vocabulary.

2. The evaluation of teaching vocabulary through picture card media in eighth grade student at MTsN 8 Jember uses formative evaluation. Teachers evaluate student learning outcomes by using written tests in the form of multiple choice and essays. In addition, teachers take questions based on the material that has been learned from textbook (LKS). But sometimes the teacher also conducts oral tests carried out at the beginning of the activity by asking the vocabulary directly about verb 1 (one) of simple present tense to each student by calling the student's name.

#### **B. Suggestion**

Based on the research results and conclusions above, it found several problems. Therefore, the researcher put forward some suggestions in order to succeed in the English learning in MTsN 8 Jember. The suggestions are as follow:

1. For the English teacher, must pay attention and reconsider the media that will be used in the learning process. Considering the media in terms of advantages and disadvantages, creativity, variety, and attractiveness. So that learning objectives can be achieved optimally. Thus, teachers can anticipate problems that can arise during learning process.
2. For future researchers, the results of this study are expected to provide more information about picture card media. The researcher suggests developing this research in conducting similar research using picture card media to teach vocabulary. However, it is also possible to teach vocabulary and other language skills or components by using other media



that are more contemporary.



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## DECLARATION OF AUTHENTICITY

The undersigned below, I am:

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Program : Tadris Bahasa Inggris

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Shiddiq Jember

States that the thesis entitled “The Implementation of Picture Card Media in Teaching Vocabulary at 8<sup>th</sup> Grade of MTS Negeri 8 Jember Academic Year 2022/2023” is truly my original work. It doesn’t incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SHIDDIQ  
J E M B

Jember, April 06<sup>th</sup> 2023  
The Writer



**Izzatul Widadiyah**  
**SRN. T20196020**

## APPENDIX 1

### MATRIKS OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
The Implementation of Picture card Media in Teaching Vocabulary at 8 <sup>th</sup> Grade of MTSN 8 Jember	1. Picture card Media  2. Teaching Vocabulary	1. The Implementation of picture card media  2. The Evaluation of teaching vocabulary	1. Definition of Teaching vocabulary 2. Goals of teaching vocabulary 3. Method in teaching vocabulary 4. Kinds of media 5. Definition of picture card media 6. Procedure of picture card media 7. Advantages and disadvantages 8. Evaluation	<b>Primary Data:</b> 1. The English Teacher 2. Students of 8 <sup>th</sup> Grade  <b>Secondary Data:</b> 1. Documentation 2. Literature	<b>1. Research Approach:</b> Qualitative Research <b>2. Type of Research:</b> Descriptive Qualitative <b>3. Data Collection:</b> a. Observation b. Interview c. Documentation <b>4. Data Analysis:</b> a. Data Condensation b. Data Display c. Conclusion <b>5. Validity of Data:</b> Triangulation	1. How is the Implementation of Picture card media in Teaching Vocabulary at 8 <sup>th</sup> Grade of MTSN 8 Jember?  2. How is the Evaluation of teaching vocabulary through Picture card media at 8 <sup>th</sup> Grade of MTSN 8 Jember?

## **APPENDIX 2**

### **INTERVIEW GUIDELINES**

#### **Interview English Teacher**

1. What is the definition of teaching vocabulary?
2. What is the goals of teaching vocabulary?
3. What method is used in teaching vocabulary?
4. What is the strands of lesson planning in teaching vocabulary?
5. What is the media used in teaching vocabulary?
6. Why use picture card media in teaching English vocabulary?
7. What is the goals of teaching vocabulary using picture card media in general?
8. What is the goals of teaching vocabulary to be achieved by using picture cards specifically?
9. Do students feel happy with learning using picture card media?
10. What are the advantages and disadvantages of using picture card media in teaching vocabulary?
11. What is meant by learning materials?
12. What materials are used in teaching vocabulary using picture card media?
13. What materials are taught in teaching vocabulary using picture cards?
14. What needs to be prepared in teaching vocabulary using picture card media?
15. What is the procedure for teaching vocabulary using picture card media?
16. What is the type of evaluation is used in teaching vocabulary using picture card media?
17. What is the evaluation technique is used in teaching vocabulary using picture card media?
18. What is the vocabulary assessment are used in teaching vocabulary?

