

**IMPROVING ENGLISH VOCABULARY MASTERY
THROUGH PICTURES MEDIA AND NUMBER HEAD
TOGETHER METHOD FOR THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 24 SURAKARTA ACADEMIC YEAR
2023/2024**

THESIS

Submitted as A Partial Fulfilment of the Requirements for
Degree of Sarjana Pendidikan



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DEDICATION

This thesis is dedicated to:

- ❖ Allah SWT and Prophet Muhammad SAW
- ❖ My beloved parents.
- ❖ My beloved brothers, sister and All of my big family.
- ❖ My beloved advisor
- ❖ My best friends who always support me.
- ❖ My classmate.
- ❖ Me, Myself, and I
- ❖ My Beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

"The 3 C's in life: choice, chance, change. You must make the choice, to take the chance, if you want anything in life to change"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, October 2023

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 24 October 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Annisa' followed by a stylized flourish.

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TABLE OF CONTENT

| | |
|-----------------------|------|
| TITLE PAGE | i |
| ADVISOR'S SHEET..... | ii |
| RATIFICATION..... | iii |
| DEDICATION..... | iv |
| MOTTO | v |
| PRONOUNCEMENT..... | vi |
| ACKNOWLEDGEMENT..... | vii |
| TABLE OF CONTENT..... | ix |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| ABSTRACT..... | xiv |

CHAPTER I INTRODUCTION

| | |
|---|---|
| A. The Background of the Study..... | 1 |
| B. Identification of the Problems | 5 |
| C. Limitation of the Problems | 5 |
| D. Formulation of the Problems | 6 |
| E. Objectives of Study | 6 |
| F. Benefits of the Study | 6 |
| G. Definition of Key Terms | 7 |

CHAPTER II THEORETICAL REVIEW

| | |
|--------------------------------------|----|
| A. Theoretical Review | 9 |
| 1. The Definition of Vocabulary..... | 9 |
| 2. Vocabulary Learning | 10 |
| 3. Vocabulary Teaching..... | 11 |
| 4. Method Teaching Learning..... | 12 |
| 5. Pictures..... | 12 |
| B. Previous Related Studies | 16 |
| C. Rationale..... | 20 |
| D. Action Hypothesis..... | 20 |

CHAPTER III RESEARCH METHODOLOGY

| | |
|---|----|
| A. Research Design | 21 |
| B. Research Setting | 21 |
| C. Subject and Object of the Research | 23 |
| D. Action Plan | 23 |
| E. Techniques of Data Collecting..... | 27 |
| F. Research Instruments | 28 |
| G. Techniques of Analyzing Data..... | 30 |
| H. Indicators of Success | 30 |

CHAPTER IV RESEARCH FINDING AND DISCUSSION

| | |
|--|----|
| A. Research Finding..... | 32 |
| . Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024 | |
| B. Discussion..... | 62 |
| Improving English Vocabulary Mastery , Students Who do not Improve, Reasons of Students are Pass and Fail in The Study | |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------------|----|
| A. Conclusion..... | 66 |
| B. Suggestion | 67 |
| BIBLIOGRAPHY | 69 |
| APPENDIX | 71 |

LIST OF TABLES

| | |
|--|----|
| Table 2. 1 Previous Related Study | 17 |
| Table 3. 1 Research Timeline | 22 |
| Table 4. 1 The Students Pre-test Result | 33 |
| Table 4. 2 The Students Pre-test Result | 33 |
| Table 4. 3 Frequency of Students' Score at Pre-Test..... | 34 |
| Table 4. 4 Attitude Aspect Result of Pre-Test..... | 35 |
| Table 4. 5 The Students' Activities Result at Pre-Test..... | 36 |
| Table 4. 6 Frequency of Students Activities Result at Pre-Test | 36 |
| Table 4. 6 Frequency of Students Activities Result at Pre-Test | 36 |
| Table 4. 7. Frequency of Students Activities Result at Pre-Test | 37 |
| Tabel 4.8. Students' Score Result at Post-Test in Cycle 1 | 42 |
| Table 4. 9. The Students' Score Result at Post-test in Cycle 1 | 43 |
| Table 4. 10. Frequency of Students' Score at Post-test in Cycle 1 | 43 |
| Table 4. 11 The Students' Activities Result in Cycle 1 | 44 |
| Table 4. 12 The Students' Activity Result in Cycle 1..... | 45 |
| Table 4. 13. Frequency of Students' Activity Result in Cycle 1 | 45 |
| Table 4. 14. Frequency of Students' Activity Result in Cycle 1 | 46 |
| Table 4. 15. The Student' Activities Result at Pre- Test and Cycle 1 | 46 |
| Table 4. 16. Frequency of Student Activities Result at Pre- Test and Cycle 1 | 48 |
| Table 4. 17. Improvement Result at Pre- Test and Cycle 1 | 48 |
| Table 4. 18. Student Score Result and Post- Test in Cycle II | 53 |
| Table 4. 19. The Student' Score Result at Post- Test in Cycle I | 54 |
| Table 4. 20. Frequency of Students' Score at Post- Test in Cycle I | 54 |
| Table 4. 21. The Students' Activity Result in Cycle II | 55 |
| Table 4. 22. The Students' Activity Result in Cycle II | 57 |
| Table 4. 23. Frequency of Students' Activity at Post- Test in Cycle II | 57 |
| Table 4. 24. Frequency of Students' Activities at Result in Cycle II | 57 |
| Table 4. 25. The Students' Activities Result at Cycle II and Cycle II | 58 |

| | |
|--|----|
| Table 4. 26. The Students' Activities Result at Pre- Test, Cycle I and Cycle II .. | 58 |
| Table 4. 27. Frequency of Students Activities at Result at Pre- Test, Cycle I, and Cycle II | 59 |
| Table 4. 28. Improvement Result at Cycle I and Cycle II | 60 |
| Table 4. 29. Improvement Result at Pre-Test, Cycle I and Cycle II | 62 |
| Table 4. 30. Improvement Result at Pre-Test, Cycle I and Cycle II | 63 |

LIST OF FIGURES

| | |
|---|----|
| Figure 4. 1 Frequency of Students' Score at Pre-Test | 34 |
| Figure 4. 2 Frequency of Students' Score at Pre-Test | 37 |
| Figure 4. 3 Frequency of Students' Score at Post-Test in Cycle I | 43 |
| Figure 4. 4 The Frequency of Students' Activity in Cycle I | 46 |
| Figure 4. 5 Frequency of Students' Score at Post- Test in Cycle II | 55 |
| Figure 4. 6 The Frequency of Students' Activities Result at Cycle II | 57 |
| Figure 4. 7 Students' Complete Procentages at Pre-Test, Post- Test I, and Post - Test II | 63 |

ABSTRACT

Annisa Nurul Aini Fataawahab. 2023. The Implementation of Pictures Media and Number Head Together Method to Improve English Vocabulary Mastery at SMP Negeri 24 Surakarta (A Classroom Action Research of Eighth Grade in the Academic Year of 2023/2024). Thesis. English Language Education Department. Cultures and Languages Faculty.

This research was conducted to improve English vocabulary mastery by using pictures media and number head together method. Students are easily bored and fear of making mistakes when writing, shyness, still lack confidence in their language skills, vocabulary, and students' writing skills to be applied because teachers have not implemented various strategies that can be used in teaching writing, so there are many students were passively involved in learning process. The objective of this study was to improve the students' writing skills of 8 A consisted of 29 students at SMP Negeri 24 Surakarta (A Classroom Action Research of Eighth Grade in the Academic Year of 2023/2024).

The research was classroom action research. The action research was carried out in two cycles with total 7 meetings. The subject of the research was the students of 8 A. The English teacher, the researcher, and the students of 8 A were the team members of the research. In collecting the qualitative data, the researcher used observation and interview with the students and collaborator, the collaborator in this research is the English teacher. The data were in the forms of observation sheets and interview transcripts, such as descriptions and reflections on what occurred during the learning process to support qualitative method and quantitative method was used to analyze the data from the mean scores of pre-tests and post-test.

From the findings, it were found that the students' writing skills there was an improving on pre-test, post test 1 and post test 2. The average score in writing skills improved from 65,172 in the pre-test to 69,827 in cycle 1 and 81,034 in cycle 2. It can be concluded that pictures media and number head together method can improve students' writing skills at SMP Negeri 24 Surakarta especially for grade 8 A. The data shows a very significant increase in cycle I and cycle II. The data shows the second cycle increased more than the first cycle.

Keywords: *Students' wrting skills, Pictures media, Number Head Together*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is one of the most crucial aspects of learning English. Students must learn words as they learning grammar and practicing pronunciation. Students who have a good vocabulary find it simpler to grasp what their teachers are saying and it also helps them develop four language skills. They are speaking, reading, writing and listening. Knowledge of vocabulary is frequently regarded as a crucial asset for students learning a second language. This indicates that vocabulary is extremely important in their field of study.

In the teaching-learning process, teachers play a key role in improving student achievement. Teachers report to being confused about how to present the material to the students and still confuse on which media to use as learning media. They only use the same learning media over and over, which makes the learning process boring. So, in order for a student to stay focused and interested in the course of the lesson while participating in learning process, teachers must take extra care in choosing methods and media that are effective for improving students' abilities. There are a variety of techniques and media that can help students become more willing to follow the lesson, especially in learning new vocabulary, for example by the use of games, illustration, etc. Students will be more active and excited to participate in English class if they are connected to appealing methods, techniques and media.

Clouston (2013), teaching vocabulary helps students in understanding and communicate with others using the English language. In teaching vocabulary, the teacher must be able to create ways in teaching vocabulary so

that students can learn vocabulary effectively considering the facts in the field that many students find difficult to learn English due to the lack of vocabulary. In addition, students' disinterest in English and their mindset about "English is difficult" also cause the difficulty in mastering English. Teacher efforts to teach vocabulary for students in the classroom well. Teacher uses media in order to the students are interesting. Teacher can use pictures in teaching vocabulary in the classroom. Students are not boring. They are easier to understand that their teacher explain in the classroom.

Ibrohim, Septianti, & Sadikin (2018), some students think that memorizing English vocabulary is difficult because they are not interested and rarely use English vocabulary in daily life. The students speak Indonesian or Javanese in communication in the school and at home. Teacher must speak English in the classroom everyday. The students effort to speak English. Students are not afraid to speak English with their teacher. The students communicate their friends using English in the classroom. So, the students are not difficult to memorize English vocabulary.

Reskiana, haryanto, & Weda (2020) "A Study on Vocabulary Teaching Strategy for Students with Hearing Impairment at Special Education School , Makassar, Indonesia". The finding is teacher used five strategies in teaching vocabulary to students with hearing impairment at special education schools such as rehearsal, gesture, sign language, writing a language, and discussion. The teacher was combined all of the strategies. In rehearsal strategy, teacher explain many vocabularies to the students in the classroom. Teacher gives exercises to the students. They finish the exercises in their book. One of the students writes the exercises on the whiteboard. Teacher and the students discuss the exercises. In gesture strategy, teacher teaches the vocabulary using gesture. Teacher explains a vocabulary "write" so he holdouts pen and writes something on the paper. In sign language strategy, teacher teaches a vocabulary "sleep" so he close both of his eyes. In writing a language strategy, teacher

teach a vocabulary “letter” so he gives a letter to the students. They can look at the writing in the letter. In discuss strategy, teacher makes groups in the classroom. Then teacher gives the questions to the groups. Each of groups discuss to answer the questions. One of groups write the answers on the whiteboard. The teacher and students discuss about answers of the questions.

Junior High Schools in Indonesia were started applying English as a compulsory Lesson, including in Surakarta. In this case, the researcher chooses SMP Negeri 24 Surakarta. Students in this school come from various regions in Surakarta. Starting from students who come from remote rural areas, and urban areas, students who come from the border between cities and villages, and from another city like Surakarta. Because of these differences, they have different backgrounds especially in learning English as a foreign language.

Besides that, the reason why the researcher choses SMP Negeri 24 Surakarta as the subject of the research is SMP Negeri 24 Surakarta has “A” accreditation (from Badan Akreditasi Nasional Sekolah). It means that this school is a good school. The school that has a good accreditation score, means that the school has quality. The reasons why the researcher chooses grade 8A students at SMP Negeri 24 Surakarta as an example in the research. Because the students came from different school backgrounds (Elementary Schools) and were collected into one class. Some of them already like and are rich in vocabulary. However, most of them lack on vocabulary.

This is in line with the results of the pre-research that has been carried out by the researcher on April 4, 2023 . Based on pre-research, one of the main obstacles faced by teachers in teaching English in this school is most students find it difficult to understand English because of the lack of vocabulary. One of the English teachers in that school says that some students still often asked her about the meaning of words or the context of a sentence. Besides that, students at the school also had difficulty constructing a sentence. In their minds, they already thought about what to say, but have difficulty

composing sentences due to the student's lack of vocabulary. It can be concluded that the lack of vocabulary becomes a problem when teaching English. According to the teacher, the lack of vocabulary in children can occur because students are lazy to read.

Meanwhile, the other teacher said that she applied several ways in teaching vocabulary, namely through drilling and pictures media. According to other teacher, drilling is the most effective way than others to improve students' vocabulary. This is because, by drilling, there will be the repetition of vocabulary. Something repetitive will make it easier for students to remember. Teacher teaches students using pictures media in the classroom. The students are interesting to observe the pictures. They are easier to understand that their teacher says. They can mastery English vocabulary.

There are previous studies that support this research. These studies were carried out by Vivi Lelyta Riyani and Rahmadilla. Research is written by Vivi Lelyta Riyani, the title "A Correlative Study between Student's Self-Confidence and VocabularyMastery toward Their Speaking Skillat The Eleventh Grade of SMA Muhammadiyah 1 Sragenin The Academic year of 2018/2019". The result shows vocabulary mastery can improve speaking skill.

Research is written by Rahmadilla, the title "A Correlation Study between Vocabulary Mastery and Academic Self Management Towards Reading Comprehension Among The Eight Grade Students of MTsN Surakarta II in The Academic Year 2028/2019". The result shows vocabulary mastery can improve reading comprehension. The differences of research with the other researches that the researcher uses picture and number head together media to improve English vocabulary mastery.

Based on the various problems related to vocabulary that has been explained above, the role of the teachers in the classroom in applying pictures and number head together medias in teaching vocabulary are very important.

Based on this background, the researcher finally made the title " **Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024**".

B. Identification of the Problems

The research concerned with pictures and number head together method which is intended for students. Therefore, the problem can be identified as follows:

1. The technique of teaching learning process is boring for the students.
2. The students tend to be passive in finding out the meaning of the words.
3. The students feel difficult to find out the meaning of the words in dictionary.

C. Limitation of the Problems

Based on the identification of the problem, the researcher limits the research on the problem pictures and number head together media which is intended for students of SMP Negeri 24 Surakarta Junior High School Academic Year 2023/2024. The subjects of this research are students from Class 8 A SMP Negeri 24 Surakarta in English subjects. The object of this research is the problem picture and number head together media help improving the ability of vocabulary mastery by solving the problems they face in small groups. In learning process, students work with classmates to encourage critical development in thinking, and the ability to communicate confidently. The focus of the research is to identify the teaching and learning process using pictures media and number head together method that will be applied to eighth grade students at SMP Negeri 24 Surakarta academic year 2023/2024.

In this study, the writer limits the problem on: whether using pictures and number head together media can improve the students' vocabulary mastery, whether they can motivate the students in learning vocabulary, and whether they can make them easy to find out the meaning of words.

D. Formulation of the Problems

Based on the research background above, the problem statement is ;
Can the use of pictures media and number head together method improve the students' vocabulary mastery of eighth grade at SMP Negeri 24 Surakarta in the academic year of 2023/2024 ?

E. Objectives of the Study

The objective of the study is :

To investigate to what extent the use of pictures and number head together media can improve the students' vocabulary mastery of eighth grade at SMP Negeri 24 Surakarta in the academic year of 2023/2024.

F. Benefits of the Study

The benefits of this study are;

1. Practical

a. Teacher

This research can be used for the teachers as evaluation and comparison with another English teacher. Thus, teaching and learning can increase.

b. Student

By using this research, students can find out if the strategies used by their teachers are in accordance with them or not. Students may be able to give feedback to teachers about which strategies they like or not.

c. Another Rresearcher

This research is necessary to help researcher who will educate in the future. Hopefully, the researcher will be able to create a learning model as well as the media to employ in order to improve the quality of education in Indonesia. Furthermore, people who are interested in this study can discover more about vocabulary learning.

2. Theoretical

In theory, the following are the advantages of this research:

a. Teacher

To give the explanation that related to the kinds of strategies used by English teachers in teaching vocabulary for the eighth grade students at SMP Negeri 24 Surakarta in the academic year 2023/2024 and the factors influencing the teachers to apply the strategies to students in teaching vocabulary for the eighth grade students at SMP Negeri 24 Surakarta in the academic year 2023/2024.

b. Another Researcher

This research is hoped to be knowledge reference for other researcher in the future in same topic.

G. Definition of Key Terms

1. Vocabulary

Vocabulary is a list of words. Person uses it for saying, writing, reading, and listening skill. It means that vocabulary is a list of words from particular language (Hatch and Brown, 1995: 1).

2. Picture

A pictures is an imagine or likeness of an object, person, scene reproduced on flat surface, especially by painting, or photography, a mental imagine of impression (Webster, 1979:1357)

3. Teaching Learning

Teaching English program is to help the students to gain large vocabulary of useful words. In every lesson, the teacher has to introduce new words and asks the students to practice them, making clear the meanings and the ways in which each can be useful. It means that vocabulary is an important role of English teaching program in every lesson of reading, speaking, listening, writing, structure (Cross,1991: 5).

Learning English as foreign language requires enough vocabulary (both active vocabulary and passive vocabulary) mastery in order to play in four language skills. It distinguishes between active vocabulary and passive vocabulary. Active vocabulary is the words which the students can understand and pronounce correctly and constructively in speaking and writing. While passive vocabulary is the words which the student recognizes and understands when they occur in the context, but which learned cannot produce correctly himself (Haycraft,1978: 44)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Definition of Vocabulary

The term of vocabulary refers to a list or set of words for a particular language or list or set of words that individual speakers of language might use. It means that vocabulary is a list of words from particular language (Hatch and Brown, 1995: 1). Teacher makes a sentence by using the words.

Vocabulary can also defined roughly as the words the teacher teaches in the foreign language, and a new item of vocabulary may be more than a single word (Ur, 1998: 60). A good sentence consists of more than single word.

Vocabulary is one component of the language skills such as reading and speaking. Students can comprehend the reading if they have many rich vocabularies. Student can speak English well if they have many vocabularies (Nation in Schmit and Mc Carthy, 1997: 6). Teacher speaks with the students by using some vocabularies.

Vocabulary has an important role in language skills, namely listening, reading, speaking, and writing. Add that skills in reading fall generally into four categories, mechanics, syntax, vocabulary, and comprehensions. It means that vocabulary gives ease to comprehend the text (Richards and Long, 1987: 312). Teacher teaches the students about listening, reading, speaking, and writing.

Based on the definitions above, the conclusion of vocabulary is a list of words or new items of more than a single word that has a meaning that the speakers use in speaking, reading, listening, and writing skills.

