THE EFFECTIVENESS USING PICTURE AND CARD MEDIA IN TEACHING ENGLISHTO INCREASE STUDENTS' VOCABULARY AT ELEVENTH GRADE AT SMAN 3 TOLITOLI

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ABSTRACT

This research aimed to find out whether picture and card media are effective and to compare which media is more effective to increase students' vocabulary. This research is true-experimental research design. The samples were 10 students at class VIII IIS 1 and class VIII IIS 2 which selected randomly. Data collected through giving pre-test and post-test. The pre-test conducted to measure the students' knowledge before giving the treatment, whereas the post-test accomplished to evaluate and to measure their ability and knowledge after giving the treatment. Those data analyzed statistically. In the card media group, the mean score of post-test is 75,04 was higher than pre-test 48,12 and the mean score of post-test in picture group is 84,84 was higher than pre-test 38,76. The t-counted value is higher than the t-table. f t_c=7,529 > t_t= 2,306 It means that the hypothesis of the research is accepted. In other words, using picture and card media in teaching English is effective to increase students' vocabulary. Based on the result of pre-test and post-test in two media, it can be concluded that the picture media is more effective than card media in teaching English to increase students' vocabulary especially on verb.

Key words: Students' Vocabulary, Picture, Card, Teaching English

Introduction

English has considered as an essential language to be learnt in order to meet the communication needs in this globalization era. Indonesia has organized English to be taught in formal school as a compulsory subject. As stated in the standard of content by Kemendikbud 2013, the teaching of foreign language, specifically English, is aimed to develop students' ability to communicate with global society. Therefore, it is taught in different kinds of grade levels.

The teaching includes teaching of the four skills, listening, speaking, reading, and writing. Listening is an active process involving a number of different cognitive, psychomotor, and affective mechanisms. Reading is how to understand the meaning that is in writing. Speaking is a verbal delivery of messages. Writing is an activity that focuses on the choice of words, the use of proper grammar, syntax, mechanics, organizational ideas into the form of coherent and cohesive, readers, and objectives and is an ongoing process to understand the meaning.

In addition to the four skills of English language, there are also English language components that must be mastered. These three components are known as pronunciation, grammar and vocabulary. Pronunciation is associated with sound, pressure, and intonation in pronunciation. Grammar is a rule. While vocabulary is one of the language components related to the meaning of a concept.

Deeper discussion about vocabulary, it is one of the language components that students must master because number of vocabularies will affect someone's ability in using the language either in spoken or written form. Based on observation in SMAN 3 Tolitoli at 15 July 2020, Researcher found that Students who just learned grammar without vocabulary, they were hard to convey what they want to say, they got difficulties in understanding the text, they were not be able to speak English, and it was hard for them to express or write their own idea. They also got some difficulties to write some sentences and in understanding the content of the text. In speaking, most of the students were reluctant to speak because of their limited number of vocabularies.

There are some factors that can give an influence to students' vocabulary mastery: Teacher should makes learning vocabulary more effective and efficient. It is not enough for the teacher of English to give the students words to memorize. They have to use other alternative ways to increase students' vocabulary. To solve this problem, of course the creativity of teachers in choosing a media is needed. The media which is used by the teacher can make students interested in learning. The teacher must apply an interesting media in teaching learning process that can make students acquire new vocabulary easily. There are several types of media that can be used in improving students ' vocabulary, such as picture, card, crossword puzzles, posters, boards, songs, games, and many more. Researchers chose the picture and card as a teaching media in this study.

Card is a piece of thick, stiff paper on thin pasteboard, in particular one used for writing or printing on. picture media includes visual media, as well as other media, the picture media serves to transmit messages from the source to the message recipients. These common functions of these media specifically works to attract attention, clarify the idea of ideas, illustrate or decorate facts that might be quickly forgotten or ignored when not depicted. In addition to its simple and easy creation, these media includes relatively inexpensive media when it is reviewed in terms of cost.

Many researchers have reported that teaching English by using picture and card media can increase students' vocabulary. Some of the findings of the previous researchers are concisely. First Research is by Elsy (2013) with title "teaching vocabulary by using picture to the third grade students". The purpose of this research is to know influence of benefit picture media to study result of third grade students in SDN 09 Rangkang Bengkayang. The research method used experiment method. The research type is vision research. Based on statistic calculation, study with using picture media give big influence to high of study result of third grade students in SDN 09 Rangkang Bengkayang.