#### **Interview Students**

1. What are the difficulties in learning English?



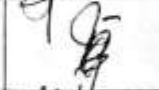
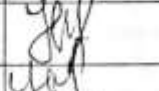

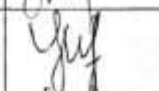

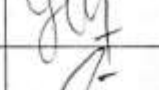


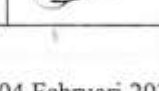
2. How does the teacher teach vocabulary in the class?
3. What the method does the teacher use in teaching vocabulary
4. What media does the teacher use in teaching vocabulary?
5. Do you feel happy learning use the picture card media?
6. What the materials does the teacher use in teaching vocabulary
7. Do you understand the material taught by the teacher using picture card media?
8. How the teacher gives an assessment test for learning vocabulary
9. How do teacher evaluate vocabulary learning?





### APPENDIX 3

**RESEARCH JOURNAL**  
**MTS NEGERI 8 JEMBER**  
**ACADEMIC YEAR 2022 / 2023**

No	Day / Date	Activity	Note / Informan	Signature
1	Monday, December 19 <sup>th</sup> 2022	Pre-Observation	Mr. Sugiman, S.Pd (Asking General description about the research object)	
2	Thursday, January 05 <sup>th</sup> 2023	Giving permission letter	Mr. I.Musthofa Zuhri, S.Ag.,M.Pd.I	
3	Friday, January 06 <sup>th</sup> 2023	Confirming permission	Assistant of Academic Curriculum	
4	Monday, January 09 <sup>th</sup> 2023	Observation in MTsN 8 Jember	Mrs. Husnul Khotimah, S.Pd	
5	Tuesday, January 10 <sup>th</sup> 2023	Class observation in 8 <sup>th</sup> A MTsN 8 Jember	Mrs. Husnul Khotimah, S.Pd	
6	Monday, January 16 <sup>th</sup> 2023	Class observation in 8 <sup>th</sup> A MTsN 8 Jember	Mrs. Husnul Khotimah, S.Pd	
7	Tuesday, January 17 <sup>th</sup> 2023	Interview with Students in 8 <sup>th</sup> class	Safira Rahma Talida Mumtazah Kirania Nafidatun	
8	Tuesday, January 24 <sup>th</sup> 2023	Class observation in 8 <sup>th</sup> A MTsN 8 Jember	Mrs. Husnul Khotimah, S.Pd	
9	Friday, January 27 <sup>th</sup> 2023	Interview with English Teacher	Mrs. Husnul Khotimah, S.Pd	
10	Tuesday, January 31 <sup>st</sup> 2023	Data retrieval about history, profile, organizational structure, etc	Assistant of Academic Curriculum	
11	Saturday, February 04 <sup>th</sup> 2023	Asking and receiving declaration of finishing letter from MTsN 8 Jember	Mr. I.Musthofa Zuhri, S.Ag.,M.Pd.I	



Jember, 04 Februari 2023

Kepala MTs Negeri 8 Jember

I.Musthofa Zuhri, S.Ag.,M.Pd.I

## APPENDIX 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Negeri 8 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2 (dua)
Tema	: My Uncle is a Zookeeper
Sub Tema	: Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum (Simple Present Tense)
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang

dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya

- 4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Tujuan Pembelajaran**

Setelah selesai pembelajaran peserta didik mampu :

1. Siswa mampu menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya (Simple present tense)
2. Siswa mampu Menyusun kalimat/teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (Simple present tense).
3. Siswa Mampu menangkap makna kosa kata dari kalimat yang dibuat berdasarkan kartu bergambar
4. Siswa Mampu mengingat kosa kata baru dalam kalimat yang di susun berdasarkan kartu bergambar