In reading, listening, writing and speaking need vocabulary to comprehend. People can know the content of reading because they have many vocabularies.

2. Vocabulary Learning

The Vocabulary Mastery Learning English as foreign language requires enough vocabulary (both active vocabulary and passive vocabulary) mastery in order to play in four language skills. Distinguishes between active vocabulary and passive vocabulary. Active vocabulary is the words which the students can understand and pronounce correctly and constructively in speaking and writing. While passive vocabulary is the words which the student recognizes and understands when they occur in the context, but which learned cannot produce correctly himself (Haycraft, 1978: 44).

That active vocabulary refers to vocabulary that the students have been taught or learnt and which they are expected to able to use, while passive vocabulary refers to the words which the students will probably not be able to produce (Harmer, 1991: 159).

Two kinds of vocabulary learning, namely receptive learning and productive learning. Receptive learning is the ability to recognize a word and recall its meaning when it is met and productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. In other words, receptive learning is the process of learning vocabulary through listening and reading, while productive learning is the process of learning vocabulary not only through listening and reading, but also speaking and writing (Nation, 1990: 5).

Based on the vocabulary learning above, the vocabulary mastery learning English as foreign language requires enough vocabulary. Students use vocabulary to learn reading, speaking, writing and listening. In reading, listening, writing and speaking need vocabulary to comprehend. People can write sentences well because they have many vocabularies. They speak fluently because they have many vocabularies.

3. Vocabulary Teaching

The main goal of most English teaching program is to help the students to gain large vocabulary of useful words. In every lesson, the teacher has to introduce new words and asks the students to practice them, making clear the meanings and the ways in which each can be useful. It means that vocabulary is an important role of English teaching program in every lesson of reading, speaking, listening, writing, structure (Cross,1991: 5).

In teaching reading, vocabulary is the most main factor. English source language / English foreign language student who plans to read anything of substance on English thus needs to acquire as large as vocabulary as possible. It means that vocabulary is most required in reading ability. The learners who get more and more vocabulary will be able to comprehend context of text easily (Richards and Long, 1987: 305).

There are some reasons why vocabulary is taught. Because of the considerable research about vocabulary informing that vocabulary related to useful words can give the learners in useful skill, especially in speaking, because of teacher faced with learners who have small vocabulary, because of the learners and researchers who see vocabulary is very important in learning language. The learners feel that many of their difficulties in receptive and productive language use are the result of an in adjective vocabulary (Nation, 1992: 2-3).

Based on the vocabulary teaching above, the students gain large vocabulary by English teaching program. Teacher uses vocabulary to teach reading, speaking, writing and listening. In order to, students comprehend listening, writing, listening and speaking skill. Students write sentences. They speak fluently. They can comprehend the meant of listening because they have many vocabularies. They tell story in front of the classroom. They can be winner in the speak contest because they have many vocabularies.

4. Method Teaching Learning

Elmayantie (2015) states that Grammar Translation Method is a strategy that asks students translate entire texts word by word while also memorizing various grammatical rules and exceptions as well as huge vocabulary lists. It can be conclude that by studying the grammar and vocabulary of the target language, students will become more familiar, enable them speak and write in their target language more effectively.

Firiady (2018) states that Communicative Language Teaching (CLT) Method should encourage students to interact with one another and apply the language forms they have learned vocabulary for meaningful communicative purposes. CLT Method underlines the need of students performing a language more frequently, and it generates an improvisatory performance of language without the intervention of teachers in correcting grammatical errors.

Adnyani & Dewi (2020) state that Songs Method can be useful to stimulate brain work during the teaching and learning process. Teaching vocabulary using songs is one of the most enjoyable strategies for students. The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.

5. Pictures

A picture is defined as an image or likeness of an object, person, scene reproduced on flat surface, especially by painting, or photography, a mental image or impression, an idea (Webster, 1979:1357)

Picture is one of visual aids used for teaching vocabulary. who states that teaching and is designed to give a visual stimulus, act as visual prompt or provide visual reinforcement for language items being learned (Cunningsworth, 1984: 102).

a. The Role of Pictures on Vocabulary Teaching.

Allen (1983: 24) who states “To help the students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class. It means that the form of pictures can be seen by all students in the class.

The pictures give a great motivation for the students, make the subject. They are dealing with a clearer and illustrate the general idea and the form of an object or an action which are particular to a culture (Wright, 1997: 136).

Harmer (1991: 161) explains more clearly that pictures can be used to explain the meaning of vocabulary items. The teacher can draw things on the board or bring in pictures. Using simple pictures is better than using objects because the focus is cleared and the meaning is less ambiguous.

Furthermore, Haycraft (1976: 49) states that the existence of a wide assortment of magazines and illustrated advertisements can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors, and so on.

From the statements above, using pictures is very useful in teaching vocabulary for the students because the pictures can create a communication situation in the classroom and can give a great motivation to learn the new words.

b. The Sources of Pictures

Allen (1983: 33) states that pictures can be made or drawn by the students (or by teacher) and or pictures can be from the cutting of magazine, newspaper, and inexpensive books that are attractive for students and show meanings of basic words.

Harmer (1977: 161) states that pictures can be board drawings, wall pictures and charts, flashcards, magazine pictures, and any other non-technical visual representation. Such pictures can be used to explain the meaning of vocabulary items. Besides, the teacher can draw things on the board or bring in pictures.

Haycraft (1978: 49) adds that the existence of a wide assortment of magazines and illustrated advertisements means that such pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures can be pasted on to a piece of card board to make flashcard.

Cross (1995: 6) divides pictures into three kinds, namely collections of useful pictures from magazines, sketches on the blackboard, and flashcard using a thick pen or large sheet of paper.

From the statements above, the sources of pictures for vocabulary teaching come from magazines, newspapers, advertisements, inexpensive books, board drawings, wall pictures and charts, flashcards, sketches, non-technical visual representation, and teacher's and the students' own drawings. They can be explained as follows:

(1) Magazines

There are major sources of useful pictures for material of vocabulary teaching, though they are rarely rare. Full page pictures are big enough for class use, while others are more appropriate for individual work (Wright, 1987: 182)

(2) Newspapers

The pictures in newspapers are usually small and too indistinct for use the whole class, but they are usually topical linked with the texts which can lead particular activities (Wright, 1989: 182).

(3) Advertisements

Advertisements come from magazines and newspapers. There are two features which make advertisements pictures special. First, the pictures are meant to persuade us to buy the product. Second, advertisements pictures are nearly accompanied by authentic material for reading (Wright, 1989: 182)

(4) Inexpensive books

Inexpensive books can be categorizes as old books. Old children's books are particularly good source of illustrations which can often charm older students. Old school books are often to dated to keep, but they may content unique illustration (Wright, 1989: 183)

(5) Wall Pictures and Charts

Wall pictures and charts are kinds of pictures and charts hung on or pasted on the wall. Wall charts are reproduced by some institutions to explain what is done in or by the institutions. These wall charts are very often free or relative inexpensive (Wright, 1989: 193)

(6) Flashcards

Flashcards are pictures of items drawn using a thick felt pen on large sheet of paper. The flashcards is probably the most widely used visual and in language teaching. It is just a simple picture of card or paper. The A.4 (29 x 2 cm) is easy to get and can be seen from the back of the room (Cross, 1995: 6).

(7) Sketches

Sketches are pictures made by sketching the simple things on the blackboard. Teachers do not need to be artists to make simple sketches which illustrate meaning, particular if they bear in mind. The meaning of *bush* can be explained by two very simple sketches (Lewis and Hill, 1992: 102)

(8) The Teacher's and The Students' own drawings

The teacher's or the students' own drawings are kinds of pictures made by the teachers or students themselves. The pictures can be drawn on the board (whiteboard or blackboard) and cardboard. Flashcards and sketches include kinds of pictures made by teacher's or students' themselves (Wright, 1987: 187).

B. Previous Related Studies

There are various studies that support this research. These studies were carried out by Vivi Lelyta Riyani, Rahmadilla, Annisa Nur Bhaiti, Miftakhul Munir and Zahra Berliana Kandi.

Vivi Lelyta Riyani, the title "A Correlative Study between Student's Self-Confidence and Vocabulary Mastery toward Their Speaking Skill at The Eleventh Grade of SMA Muhammadiyah 1 Sragen in The Academic year of 2018/2019" the result that vocabulary mastery can improve speaking skill.

Rahmadilla, the title "A Correlation Study between Vocabulary Mastery and Academic Self-Management Towards Reading Comprehension Among The Eight Grade Students of MTsN Surakarta II in The Academic Year 2018/2019" the result that vocabulary mastery can improve reading comprehension.

Annisa Nur Bhaiti, the title "The Effectiveness of Word Search Fuzzle Games to Teach Vocabulary Experimental Research at the Eight Grade Students of MTsN Surakarta II in The Academic Year 2018/2019" the result

that The effectiveness of word search fuzzle games can improve teach vocabulary.

Miftakhul Munir, “The Implementation of Problem-Based Learning (PBL) to Iimprove The Students’ Speaking Skills at SMP Muhammadiyah PK Kota Barat Surakarta A Classroom Action Research of Eight Grade in The Academic Year 2022/2023” the result that vocabulary mastery can improve speaking skill.

Zahra Berliana Kandi, “The English Teachers’ Strategies in Teaching Vocabulary at The Tenth Grade Students of Man Wonogiri in The Academic Year 2022/2023” the result that teachers’strategies can improve teaching vocabulary.

Annisa Nurul Aini Fataawahab, “Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024” the result that picture and number head together can improve English vocabulary mastery. The differences of research with the other researches that the researcher uses picture and number head together media to improve English vocabulary mastery.

Table 2. 1. Previous Related Study

| No | Title | Appellative | Similarities | Differences |
|----|---|---|--------------------------------|--|
| 1 | A Correlative Study between Student’s Self-Convidence and VocabularyMastery toward Their Speaking Skillat The Eleventh Grade of SMA | Vivi Lelyta Riyani (2019) Universitas Islam Negeri Raden Mas Said Surakarta | Using Descriptive quantitative | The result that vocabulary mastery can improve speaking skill. |

| | | | | |
|---|---|--|--------------------------------------|--|
| | Muhammadiyah 1 Sragenin The Academic year of 2018/2019 | | | |
| 2 | A Correlation Study between Vocabulary Mastery and Academic Self – Management Towards Reading Comprehension Among The Eight Grade Students of MTsN Surakarta II in The Academic Year 2028/2019 | Rahmadilla (2019) Universitas Islam Negeri Raden Mas Said Surakarta | Using Descriptive quantitative | The result that vocabulary mastery can improve reading comprehension |
| 3 | The Effectiveness of Word Search Fuzzle Games to Teach Vocabulary Experimental Research at the Eight Grade Students of MTsN Surakarta II in The Academic Year 2028/2019 | Annisa Nur Bhaiti (2020) Universitas Islam Negeri Raden Mas Said Surakarta | Using Descriptive quantitative | The effectiveness of word search fuzzle games can improve teach vocabulary |

| | | | | |
|---|---|---|--------------------------------|--|
| 4 | The Implementation of Problem-Based Learning (PBL) to Improve The Students' Speaking Skills at SMP Muhammadiyah PK Kota Barat Surakarta A Classroom Action Research of Eight Grade in The Academic Year 2022/2023 | Miftakhul Munir (2022) Universitas Islam Negeri Raden Mas Said Surakarta | Using Descriptive quantitative | The result that vocabulary mastery can improve speaking skill |
| 5 | The English Teachers' Strategies in Teaching Vocabulary at The Tenth Grade Students of Man Wonogiri in The Academic Year 2022/2023 | Zahra Berliana Kandi (2022) Universitas Islam Negeri Raden Mas Said Surakarta | Using Descriptive quantitative | The result that teachers' strategies can improve teaching vocabulary |
| 6 | Improving English Vocabulary | Annisa Nurul Aini | Using Descriptive | the result that picture and |

| | | | | |
|--|--|---|--------------|---|
| | Mastery Through Pictures and Number Head Together Media for The Eight Year Students of SMP Negeri 24 Surakarta Academic Year 2022/2023 | Fataawahab (2023) Universitas Islam Negeri Raden Mas Said Surakarta | quantitative | number head together can improve English vocabulary mastery |
|--|--|---|--------------|---|

C. Rationale

From the explanations above, the researcher tries to use pictures in improving students' English vocabulary mastery. As we know the use of pictures can give a great motivation for the students, make the subject they are dealing more clearly. Using pictures give meaning of words that are less ambiguous.

English has four skills; they are listening, speaking, reading, and writing. All those skills will easily improve if the children understand the meaning of the words. So, vocabulary is very important in teaching English for students.

Based on the complicated vocabulary faced on students because of technical vocabulary, we have to choose the best way, approach or technique which is going to be used when we teach vocabulary. Here, picture is the suitable way for the teacher in teaching vocabulary.

D. Action Hypothesis

From the description of related theories, the research proposes the hypothesis that pictures media and number head together method can improve English vocabulary mastery for the eight grade at SMP Negeri 24 Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data to improve their teaching practices. “It is the integration of teaching and scholarship where instructors use data readily available from their classes to answer practical questions about teaching and learning in their classrooms,” explains Gwynn Mettetal (2015). It is less formal than traditional educational research but more systematic and data-based than teacher reflection.

Based on the classroom action research above, the researcher used pictures media and number head together method to improve English vocabulary mastery for the eighth grade students at SMP Negeri 24 Surakarta in the academic year 2023/2024.

B. Research Setting

1. Place of Research

Sugiyono (2018) states that, research must provide a report containing the social situation will be research, such as schools, companies, government agencies, roads, houses and so on. Based on the theory, researcher take research setting at SMP Negeri 24 Surakarta especially eighth grade students. SMP Negeri 24 Surakarta is a school located in Surakarta, which is precisely on Jl. Doktor Moewardi No. 36 Penumping, Laweyan Surakarta. SMP Negeri 24 Surakarta has physical conditions and facilities that are quite complete and adequate to support daily teaching and learning activities. Such as classrooms, fields, libraries, physics laboratories, computer laboratories, prayer rooms, canteens, etc. The students read books in the library. They study in the classroom. They type the reports in the computer laboratories.

2. Time of The Research

This research was conducted in the first semester for eighth grade students at SMP Negeri 24 Surakarta in the academic year 2023/2024. The observations were conducted in seven meetings, from August 18 to September 18, 2023 which were adjusted to class schedule, based on the researcher's observations in the learning process and students' opinions. The action was carried out eight times in a month. Based on the schedule of the schools, the researcher did the action.

The research activity's planning timetable was as follows:

Table 3.1. Research Timeline

| | 2023/2024 | | | | | |
|----------------------|-----------|------|------|--------|------|---------|
| | May | June | July | August | Sept | october |
| Pre-Research | | | | | | |
| Writing Proposal | | | | | | |
| Proposal Examination | | | | | | |

| | | | | | | |
|-------------------------------------|--|--|--|--|--|--|
| Collecting the Data | | | | | | |
| Analyzing the Data | | | | | | |
| Writing the Reseach Report (Thesis) | | | | | | |
| Munaqasyah | | | | | | |

C. Subject and Object of the Research

1. Subject

According to Ari Kunto (1990) subject is a person or think where the data for the variables attached and in question. The subject of this research was all students for the eighth grade at SMP Negeri 24 Surakarta.

There are 7 classes for the eighth grade at SMP Negeri 24 Surakarta. Why researcher chooses 8A because the class is more focus on the material and active to listen the teacher.

2. Object

The object of this study is 8 A of SMP Negeri 24 Surakarta that consisted of 29 students. In selecting the sample, the researcher used purposive sampling as a technique to determine the sample. Purposive sampling is a technique to determine the sample with a certain aim in accordance to needs of the research with a certain characteristic.

The sample characteristics were as follow:

- a. Teacher recommended doing a treatment to the class 8 A.
- b. The class was intended for good learners and has good motivation especially in learning English.

D. Action Plan

Researcher conduct preliminary research before conducting classroom action research. This class action research will be carried out in two cycles, each cycle consisting of four stages, namely planning, implementation, observation, and reflection. It is intended to see the progress of student activity on each cycle after being given action. If in cycle 1 there are problems in action, and success indicators have not been achieved. Furthermore, re-action is carried out through the next cycle (cycle II) more directed at improvement and refinement of the deficiencies contained in the cycle I.

The description of the stages of research of this class action is as follows:

1. Preliminary Research

Pre test

Pre-test are carried out before cycle I and cycle II to find out student learning outcomes before using numbered head together media.

2. Cycle I

In cycle I, the implementation stages are as follows:

a. Planning Phase

The researcher carries out the preparation of actions and the timing of the execution of actions. At this stage of the action plan, the activities carried out are as follows:

- Develop a Lesson Plan (RPP) using number head together method
- Preparing teaching materials that will be given to students
- Divide classes in groups
- Set up assessment sheets
- Preparing post-test cycle 1 questions

b. Implementation Phase

At the implementation stage of this action, it is adjusted to the learning design that has been prepared, namely:

1) Initial activities

- The teacher greets the students
- Teacher instructs students to pray
- Teacher provides motivation and appreciation
- The teacher gives a brief explanation of the learning

2) Core activities

Stage of identifying the problem

The teacher provides a case study related to the subject matter and individually students must think alone or in groups about the answer with the time given by the teacher.

Stage of determining the problem through thinking about the problem and selecting relevant information

The teacher divides the students into pairs heterogeneously or in groups and discusses

Stage of Developing solutions through alternative identification, brainstorming and checking differences of views

Students individually or in groups conduct information searches on the internet or books to solve problems and conclude the material proposed by the teacher.

Stages of Carrying out strategic action

Students With their groups begin discussions to solve.

The stage of Re-looking and evaluating the effects of the solution carried out

Students are asked to present the results of discussions related to the questions that have been given by the teacher.

3) Final activities

Teacher gives post test questions

The teacher together with the students make conclusions about the lessons that have been learned and close the learning in the first cycle

Teacher instructs students to pray

Teacher ends the lesson by saying hamdalah.

c. Observation Phase

Observations or observations are carried out during the learning process with a problem-based learning model. This observation aims to obtain more in-depth information about the implementation of learning. The observation process is carried out based on observation sheets and the observer (teacher of the field of study) records in detail the activities of teachers and students in the classroom in the observation format.

d. Reflection Phase

The reflection stage is carried out to see the process of implementing the first cycle of actions and student learning outcomes obtained from the results of the recording and implementation of the post test. The activity of reflection of action I also serves to look for alternative actions to overcome the shortcomings that will be corrected in cycle II and maintain the advantages that already exist in cycle I.

3. Cycle II

The activities in cycle II are the same as the activities of cycle I which consist of four stages, namely a) action planning, b) action execution, c) observation and d) reflection. The planning of actions in cycle II is based on the results of the reflection of cycle I and is an improvement of the deficiencies in cycle I.

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 5 | | | | | | | | |
| | | | | | | | | |

2. Test

The essay test is used in the research. There are 20 numbers. The test is an assessment carried out after the application of some intervention, treatment, or other condition to measure any changes that have occurred. Test carried out in this study is written test in the form of Pre- tests and Post-tests which are carried out at the beginning and end of each cycle. Pre-test and Post-test are carried out to measure students' understanding of the material by looking at student learning outcomes after using a problem-based learning model.