The second research by Sari (2009) conducted a research entitle "the Effectiveness of using pictures in teaching vocabulary to the sixth grade students of SDN Singkalanyar 1 Prambon Nganjuk Viewed from their motivation". The data obtained from several techniques including observation, teachers' interview, questionnaire, and test. The researcher analyzed the data using ANOVA or Multifactor Analysis of Variance and Tuckey test. Based on the result of data analysis, it can be concluded that using picture is better than translation for teaching vocabulary to elementary students and there is an interaction between teaching technique and motivation.

The third research by Muttahidah (2011), With title "Improving students' vocabulary through vocabulary card". This research was conduct at MTS Nurul Falah Ciputat Tanggerang. The method use in this study was classroom action research (CAR). The research design in this study was a collaborative classroom action research. The data were gathered through qualitative and quantitative data. In this study researcher did observation, pre-test, post-test, questionnaire and interview. The result of this study showed that the students were motivated in the teaching learning process during the implementation of vocabulary card. The similarity

was the skill that increased and the media that used. The differences were the method, research design, target population and the technique to collecting data.

Based on the background, the researcher formulated the problem identification related to the effectiveness of using picture and card media in teaching English to increase students' vocabulary. The problem statements are as follow:

1) Do the picture and card media effective in teaching English to increase students' vocabulary at eleventh grade at SMAN 3 Tolitoli?
2) Which media is more effective in teaching English to increase students' vocabulary at eleventh grade at SMAN 3 Tolitoli?

The objectives to be achieved in this study are:

1) To find out the effectiveness of picture and card media in teaching English to increase students' vocabulary at eleventh grade at SMAN 3 Tolitoli.
2) To compare which media is more effective between picture and card media in teaching English to increase students' vocabulary at eleventh grade at SMAN 3 Tolitoli.

1. Method of the Research

This research used a quantitative research method. The variables examined that teaching English using media (X) includes picture and card media. The students' vocabulary (Y) includes noun and verb. The researcher intended to find out the effectiveness of using picture and card media in teaching English to increase students' vocabulary.

2. Findings and Discussions

2.1 Result of the Research

a. The result of Pre-test

In this activity the researcher gave the students pre-test in order to know the students' vocabulary before giving the treatment. The samples were 10 students from two classes. Card media class consist 4 males and 1 female. Then, 3 males and 2 females in picture media class.

Table 1 Result of Pre-test of Card Media

No	Students' Initial	Test		Acquired	Score	Criteria
		MPC	MT			
1	AG	14	9	24	48,9	Failed
2	AS	18	8	26	53	Failed
3	NZ	25	12	37	75,5	Successful
4	THP	7	3	10	20,4	Failed
5	VS	13	8	21	42,8	Failed

To know the students' score achievement in vocabulary, the table below gives classification about rate percentage of students' score.

Table 2 Percentage of Pre-test Card Media

Classification	Scale	Frequency	Percentage
Excellent	90-100	-	-
Very Good	85-89	-	-
Good	80-84	-	-
Fair	75-83	1	20%
Poor	0-74	4	80%
Total		5	100%

From the previous table, it can be seen from 5 students of card media class there were 1 (20%) student got fair category, and 4 (80%) students got poor category. It means that the students need treatment to increase the presentation score and category.

Table 3 Result of Pre-test of Picture Media

No	Students' Initial	Test MPC	MT	Acquired	Score	Criteria
1	AA	9	1	10	20,4	Failed
2	AFR	22	10	32	65,3	Failed
3	AG	10	6	16	32,6	Failed
4	NA	8	2	10	20,4	Failed
5	REAP	15	12	27	55,1	Failed

To find out the students' score achievement in vocabulary, this following table gives classification about rate percentage of students' score.

Table 4 Percentage of Pre-test Picture Media

Classification	Scale	Frequency	Percentage
Excellent	90-100	-	-
Very Good	85-89	-	-
Good	80-84	-	-
Fair	75-83	-	-
Poor	0-74	5	100%
Total		5	100%

It can be seen from 5 students of picture media class there were 5 (100%) students got poor category. It means the students totally need treatment to increase the presentation score and category.

b. The Result of Post-test

In this activity, the researcher gave the students post-test in order to know the students' vocabulary after taking the treatment.