### **D. Materi Pembelajaran**

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

*Fungsi sosial*

Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman

*Struktur teks*

- a. Tindakan/kejadian yang dilakukan/ terjadi secara rutin

- *I wake up at five every morning. Do you?*

*No, I don't.*

*I wake up at four*

- *Do you have breakfast before school?*

*Yes, I do.*

*Mom doesn't prepare breakfast for us.*

*We prepare it ourselves.*

- *How often do you have English at school?*

*We have it twice a week.*

- *Who teaches you English?*

*Mrs Anna does.*

**b. Tindakan/kejadian yang merupakan kebenaran umum**

- *Where does the sun rise?*

*It rises in the east*

- *How does salt taste?*

*It tastes salty*

- *Dogs bark, cats meow.*

*Unsur kebahasaan*

Ucapan, tekanan kata, intonasi, kosakata (*action verbs: go, do, teach, prepare, eat, wash study*, adverb of time: *every day, every morning, in the morning, at night*, adverb of frequency: *always, usually, sometimes dsb*) dan tata bahasa (*Simple Present tense*)

*Topik*

Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar

## **E. Pendekatan dan Metode Pembelajaran**

Pendekatan: Scientific Approach

Metode: Diskusi Kelompok

Model: Discovery Learning

## F. Sumber Belajar

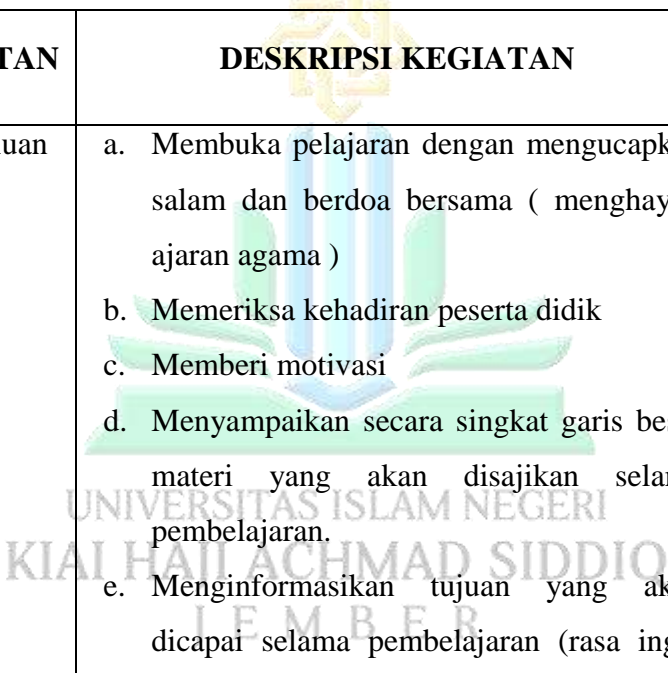
- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh interaksi tertulis
- Contoh teks tertulis

## G. Media / Alat Pembelajaran

Media: Kartu Bergambar (tentang kebiasaan sehari-hari)

Alat: Spidol. Whiteboard

## H. Langkah-langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	 <ul style="list-style-type: none"><li>a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama ( menghayati ajaran agama )</li><li>b. Memeriksa kehadiran peserta didik</li><li>c. Memberi motivasi</li><li>d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.</li><li>e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</li></ul>	10 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"><li>• Siswa mengamati/melihat berbagai contoh gambar yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteksnya serta responnya.</li><li>• Dengan arahan dan bimbingan guru siswa</li></ul>	60 menit

	<p>mengidentifikasi kartu bergambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum.</p> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai gambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umumnya dalam berbagai konteks</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa dibagi menjadi beberapa kelompok kemudian setiap kelompok mendapatkan 3-4 kartu bergambar.</li> <li>• Siswa secara berkelompok menyusun kalimat berdasarkan kartu bergambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa menyatakan dan menanyakan tindakan/kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum, struktur teks, dan unsur kebahasaan, serta format penulisannya.</li> <li>• Siswa dari setiap kelompok maju kedepan untuk menuliskan hasil dari Menyusun</li> </ul>	
--	--	--