3. Documentation

Documentation is data sourced from documents contained at the time of the implementation of the research. The documentation data in this study is in the form of a syllabus, a learning implementation plan (RPP), a video of the learning process taking place as evidence of the implementation of the learning that has been carried out, student test results, and observation results during research activities.

4. Interview

Interview were also employed by the researcher as a means of gathering information from both students and teachers. The researcher also took careful notes to collect information regarding classrooms occurrences, teaching learning processes, or student behavior. The data were in the forms of interview transcripts.

Table 3. 3. List of Interview

| No | Questions |
|----|-----------|
|----|-----------|

| | |
|----|---|
| 1 | Kakak mau nanya tentang kegiatan belajar mengajar menggunakan media gambar dan number head together yang kemaren kakak terapkan itu,tau kan ? |
| 2 | Terus, adik pada dasarnya suka gak belajar bahasa Inggris ? |
| 3 | Waktu adik belajar bahasa Inggris kayak diskusi sama presentasi gitu, gimana perasaan adek ? |
| 4 | Emm gitu. apa tugas-tugas kaya gitu bisa membuat adik bisa ngungkapin pendapat dengan menggunakan bahasa Inggris gak dik? |
| 5 | Aktivitas apa yang paling kamu sukai dik? Presentasi, diskusi drama atau membuat dan praktik menjelaskan gambar seperti kemarin ? |
| 6 | Mengapa membuat dan praktik menjelaskan gambar bisa lucu Adik ? |
| 7 | Jadi menurut adik suka gak belajar dengan menggunakan media gambar dan number head together ? |
| 8 | Terus gimana rasanya waktu presentasi dik ? |
| 9 | Oh iya dik, karna tugas gitu jadi lebih sering mengemukakan pendapat dan pastinya lebih jago. Dan makin percaya diri gak ? |
| 10 | Gimana nih kalau berdasarkan indikator penilaiannya, menurut adik, adik lemahnya dimana? Dari comprehension (cara menyampaikan opini yang mudah dipahami), fluency, pronunciation, vocabulary, atau grammar ? |

F. Research Instruments

The assessment instruments used in this study consisted of a Learning Implementation Plan (RPP), written tests (cognitive tests), field notes, and documentation.

1. Learning Implementation (RPP)

A learning implementation plan (RPP) is prepared for guidelines for learning activities in the classroom. A lesson plan is made every basic competency.

2. Tests (Cognitive Aspects)

The tests given here are in the form of exam questions that are used to determine student scores and learning outcomes and to measure the extent of student learning success in cognitive aspects.

3. Table Validation

| No | Activities | Score | Percentage |
|-------|-------------------------|-------|------------|
| 1 | Pay Attention to Lesson | 1 | 20% |
| 2 | Making Note | 1 | 20% |
| 3 | Active in Group | 1 | 20% |
| 4 | Work together | 1 | 20% |
| 5 | Doing Task | 1 | 20% |
| Total | | 5 | 100% |

4. Documentation

Documentation in this study is in the form of photos or pictures of student activity.

G. Technique of Analyzing Data

After collecting the data, the next step of the study was analyzing the data. The data will be collected above will be analyzed through qualitative and quantitative technique. Description, and reflection on what will occur in the teaching and learning process will be obtained from the observation

The data from the pre-test and post-test scores will be analyzed using SPSS application to know the differences score between pre-test and post-test of the students.

H. Indicators of Success

The indicator of the success was taken from the process and the result of the action research. To know the gain of the writer compared between pre-test and post-test. Then, the result was matched by completeness the criteria minimum standard at the school at least 75. The writer did the research and made target 80% students active in learning process.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter asserts amount of the main research finding of pictures and number head together method to improve English vocabulary mastery of eight grade at SMP Negeri 24 Surakarta. The result will be discussed in two sections:

a) process and findings, b) the discussion and findings.

A. Research Finding

1. The implementation of pictures media and number head together method can improve English vocabulary mastery for eighth grade students at SMP Negeri 24 Surakarta in the academic year 2023/2024

This research was conducted of eight-grade at SMP Negeri 24 Surakarta. The processes and findings from this research are based on the data taken from the students writing skills in pre-test, cycle I and cycle II. Those cycle describes the process of the implementation of pictures and number head together method in practice to improve student's English vocabulary mastery. The researcher divided this section into three parts :

a. Pre-Test b. Cycle I and c. Cycle II.

a. Pre-Test

The researcher gave a pre-test was conducted on 23rd August 2023. The researcher gave a pre-test to know the student's English vocabulary mastery. The result of pre-test shows that there are still many students who are not confident in writing, find ideas, lack of vocabulary. When the researcher gave test to students of 8A, only five students made the passing grade. Based on the result of pre-test of this research the students' mean score was 65,1724 and the KKM is 75. It is clear that the students' ability in writing skills should be

improved to get better achievement. The highest score was 85.0 and the lowest score was 40.0. In brief it is shown in the following table.

1) Cognitive Aspect

Tabel 4.1. Students Pre-Test Result

| No | Name | Score | Explanation |
|----|-------|-------|-------------|
| 1 | ANM | 65 | Fail |
| 2 | AZR | 70 | Fail |
| 3 | AI | 75 | Pass |
| 4 | AIY | 55 | Fail |
| 5 | AS | 60 | Fail |
| 6 | EAA | 70 | Fail |
| 7 | EAH | 80 | Pass |
| 8 | FJZ | 65 | Fail |
| 9 | JTW | 70 | Fail |
| 10 | JSPY | 55 | Fail |
| 11 | JA | 60 | Fail |
| 12 | KRFS | 70 | Fail |
| 13 | KVPA | 65 | Fail |
| 14 | LARR | 80 | Pass |
| 15 | LANU | 50 | Fail |
| 16 | MAPY | 60 | Fail |
| 17 | NZ | 55 | Fail |
| 18 | NPD | 70 | Fail |
| 19 | NPR | 65 | Fail |
| 20 | NNN | 85 | Pass |
| 21 | PYJSN | 70 | Fail |
| 22 | RCI | 70 | Fail |
| 23 | SFA | 65 | Fail |
| 24 | SAM | 60 | Fail |
| 25 | SIS | 70 | Fail |
| 26 | SRA | 55 | Fail |
| 27 | WHW | 60 | Fail |
| 28 | YSA | 40 | Fail |
| 29 | YBA | 75 | Pass |

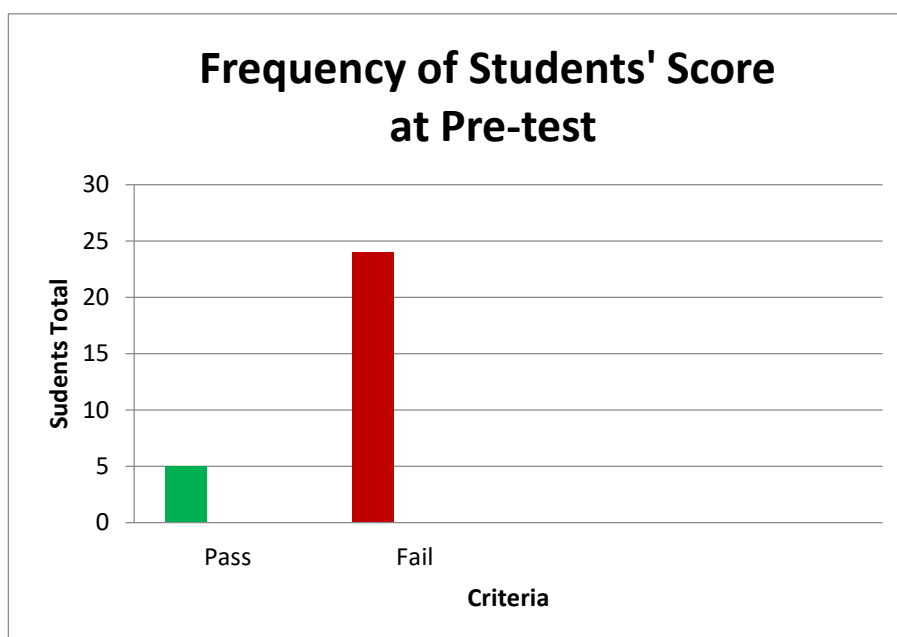
Table 4. 2. The Students Pre-test Result

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 29 | 40.0 | 85.0 | 1890 | 65,172 |
| Valid N (listwise) | 29 | | | | |

Table 4. 3. Frequency of Students' Score at Pre-test

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|----------|
| 1 | <75 | 24 | 82,759% | Fail |
| 2 | ≥75 | 5 | 17,241% | Pass |
| | Total | | 100 | |

Based on the table above, it can be seen that only 17,241% (5 students) got pass score, then 82,759% (24 students) got fail score.

**Figure 4. 1. The Frequency of the Students' Score at Pre-Test**

2) Attitude Aspect

Tabel 4.4.. Attitude Aspect Result of Pre-Test

| No | Name | Activities | | | | | Score | Per centage |
|----|-------|--------------------------------|----------------|--------------------|----------------------|---------------|-------|----------------|
| | | Pay atten tion to Lesson | Making Note | Active in Class | Work Toge ther | Doing Task | | |
| 1 | ANM | √ | - | √ | √ | √ | 80 | 80% |
| 2 | AZR | - | √ | √ | - | - | 40 | 40% |
| 3 | AI | √ | √ | √ | - | √ | 80 | 80% |
| 4 | AIY | - | √ | √ | √ | - | 60 | 60% |
| 5 | AS | - | - | √ | √ | - | 40 | 40% |
| 6 | EAA | √ | √ | - | √ | - | 60 | 60% |
| 7 | EAH | - | √ | √ | - | √ | 60 | 60% |
| 8 | FJZ | √ | - | √ | √ | √ | 80 | 80% |
| 9 | JTW | √ | - | √ | - | - | 40 | 40% |
| 10 | JSPY | - | √ | - | √ | - | 40 | 40% |
| 11 | JA | √ | - | √ | - | √ | 60 | 60% |
| 12 | KRFS | - | √ | √ | - | √ | 60 | 60% |
| 13 | KVPA | √ | √ | √ | - | √ | 80 | 80% |
| 14 | LARR | - | √ | √ | - | √ | 60 | 60% |
| 15 | LANU | √ | √ | - | √ | - | 60 | 60% |
| 16 | MAPY | √ | - | √ | - | - | 40 | 40% |
| 17 | NZ | √ | √ | - | √ | - | 60 | 60% |
| 18 | NPD | - | √ | - | √ | - | 40 | 40% |
| 19 | NPR | √ | √ | - | √ | √ | 80 | 80% |
| 20 | NNN | √ | - | √ | - | √ | 60 | 60% |
| 21 | PYJSN | - | √ | √ | - | √ | 60 | 60% |
| 22 | RCI | - | √ | - | √ | - | 40 | 40% |
| 23 | SFA | √ | - | √ | - | √ | 60 | 60% |
| 24 | SAM | - | √ | √ | - | √ | 60 | 60% |
| 25 | SIS | √ | - | √ | √ | √ | 80 | 80% |
| 26 | SRA | - | √ | - | √ | - | 40 | 40% |
| 27 | WHW | √ | - | √ | √ | √ | 80 | 80% |
| 28 | YSA | - | √ | - | √ | - | 40 | 40% |
| 29 | YBA | √ | - | √ | - | √ | 60 | 60% |

The student's activities criteria :

Pay attention to lesson

1. Making note
2. Active in group
3. Work together
4. Doing task

Remarks :

1. \surd = score 20, with percentage 20% = Low Score
2. $\surd\surd$ = score 40, with percentage 40% = Enough Score
3. $\surd\surd\surd$ = score 60, with percentage 60% = Good Score
4. $\surd\surd\surd\surd$ = score 80, with percentage 80% = Very Good Score
5. $\surd\surd\surd\surd\surd$ = score 100, with percentage 100% = Excellent

Table 4. 5. The Students' Activity Result at Pre-test

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 29 | 40 | 80 | 1700 | 58,621 |
| Valid N (listwise) | 29 | | | | |

Table 4. 6. Frequency of Students' Activity Result at Pre-test

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-----------|-----------|----------------|----------|
| 1 | <75 | 22 | 76% | Fail |
| 2 | \geq 75 | 7 | 24% | Pass |
| | Total | | 100% | |

Based on the table above, it can be seen that only 24% (7 students) got pass score, then 76% (22 students) got fail score.

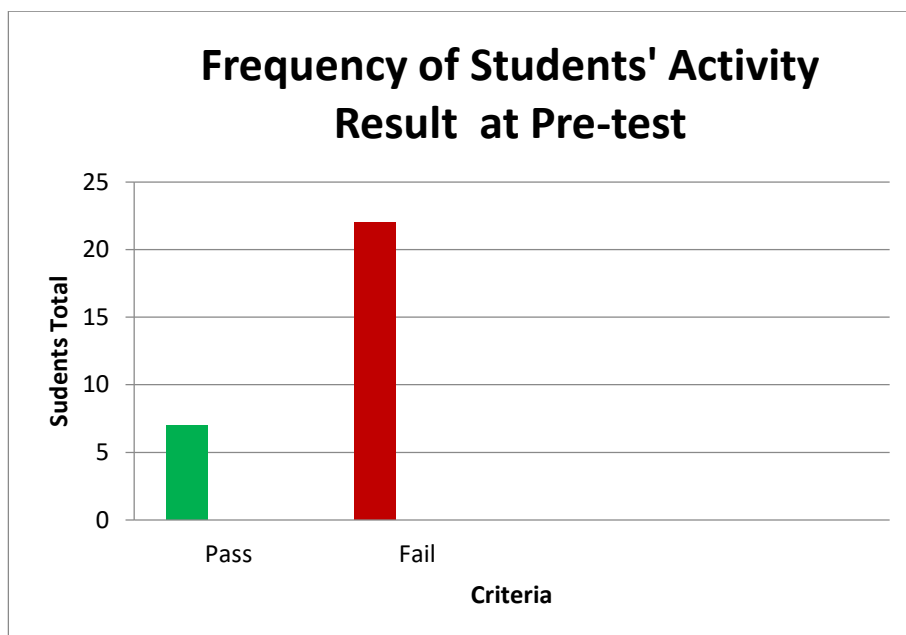


Figure 4. 2. The Frequency of the Students' Score at Pre-Test

Table 4. 7. Frequency of Students Activities Result at Pre-Test

| No | Score | Pre-Test | | Category |
|-------|-------|-----------|-------------|-----------|
| | | Frequency | Percentages | |
| 1 | 100 | - | - | Excellent |
| 2 | 80 | 7 | 24% | Very Good |
| 3 | 60 | 13 | 45% | Good |
| 4 | 40 | 9 | 31% | Enough |
| 5 | 20 | - | - | Low |
| Total | | 29 | 100% | |

b. Cycle I

In the first cycle, the researcher introduced picture and number head together media for improving English vocabulary mastery. The first cycle was done from the 30th August, 2023 up to 6th September, 2023. The steps of this cycle were: (1) planning the action; (2) implementing the action; (3) observing the action; (4) reflecting the action. The process of cycle 1 is as follow:

1) Planning

In conducting the research, the researcher had 3 Meetings in each cycle and prepared what activities should be done by the students before the real action. The implementation of the action was based on the teaching and learning activity stated on the lesson plan. The writing skills topic was chosen based on the syllabus in curriculum SMP Negeri 24 Surakarta. The material was about simple present tense, modals, and professions.

2) Action

In this stage the researcher to collaborative with an English teacher class is Mr. Sigit Yulianto, S.Pd. The Researcher and the collaborator planned to give material about simple present tense, professions and modals. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the method that used is number head together method, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the writer planned to give evaluation to measure how far the material that have been taught can be accepted by the students.a) The First Meeting

The first meeting was conducted 30th August 2023. The English teacher greeted the students before the researcher began teaching and learning activities. He informed them that the researcher will teach them English at the next meeting. The English teacher then gave the researcher the opportunity to take the role as the teacher.

In the first session, before starting the lesson the researcher opened the lesson by greeting, the researcher introduced herself first and then checked the attendance list and motivating the students. After that the researcher explained what they were going to learn and what to be reach.

The researcher explained the material about simple present tense. Do you know what simple present tense is ? The researcher explained about the definition, function, structure, and example of simple present tense. After finishing her explanation, the researcher gave the students a chance to ask questions to make sure all students have known what the researcher have explained.

Then the researcher divides the students into small groups of 6 students and one of groups only 5 students because the number of students who are odd students, after that the researcher gives them an example of simple present tense and some examples, the researcher gives instructions to read in 10 minutes and retell the text, so when the discussion time was over, the students are required to be able to identify the sentence pattern of the simple present tense, after that the researcher will ask questions about the examples that have been given, then the designated group must be able to answer the questions and one of groups can give question to another group in turn. Each group that has not received mortal must listen to their friends carefully.

After all students got their turn, the researcher leads the class, ask them “do you understand or not”? They replied “yes” or just a little Miss. The researcher asked the students about the difficulties that students experienced during the

learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. The researcher closed with greeting and praying.

b) The second meeting

The second meeting was conducted on 31st August 2023. Before starting the lesson, the researcher greeted the students, checked the attendance and asking the students' condition. In this time, the researcher reviewed the material in the last meeting, after that, the researcher began the class by telling them of the topic they would be discussing today. In the second meeting, the researcher gave material about modals, this material is a continuation of the previous meeting material namely simple present tense.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of simple present tense, then the researcher divided the students into small group contain 5 students after that researcher gave them problems in sentences/materials that will later be discussed together, the researcher began to ask students some questions about the correct word and answer choices. Each group must discuss and answer the question, the researcher gave instruction to read in 10 minutes and retell of the text, so when the discussion time was over, each group will answer the question on the whiteboard and discuss it together after all the questions have been answered. The author discusses again and explains the material that has been

studied, it turns out that there are still many who are confused in understanding the material.

After that, the researcher instructed each group to make an example in the form of a sentence containing simple present tense and modals, the researcher gave instructions to make a sentence in 15 minutes, so when the discussion time was over, the researcher would call some students based on their absence to practice conversation in pairs. Every student who had not had a turn to go forward must pay close attention to his friend.