Table 5 Result of Post-test in Card Media

No	Students' Initial	Test MPC	MT	Acquired	Score	Criteria
1	AG	24	17	41	83,6	Successful

2	AS	20	18	38	77,5	Successful
3	NZ	28	16	44	89,7	Successful
4	THP	15	9	24	48,9	Failed
5	VS	20	17	37	75,5	Successful

To know the students' score achievement in vocabulary, the following table gives classification about rate percentage of students' score.

Table 6 Percentage of Post-test Card Media

Classification	Scale	Frequency	Percentage
Excellent	90-100	1	20%
Very Good	85-89	-	-
Good	80-84	1	20%
Fair	75-83	2	40%
Poor	0-74	1	20%
Total		5	100%

Based on the previous table, it can be seen from 5 students of card media class there were 1 (20%) student got excellent score, 1 (20%) student got good score, 2 (40%) student got fair score, and 1 (20%) student got poor score.

Table 7 Result of Post-test in Picture Media

No	Students' Initial	Test		Acquired	Score	Criteria
		MPC	MT			
1	AA	27	11	38	77,5	Successful
2	AFR	28	18	46	93,8	Successful
3	AG	27	11	38	77,5	Successful
4	NA	25	17	42	85,7	Successful
5	REAP	25	19	44	89,7	Successful

The following table gives classification about rate percentage of students' score in order to find out the students' score achievement in vocabulary

Table 8 Percentage of Post-test Picture Media

Classification	Scale	Frequency	Percentage
Excellent	**90-100**	**2**	**40%**
Very Good	**85-89**	**1**	**20%**

Good	80-84	-	-
Fair	75-83	2	40%
Poor	0-74	-	-
Total		5	100%

It can be seen from 5 students of picture media class there were 2 (40%) students got excellent score, 1 (20%) student got very good score, and 2 (40%) student got fair score.

c. Result of Homogeneity Test
1. Result of Homogeneity of Pre-test

Homogeneity test is a test conducted to find out that two or more groups of sample data come from populations that have the same variant (homogeneous). Based on homogeneity test result, obtained Sig = 0,579 > 0,05. It meant that the variance score between two classes was homogeneous.

Test of Homogeneity of Variances
Result of pre-test

Levene Statistic	df1	df2	Sig.
.334	1	8	.579

ANOVA
Result of pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	217.156	1	217.156	.533	.486
Within Groups	3256.440	8	407.055		
Total	3473.596	9			

2. Result of Homogeneity of Post-test

Based on homogeneity test result, obtained Sig = 0,373 > 0,05. It meant that the variance score between two classes was homogeneous.

Test of Homogeneity of Variances
Result of post-test

Levene Statistic	df1	df2	Sig.
.892	1	8	.373

ANOVA
Result of post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	240.100	1	240.100	1.614	.240
Within Groups	1190.144	8	148.768		
Total	1430.244	9			

d. Result of Normality Test
1. The result of Normality Pre Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
card media	.203	5	.200[*]	.972	5	.891
picture media	.218	5	.200[*]	.868	5	.257

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

There were sign in pre test of card media > α 0r 0,891 was higher than 0,05 while in pre test of picture media > α or 0,257 was higher than 0,05. It can be concluded that the data of pre test in card media and picture media were distributed normally. Therefore, Shapiro-wilk was used in normality because the sample less than 50.