	<p>kalimat</p> <ul style="list-style-type: none"> <li>Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum</li> </ul> <p><b>, Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan kalimat yang telah di susun yang menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum dengan bahasa Inggris</li> </ul>	
Penutup	<p>a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu</p> <p>b. Evaluasi dengan melaksanakan test secara lisan/tulis</p> <p>c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan:  <i>Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?</i></p> <p>d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious)</p>	10 menit

## I. PENILAIAN HASIL BELAJAR

1. Jenis / Teknik Penilaian
  - a. Observasi Proses Pembelajaran
  - b. Laporan Tugas (Individu/Kelompok)
  - c. Tes Lisan/Tulis
2. Bentuk Instrumen dan Instrumen
  - a. Observasi Proses Pembelajaran

No	Nama Siswa	Aspek yang diamati				Jumlah	Nilai Akhir
		Sikap/ Perilaku Tanggung jawab	Aktivitas	Kerjasama	Berpendapat/ Menanggapi		

- b. Laporan Tugas (Individu/Kelompok)

No	Nama Siswa/ Kelompok	Aspek yang dinilai			Jumlah	Nilai Akhir
		Kerapihan	Ketepatan Waktu	Kesesuaian Isi		



c. Tes Lisan/Tulis

Terlampir

3. Pedoman Penskoran

**Keterangan Skor:**

Masing-masing kolom diisi dengan kriteria:

4 = Baik Sekali

3 = Baik

2 = Cukup

1 = Kurang

$\Sigma$  Skor perolehan

**Nilai** =  $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$

**Kriteria Nilai**

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = ... < 60 : Kurang

**Keterangan Nilai Akhir:**

a. Penilaian Observasi : **Nilai** =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (16)}} \times 100$

Jumlah skor maksimal (16)

b. Penilaian Laporan Tugas : **Nilai** =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (12)}} \times 100$

Jumlah skor maksimal (12)

c. Penilaian Tes Lisan/Tulis : **Nilai** =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (20)}} \times 100$

Jumlah skor maksimal (20)

**Nilai akhir yang diperoleh siswa** = Nilai observasi + nilai laporan tugas + nilai tes lisan/tulis

Mengetahui,  
Kepala MTs Negeri 8 Jember

Jember, 06 January 2023  
Guru Mata Pelajaran

I.Musthofa Zuhri, S.Ag.,M.Pd.I  
NIP.197201012002121006

Siti Husnul Khotimah, S.Pd.

## LAMPIRAN

**A. To hone and test your ability to think rationally, logically, and critically, choose the most correct answer by crossing (X) a, b, c, d.**

**The following text is for questions number 1 to 5**

### My School Activities

I go to school at 6.15. I go to school with my father. I arrive at school at 6.30 a.m. In the school, I clean my classroom with my friends. Then after the bell rings, all the students go inside the class. Then after the bell rings, all students go inside the class. Then we pray together. At school, we have 3 until 4 subject to learn. At a 12.30 p.m we finish the lesson, and finally go to home.

1. What does the text tell us about?
  - a. The writer's daily activities
  - b. The writer's school schedule
  - c. The writer's dream
  - d. The writer's experiences
2. The Writer goes to school at .....
  - a. A half past six
  - b. A quarter to six
  - c. A quarter past six
  - d. A quarter to nine
3. The Writer goes to school .....
  - a. With her father
  - b. With her friends
  - c. Alone
  - d. With her mother
4. How long does the writer study at school?
  - a. Six hours
  - b. Seven hours
  - c. Eight hours
  - d. Nine hours
5. Why does the text above use simple present tense?
  - a. Because the text tells about daily activities
  - b. Because the writer wants to amuse the reader
  - c. Because the writer only knows about simple present tense
  - d. Because the writer doesn't want to use another tense