After all students got their turn, the writer leads the class, asked them “do you understand or not”? They replied “yes” dan ada beberapa yang masih kebingungan. The researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Researcher closed with greeting and praying than the students’ test before giving treatment. In this session, the writer got the result of the students’ post-test 1 in cycle 1. The result can be seen as follow :

Tabel 4.8. Students’ Score Result at Post-Test in Cycle I

| No | Name | Score | Explanation |
|----|------|-------|-------------|
| 1 | ANM | 70 | Fail |
| 2 | AZR | 75 | Pass |
| 3 | AI | 75 | Pass |
| 4 | AIY | 60 | Fail |
| 5 | AS | 65 | Fail |
| 6 | EAA | 70 | Fail |
| 7 | EAH | 80 | Pass |
| 8 | FJZ | 65 | Fail |

| | | | |
|----|-------|----|------|
| 9 | JTW | 75 | Pass |
| 10 | JSPY | 65 | Fail |
| 11 | JA | 60 | Fail |
| 12 | KRFS | 75 | Pass |
| 13 | KVPA | 65 | Fail |
| 14 | LARR | 80 | Pass |
| 15 | LANU | 60 | Fail |
| 16 | MAPY | 60 | Fail |
| 17 | NZ | 60 | Fail |
| 18 | NPD | 75 | Pass |
| 19 | NPR | 65 | Fail |
| 20 | NNN | 90 | Pass |
| 21 | PYJSN | 70 | Fail |
| 22 | RCI | 70 | Fail |
| 23 | SFA | 75 | Pass |
| 24 | SAM | 65 | Fail |
| 25 | SIS | 75 | Pass |
| 26 | SRA | 60 | Fail |
| 27 | WHW | 75 | Pass |
| 28 | YSA | 65 | Fail |
| 29 | YBA | 80 | Pass |

Table 4. 9 The Students' Score Result at Post-test in Cycle 1

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 29 | 60.0 | 90.0 | 2025 | 69,827 |
| Valid N (listwise) | 29 | | | | |

Table 4.10. Frequency of Students' Score at Post-test in Cycle I

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|----------|
| 1 | <75 | 17 | 58,621% | Fail |
| 2 | ≥75 | 12 | 41,379% | Pass |
| | Total | 29 | 100 % | |

Based on the data above can be seen that 41,379% (12 students) got pass score, 58,375% (19 students) got fail score. It was higher than the result of pre-test. The criteria of the students who were successful in mastering the material was the students who got

minimum score of 60. Learning process was said success, when 80% got score above The fact showed that the result was unsatisfactory.

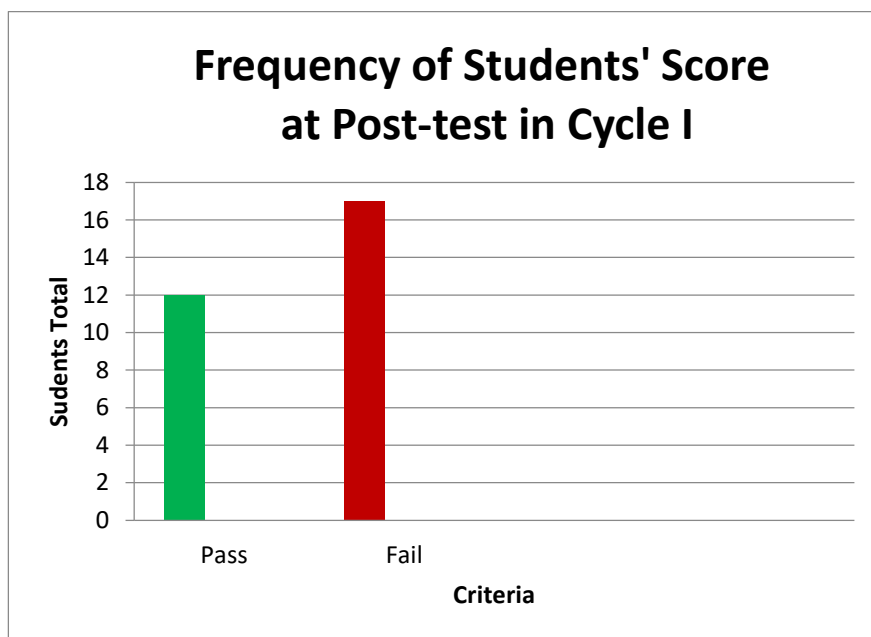


Figure 4. 3. Frequency of the Students' Score at Post-test in Cycle I

3) Observing

The researcher conducted three meetings in cycle I. The researcher gave material about asking, instruct and asking permission. Some students could be active to join the discussion whenever there were some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 4. 11. The Students' Activities Result in Cycle I

| No | Name | Activities | | | | | Score | Per cent age |
|----|------|--------------------------|-------------|-----------------|----------------|------------|-------|--------------|
| | | Pay atten tion to Lesson | Making Note | Active in Class | Work Toge ther | Doing Task | | |
| 1 | ANM | √ | - | √ | √ | √ | 80 | 80% |
| 2 | AZR | - | √ | √ | √ | - | 60 | 60% |
| 3 | AI | √ | √ | √ | - | √ | 80 | 80% |
| 4 | AIY | √ | - | √ | √ | √ | 80 | 80% |
| 5 | AS | - | √ | √ | - | √ | 60 | 60% |

| | | | | | | | | |
|----|-------|---|---|---|---|---|-----|------|
| 6 | EAA | √ | - | √ | √ | √ | 80 | 80% |
| 7 | EAH | - | √ | √ | - | √ | 60 | 60% |
| 8 | FJZ | √ | - | √ | √ | √ | 80 | 80% |
| 9 | JTW | √ | √ | - | √ | - | 60 | 60% |
| 10 | JSPY | - | √ | √ | - | √ | 60 | 60% |
| 11 | JA | √ | - | √ | √ | √ | 80 | 80% |
| 12 | KRFS | - | √ | √ | - | √ | 60 | 60% |
| 13 | KVPA | √ | √ | √ | - | √ | 80 | 80% |
| 14 | LARR | √ | - | √ | √ | √ | 80 | 80% |
| 15 | LANU | √ | √ | - | √ | - | 60 | 60% |
| 16 | MAPY | - | √ | √ | - | √ | 60 | 60% |
| 17 | NZ | √ | - | √ | √ | √ | 80 | 80% |
| 18 | NPD | - | √ | √ | - | √ | 60 | 60% |
| 19 | NPR | √ | √ | - | √ | √ | 80 | 80% |
| 20 | NNN | √ | - | √ | √ | √ | 60 | 80% |
| 21 | PYJSN | - | √ | √ | - | √ | 60 | 60% |
| 22 | RCI | - | √ | √ | - | √ | 60 | 60% |
| 23 | SFA | √ | - | √ | √ | √ | 80 | 80% |
| 24 | SAM | - | √ | √ | - | √ | 60 | 60% |
| 25 | SIS | √ | √ | √ | √ | √ | 100 | 100% |
| 26 | SRA | - | √ | √ | - | √ | 60 | 60% |
| 27 | WHW | √ | √ | √ | √ | √ | 100 | 100% |
| 28 | YSA | - | √ | √ | - | √ | 60 | 60% |
| 29 | YBA | √ | - | √ | √ | √ | 80 | 60% |

The student's activities criteria :

1. Pay attention to lesson
2. Making note
3. Active in group
4. Work together
5. Doing task

Remarks :

1. √ = score 20, with percentage 20% = Low Score
2. √√ = score 40, with percentage 40% = Enough Score
3. √√√ = score 60, with percentage 60% = Good Score
4. √√√√ = score 80, with percentage 80% = Very Good Score

5. $\surd \surd \surd \surd \surd =$ score 100, with percentage 100% = Excellent

Table 4. 12. The Students' Activity Result in Cycle I

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|-------|
| Score Pre-Test | 32 | 60 | 100 | 2060 | 71,03 |
| Valid N (listwise) | 32 | | | | |

Table 4. 13. Frequency of Students' Activity Result in Cycle I

| No | Score | Frequency | Percentage (%) | |
|----|-----------|-----------|----------------|------|
| 1 | <75 | 15 | 51,724% | Fail |
| 2 | ≥ 75 | 145 | 48,276% | Pass |
| | Total | 29 | 100% | |

Based on the table above, it can be seen that only 48,276% (14 students) got pass score, then 51,724% (15 students) got fail score.

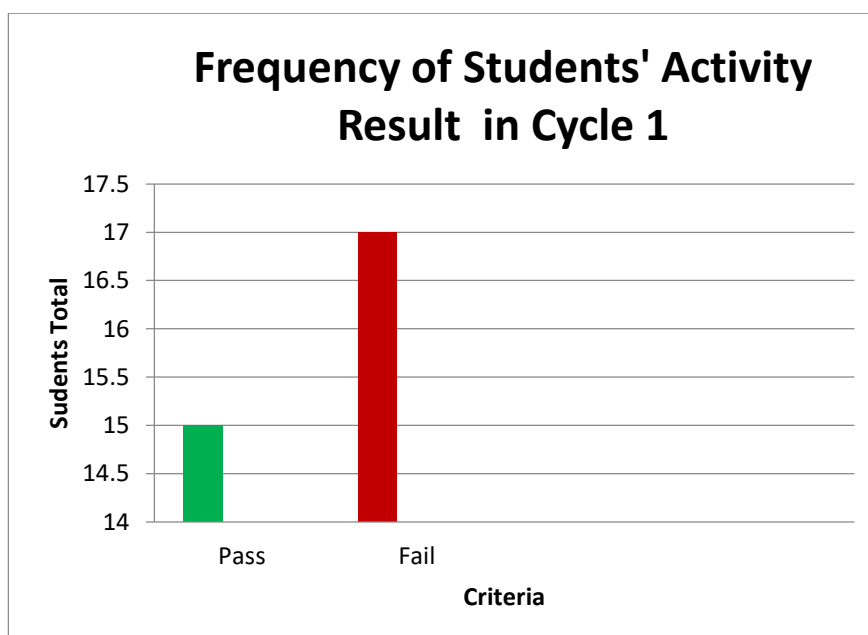


Figure 4. 4. The Frequency of the Students' Activity in Cycle 1

Table 4. 13. Frequency of Students Activities Result in Cycle 1

| No | Score | Cycle 1 | | Category |
|-------|-------|-----------|-------------|-----------|
| | | Frequency | Percentages | |
| 1 | 100 | 2 | 6,897% | Excellent |
| 2 | 80 | 12 | 41,379% | Very Good |
| 3 | 60 | 15 | 51,724% | Good |
| 4 | 40 | - | - | Enough |
| 5 | 20 | - | - | Low |
| Total | | | 100% | |

Table 4. 14. The Students' Activities Result at Pre-Test and Cycle 1

| No | Name | Pre-Test | | Cycle 1 | | Category |
|----|-------|----------|-------------|---------|-------------|----------|
| | | Act | Percentages | Act | Percentages | |
| 1 | ANM | 80 | 80% | 80 | 80% | Constant |
| 2 | AZR | 40 | 40% | 60 | 60% | Improve |
| 3 | AI | 80 | 80% | 80 | 80% | Constant |
| 4 | AIY | 60 | 60% | 80 | 80% | Improve |
| 5 | AS | 40 | 40% | 60 | 60% | Improve |
| 6 | EAA | 60 | 60% | 80 | 80% | Improve |
| 7 | EAH | 60 | 60% | 60 | 60% | Constant |
| 8 | FJZ | 80 | 80% | 80 | 80% | Constant |
| 9 | JTW | 40 | 40% | 60 | 60% | Improve |
| 10 | JSPY | 40 | 40% | 60 | 60% | Improve |
| 11 | JA | 60 | 60% | 80 | 80% | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60% | Constant |
| 13 | KVPA | 80 | 80% | 80 | 80% | Constant |
| 14 | LARR | 60 | 60% | 80 | 80% | Improve |
| 15 | LANU | 60 | 60% | 60 | 60% | Constant |
| 16 | MAPY | 40 | 40% | 60 | 60% | Improve |
| 17 | NZ | 60 | 60% | 80 | 80% | Improve |
| 18 | NPD | 40 | 40% | 60 | 60% | Improve |
| 19 | NPR | 80 | 80% | 80 | 80% | Constant |
| 20 | NNN | 60 | 60% | 80 | 80% | Improve |
| 21 | PYJSN | 60 | 60% | 60 | 60% | Constant |
| 22 | RCI | 40 | 40% | 60 | 60% | Improve |
| 23 | SFA | 60 | 60% | 80 | 80% | Improve |
| 24 | SAM | 60 | 60% | 60 | 60% | Constant |
| 25 | SIS | 80 | 80% | 100 | 100% | Improve |
| 26 | SRA | 40 | 40% | 60 | 60% | Improve |
| 27 | WHW | 80 | 80% | 100 | 100% | Improve |
| 28 | YSA | 40 | 40% | 60 | 60% | Improve |
| 29 | YBA | 60 | 60% | 60 | 60% | Constant |

The students Score Criteria:

1. Pay attention to the teachers' explanation
2. Active in the groups
3. Work together
4. Making note from the material
5. Doing the task

Remarks:

Score 20, with percentage 20 % = Low Score 40, with percentage 40 % = Enough Score 60, with percentage 60 % = Good Score 80, with percentage 80 % = Very good Score 100, with percentage 100 % = Excellent

Table 4.15. Frequency of Students Activities Result at Pre-Test and Cycle I

| No | Score | Pre-Test | | Cycle I | | Category |
|-------|-------|-----------|-------------|-----------|-------------|-----------|
| | | Frequency | Percentages | Frequency | Percentages | |
| 1 | 100 | - | - | 2 | 6,897% | Excellent |
| 2 | 80 | 7 | 24,138% | 12 | 41,379% | Very Good |
| 3 | 60 | 13 | 44,828% | 15 | 51,724% | Good |
| 4 | 40 | 9 | 31,034% | - | - | Enough |
| 5 | 20 | - | - | - | - | Low |
| Total | | 2 | 100% | 29 | 100% | |

Table 4.15 shows that the learning process was sufficient. Although there were some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the pre-test, the students got 6,897% of excellent in learning process, 41,379% got very good and then 51,724% got good. Therefore, in the cycle 1 the students more active than at pre-test

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was successful enough, although the students' average score was good. Nevertheless, there was an improvement score of the students post-test 1 than pre-test score. This is the table of illustration

Table 4.16. Improvement Result at Pre-Test and Cycle I

| No | Name | Students' Result | | | |
|----|-------|------------------|-----------|---------|----------|
| | | Pre-Test | Post-Test | Improve | Criteria |
| 1 | ANM | 65 | 70 | 5 | Improve |
| 2 | AZR | 70 | 75 | 5 | Improve |
| 3 | AI | 75 | 75 | 0 | Constant |
| 4 | AIY | 55 | 60 | 5 | Improve |
| 5 | AS | 60 | 65 | 5 | Improve |
| 6 | EAA | 70 | 70 | 0 | Constant |
| 7 | EAH | 80 | 80 | 0 | Constant |
| 8 | FJZ | 65 | 65 | 10 | Improve |
| 9 | JTW | 70 | 75 | 5 | Improve |
| 10 | JSPY | 55 | 65 | 10 | Improve |
| 11 | JA | 60 | 60 | 0 | Constant |
| 12 | KRFS | 70 | 75 | 50 | Improve |
| 13 | KVPA | 65 | 65 | 0 | Constant |
| 14 | LARR | 80 | 80 | 0 | Constant |
| 15 | LANU | 50 | 60 | 10 | Improve |
| 16 | MAPY | 60 | 60 | 0 | Constant |
| 17 | NZ | 55 | 60 | 5 | Improve |
| 18 | NPD | 70 | 75 | 5 | Improve |
| 19 | NPR | 65 | 65 | 0 | Constant |
| 20 | NNN | 85 | 90 | 5 | Improve |
| 21 | PYJSN | 70 | 70 | 0 | Constant |

| | | | | | |
|------------|-----|--------|--------|----|----------|
| 22 | RCI | 70 | 70 | 0 | Constant |
| 23 | SFA | 65 | 75 | 10 | Improve |
| 24 | SAM | 60 | 65 | 5 | Improve |
| 25 | SIS | 70 | 75 | 5 | Improve |
| 26 | SRA | 55 | 60 | 5 | Improve |
| 27 | WHW | 60 | 75 | 15 | Improve |
| 28 | YSA | 40 | 65 | 25 | Improve |
| 29 | YBA | 75 | 80 | 5 | Improve |
| Total | | 1890 | 2025 | | |
| Average | | 65,172 | 69,827 | | |
| High score | | 85 | 90 | | |
| Low score | | 40 | 60 | | |

In this research the writer gave pre-test and post-test it aimed to know the students' writing skills. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students writing skills. The average score in pre-test was 68.468 and the average score in post-test 1 was 72.581

Based on the analyzing above, the writer concluded that this research should be continuing in cycle II. The writer tried to get solution as follow:

- 1) The writer should manage class well.
- 2) The writer asked the students to focus on study and not make a noise.
- 3) Writer should motivate students to be more active in the class.

c. Cycle II

The second cycle was done from 7th September 2023 up to 14th September 2023. Cycle II were similar to cycle I, it was divided into: (1) planning the action; (2) implementing the action; (3) observing the action; (4) reflecting the action. It was explained more detail as follow:

1) Planning

In this step the researcher collaborated with the English Teacher in the school Mr. Sigit Yulianto, S.Pd. The researcher and the collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the writer and collaborator concluded that the problems were; some students were not confident and shy if they wrote English, they were difficult to express their idea, the students were afraid if they make a mistake. Therefore, the writer and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing in cycle II.

2) Acting

a) First meeting

The first meeting was done on 7th September 2023. Before the researcher began the lesson, the writer greetings to the students when entering the classroom, checking the attendance list, asking the students' condition and motivating the students, gave an idea to the students about the teaching materials would be learned and make sure that students were ready to learn.

The writer started with some questions about previous material, "Do you remember the previous material ? What is modal ? Students answered enthusiastically. There were still some students shy to write but many students have started to be active and are not shy to ask questions.

After that, the researcher began the class by telling them of the topic they would be discussing today. In the first meeting in cycle II, the researcher gave material about notice. After finishing her explanation, the researcher gave the students a chance to ask questions to make sure all students have known what the researcher have explained.

Then the researcher divides the students into small groups of 4 students and one of groups only 3 students because the number of students who are odd students, after that the researcher gives them an example of quantifier material and some examples, the researcher gives instructions to read in 10 minutes and retell the text, so when the discussion time was over, the students are required to be able to identify the expression of the quantifier function, after that the researcher will ask questions about the examples that have been given, then the designated group must be able to answer the questions and one of groups can give question to another group in turn. Each group that had not yet had a turn must listen to their friends carefully.

After all students got their turn, the research leads the class, ask them “do you understand or not”? They replied “yes”, then the students was given the task of write sentences notice at home and will be practiced in front of the class at the next meeting, then the researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. The researcher closed with greeting and praying.

b) The second meeting

The second meeting was conducted on 13th September 2023. Before starting the lesson, the researcher greeted the students, checked the attendance and asking the students' condition. In this time, the researcher reviewed the material in the last meeting, after that, the researcher began the class by telling them of the topic they

would be discussing today. In the second meeting, continuing the previous material, namely quantifying determiner.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of quantifying determiner, then the researcher divided the students into small group contain 4 students after that researcher gave them problems in sentences/materials which would later be discussed and discussed together, the researcher began to give some questions to students about correct words and answer choices. Each group must discuss and answer the question, the researcher gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, each group will answer the questions on the board and discuss them together after all the questions have been answered.