2.   The result of Normality Post Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
card media	.312	5	.126	.864	5	.245
picture media	.243	5	.200[*]	.894	5	.377

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the previous result, it can be seen that there were sign in post-test of card media > α 0r 0,245 was higher than 0,05 while in post-test of picture media > α or 0,377 was higher than 0,05. It can be concluded that the data of post-test in card media and picture media were distributed normality.

e.   **Testing Hypothesis**

Paired sample T test is a test to compare the difference between two means of two paired sample with the assumption that the data is normally distributed. The result can be seen as:

1.   **Paired sample test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	43.4400	10	19.64491	6.21227
	post_test	79.9400	10	12.60619	3.98643

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-36.50000	15.32949	4.84761	-47.46606	-25.53394	-7.529	9	.000

After getting t-test result, then it would be consulted to the critical score t_{table} to check whether the difference is significant or not. It was found that t_c= 7,529. Furthermore, t_{count} compare with t_{table} score with df=36 on the standard of significant 0,05 so it was found that t_t=2,306 because of t_c=7,529 > t_t= 2,306. So it means that the null hypothesis H_0 was **rejected** and the alternative hypothesis H_a was **accepted**.

a. Average of pre-test and post-test

To find out more specific result, the researcher compared the result of between post-test and pre-test in multiple choice and matching test in two groups, then count the students' average score. It was found that card media was more effective in increasing students' score on matching test (noun) and picture media was more effective in increasing students' score on multiple choices (verb). The data explained by the following table:

Card Media	**Picture Media**

No	MPC (verb)	MT (noun)	MPC (verb)	MT (noun)
1	10	8	18	10
2	2	10	6	8
3	3	4	17	5
4	8	6	17	15
5	7	9	10	7
Average	6	7,4	13,6	9

3.2 Discussion

Based on data analysis, the researcher presents the discussion of the research result. The discussion was about the effectiveness between card media and picture media to increase students' vocabulary.

The first step of this research was homogeneity test. This test was a test conducted to find out that two or more groups of sample data come from populations that have the same variant (homogeneous). Based on homogeneity test result, obtained sig. in homogeneity pre-test and post-test was higher than (F_{table}).it meant that the variance score between two groups was homogeneous. After homogeneity test was done, the Researcher continued to nest step was treatment.

The second step of this research was pre-test. Pre-test was conducted on September 5th 2020 at the first meeting to both of experimental groups. This test aimed to measure the students' vocabulary before the treatment. In conducting pre-test on the experimental at group 1 there were 5 students as the sample. The test contained 50 questions that consisting of 30 multiple choices to measure students' vocabulary especially on verb and 20 matching test to measure students' vocabulary especially on noun. Researcher gave students 60 minutes to do their test. After getting students' result of the pre-test, the researcher analyzed students score statistically used formula where the obtained score multiplied by 100 and divided by total sample in experimental group 1. Then, the score of pre-test in group 1 was found that there were 1 student got fair category, and 4 students got poor category. It means the students still lack of vocabulary and needed treatment to increase the presentation score and category. In the same step was conducted at group 2. After pre-test was given, the researcher found that from 5 students of picture media class there were 5 (100%) students got poor category. It means the students totally need treatment to increase the presentation score and category.

In the treatment steps, the researcher applied card media for six meetings. Researcher taught for 80 minutes in each meeting. The procedure of the treatment used card media as follows:

a. Second meeting was conduct on September 9th 2020, before started the lesson, Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

b. Third meeting was conduct on September 12nd 2020. Researcher waited for a while for students who coming late. After they came, researcher began the lesson. Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

c. Fourth meeting was conduct on September 16th 2020. Before started the lesson, Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

d. Fifth meeting was conduct on September 19th 2020. Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

e. Sixth meeting was conduct on September 23rd 2020. Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity

was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

f. Seventh meeting was conduct on September 26th 2020. Because this is the last meeting, researcher wanted students to recalling the vocabulary had been taught. Researcher greetings with "Good morning everybody. How are you today"?, and pray to begin the lesson. After that, researcher Checked attendance as an attitude of discipline. Explaining the lesson materials today "Noun and verb". For the main activity, The researcher explained the book. The researcher asks students to look at the book. The researcher asking the students several questions orally and students have to answer orally. The researcher observed the condition in class when teaching learning process. Researcher asked the students", "What do they know about Noun and Verb?". The researcher choose two group to start the game using word card The researcher tells students' to guessing card from their friend. The researcher explains the way game works. After the main activity was done, Researcher and students conclude the material. The researcher previews the next material. The researcher closes the class and greets the students.

In the treatment steps, the researcher also applied picture media for six meetings. Researcher taught for 80 minutes in each meeting. The procedure of the treatment used picture media as follows:

a. Second meeting was conduct on September 9th 2020. The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught. The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

b. Third meeting was conduct on September 12nd 2020. The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught. The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

c. Fourth meeting was conduct on September 16th 2020, before started the lesson, teacher postponed the meeting because one of the student not coming yet. After several minute he came and explained the obstacle. The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught.