**The following text is for questions number 6 – 10**

Asih Andini lives with her grandmother in wonogiri, central java. She does not go to school now because of lack of money, she stopped school after finishing elementary school. Her grandmother does not have enough money to send her to school. She begins her day early in the morning. After she gets up, she washes dishes and clothes. Then, she pick banana leaves. When she has enough leaves, she brings them home and uses the leaves to wrap rice cake. She helps grandmother to make the rice cake. After that, she usually walks around her neighborhood and her village to sell the rice cake. That is how Asih and her grandmother live. However, Asih still has a dream to go back to junior high school

6. Why does she stop to study at school?
- Because she is lazy
  - Because she does not need education
  - Because her grandmother does not have enough money
  - Because she wants to take care of her grandmother
7. Pay attention to the following statements.
- Asih Andini lives with her mother in Wonogiri
  - Asih Andini stopped school after finishing junior high school
  - Asih Andini usually wakes up early in the morning
  - Asih Andini helps her grandmother to make rice cake
  - Asih Andini finally gives up her hope because of her bad situation and condition
- The correct statements are shown by the number
- 1 and 2
  - 1 and 4
  - 3 and 4
  - 3 and 5
8. Usually – father – goes – office – to – my – his – subway – by  
What is the correct arrangement?
- My father goes to his office by subway
  - My father usually goes to his office by subway
  - My father goes to his office by subway usually
  - My father to his office by subway usually

9. My brother – never – together – watch – TV – everyday – I – and

What is the correct arrangement?

- |  |   |
|--|---|
| a. My brother never and I<br>watch tv everydat | c. My brother and I never watch tv<br>together everyday |
| b. My brother and I never<br>watch tv together | d. My brother and I watch never tv<br>together everyday |

10. "The sun rises in the east."

The correct negative sentence is....

- |  |  |
|--|--|
| a. The sun doesn't rise<br>in the east | c. The sun are not rise in the<br>east |
| b. The sun is not rise in<br>the east  | d. The sun don't rise in the east      |

**B. Answer the following questions by writing the answer in the space provided**

**Write a sentence using simple present tense based on the phrases below**

11. Travel by car / every week
12. Sometimes / go fishing
13. Read the email / everyday
14. Frequently / have lunch together
15. Play basketball / every Sunday morning

**Translate the following sentence for questions number 16 – 20**

16. The earth rotates on its axis
17. The rooster crows every morning
18. My father works in the market every day
19. They eat fruit every lunch
20. Planes fly over my house every night

**Kunci Jawaban**

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

No 11 – 15 Jawaban menyesuaikan struktur kalimat simple present tense

11. Ayu travels by car every week
12. He goes fishing sometimes
13. We read the email everyday
14. My brother have lunches together frequently
15. Dika plays basketball every Sunday morning
16. Bumi berputar pada porosnya
17. Ayam jantan berkokok setiap pagi
18. Ayah saya bekerja di pasar setiap hari
19. Mereka makan buah setiap makan siang
20. Pesawat terbang di atas rumah saya setiap malam



## APPENDIX 5

### DOCUMENTATION



**Research Location: MTsN 8 Jember**



**Implementing of Picture Card Media in the class**



**Evaluation of teaching vocabulary**



## APPENDIX 6

### Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: <http://frik.uinkhas-jember.ac.id> Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-6190/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 8 Jember

JL. Raya Pringgowirawan Sumberbaru Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196020  
Nama : IZZATUL WIDADIYAH  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Implementation Of Picture Card Media In Teaching Vocabulary At 8th Grade Of MTsN 8 Jember Academic Year 2022/2023; selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Imam mustofa zuhri, S.Ag, M.Pd.I.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Januari 2023

an Dekan,

Wakil Dekan Bidang Akademik,



**MASHUDI**

## APPENDIX 7

### Letter of Research Acceptance



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH TSANAWIYAH NEGERI 8  
Telepon (0334) 3251830  
Jalan Raya Pringgowirawan Sumberbaru Jember 68156  
E-mail : mtsn8baru@gmail.com ; Website : mtsnegeri8jember.sch.id