After all students got their turn, The researcher asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement. Researcher closed with greeting and praying.

c) The third meeting

The third meeting was done on 14th September 2023. In this stage researcher conducted the second post-test for the students as the last activity done in the second cycle after the students given action. The meeting started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the writer gave post-test to the students to speak conversation with a couple about asking giving, instruct, asking permission and quantifier. In the post- test 2 the result of the students' test was better than in the post-test 1. In this session, the researcher got the result of the students' post-test 2 in cycle II. The result can be seen as follow:

Tabel 4.17. Students' Score Result at Post-Test in Cycle II

| No | Name | Score | Explanation |
|----|-------|-------|-------------|
| 1 | ANM | 90 | Pass |
| 2 | AZR | 85 | Pass |
| 3 | AI | 90 | Pass |
| 4 | AIY | 75 | Pass |
| 5 | AS | 65 | Fail |
| 6 | EAA | 80 | Pass |
| 7 | EAH | 90 | Pass |
| 8 | FJZ | 85 | Pass |
| 9 | JTW | 90 | Pass |
| 10 | JSPY | 85 | Pass |
| 11 | JA | 70 | Fail |
| 12 | KRFS | 90 | Pass |
| 13 | KVPA | 75 | Pass |
| 14 | LARR | 90 | Pass |
| 15 | LANU | 80 | Pass |
| 16 | MAPY | 65 | Fail |
| 17 | NZ | 75 | Pass |
| 18 | NPD | 90 | Pass |
| 19 | NPR | 75 | Pass |
| 20 | NNN | 95 | Pass |
| 21 | PYJSN | 75 | Pass |
| 22 | RCI | 75 | Pass |
| 23 | SFA | 85 | Pass |
| 24 | SAM | 75 | Pass |
| 25 | SIS | 85 | Pass |
| 26 | SRA | 65 | Fail |
| 27 | WHW | 85 | Pass |
| 28 | YSA | 75 | Pass |
| 29 | YBA | 90 | Pass |

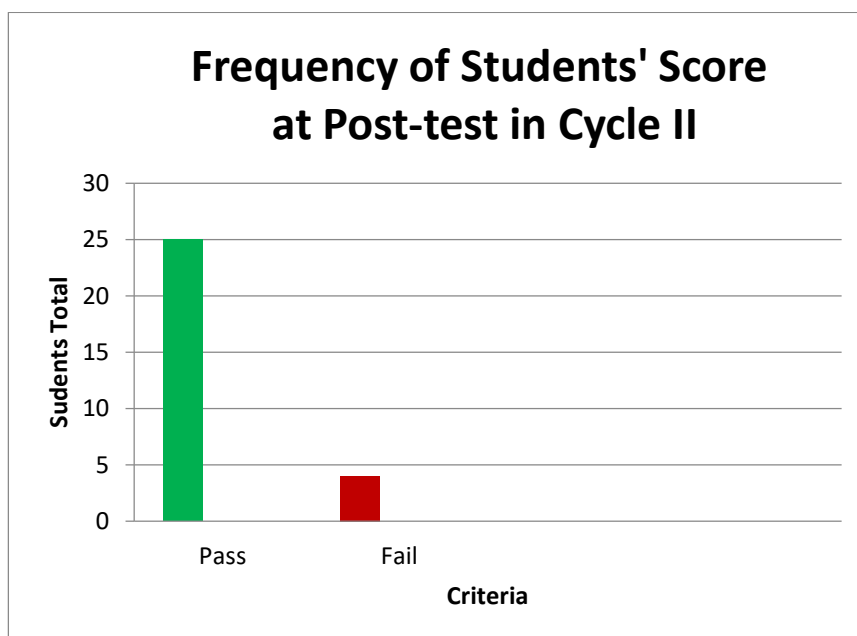
Table 4.18. The Students' Score Result at Post-test in Cycle II

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 32 | 65.0 | 95.0 | 2350 | 81,034 |
| Valid N (listwise) | 32 | | | | |

Table 4.19. Frequency of Students' Score at Post-test in Cycle II

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-----------|-----------|----------------|----------|
| 1 | <75 | 4 | 13,793% | Fail |
| 2 | ≥ 75 | 25 | 86,207% | Pass |
| | Total | | 100 | |

Based on the data above can be seen that 86,207% (25 students) got pass score, 13,793% (4 students) got fail score. It was higher than the result of post-test 1. The criteria of the students who was successful in mastering the material was the students who got minimum score of 65. Students who got maximum score of 95. Learning process was said success, when 80% got score above. The fact showed that the result was satisfactory.

**Figure 4. 5. Frequency of the Students' Score at Post-test in Cycle 2**

3) Observing

The observing was done by the researcher that conducted in third meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can see as follow:

Table 4. 20. The Students' Activities Result in Cycle II

| No | Name | Activities | | | | | Score | Per cent age |
|----|-------|--------------------------|-------------|-----------------|----------------|------------|-------|--------------|
| | | Pay atten tion to Lesson | Making Note | Active in Class | Work Toge ther | Doing Task | | |
| 1 | ANM | √ | - | √ | √ | √ | 80 | 80% |
| 2 | AZR | - | √ | √ | - | √ | 60 | 60% |
| 3 | AI | √ | √ | √ | √ | √ | 100 | 100% |
| 4 | AIY | √ | - | √ | √ | √ | 80 | 80% |
| 5 | AS | - | √ | √ | - | √ | 60 | 60% |
| 6 | EAA | √ | √ | √ | √ | √ | 100 | 100% |
| 7 | EAH | √ | - | √ | √ | √ | 80 | 80% |
| 8 | FJZ | √ | √ | √ | √ | √ | 100 | 100% |
| 9 | JTW | √ | - | √ | √ | √ | 80 | 80% |
| 10 | JSPY | √ | - | √ | √ | √ | 80 | 80% |
| 11 | JA | √ | √ | √ | √ | √ | 100 | 100% |
| 12 | KRFS | - | √ | √ | - | √ | 60 | 60% |
| 13 | KVPA | √ | - | √ | √ | √ | 80 | 80% |
| 14 | LARR | √ | √ | √ | √ | √ | 100 | 100% |
| 15 | LANU | √ | - | √ | √ | √ | 80 | 80% |
| 16 | MAPY | √ | - | √ | √ | √ | 80 | 80% |
| 17 | NZ | √ | √ | √ | √ | √ | 100 | 100% |
| 18 | NPD | - | √ | √ | - | √ | 60 | 60% |
| 19 | NPR | √ | √ | √ | √ | √ | 100 | 100% |
| 20 | NNN | √ | - | √ | √ | √ | 80 | 80% |
| 21 | PYJSN | - | √ | √ | - | √ | 60 | 60% |
| 22 | RCI | √ | - | √ | √ | √ | 80 | 80% |
| 23 | SFA | √ | √ | √ | √ | √ | 100 | 100% |
| 24 | SAM | √ | - | √ | √ | √ | 80 | 80% |
| 25 | SIS | √ | √ | √ | √ | √ | 100 | 100% |
| 26 | SRA | √ | - | √ | √ | √ | 80 | 80% |
| 27 | WHW | √ | √ | √ | √ | √ | 100 | 100% |
| 28 | YSA | √ | - | √ | √ | √ | 80 | 80% |
| 29 | YBA | √ | √ | √ | √ | √ | 100 | 100% |

The student's activities criteria :

1. Pay attention to lesson
2. Making note
3. Active in group
4. Work together
5. Doing task

Remarks :

1. \surd = score 20, with percentage 20% = Low Score
2. $\surd\surd$ = score 40, with percentage 40% = Enough Score
3. $\surd\surd\surd$ = score 60, with percentage 60% = Good Score
4. $\surd\surd\surd\surd$ = score 80, with percentage 80% = Very Good Score
5. $\surd\surd\surd\surd\surd$ = score 100, with percentage 100% = Excellent

Table 4.21. The Students' Activity Result in Cycle II

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|-------|--------|
| Score Pre-Test | 32 | 60 | 100 | 2.440 | 84,138 |
| Valid N (listwise) | 32 | | | | |

Table 4.22. Frequency of Students' Activity Result in Cycle II

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|----------|
| 1 | <75 | 5 | 17,241% | Fail |
| 2 | ≥75 | 24 | 82,759% | Pass |
| | Total | | 100% | |

Based on the table above, it can be seen that only 82,759% (24 students) got pass score, then 17,241% (5 students) got fail score.

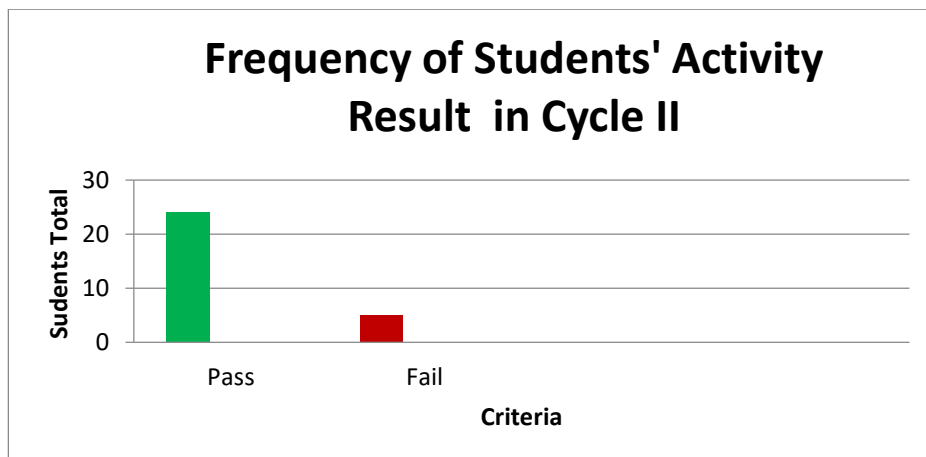


Figure 4. 6. The Frequency of the Students' Activity in Cycle II

Table 4.23. Frequency of Students Activities Result at Cycle II

| No | Score | Cycle II | | Category |
|-------|-------|-----------|-------------|-----------|
| | | Frequency | Percentages | |
| 1 | 100 | 11 | 37,931% | Excellent |
| 2 | 80 | 13 | 44,828% | Very Good |
| 3 | 60 | 5 | 17,241% | Good |
| 4 | 40 | - | - | Enough |
| 5 | 20 | - | - | Low |
| Total | | | 100% | |

**Table 4.24. The Students' Activities Result at Cycle I
and Cycle II**

| No | Name | Cycle I | | Cycle II | | Improve | Category |
|----|------|---------|-------------|----------|-------------|---------|----------|
| | | Act | Percentages | Act | Percentages | | |
| 1 | ANM | 80 | 80% | 80 | 80% | 0 | Constant |
| 2 | AZR | 60 | 60% | 60 | 60% | 0 | Constant |
| 3 | AI | 80 | 80% | 100 | 100% | 20 | Improve |
| 4 | AIY | 80 | 80% | 80 | 80% | 0 | Constant |
| 5 | AS | 60 | 60% | 60 | 60% | 0 | Constant |
| 6 | EAA | 80 | 80% | 100 | 100% | 20 | Improve |
| 7 | EAH | 60 | 60% | 80 | 80% | 20 | Improve |
| 8 | FJZ | 80 | 80% | 100 | 100% | 20 | Improve |
| 9 | JTW | 60 | 60% | 80 | 80% | 20 | Improve |
| 10 | JSPY | 60 | 60% | 80 | 80% | 20 | Improve |
| 11 | JA | 80 | 80% | 100 | 100% | 20 | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60% | 0 | Constant |

| | | | | | | | |
|----|-------|-----|------|-----|------|----|----------|
| 13 | KVPA | 80 | 80% | 80 | 80% | 0 | Constant |
| 14 | LARR | 80 | 80% | 100 | 100% | 20 | Improve |
| 15 | LANU | 60 | 60% | 80 | 80% | 20 | Improve |
| 16 | MAPY | 60 | 60% | 80 | 80% | 20 | Improve |
| 17 | NZ | 80 | 80% | 100 | 100% | 20 | Improve |
| 18 | NPD | 60 | 60% | 60 | 60% | 0 | Constant |
| 19 | NPR | 80 | 80% | 100 | 100% | 20 | Improve |
| 20 | NNN | 80 | 80% | 80 | 80% | 0 | Constant |
| 21 | PYJSN | 60 | 60% | 60 | 60% | 0 | Constant |
| 22 | RCI | 60 | 60% | 80 | 80% | 20 | Improve |
| 23 | SFA | 80 | 80% | 100 | 100% | 20 | Improve |
| 24 | SAM | 60 | 60% | 80 | 80% | 20 | Improve |
| 25 | SIS | 100 | 100% | 100 | 100% | 0 | Constant |
| 26 | SRA | 60 | 60% | 80 | 80% | 20 | Improve |
| 27 | WHW | 100 | 100% | 100 | 100% | 0 | Constant |
| 28 | YSA | 60 | 60% | 80 | 80% | 20 | Improve |
| 29 | YBA | 60 | 60% | 100 | 100% | 40 | Improve |

Table 4. 25. The Students' Activities Result at Pre-Test, Cycle I and Cycle II

| No | Name | Pre-Test | | Cycle I | | Cycle II | | Category |
|----|------|----------|-------------|---------|-------------|----------|-------------|----------|
| | | Act | Percentages | Act | Percentages | Act | Percentages | |
| 1 | ANM | 80 | 80% | 80 | 80 | 80 | 80% | Constant |
| 2 | AZR | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 3 | AI | 80 | 80% | 80 | 80 | 100 | 100% | Constant |
| 4 | AIY | 60 | 60% | 80 | 80 | 80 | 80% | Improve |
| 5 | AS | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 6 | EAA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 7 | EAH | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 8 | FJZ | 80 | 80% | 80 | 80 | 100 | 100% | Constant |
| 9 | JTW | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 10 | JSPY | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 11 | JA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60 | 60 | 60% | Constant |
| 13 | KVPA | 80 | 80% | 80 | 80 | 80 | 80% | Constant |
| 14 | LARR | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 15 | LANU | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 16 | MAPY | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 17 | NZ | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 18 | NPD | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 19 | NPR | 80 | 80% | 80 | 80 | 100 | 100% | Constant |

| | | | | | | | | |
|----|-------|----|-----|-----|-----|-----|------|----------|
| 20 | NNN | 60 | 60% | 80 | 80 | 80 | 80% | Improve |
| 21 | PYJSN | 60 | 60% | 60 | 60 | 60 | 60% | Constant |
| 22 | RCI | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 23 | SFA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 24 | SAM | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 25 | SIS | 80 | 80% | 100 | 100 | 100 | 100% | Improve |
| 26 | SRA | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 27 | WHW | 80 | 80% | 100 | 100 | 100 | 100% | Improve |
| 28 | YSA | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 29 | YBA | 60 | 60% | 60 | 60 | 100 | 100% | Constant |

Table 4.26. Frequency of Students Activities Result at Pre-Test, Cycle I, and Cycle II

| No | Score | Pre-Test | | Cycle I | | Cycle II | | Category |
|-------|-------|---------------|-----------------|---------------|-----------------|---------------|-----------------|-----------|
| | | Fre quency | Per centages | Fre quency | Per centages | Fre quency | Per centages | |
| 1 | 100 | | - | 2 | 6,897% | 11 | 37,931% | Excellent |
| 2 | 80 | | 24,138% | 12 | 41,379% | 13 | 44,828% | Very Good |
| 3 | 60 | 13 | 44,828% | 15 | 51,724% | 5 | 17,241% | Good |
| 4 | 40 | 9 | 31,034% | - | | - | - | Enough |
| 5 | 20 | | - | - | | - | - | Low |
| Total | | 29 | 100% | 29 | 100 | 29 | 100% | |

Table 4.26 shows that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle I.

4) Reflecting

From the result of cycle , it showed that there was an improving of the result at post-test 1 and post-test 2. The students were interested good in learning process and the condition of learning process controlled. Some students focus on the material, and made the condition be peaceful.

English learning process at cycle II was successful, and the students' average score was good. And there was an improvement score of the students post-test 2 than post-test 1 score. This is the table of illustration.

Table 4.27. Improvement Result at Cycle I and Cycle II

| No | Name | Students' Result | | | |
|------------|-------|------------------|-------------|---------|----------|
| | | Post-Test 1 | Post-Test 2 | Improve | Criteria |
| 1 | ANM | 70 | 90 | 20 | Improve |
| 2 | AZR | 75 | 85 | 10 | Improve |
| 3 | AI | 75 | 90 | 15 | Improve |
| 4 | AIY | 60 | 75 | 15 | Improve |
| 5 | AS | 65 | 65 | 0 | Constant |
| 6 | EAA | 70 | 80 | 10 | Improve |
| 7 | EAH | 80 | 90 | 10 | Improve |
| 8 | FJZ | 65 | 85 | 20 | Improve |
| 9 | JTW | 75 | 90 | 15 | Improve |
| 10 | JSPY | 65 | 85 | 10 | Improve |
| 11 | JA | 60 | 70 | 10 | Constant |
| 12 | KRFS | 75 | 90 | 15 | Improve |
| 13 | KVPA | 65 | 75 | 10 | Improve |
| 14 | LARR | 80 | 90 | 10 | Improve |
| 15 | LANU | 60 | 80 | 20 | Improve |
| 16 | MAPY | 60 | 65 | 5 | Improve |
| 17 | NZ | 60 | 75 | 15 | Improve |
| 18 | NPD | 75 | 90 | 15 | Improve |
| 19 | NPR | 65 | 75 | 10 | Improve |
| 20 | NNN | 90 | 95 | 5 | Improve |
| 21 | PYJSN | 70 | 75 | 5 | Improve |
| 22 | RCI | 70 | 75 | 15 | Improve |
| 23 | SFA | 75 | 85 | 10 | Improve |
| 24 | SAM | 65 | 75 | 10 | Improve |
| 25 | SIS | 75 | 85 | 10 | Improve |
| 26 | SRA | 60 | 65 | 5 | Improve |
| 27 | WHW | 75 | 85 | 10 | Improve |
| 28 | YSA | 65 | 75 | 10 | Improve |
| 29 | YBA | 80 | 90 | 10 | Improve |
| Total | | 2025 | 2350 | | |
| Average | | 69,827 | 81,034 | | |
| High score | | 90 | 95 | | |
| Low score | | 60 | 65 | | |

The researcher makes a final reflection of the research after implementing it in the second cycle. The result of cycle II was better than cycle I. There was a significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more active, confident and enjoyable. bravest to present and express their idea to write English.

Finally, the researcher concluded that the problems had been solved by used number head together method. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that number head together could improve the students' writing skills.

Table 4.28 Improvement Result at Pre-Test, Cycle I, and Cycle II

| No | Name | Students' Result | | | |
|----|------|------------------|-------------|-------------|----------|
| | | Pre-Test | Post-Test 1 | Post-Test 2 | Criteria |
| 1 | ANM | 65 | 70 | 90 | Improve |
| 2 | AZR | 70 | 75 | 85 | Improve |
| 3 | AI | 75 | 75 | 90 | Improve |
| 4 | AIY | 55 | 60 | 75 | Improve |
| 5 | AS | 60 | 65 | 65 | Constant |
| 6 | EAA | 70 | 70 | 80 | Improve |
| 7 | EAH | 80 | 80 | 90 | Improve |
| 8 | FJZ | 65 | 65 | 85 | Improve |
| 9 | JTW | 70 | 75 | 90 | Improve |
| 10 | JSPY | 55 | 65 | 85 | Improve |
| 11 | JA | 60 | 60 | 70 | Improve |
| 12 | KRFS | 70 | 75 | 90 | Improve |
| 13 | KVPA | 65 | 65 | 75 | Improve |
| 14 | LARR | 80 | 80 | 90 | Improve |
| 15 | LANU | 50 | 60 | 80 | Improve |
| 16 | MAPY | 60 | 60 | 65 | Improve |

| | | | | | |
|------------|-------|--------|--------|--------|---------|
| 17 | NZ | 55 | 60 | 75 | Improve |
| 18 | NPD | 70 | 75 | 90 | Improve |
| 19 | NPR | 65 | 65 | 75 | Improve |
| 20 | NNN | 85 | 90 | 95 | Improve |
| 21 | PYJSN | 70 | 70 | 75 | Improve |
| 22 | RCI | 70 | 70 | 75 | Improve |
| 23 | SFA | 65 | 75 | 85 | Improve |
| 24 | SAM | 60 | 65 | 75 | Improve |
| 25 | SIS | 70 | 75 | 85 | Improve |
| 26 | SRA | 55 | 60 | 65 | Improve |
| 27 | WHW | 60 | 75 | 85 | Improve |
| 28 | YSA | 40 | 65 | 75 | Improve |
| 29 | YBA | 75 | 80 | 90 | Improve |
| Total | | 1890 | 2025 | 2350 | Improve |
| Average | | 65,172 | 69,827 | 81,034 | Improve |
| High score | | 85 | 90 | 95 | Improve |
| Low score | | 40 | 60 | 65 | Improve |

Table 4.29. Improvement Result at Pre-Test, Cycle I, and Cycle II

| Criteria | Pre-Test | Post-Test 1 | | Post-Test 2 | |
|-------------|-----------|-------------|-----------------|-------------|-----------------|
| | Frequency | Frequency | Improve ment | Frequency | Improve ment |
| Pass | 5 | 12 | 7 | 25 | 13 |
| Percentages | 17,241% | 41,379% | 24,138% | 86,207% | 44,828% |

Based on the figure above, it could be concluded that there was an improving on pre-test, post-test 1 and post-test 2. The average score in pre-test 68,468, the average of post-test 1 was 72,581, and the average score in post-test 2 was 81,613.