The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

d. Fifth meeting was conduct on September 19th 2020, The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught. The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

e. Sixth meeting was conduct on September 23rd 2020, The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught. The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

f. Seventh meeting was conduct on September 26th 2020. The teacher greets the students and asks about their condition. For example "good morning class, how are you today?". The teacher introduces the topic today by giving questions. for the main activity, The teacher shows the picture to the students. The teacher asks the students to find out noun, and verb of the picture. The teacher gives the meaning of the words to the students. The teacher gives the correct pronunciation of the words to the students in front of class. The teacher asks the students to make simple sentence by using vocabulary that has been taught. The teacher asks the students to do the exercise. The teacher gives feedback about the pronunciation. The teacher reviews the lesson. The teacher asks the students to remember the vocabulary that have been learned. The teacher asks the students whether there are any difficulties in this topic. The teacher closes the meeting lesson.

After researcher gave the treatment to both of group with card and picture media, the post-test was given on September 30th 2020 as the last meeting. This test aimed to measure whether students' vocabulary increase or not. After getting students' result of post-test the researcher analyzed students' score statistically used formula where obtained score multiplied by 100 and divided by total sample in experimental group. Then, researcher found that the post-test of group 1 (card media) has improved. The same step conducted in group 2 (picture media), researcher found that the post-test of this group also has improved.

From 5 students of card media class there were 1 (20%) student got excellent score, 1 (20%) student got good score, 2 (40%) student got fair score, and 1 (20%) student got poor score. And from 5 students of picture media class there were 2 (40%) students got excellent score, 1 (20%) student got very good score, and 2 (40%) student got fair score. So, the students' vocabulary of group 2 (picture media class) were increase.

From the result of pre-test and post-test in two media, researcher found that increasing students' vocabulary in card media group has average values 6 in multiple choice that contain verb material and 7,4 in matching test that contain noun material. It meant that card media effective in teaching students' vocabulary especially on noun. Whereas increasing students' vocabulary in picture media group has average values 13,6 in multiple choice that contain verb material and 9 in matching test that contain noun material. It meant that picture media effective in teaching students' vocabulary especially on verb.

After post-test was done, researcher used test of normality. Normality test was to find out whether the data had normal distribution or not. Based on the result of this research, it can be seen that there were sign in post-test of card media > α 0r 0,245 was higher than 0,05 while in post-test of picture media > α or 0,377 was higher than 0,05. It can be concluded that the data of post-test in card media and picture media were distributed normality.

The last step of this research was T-test. Based on result of this research, the result of pre-test and post-test were 0,000 < 0,05. It showed that there was a significant difference between the first variable and final variable. It was found that t_c= 7,529. Furthermore, t_{count} compare with t_{table} score with df=36 on the standard of significant 0,05 so it was found that t_t=2,306 because of t_c=7,529 > t_t= 2,306. So it means that the null hypothesis H_0 was **rejected** and the alternative hypothesis H_a was **accepted**.

4. Conclusion

Based on the result of this research, the result of pre-test and post-test are 0,000 < 0,05. It shows that there is a significant difference between the first variable and final variable. It is found that t_c= 7,529. Furthermore, t_{count} compare with t_{table} score with df=36 on the standard of significant 0,05 so it is found that t_t=2,306 because of t_c=7,529 > t_t= 2,306. So it means that the null hypothesis H_0 was **rejected** and the alternative hypothesis H_a was **accepted**.

It could be concluded that Picture and Card Media can increase students' vocabulary especially on verb and noun. From the result of pre-test and post-test in two media, the researcher found that the increasing of students' vocabulary in Card Media group has average values 6 in multiple choice that contain verb material and 7,4 in matching test that contain noun material. It means that Card Media is effective in teaching students' vocabulary especially on noun. Whereas the increasing of students' vocabulary in Picture Media group is average values 13,6 in multiple choice that contain verb material and 9 in matching test that contain noun material. It means that picture media is more effective in teaching students' vocabulary than card media especially on verb.

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