#### SURAT KETERANGAN

NOMOR : B-016/Mts.13.32.08/PP.00.5/1/2023

Yang bertanda tangan dibawah ini,

Nama : I.Musthofa Zuhri, S.Ag.,M.Pd.I  
NIP : 19720101 200212 1006  
Pangkat/Gol : Guru Ahli Madya / Pembina.IV.a  
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama Mahasiswa : Izzatul Widadiyah  
NIM : T20196020  
Fakultas : Tarbiyah dan Ilmu Keguruan  
UIN Kiai Haji Achmad Shiddiq Jember

Berdasarkan surat dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Nomor: B.6190/In.20/3.a/PP.009/01/2023 tanggal 04 Januari 2023, bahwa nama mahasiswa yang tercantum diatas mengadakan Penelitian/Riset mengenai "The Implementation Of Picture Card Media In Teaching Vocabulary At 8<sup>th</sup> Grade Of MTsN 8 Jember Academic Year 2022/2023" mulai tanggal 9 Januari s.d 4 Februari 2023 (30 Hari). Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 6 Januari 2023

Kepala Madrasah



I. Musthofa Zuhri



Dokumen ini telah ditanda tangani secara elektronik. Silakan cek keaslian dokumen pada tte.kemenag.go.id

Token : aTbG4n



## APPENDIX 8

### Letter of Finishing Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH TSANAWIYAH NEGERI 8  
Telepon (0334) 3251830  
Jalan Raya Pringgowirawan Sumberbaru Jember 68156  
E-mail : mtsnsbbaru@gmail.com ; Website : mtsnegeri8jember.sch.id

#### SURAT KETERANGAN

NOMOR : B-099/Mts.13.32.08/PP.00.5/2/2023

Yang bertanda tangan dibawah ini,

Nama : I.Musthofa Zuhri, S.Ag.,M.Pd.I  
NIP : 19720101 200212 1006  
Pangkat/Gol : Guru Ahli Madya / Pembina.IV.a  
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama Mahasiswa : Izzatul Widadiyah  
NIM : T20196020  
Fakultas : Tarbiyah dan Ilmu Keguruan  
UIN Kiai Haji Achmad Shiddiq Jember

Berdasarkan surat dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Nomor: B.6190/In.20/3.a/PP.009/01/2023 tanggal 04 Januari 2023, bahwa nama mahasiswa yang tercantum diatas **telah selesai** melaksanakan Penelitian/Riset di MTsN 8 Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 4 Februari 2023

Kepala Madrasah



I. Musthofa Zuhri



Dokumen ini telah ditanda tangani secara elektronik. Silakan cek keaslian dokumen pada [tte.kemenag.go.id](http://tte.kemenag.go.id)

Token : BLYE9C

## ABOUT RESEARCHER



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Mobile Phone: 085648558500

E-mail: [izzatulwidadiyah25@gmail.com](mailto:izzatulwidadiyah25@gmail.com)

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### PERSONAL INFORMATION

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Name	: Izzatul Widadiyah
Place and Date of Birth	: Jember, June 09 <sup>th</sup> 2001
Sex	: Female
Adress	: Pringgowirawan – Sumberbaru - Jember
Nationality	: Indonesia
Faculty	: Tarbiyah and Teacher Training
Program	: English Department

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### EDUCATIONAL BACKGROUND

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2019 – 2023	: State Islamic University of Kiai Haji Achmad Shiddiq Jember
2016 – 2019	: MA Syarifuddin Lumajang
2013 – 2016	: MTs Negeri 8 Jember
2007 - 2013	: SDN Pringgowirawan 01