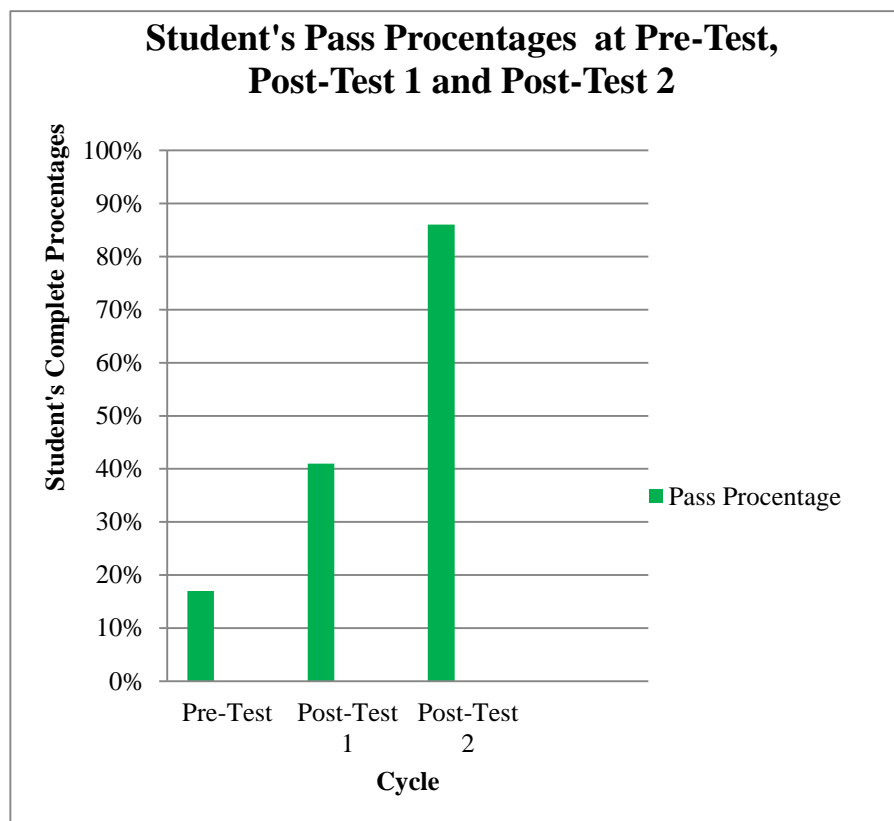


Figure 4. 7. Student's Complete Procentages at Pre-Test, Post-Test 1 and Post-Test 2

B. Discussion

1. Improving English vocabulary mastery

This section presented the discussion of the research findings. There was a problem formulation that is problematic in this study and the discussion only focuses on that. As previously mentioned, the aim of this study was to improve English vocabulary mastery through pictures media and number head together method for the eighth grade students at SMP Negeri 24 Surakarta academic year 2023/2024

English vocabulary mastery is like a students' first assessment. Some people argue that people who master English are those who can speak well with good pronunciation and systematic aspects of grammar

as well as speaking fluently and clearly. Moreover, the approach that has been applied by researchers can improve English vocabulary mastery not only in accuracy (pronunciation and grammar) but also improve students' ability to writing fluency. Writing as an interactive process of communication that involves producing, receiving and processing meaning in formation. Moreover, writing is a tool as a survival skill in life. In this study, the focuses were four aspects of writing: grammar, vocabulary, word choice, and fluency (Levey 2002).

This study used the number head together method to improve English vocabulary mastery. This method was used in the first and second cycles, there were three meetings in each cycle.

The results showed that the number head together method succeeded in improving English vocabulary mastery and classroom situations. Their abilities increase from cycle to cycle. This can be seen through the average score of English vocabulary mastery at the pre-test and post-test.

The number head together method is one method that can help students improve English vocabulary mastery. The number head together method is one method that can make students active in writing, discussing and sharing information. This method is designed to make students understand each problem and gain knowledge or information.

In this research, the researcher gave pre-test, post-test I, and post-test 2. It time to know the students' writing skills before and after treatment. The average score of cycle was 69,827. The average score in pre-test was 65,172. The improvement was 4,655 from pre-test. The average score of cycle II was 81,034. The improvement was 11,207 from cycle I. The last average score in cycle 2 was best between average score in pre-test and cycle I. The frequency of students' score in cycle 1 was 41,379% (12 students) got complete score. The frequency of students'

score in pre-test was 17,241% (5 students) got complete score. The improvement was 24,138% (7 students) got complete score from pre-test. The frequency of students' score in cycle II was 86,207% (25 students) got complete score. The improvement was 44,828% (13 students) got complete score from cycle I. So, the last frequency of students' score in cycle 2 was the most students got complete score between frequency of students' score in pre-test and cycle I.

Based on the findings above, it can be concluded that the number head together method can improve English vocabulary mastery at SMP Negeri 24 Surakarta especially for grade 8 A. The data shows a very significant increase in cycle I and cycle II. The data shows the second cycle increased more than the first cycle.

2. Students who do not improve

In this research, the researcher gave pre-test, post-test I, and post-test 2. The frequency of students' score in pre-test was 82, 759% (24 students) got incomplete score. The frequency of students' score in post-test 1 was 58,621% (17 students) got incomplete score. The frequency of students' score in post-test II was 13,793% (4 students) got incomplete score. So, the last frequency of students' score in cycle 2 was the fewest students got incomplete score between frequency of students' score in pre-test and cycle I.

3. Reasons of students are pass and fail in the study

a. Reasons of students are pass in the study

- 1) The students are diligent
- 2) The students are motive to study
- 3) The students want to know the new material
- 4) The students want to get good score

- 5) The students are interesting to work together finishing task in their group
 - 6) The students are easy to make sentences because there are pictures
- b. Reasons of students are fail in the study
- 1) The students are lazy
 - 2) The students are boring to study
 - 3) The students are difficult to get the new material
 - 4) The students are not ready to do the test
 - 5) The students are not enthusiastic to work together finishing task in their group
 - 6) The students don't try making sentences although there are pictures

CHAPTER V

CONCLUSION AND SUGGESTION

In line the results presented in the previous chapter, some conclusion and suggestion can be drawn as follow:

A. Conclusion

This study is concerned in using pictures media and number head together method to improve English vocabulary mastery at SMP Negeri 24 Surakarta. In line with the objective of the study to investigate the implementation of pictures media and number head together method improves English vocabulary mastery for eighth grade students at SMP Negeri 24 Surakarta. The research can be concluded that pictures media and number head together method could significantly improve English vocabulary mastery. The research was done in two cycles which consisted of three meetings on each cycle.

From the first cycle, the researcher found that pictures media and number head together method to improve English vocabulary mastery such as: ability to finding the expression of idea, finding the understanding sentence, fluency in writing and guess the unfamiliar words. Furthermore, it has the potential to improve the students' interaction between the researcher and the students. From the second cycle, the researcher found that the action by asked the students to do writing test could improve the students' confidence when perform in front of the class. They also got optimal in English vocabulary mastery in the second cycle. The English vocabulary mastery improvement is also justified the result on the students' scores. The mean score between the pre-test and post-test 1 improves from 65,172 to 69,827. It improves again in cycle 2, the mean score of the post-test 2 improves to 81,034.

It means that, teaching writing by using pictures media and number head together method can improve the English vocabulary mastery.

In the findings gained from the interview, the students gave statements that show that through pictures media and number head together method provide them many beneficial points. They stated that through pictures media and number head together method, they not only learn new things such as making discussion, presentation but also they get more confidence to write English. By the result, pictures media and number head together method successfully improved English vocabulary mastery due to the fact that the method could improve the English vocabulary mastery and create the students' positive responses toward English learning especially writing. The pictures media and number head together method provided activities that gave the students a chance in improving English vocabulary mastery. The pictures media and number head together method are potentially motivating, empowering, and challenging to language learners. Through pictures media and number head together method, the students are forced to practice English vocabulary mastery since they have concept of discussion, write up and presentation.

B. Suggestion

Based on the result of the research above, the writer would like to suggestion as follow:

1. For Students, suggested to:
 - a. Active in learning process especially English vocabulary mastery.
 - b. Improved English vocabulary mastery through pictures media and number head together method.
 - c. Students should be more active when sharing with the group in solving problems.

2. For English Teacher, suggested to:
 - a. Have various like pictures media and number head together method to teach English, especially to improve the English vocabulary mastery.
 - b. Prepared some books to improve their knowledge especially in English subject.
 - c. The results of the study are expected to be used as a reference to do similar research in different learners.

3. For Headmaster, suggested to:
 - a. Support the English learning process by the preparing the facilitations and instruments completely.
 - b. Recommended to make the further research about improving English vocabulary mastery through pictures media and number head together method.

5. For Stakeholder, suggested to:
 - a. The research result can be used as contribution in growing proclivity, motivation and attitude from students so that can improve learning achievement for the students

6. For The Newest Researcher, suggested to:
 - a. The suggestion is that it is hoped that this research can make the newest researchers interested in researching the same thing, which is related to strategy in teaching vocabulary.

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APPENDIXES

APPENDIX 1
STUDENTS' ATTENDANCE LIST OF 8 A

| No | Name | August | | | September | | | |
|----|------------------------------------|--------|----|----|-----------|---|----|----|
| | | 24 | 30 | 31 | 6 | 7 | 13 | 14 |
| 1 | ALINDRA NUR MUSLIMAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | ALYA ZAHRA ROMANTIKA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | ANASTASIA ISMUWARDANI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | ANNISA INTAN YULIANTI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | ARYA SANTOSO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | EBEND ALFANO ALENTA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | EVAN ARDIONA HUSEINI | ✓ | ✓ | ✓ | I | ✓ | ✓ | ✓ |
| 8 | FIRDAUS JIBRAN ZULFIKRI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | JENNI TAN WIJAYA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | JOY SHEILA PUTRI YOLANDA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11 | JUVETA ALEXANDRILLA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12 | KEANU RISE FERLYANTO SUWASONO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13 | KENZIO VERLIN PUTRA ADITYA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14 | LAM ALIF REHAN RAMADHAN | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15 | LIZAURA ALANA NITISWARI ULYA | ✓ | S | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16 | MALIKA AYU PUTRI YASMINE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17 | NAUFAL ZAKY | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18 | NAYAKA PUTRI DAVINA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19 | NINDA PUTRI RADIANSYAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20 | NOREEN NORA NOVERAINSA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21 | PELAGIA YUSTA JOVELA STACY NUGROHO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22 | RIFKY CAHYA ISMOYOJATI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | |
|----|-----------------------------------|---|---|---|---|---|---|---|
| 23 | SALSABILA FARIHAH AURELLIA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24 | SAMUEL ALVINO MANUPUTTY | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25 | SHALOM IVANA SARWANTO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26 | STEFANI RAISSA ARESTAMA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27 | WARANGGANI HALU WIBAWA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 28 | YAFI SHOLIH ALHASANI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 29 | YARDAN BALAPRADHANA ABITHAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Note :

S : Sick

A : Absent

I : Permission

✓ : Present

APPENDIX 2.1
MODUL AJAR (RPP)
Chapter 2 – Modals and Profession

| | | | |
|---------------------------------|-----------------------------|-----------------------------|--|
| Nama | | Jenjang/ Kelas | SMP/ 8 A |
| Asal Sekolah | SMPN 24 Surakarta | Mata Pelajaran | Bahasa Inggris |
| Alokasi Waktu | 2 JP | Jumlah Peserta Didik | 29 |
| Profil Pelajar Pancasila | Kreatif, Mandiri | Model Pembelajaran | Offline - Berdiferensiasi |
| Fase | D | Elemen | (<i>Menyimak – Berbicara</i>) (<i>Membaca – Memirsa</i>) (<i>Menulis – Mempresentasikan</i>) |
| Kompetensi Awal | <i>Simple Present Tense</i> | Sarana dan Prasarana | 1. Laptop/HP 2. Gambar 3. Worksheet |

| | |
|----------------------------|---|
| Tujuan Pembelajaran | <ol style="list-style-type: none"> 1. Peserta didik mampu menyebutkan nama-nama pekerjaan dan deskripsinya menggunakan obligation modals. 2. Peserta didik mampu menanya dan memberikan informasi terkait teks pemberitahuan sederhana. |
| Pemahaman Bermakna | Peserta didik bekerja sama dan kreatif dalam menjelaskan tentang profesi dan teks pemberitahuan sederhana di sekitar mereka |
| Pertanyaan Pematik | <i>What do you want to be when you grow up? What do they do in their job?</i> |

Kegiatan Pembelajaran :

| Pertemuan | No. | Kegiatan | Konten Pembelajaran |
|-----------|-----|----------|---|
| 1 | 1. | Pembuka | <ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu pesertadidik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini |
| | 2. | Inti | <ol style="list-style-type: none"> 1. Memberikan pertanyaan pemantik dan memintapeserta didik menjawab sesuai pendapat mereka 2. Membagi peserta didik menjadi 6 kelompok dengan menggunakan model pembelajaran Number Head Together 3. Memberi nomor 1-5 pada setiap kelompok 4. Memberikan pertanyaan pada kelompok kinestetik untuk melakukan tebak profesi melalui gerakan 5. Memanggil salah satu nomor secara acak dan siswa yang bernomor tersebut yang boleh menjawab 6. Siswa tersebut juga memasang gambar dan menuliskan nama profesi 7. Menjelaskan penggunaan <i>have/don't have to</i> terkait pekerjaan 8. Membagi peserta didik untuk bekerja berpasanganmengisi <i>exercise</i> materi yang dipelajari 9. Meminta beberapa pasangan peserta didik untuk menyampaikan hasil pekerjaannya |

| | | | |
|--|----|---------|--|
| | 3. | Penutup | <ol style="list-style-type: none"> 1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Meminta peserta didik mencari materi tentang modals <i>must</i> dan <i>should</i> 3. Salam Penutup |
|--|----|---------|--|

Asesmen

Asesmen Diagnostik : Dilakukan di awal dengan wawancara sederhana untuk mengetahui kesiapan peserta didik

Asesmen Formatif : Dilakukan selama bahasan materi saat mengerjakan aktivitas kegiatan dan presentasi

Pengayaan dan Remedial Pengayaan

Guru memberikan soal pengayaan terkait materi di atas.

Remedial

Guru membimbing peserta didik dalam melakukan kegiatan seperti pada kegiatan pembelajaran diatas.

Mengetahui,
Kepala SMP N 24 Surakarta

Surakarta, 24 Agustus 2023
Guru Mata Pelajaran

Sarjoko, S.Pd
NIP.

Sigit Yulianto, S.Pd
NIP.

LAMPIRAN ASESMEN

A. Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa materi Bahasa Inggris yang sudah kalian pelajari di bab sebelumnya?
3. Bab mana yang menurut kalian paling sulit?
4. Apakah kalian bisa mendapatkan nilai yang lebih baik dari kemarin di bab ini?

B. Asesmen Formatif

1. Formative Worksheet 1 Instruksi:

Match the picture with name's profession
(Pasangkan gambar dengan nama profesi)



1

2

3

4

5

- a. Waiter
- b. Mechanic
- c. Electrician
- d. Chef
- e. Vet

2. Formative Worksheet 2

Complete the statements using the correct word and look at the pictures

1. Vets have to love
2. The teachers have to teach the students in the
3. Some doctors have to examine ... in the hospital.
4. ... has to serve food to guest in the restaurant everyday.
5. A chef has to cook fried rice in the
6. Driver doesn't have to drive ... carelessly on the road
7. Postman has to send ... to addresses today.
8. ... has to help doctor in the hospital everyday.
9. Secretary has to ... report in the office this morning.
10. People don't have to throw ... in the river.

KEY ANSWER

1. Formative Sheet 1
 1. b
 2. d

3. e
4. c
5. a

2. Formative Sheet 2

1. cats
2. classroom
3. patient
4. waiter
5. kitchen
6. car
7. letters
8. nurse
9. type
10. rubbish

Nilai : (Benar X 20) : 3

(15 X 20) : 3 = 100

Penilaian Formatif

A. Rubrik Penilaian aktivitas diskusi kelompok

| Sedang berkembang (1) | Sesuai ekspektasi (2) | Melebihi ekspektasi (3) |
|--|--|---|
| Aktif mendengarkan dan mencatat semua data yang disampaikan oleh teman lainnya | Mendengarkan dengan aktif memberikan pendapat menanggapi pendapat, sesuai dengan topic, menggunakan sumber informasi yang kredibel | Mendengarkan dengan aktif memberikan pendapat menanggapi pendapat, sesuai dengan topic, menggunakan sumber informasi yang kredibel dan membantu teman lainnya yang kesulitan serta memiliki jiwa leadership saat berdiskusi |

Nilai : $(\text{skor}/\text{total skor}) \times 100$

B. Rubrik Penilaian saat Presentasi

| No | Kriteria | Baik Sekali (4) | Baik (3) | Cukup (2) | Perlu bimbingan (1) |
|----|--|--|-----------------------------------|------------------------------------|---|
| 1 | Aktivitas dalam bekerja sama dan berinteraksi dengan | Mampu bekerjasama dan sangat komunikatif | Mampu bekerjasama dan komunikatif | Cukup mampu bekerja sama dan cukup | Kurang mampu bekerjasama dan kurang komunikatif |

| | | | | | |
|---|--|---|---|--|---|
| | anggota kelompok | | | komunikatif | |
| 2 | Mengamati dan memperhatikan penyampaian materi dalam kelompoknya | Mengamati dengan jeli dan merespon | Cukup mengamati dan merespon | Mengamati tidak dengan merespon | Hanya melihat temannya menyampaikan materi |
| 3 | Membuat jawaban guna menyelesaikan permasalahan yang diberikan | Membuat dengan lengkap, jelas dan sangat sesuai | Membuat dengan lengkap dan jelas tetapi kurang sesuai | Membuat kurang lengkap tetapi kurang jelas dan kurang sesuai | Membuat tetapi tidak jelas dan tidak sesuai |

Nilai : $(\text{skor}/\text{total skor}) \times 100$

C. Strategi dan Alat Penilaian : Karakter Pancasila

Strategi : Observasi

Alat : Catatan Anekdote

Karakter Pancasila

Mandiri

Elemen Regulasi Diri: Menunjukkan inisiatif dan bekerja secara mandiri.

Kreatif

Elemen Menghasilkan Karya dan Tindakan yang Orisinal

- D. Bahan Bacaan Guru dan Peserta Didik
- a. English in Mind Second Edition Student's Book Starter
 - b. English in Mind Second Edition Teacher's Book Starter
- E. Glosarium
- Earn : obtain (money) in return for labor or services.
- Flight attendant : a steward or stewardess on an aircraft.
- Freelance : working for different companies at different times rather than being permanently employed by one company.
- Pocket money : a small amount of money suitable for minor
- F. Daftar Pustaka

Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second Edition Grade 8 (Student's Book)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

LAMPIRAN MATERI

A. JOBS

Astronaut, Actor, Cleaner, Artist, Athlete, Chef, Doctor, Farmer, Dentist, Nurse, Sailor, Firefighter, Teacher, Vet, Truck, driver, Scientist, pilot, Soldier, Police, Architect, Detective, Writer, Pilot, Engineer, Accountant, Cashier, Carpenter, Flight, attendant, Electrician, Plumber

Here are some work-related terms that they should know the meaning, such as;

- Job : a regular employment
- Work : the source of income or earning money
- Boss : a person who is in charge of company/business
- Employee : a person who is hired to do someone's work
- Schedule : the work hours for every employee

Off day : a holiday from work or job

Salary : a fixed regular payment, typically paid on a monthly or biweekly basis but often expressed as an annual sum, made by an employer to an employee

B. SHOULD, HAVE TO, MUST

We use *should/ have to/ must + infinitive* to talk about obligation, things that are necessary to do, or to give advice about things that are a good idea to do.

(Kita menggunakan *should/ have to/ must + infinitive* untuk membicarakan tentang kewajiban/keharusan yang perlu dilakukan, atau untuk memberikan saran tentang sesuatu yang baik untuk dilakukan.)

1. *Must* and *have to* are quite similar and both are used for obligation.

They are both followed by the infinitive. *Must/have to* means *harus*.

I must go now.

I have to go now.

| | | | | |
|---|---------|---------------------|------------|------------|
| - | I | <u>must/have to</u> | <u>go</u> | <u>now</u> |
| | Subject | Modal | Infinitive | Adver |

Must biasanya dipakai untuk menyatakan pendapat yang berwenang tentang apa yang perlu dilakukan dan bersifat formal. Sedangkan **have to** digunakan untuk menyatakan pendapat pribadi tentang apa yang perlu dilakukan dan sering kali informal.

2. Should

We use “should” to describe the situation that we think is ideal or preferred.

We also use the modal “should” to give advice to someone or to make a suggestion. *Should*, in this case, means *sebaiknya*.

Mark : I'm exhausted.

Jane : You **should** go to bed! (Jane is advising Mark to go to bed.)

APPENDIX 2.2
MODUL AJAR (RPP)
Chapter 2 – Notice

| | | | |
|---------------------------------|-----------------------------|-----------------------------|--|
| Nama | | Jenjang/ Kelas | SMP/ 8 A |
| Asal Sekolah | SMPN 24 Surakarta | Mata Pelajaran | Bahasa Inggris |
| Alokasi Waktu | 14 JP | Jumlah Peserta Didik | 29 |
| Profil Pelajar Pancasila | Kreatif, Mandiri | Model Pembelajaran | Offline – Number Head Together |
| Fase | D | Elemen | (Menyimak – Berbicara) (Membaca – Memirsa) (Menulis – Mempresent asikan) |
| Kompetensi Awal | <i>Simple Present Tense</i> | Sarana dan Prasarana | 1. Laptop/HP 2. Gambar 3. Worksheet |

| | |
|----------------------------|---|
| Tujuan Pembelajaran | <ol style="list-style-type: none"> a. Peserta didik mampu menyebutkan nama-nama pekerjaan dan deskripsinya menggunakan obligation modals. 2. Peserta didik mampu menanya dan memberikan informasi terkait teks pemberitahuan sederhana. |
|----------------------------|---|

| | |
|---------------------------|---|
| Pemahaman Bermakna | Peserta didik bekerja sama dan kreatif dalam menjelaskan tentang profesi dan teks pemberitahuan sederhana di sekitar mereka |
| Pertanyaan Pematik | <i>What do you want to be when you grow up?</i> <i>What do they do in their job?</i> |

Kegiatan Pembelajaran :

| Pertemuan | No. | Kegiatan | Konten Pembelajaran |
|------------------|------------|-----------------|---|
| 4 | 1. | Pembuka | <ol style="list-style-type: none"> 1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini |
| | 2. | Inti | <ol style="list-style-type: none"> 1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka 2. Membagi peserta didik menjadi 6 kelompok dengan menggunakan model pembelajaran Number Head Together 3. Memberi nomor 1-5 pada setiap kelompok 4. Memberikan pertanyaan pada setiap kelompok untuk melakukan tebak notice text melalui gambar 5. Memanggil salah satu nomor secara acak dan siswa yang bernomor tersebut yang boleh menjawab 6. Siswa tersebut juga memasang gambar dan menuliskan notice text |
| | | | |

| | | | |
|--|----|---------|--|
| | 3. | Penutup | <ol style="list-style-type: none"> 1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Meminta peserta didik membaca materi tentang notice yang sudah dipelajari 3. Salam Penutup |
|--|----|---------|--|

Asesmen

Asesmen Diagnostik : Dilakukan di awal dengan wawancara sederhana untuk mengetahui kesiapan peserta didik

Asesmen Formatif : Dilakukan selama bahasan materi saat mengerjakan aktivitas kegiatan dan presentasi

Asesmen Sumatif: UH di akhir BAB

Pengayaan dan Remedial Pengayaan

Guru memberikan soal pengayaan terkait materi di atas.

Remedial

Guru membimbing peserta didik dalam melakukan kegiatan seperti pada kegiatan pembelajaran di atas.

Mengetahui,
Kepala SMP N 24 Surakarta

Sarjoko, S.Pd
NIP.

Surakarta, 13 September 2023
Guru Mata Pelajaran

Sigit Yulianto, S.Pd
NIP.

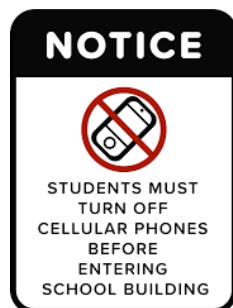
LAMPIRAN ASESMEN

C. Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa materi Bahasa Inggris yang sudah kalian pelajari di bab sebelumnya?
3. Bab mana yang menurut kalian paling sulit?
4. Apakah kalian bisa mendapatkan nilai yang lebih baik dari kemarin di bab ini?

D. Asesmen Formatif**1. Formative Worksheet 1 (Group Task)****Instruksi:**

Translate notice bellow ! (Artikan *notice* di bawah ini !)



1



2



3



4



5



6

Formative Worksheet 2 (Individual Task)

Instruksi:

Fill the blank using notice ! (Isilah titik titik dengan menggunakan notice !)

1. The baby is sleeping. His mother says you



2. You wants to eat food. Your hands are dirty. Your father says you



3. Ahmad drive a car. He comes to your house. You say him



4. My family go to the zoo in the holiday. There is notice in the cage. It is





5. We go to the hospital. There is notice on the wall. It is

Penilaian Formatif

A. Rubrik Penilaian aktivitas diskusi kelompok

| Sedang berkembang (1) | Sesuai ekspektasi (2) | Melebihi ekspektasi(3) |
|--|---|---|
| Aktif mendengarkan dan mencatat semua data yang disampaikan oleh teman lainnya | Mendengarkan dengan aktif memberikan pendapat enanggapi pendapat, sesuai dengan topic, menggunakan sumber informasi yang kredibel | Mendengarkan dengan aktif memberikan pendapat menanggapi pendapat, sesuai dengan topic, menggunakan sumber informasi yang kredibel dan membantu teman lainnya yang kesulitan serta memiliki jiwa leadership saat berdiskusi |

Nilai : (skor/total skor) x 100

B. Rubrik Penilaian saat Presentasi

| No | Kriteria | Baik Sekali (4) | Baik (3) | Cukup (2) | Perlu bimbingan (1) |
|----|--|-------------------------------------|-----------------------------------|---|---|
| 1 | Aktivitas dalam bekerjasama dan berinteraksi dengan anggota kelompok | Mampu bekerjasama dan berkomunikasi | Mampu bekerjasama dan komunikatif | Cukup mampu bekerjasama dan komunikatif | Kurang mampu bekerjasama dan kurang komunikatif |

| | | | | | |
|---|--|---|---|--|---|
| 2 | Mengamati dan memperhatikan penyampaian materi dalam kelompoknya | Mengamati dengan jeli dan merespon | Cukup mengamati dan merespon | Mengamati tidak dengan merespon | Hanya melihat temannya menyampaikan materi |
| 3 | Membuat jawaban guna menyelesaikan permasalahan yang diberikan | Membuat dengan lengkap, jelas dan sangat sesuai | Membuat dengan lengkap dan jelas tetapi kurang sesuai | Membuat kurang lengkap tetapi kurang jelas dan kurang sesuai | Membuat tetapi tidak jelas dan tidak sesuai |

Nilai : (skor/total skor) x 100

4. Strategi dan Alat Penilaian: Karakter Pancasila

Strategi : Observasi

Alat : Catatan Anekdote

Karakter Pancasila

Mandiri

Elemen Regulasi Diri: Menunjukkan inisiatif dan bekerja secara mandiri.

Kreatif

Elemen Menghasilkan Karya dan Tindakan yang Orisinal

5. Bahan Bacaan Guru dan Peserta Didik

- a. English in Mind Second Edition Student's Book Starter
- b. English in Mind Second Edition Teacher's Book Starter

6. Glosarium

Earn : obtain (money) in return for labor or

services. Flight attendant : a steward or stewardess on an

aircraft.

Freelance : working for different companies at different times rather than being permanently employed by one company.

Pocket money : a small amount of money suitable for minor expenses. Success : the accomplishment of an aim or purpose.

7. Daftar Pustaka

Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second Edition Grade 8 (Student's Book)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

LAMPIRAN MATERI

NOTICE

Notice is a symbol or text to inform or instruct people to do or not to do something. The Functions of notice/guidance:

1. Prohibition notifies people not to do something. People may find this kind of notice in public places.
2. Caution or warning warns people to be careful in handling something. Ignoring the notice may cause injury or breaking the facilities.
3. Guidance gives information to people to do something appropriately.
4. The informational notice provides information that could be useful for people.

APPENDIX 3. RESULT OF RESEARCH

Tabel 4.1. Students Pre-Test Result

| No | Name | Score | Explanation |
|----|-------|-------|-------------|
| 1 | ANM | 65 | Incomplete |
| 2 | AZR | 70 | Incomplete |
| 3 | AI | 75 | Complete |
| 4 | AIY | 55 | Incomplete |
| 5 | AS | 60 | Incomplete |
| 6 | EAA | 70 | Incomplete |
| 7 | EAH | 80 | Complete |
| 8 | FJZ | 65 | Incomplete |
| 9 | JTW | 70 | Incomplete |
| 10 | JSPY | 55 | Incomplete |
| 11 | JA | 60 | Incomplete |
| 12 | KRFS | 70 | Incomplete |
| 13 | KVPA | 65 | Incomplete |
| 14 | LARR | 80 | Complete |
| 15 | LANU | 50 | Incomplete |
| 16 | MAPY | 60 | Incomplete |
| 17 | NZ | 55 | Incomplete |
| 18 | NPD | 70 | Incomplete |
| 19 | NPR | 65 | Incomplete |
| 20 | NNN | 85 | Complete |
| 21 | PYJSN | 70 | Incomplete |
| 22 | RCI | 70 | Incomplete |
| 23 | SFA | 65 | Incomplete |
| 24 | SAM | 60 | Incomplete |
| 25 | SIS | 70 | Incomplete |
| 26 | SRA | 55 | Incomplete |
| 27 | WHW | 60 | Incomplete |
| 28 | YSA | 40 | Incomplete |
| 29 | YBA | 75 | Complete |

Table 4.2 The Students Pre-test Result

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 29 | 40.0 | 85.0 | 1890 | 65,172 |
| Valid N (listwise) | 29 | | | | |

Table 4.3 Frequency of Students' Score at Pre-test

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|------------|
| 1 | <75 | 24 | 82,759% | Incomplete |
| 2 | ≥75 | 5 | 17,241% | Complete |
| | Total | | 100 | |

Tabel 4.8. Students' Score Result at Post-Test in Cycle 1

| No | Name | Score | Explanation |
|----|-------|-------|-------------|
| 1 | ANM | 70 | Incomplete |
| 2 | AZR | 75 | Complete |
| 3 | AI | 75 | Complete |
| 4 | AIY | 60 | Incomplete |
| 5 | AS | 65 | Incomplete |
| 6 | EAA | 70 | Incomplete |
| 7 | EAH | 80 | Complete |
| 8 | FJZ | 65 | Incomplete |
| 9 | JTW | 75 | Complete |
| 10 | JSPY | 65 | Incomplete |
| 11 | JA | 60 | Incomplete |
| 12 | KRFS | 75 | Complete |
| 13 | KVPA | 65 | Incomplete |
| 14 | LARR | 80 | Complete |
| 15 | LANU | 60 | Incomplete |
| 16 | MAPY | 60 | Incomplete |
| 17 | NZ | 60 | Incomplete |
| 18 | NPD | 75 | Complete |
| 19 | NPR | 65 | Incomplete |
| 20 | NNN | 90 | Complete |
| 21 | PYJSN | 70 | Incomplete |
| 22 | RCI | 70 | Incomplete |
| 23 | SFA | 75 | Complete |
| 24 | SAM | 65 | Incomplete |
| 25 | SIS | 75 | Complete |
| 26 | SRA | 60 | Incomplete |
| 27 | WHW | 75 | Complete |
| 28 | YSA | 65 | Incomplete |
| 29 | YBA | 80 | Complete |

Table 4. 9 The Students' Score Result at Post-test in Cycle 1

| Criteria | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 29 | 60.0 | 90.0 | 2025 | 69,827 |
| Valid N (listwise) | 29 | | | | |

Table 4. 10 Frequency of Students' Score at Post-test in Cycle 1

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|------------|
| 1 | <75 | 17 | 58,621% | Incomplete |
| 2 | ≥75 | 12 | 41,379% | Complete |
| | Total | 29 | 100 % | |

Tabel 4.17. Students' Score Result at Post-Test in Cycle 2

| No | Name | Score | Explanation |
|----|-------|-------|-------------|
| 1 | ANM | 90 | Incomplete |
| 2 | AZR | 85 | Complete |
| 3 | AI | 90 | Complete |
| 4 | AIY | 75 | Incomplete |
| 5 | AS | 65 | Incomplete |
| 6 | EAA | 80 | Incomplete |
| 7 | EAH | 90 | Complete |
| 8 | FJZ | 85 | Incomplete |
| 9 | JTW | 90 | Complete |
| 10 | JSPY | 85 | Incomplete |
| 11 | JA | 70 | Incomplete |
| 12 | KRFS | 90 | Complete |
| 13 | KVPA | 75 | Incomplete |
| 14 | LARR | 90 | Complete |
| 15 | LANU | 80 | Incomplete |
| 16 | MAPY | 65 | Incomplete |
| 17 | NZ | 75 | Incomplete |
| 18 | NPD | 90 | Complete |
| 19 | NPR | 75 | Incomplete |
| 20 | NNN | 95 | Complete |
| 21 | PYJSN | 75 | Incomplete |
| 22 | RCI | 75 | Incomplete |
| 23 | SFA | 85 | Complete |
| 24 | SAM | 75 | Incomplete |
| 25 | SIS | 85 | Complete |
| 26 | SRA | 65 | Incomplete |
| 27 | WHW | 85 | Complete |
| 28 | YSA | 75 | Incomplete |
| 29 | YBA | 90 | Complete |

Table 4.18 The Students' Score Result at Post-test in Cycle 2

| | N | Minimum | Maximum | Sum | Mean |
|--------------------|----|---------|---------|------|--------|
| Score Pre-Test | 32 | 65.0 | 95.0 | 2350 | 81,034 |
| Valid N (listwise) | 32 | | | | |

Table 4.19 Frequency of Students' Score at Post-test in Cycle 2

| No | Score | Frequency | Percentage (%) | Criteria |
|----|-------|-----------|----------------|------------|
| 1 | <75 | 4 | 13,793% | Incomplete |
| 2 | ≥75 | 25 | 86,207% | Complete |
| | Total | | 100 | |

Table 4.16 Improvement Result at Pre-Test and Cycle 1

| No | Name | Students' Result | | | |
|------------|-------|------------------|-------------|---------|----------|
| | | Pre-Test | Post-Test 1 | Improve | Criteria |
| 1 | ANM | 65 | 70 | 5 | Improve |
| 2 | AZR | 70 | 75 | 5 | Improve |
| 3 | AI | 75 | 75 | 0 | Constant |
| 4 | AIY | 55 | 60 | 5 | Improve |
| 5 | AS | 60 | 65 | 5 | Improve |
| 6 | EAA | 70 | 70 | 0 | Constant |
| 7 | EAH | 80 | 80 | 0 | Constant |
| 8 | FJZ | 65 | 65 | 10 | Improve |
| 9 | JTW | 70 | 75 | 5 | Improve |
| 10 | JSPY | 55 | 65 | 10 | Improve |
| 11 | JA | 60 | 60 | 0 | Constant |
| 12 | KRFS | 70 | 75 | 50 | Improve |
| 13 | KVPA | 65 | 65 | 0 | Constant |
| 14 | LARR | 80 | 80 | 0 | Constant |
| 15 | LANU | 50 | 60 | 10 | Improve |
| 16 | MAPY | 60 | 60 | 0 | Constant |
| 17 | NZ | 55 | 60 | 5 | Improve |
| 18 | NPD | 70 | 75 | 5 | Improve |
| 19 | NPR | 65 | 65 | 0 | Constant |
| 20 | NNN | 85 | 90 | 5 | Improve |
| 21 | PYJSN | 70 | 70 | 0 | Constant |
| 22 | RCI | 70 | 70 | 0 | Constant |
| 23 | SFA | 65 | 75 | 10 | Improve |
| 24 | SAM | 60 | 65 | 5 | Improve |
| 25 | SIS | 70 | 75 | 5 | Improve |
| 26 | SRA | 55 | 60 | 5 | Improve |
| 27 | WHW | 60 | 75 | 15 | Improve |
| 28 | YSA | 40 | 65 | 25 | Improve |
| 29 | YBA | 75 | 80 | 5 | Improve |
| Total | | 1890 | 2025 | | |
| Average | | 65,172 | 69,827 | | |
| High score | | 85 | 90 | | |
| Low score | | 40 | 60 | | |

Table 4. 27 Improvement Result at Cycle 1 and Cycle 2

| No | Name | Students' Result | | | |
|------------|-------|------------------|-------------|---------|----------|
| | | Post-Test 1 | Post-Test 2 | Improve | Criteria |
| 1 | ANM | 70 | 90 | 20 | Improve |
| 2 | AZR | 75 | 85 | 10 | Improve |
| 3 | AI | 75 | 90 | 15 | Improve |
| 4 | AIY | 60 | 75 | 15 | Improve |
| 5 | AS | 65 | 65 | 0 | Constant |
| 6 | EAA | 70 | 80 | 10 | Improve |
| 7 | EAH | 80 | 90 | 10 | Improve |
| 8 | FJZ | 65 | 85 | 20 | Improve |
| 9 | JTW | 75 | 90 | 15 | Improve |
| 10 | JSPY | 65 | 85 | 10 | Improve |
| 11 | JA | 60 | 70 | 10 | Constant |
| 12 | KRFS | 75 | 90 | 15 | Improve |
| 13 | KVPA | 65 | 75 | 10 | Improve |
| 14 | LARR | 80 | 90 | 10 | Improve |
| 15 | LANU | 60 | 80 | 20 | Improve |
| 16 | MAPY | 60 | 65 | 5 | Improve |
| 17 | NZ | 60 | 75 | 15 | Improve |
| 18 | NPD | 75 | 90 | 15 | Improve |
| 19 | NPR | 65 | 75 | 10 | Improve |
| 20 | NNN | 90 | 95 | 5 | Improve |
| 21 | PYJSN | 70 | 75 | 5 | Improve |
| 22 | RCI | 70 | 75 | 15 | Improve |
| 23 | SFA | 75 | 85 | 10 | Improve |
| 24 | SAM | 65 | 75 | 10 | Improve |
| 25 | SIS | 75 | 85 | 10 | Improve |
| 26 | SRA | 60 | 65 | 5 | Improve |
| 27 | WHW | 75 | 85 | 10 | Improve |
| 28 | YSA | 65 | 75 | 10 | Improve |
| 29 | YBA | 80 | 90 | 10 | Improve |
| Total | | 2025 | 2350 | | |
| Average | | 69,827 | 81,034 | | |
| High score | | 90 | 95 | | |
| Low score | | 60 | 65 | | |

Table 4. 28 Improvement Result at Pre-Test, Cycle 1, and Cycle 2

| No | Name | Students' Result | | | |
|------------|-------|------------------|-------------|-------------|----------|
| | | Pre-Test | Post-Test 1 | Post-Test 2 | Criteria |
| 1 | ANM | 65 | 70 | 90 | Improve |
| 2 | AZR | 70 | 75 | 85 | Improve |
| 3 | AI | 75 | 75 | 90 | Improve |
| 4 | AIY | 55 | 60 | 75 | Improve |
| 5 | AS | 60 | 65 | 65 | Constant |
| 6 | EAA | 70 | 70 | 80 | Improve |
| 7 | EAH | 80 | 80 | 90 | Improve |
| 8 | FJZ | 65 | 65 | 85 | Improve |
| 9 | JTW | 70 | 75 | 90 | Improve |
| 10 | JSPY | 55 | 65 | 85 | Improve |
| 11 | JA | 60 | 60 | 70 | Improve |
| 12 | KRFS | 70 | 75 | 90 | Improve |
| 13 | KVPA | 65 | 65 | 75 | Improve |
| 14 | LARR | 80 | 80 | 90 | Improve |
| 15 | LANU | 50 | 60 | 80 | Improve |
| 16 | MAPY | 60 | 60 | 65 | Improve |
| 17 | NZ | 55 | 60 | 75 | Improve |
| 18 | NPD | 70 | 75 | 90 | Improve |
| 19 | NPR | 65 | 65 | 75 | Improve |
| 20 | NNN | 85 | 90 | 95 | Improve |
| 21 | PYJSN | 70 | 70 | 75 | Improve |
| 22 | RCI | 70 | 70 | 75 | Improve |
| 23 | SFA | 65 | 75 | 85 | Improve |
| 24 | SAM | 60 | 65 | 75 | Improve |
| 25 | SIS | 70 | 75 | 85 | Improve |
| 26 | SRA | 55 | 60 | 65 | Improve |
| 27 | WHW | 60 | 75 | 85 | Improve |
| 28 | YSA | 40 | 65 | 75 | Improve |
| 29 | YBA | 75 | 80 | 90 | Improve |
| Total | | 1890 | 2025 | 2350 | Improve |
| Average | | 65,172 | 69,827 | 81,034 | Improve |
| High score | | 85 | 90 | 95 | Improve |
| Low score | | 40 | 60 | 65 | Improve |

Table 4. 29 Improvement Result at Pre-Test, Cycle 1, and Cycle 2

| Criteria | Pre-Test | Post-Test 1 | | Post-Test 2 | |
|-------------|-----------|-------------|---------|-------------|---------|
| | Frequency | Frequency | Improve | Frequency | Improve |
| Complete | 5 | 12 | 7 | 25 | 13 |
| Percentages | 17,241% | 41,379% | 24,138% | 86,207% | 4,828% |

Table 4. 14 The Students' Activities Result at Pre-Test and Cycle 1

| No | Name | Pre-Test | | Cycle 1 | | Category |
|----|-------|----------|-------------|---------|-------------|----------|
| | | Act | Percentages | Act | Percentages | |
| 1 | ANM | 80 | 80% | 80 | 80% | Constant |
| 2 | AZR | 40 | 40% | 60 | 60% | Improve |
| 3 | AI | 80 | 80% | 80 | 80% | Constant |
| 4 | AIY | 60 | 60% | 80 | 80% | Improve |
| 5 | AS | 40 | 40% | 60 | 60% | Improve |
| 6 | EAA | 60 | 60% | 80 | 80% | Improve |
| 7 | EAH | 60 | 60% | 60 | 60% | Constant |
| 8 | FJZ | 80 | 80% | 80 | 80% | Constant |
| 9 | JTW | 40 | 40% | 60 | 60% | Improve |
| 10 | JSPY | 40 | 40% | 60 | 60% | Improve |
| 11 | JA | 60 | 60% | 80 | 80% | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60% | Constant |
| 13 | KVPA | 80 | 80% | 80 | 80% | Constant |
| 14 | LARR | 60 | 60% | 80 | 80% | Improve |
| 15 | LANU | 60 | 60% | 60 | 60% | Constant |
| 16 | MAPY | 40 | 40% | 60 | 60% | Improve |
| 17 | NZ | 60 | 60% | 80 | 80% | Improve |
| 18 | NPD | 40 | 40% | 60 | 60% | Improve |
| 19 | NPR | 80 | 80% | 80 | 80% | Constant |
| 20 | NNN | 60 | 60% | 80 | 80% | Improve |
| 21 | PYJSN | 60 | 60% | 60 | 60% | Constant |
| 22 | RCI | 40 | 40% | 60 | 60% | Improve |
| 23 | SFA | 60 | 60% | 80 | 80% | Improve |
| 24 | SAM | 60 | 60% | 60 | 60% | Constant |
| 25 | SIS | 80 | 80% | 100 | 100% | Improve |
| 26 | SRA | 40 | 40% | 60 | 60% | Improve |
| 27 | WHW | 80 | 80% | 100 | 100% | Improve |
| 28 | YSA | 40 | 40% | 60 | 60% | Improve |
| 29 | YBA | 60 | 60% | 60 | 60% | Constant |

Table 4. 15 Frequency of Students Activities Result at Pre-Test and Cycle 1

| No | Score | Pre-Test | | Cycle 1 | | Category |
|-------|-------|-----------|-------------|-----------|-------------|-----------|
| | | Frequency | Percentages | Frequency | Percentages | |
| 1 | 100 | - | - | 2 | 6,897% | Excellent |
| 2 | 80 | 7 | 24,138% | 12 | 41,379% | Very Good |
| 3 | 60 | 13 | 44,828% | 15 | 51,724% | Good |
| 4 | 40 | 9 | 31,034% | - | - | Enough |
| 5 | 20 | - | - | - | - | Low |
| Total | | 2 | 100% | 29 | 100% | |

Table 4. 24 The Students' Activities Result at Cycle 1 and Cycle 2

| No | Name | Cycle 1 | | Cycle 2 | | Improve | Category |
|----|-------|---------|-------------|---------|-------------|---------|----------|
| | | Act | Percentages | Act | Percentages | | |
| 1 | ANM | 80 | 80% | 80 | 80% | 0 | Constant |
| 2 | AZR | 60 | 60% | 60 | 60% | 0 | Constant |
| 3 | AI | 80 | 80% | 100 | 100% | 20 | Improve |
| 4 | AIY | 80 | 80% | 80 | 80% | 0 | Constant |
| 5 | AS | 60 | 60% | 60 | 60% | 0 | Constant |
| 6 | EAA | 80 | 80% | 100 | 100% | 20 | Improve |
| 7 | EAH | 60 | 60% | 80 | 80% | 20 | Improve |
| 8 | FJZ | 80 | 80% | 100 | 100% | 20 | Improve |
| 9 | JTW | 60 | 60% | 80 | 80% | 20 | Improve |
| 10 | JSPY | 60 | 60% | 80 | 80% | 20 | Improve |
| 11 | JA | 80 | 80% | 100 | 100% | 20 | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60% | 0 | Constant |
| 13 | KVPA | 80 | 80% | 80 | 80% | 0 | Constant |
| 14 | LARR | 80 | 80% | 100 | 100% | 20 | Improve |
| 15 | LANU | 60 | 60% | 80 | 80% | 20 | Improve |
| 16 | MAPY | 60 | 60% | 80 | 80% | 20 | Improve |
| 17 | NZ | 80 | 80% | 100 | 100% | 20 | Improve |
| 18 | NPD | 60 | 60% | 60 | 60% | 0 | Constant |
| 19 | NPR | 80 | 80% | 100 | 100% | 20 | Improve |
| 20 | NNN | 80 | 80% | 80 | 80% | 0 | Constant |
| 21 | PYJSN | 60 | 60% | 60 | 60% | 0 | Constant |
| 22 | RCI | 60 | 60% | 80 | 80% | 20 | Improve |
| 23 | SFA | 80 | 80% | 100 | 100% | 20 | Improve |
| 24 | SAM | 60 | 60% | 80 | 80% | 20 | Improve |
| 25 | SIS | 100 | 100% | 100 | 100% | 0 | Constant |
| 26 | SRA | 60 | 60% | 80 | 80% | 20 | Improve |
| 27 | WHW | 100 | 100% | 100 | 100% | 0 | Constant |
| 28 | YSA | 60 | 60% | 80 | 80% | 20 | Improve |
| 29 | YBA | 60 | 60% | 100 | 100% | 40 | Improve |

Table 4. 25 The Students' Activities Result at Pre-Test, Cycle 1 and Cycle 2

| No | Name | Pre-Test | | Cycle 1 | | Cycle 2 | | Category |
|----|-------|----------|-------------|---------|-------------|---------|-------------|----------|
| | | Act | Percentages | Act | Percentages | Act | Percentages | |
| 1 | ANM | 80 | 80% | 80 | 80 | 80 | 80% | Constant |
| 2 | AZR | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 3 | AI | 80 | 80% | 80 | 80 | 100 | 100% | Constant |
| 4 | AIY | 60 | 60% | 80 | 80 | 80 | 80% | Improve |
| 5 | AS | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 6 | EAA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 7 | EAH | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 8 | FJZ | 80 | 80% | 80 | 80 | 100 | 100% | Constant |
| 9 | JTW | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 10 | JSPY | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 11 | JA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 12 | KRFS | 60 | 60% | 60 | 60 | 60 | 60% | Constant |
| 13 | KVPA | 80 | 80% | 80 | 80 | 80 | 80% | Constant |
| 14 | LARR | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 15 | LANU | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 16 | MAPY | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 17 | NZ | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 18 | NPD | 40 | 40% | 60 | 60 | 60 | 60% | Improve |
| 19 | NPR | 80 | 80% | 80 | 80 | 100 | 100% | Constant |
| 20 | NNN | 60 | 60% | 80 | 80 | 80 | 80% | Improve |
| 21 | PYJSN | 60 | 60% | 60 | 60 | 60 | 60% | Constant |
| 22 | RCI | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 23 | SFA | 60 | 60% | 80 | 80 | 100 | 100% | Improve |
| 24 | SAM | 60 | 60% | 60 | 60 | 80 | 80% | Constant |
| 25 | SIS | 80 | 80% | 100 | 100 | 100 | 100% | Improve |
| 26 | SRA | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 27 | WHW | 80 | 80% | 100 | 100 | 100 | 100% | Improve |
| 28 | YSA | 40 | 40% | 60 | 60 | 80 | 80% | Improve |
| 29 | YBA | 60 | 60% | 60 | 60 | 100 | 100% | Constant |

Table 4.26 Frequency of Students Activities Result at Pre-Test, Cycle 1, and Cycle 2

| No | Score | Pre-Test | | Cycle 1 | | Cycle 2 | | Category |
|-------|-------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | | Frequency | Percentages | Frequency | Percentages | Frequency | Percentages | |
| 1 | 100 | | - | 2 | 6,897% | 11 | 37,931% | Excellent |
| 2 | 80 | 7 | 24,138% | 12 | 41,379% | 13 | 44,828% | Very Good |
| 3 | 60 | 13 | 44,828% | 15 | 51,724% | 5 | 17,241% | Good |
| 4 | 40 | 9 | 31,034% | - | | - | - | Enough |
| 5 | 20 | | - | - | | - | - | Low |
| Total | | 29 | 100% | 29 | 100 | 29 | 100% | |

Table 4.27. Improvement Result at Cycle 1 and Cycle 2

| No | Name | Students' Result | | | |
|----|-------|------------------|-------------|---------|----------|
| | | Post-Test 1 | Post-Test 2 | Improve | Criteria |
| 1 | ANM | 70 | 90 | 20 | Improve |
| 2 | AZR | 75 | 85 | 10 | Improve |
| 3 | AI | 75 | 90 | 15 | Improve |
| 4 | AIY | 60 | 75 | 15 | Improve |
| 5 | AS | 65 | 65 | 0 | Constant |
| 6 | EAA | 70 | 80 | 10 | Improve |
| 7 | EAH | 80 | 90 | 10 | Improve |
| 8 | FJZ | 65 | 85 | 20 | Improve |
| 9 | JTW | 75 | 90 | 15 | Improve |
| 10 | JSPY | 65 | 85 | 10 | Improve |
| 11 | JA | 60 | 70 | 10 | Constant |
| 12 | KRFS | 75 | 90 | 15 | Improve |
| 13 | KVPA | 65 | 75 | 10 | Improve |
| 14 | LARR | 80 | 90 | 10 | Improve |
| 15 | LANU | 60 | 80 | 20 | Improve |
| 16 | MAPY | 60 | 65 | 5 | Improve |
| 17 | NZ | 60 | 75 | 15 | Improve |
| 18 | NPD | 75 | 90 | 15 | Improve |
| 19 | NPR | 65 | 75 | 10 | Improve |
| 20 | NNN | 90 | 95 | 5 | Improve |
| 21 | PYJSN | 70 | 75 | 5 | Improve |
| 22 | RCI | 70 | 75 | 15 | Improve |
| 23 | SFA | 75 | 85 | 10 | Improve |
| 24 | SAM | 65 | 75 | 10 | Improve |
| 25 | SIS | 75 | 85 | 10 | Improve |
| 26 | SRA | 60 | 65 | 5 | Improve |
| 27 | WHW | 75 | 85 | 10 | Improve |

| | | | | | |
|------------|-----|--------|--------|----|---------|
| 28 | YSA | 65 | 75 | 10 | Improve |
| 29 | YBA | 80 | 90 | 10 | Improve |
| Total | | 2025 | 2350 | | |
| Average | | 69,827 | 81,034 | | |
| High score | | 90 | 95 | | |
| Low score | | 60 | 65 | | |

Table 4.28 Improvement Result at Pre-Test, Cycle 1, and Cycle 2

| No | Name | Students' Result | | | |
|------------|-------|------------------|-------------|-------------|----------|
| | | Pre-Test | Post-Test 1 | Post-Test 2 | Criteria |
| 1 | ANM | 65 | 70 | 90 | Improve |
| 2 | AZR | 70 | 75 | 85 | Improve |
| 3 | AI | 75 | 75 | 90 | Improve |
| 4 | AIY | 55 | 60 | 75 | Improve |
| 5 | AS | 60 | 65 | 65 | Constant |
| 6 | EAA | 70 | 70 | 80 | Improve |
| 7 | EAH | 80 | 80 | 90 | Improve |
| 8 | FJZ | 65 | 65 | 85 | Improve |
| 9 | JTW | 70 | 75 | 90 | Improve |
| 10 | JSPY | 55 | 65 | 85 | Improve |
| 11 | JA | 60 | 60 | 70 | Improve |
| 12 | KRFS | 70 | 75 | 90 | Improve |
| 13 | KVPA | 65 | 65 | 75 | Improve |
| 14 | LARR | 80 | 80 | 90 | Improve |
| 15 | LANU | 50 | 60 | 80 | Improve |
| 16 | MAPY | 60 | 60 | 65 | Improve |
| 17 | NZ | 55 | 60 | 75 | Improve |
| 18 | NPD | 70 | 75 | 90 | Improve |
| 19 | NPR | 65 | 65 | 75 | Improve |
| 20 | NNN | 85 | 90 | 95 | Improve |
| 21 | PYJSN | 70 | 70 | 75 | Improve |
| 22 | RCI | 70 | 70 | 75 | Improve |
| 23 | SFA | 65 | 75 | 85 | Improve |
| 24 | SAM | 60 | 65 | 75 | Improve |
| 25 | SIS | 70 | 75 | 85 | Improve |
| 26 | SRA | 55 | 60 | 65 | Improve |
| 27 | WHW | 60 | 75 | 85 | Improve |
| 28 | YSA | 40 | 65 | 75 | Improve |
| 29 | YBA | 75 | 80 | 90 | Improve |
| Total | | 1890 | 2025 | 2350 | Improve |
| Average | | 65,172 | 69,827 | 81,034 | Improve |
| High score | | 85 | 90 | 95 | Improve |
| Low score | | 40 | 60 | 65 | Improve |

Table 4. 29. Improvement Result at Pre-Test, Cycle 1, and Cycle 2

| Criteria | Pre-Test | Post-Test 1 | | Post-Test 2 | |
|-------------|-----------|-------------|-----------------|-------------|-----------------|
| | Frequency | Frequency | Improve ment | Frequency | Improve ment |
| Pass | 5 | 12 | 7 | 25 | 13 |
| Percentages | 17,241% | 41,379% | 24,138% | 86,207% | 44,828% |

APPENDIX 4. PHOTOGRAPHS**Picture 1. Colaboration of The English Teacher and Reseacher**



Picture 2. Researcher explains the material



Picture 3. The researcher makes groups



Picture 3. The Researcher gives number 1 to 5



Picture 4. The researcher gives task



Picture 5. Each group discusses to do task



Picture 6. The researcher calls one of number to answer



Picture 7. A student writes the answer under the picture



Picture 8. The researcher gives gift to the student



Picture 8. The researcher reviews material



Picture 9. The researcher gives test



Picture 10. The students do the test