THE EFFECT OF USING PICTURE SERIES TOWARD VOCABULARY SIZE AND LEARNING MOTIVATION AT MAN MUARA TEWEH

THESIS

By:

MUHAMMAD ALGAZALI
SRN. 1601121093

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M / 1443 H

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THESIS

Presented to
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In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education

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SRN. 1601121093

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ADVISOR APPROVAL

Title : **THE EFFECT OF USING PICTURE SERIES TOWARD VOCABULARY SIZE AND LEARNING MOTIVATION AT MAN MUARA TEWEH**

Name : Muhammad Algazali

SRN : 1601121093

Faculty : Faculty of Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examinantion / Munaqasyah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, October 8th 2021

Approved by:

Advisor I

Sabarun, M.Pd
ORN. 196803222008011005

Advisor II
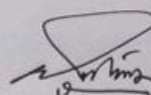
Zaitun Qamariah, M.Pd
ORN. 198405192015032003

The Vice Dean of Academic

Dr. Nurul Wahdah, M.Pd
ORN. 198003072006042004

Secretary of Language
Education Department

Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

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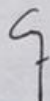|	
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Nama	: Muhammad Algazali
NIM	: 1601121093
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa
Program Studi	: Tadris Bahasa Inggris

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Palangka Raya, October 8th 2021

Disetujui oleh:

Advisor I

Sabarun, M.Pd
NIP. 196803222008011005

Advisor II

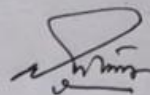**Zaitun Qamariah, M.Pd**
NIP. 198405192015032003

Wakil Dekan I Bidang Akademik

Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004

Sekretaris Jurusan Pendidikan Bahasa

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

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THESIS APPROVAL

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Name	:	Muhammad Algazali
SRN	:	1601121093
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination / *Munaqasyah* on :
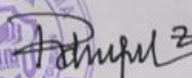
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   (Secretary/ Examiner)

Approved by:

Dean, Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M. Pd
ORN. 19671003 199303 2 001

OFFICIAL NOTE

Palangka Raya, September 2021

Case: Examination of

Muhammad Algazali thesis

To the chair of Faculty of Teacher Training and Education of IAIN Palangka Raya

in-

Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of the thesis, we think in the name of:

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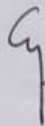
SRN   : **1601121093**

Title of Thesis : **THE EFFECT OF USING PICTURES SERIES TOWARD VOCABULARY SIZE AND LEARNING MOTIVATION AT MAN MUARA TEWEH**

Can be examined in partial fulfilment of the degree of Sarjana Pendidikan in English Education of the Deparment of Education IAIN Palangka Raya.

Thank You for your attention

Wassalamu'alaikum Wr. Wb.

Advisor I	Advisor II
Sabarun, M.Pd	**Zaitun Qamariah, M.Pd**
NIP. 196803222008011005	NIP. 198405192015032003

v

NOTA DINAS

Palangka Raya, September 2021

Perihal : Mohon Diuji Skripsi

Saudar Muhammad Algazali

Kepada:

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya

di-

Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudari:

Nama : **Muhmmad Algazali**

NIM : 1601121093

Judul Skripsi : **PENGARUH PENGGUNAAN GAMBAR SERI TERHADAP UKURAN KATA KATA DAN MOTIVASI BELAJAR DI MAN MUARA TEWEH.**

Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

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Pembimbing I

Sabarun, M.Pd
NIP. 196803222008011005

Pembimbing II

Zaitun Qamariah, M.Pd
NIP. 198405192015032003

MOTTO AND DEDICATION

"Be assured, there is something waiting for you after a lot of patience you have lived. That will stun you until you forget how painful the pain.

(Ali Bin Abi Thalib)

This thesis is dedicated to: My beloved father Huriyadi and mother Mulia for their valuable endless prayer, sacrifice, and support. My beloved brother Alpian sari and Fauzan, And the last specially for all of my beloved friends TBI 16.

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DECLARATION OF AUTHORSHIP

Name   : Muhammad Algazali

SRN   : 1601121093

Faculty   : Teacher Training and Education

Department   : Language Educatiom

Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.

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rs Faith Fully

Muhammad Algazali

SRN. 1601121093

ABSTRACT

Algazali, M. 2021.The Effect of Using Picture Series toward Students Vocabulary Size and Learning Motivation at MAN Muara Teweh.
Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya, Advisors: (I) Sabarun M.Pd. (II) Zaitun Qamariah M.Pd.

Keywords: *Picture Series, Vocabulary Size, Learning Motivation.*

This study aimed to measure the effect of picture series toward students' vocabulary size and learning motivation. This study was conducted on students MAN Muara Teweh. The researcher used a quantitative approach to find the answer to the problem of the research, technique the data collection used test and questionnaire. The design of the research was quasi- experimental design where the researcher used non randomized control group pre-test, post-test design with a kind of treatment. The sample of study was determined using cluster sampling technique, there were two classes, namely X1 class as experiment class with total number of 15 students and X2 class as a control class with total number of 15 students. The researcher gave pre-test and post-test both of the group.

The purpose of this study was to determine student vocabulary size and learning motivation the use picture series as a learning method that is used in addition to the classroom in increasing vocabulary size and learning motivation, this research used quantitative methods research. The population of this study were students class X at MAN Muara Teweh.

After getting data form pre-test and post-test, the researcher analyzed the data by using SPSS 20 program, to test the hypothesis stated based on the results of analysis, it was found that the sum of square between group = 15123.400 with within group = 232.533 and Sig 0.00. it showed the data experiment class was higher than control class The results of testing hypothesis determined that the Alternative Hypothesis (Ha), stating that there was significant effect of using picture series toward student's vocabulary size at MAN Muara Teweh was accepted and the Null Hypothesis (Ho) stating that there was no significant effect of using picture series toward student's vocabulary size at MAN Muara Teweh was rejected.

After getting data form questionnaire, the researcher analyzed the data using SPSS 20 program, to test the hypothesis stated based on the result of analysis, it was found that the value of sig was $0.32 < 0.05$. Since the results of questionnaire experimental and control class had different score. The results of mean square between experimental and control class were = 154.133. with within group = 30.405. Based on the descriptive value, it is evident that the experimental class using pictures series on learning motivation score higher than the control class not using picture series. The results of testing hypothesis determined that the Alternative Hypothesis (Ha), stating that there was significant effect of using picture series toward student's learning motivation at MAN Muara Teweh was accepted and the Null Hypothesis (Ho) stating that there was no significant effect of using picture series toward student's learning motivation at MAN Muara Teweh was rejected. The interpretation of the results Alternative Hypothesis (Ha), stating that there was significant effect of using picture series toward student's vocabulary size and learning motivation at MAN Muara Teweh was accepted and

the Null Hypothesis (Ho) stating that there was no significant effect of using picture series toward student's vocabulary size and learning motivation at MAN Muara Teweh was rejected.

ABSTRAK

Algazali, M. 2021. Pengaruh Penggunaan Gambar Berseri Terhadap Ukuran Kosakata Siswa dan Motivasi Belajar di MAN Muara Teweh .Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun M.Pd (II) Zaitun Qamariah M.Pd.

Kata Kunci: *Gambar Berseri, Kosa Kata, Motivasi Belajar*

Penelitian ini bertujuan untuk mengukur pengaruh gambar berseris terhadap pengukuran kosakata dan motivasi belajar siswa. Penelitian ini dilakukan pada siswa MAN Muara Teweh. Peneliti menggunakan pendekatan kuantitatif untuk mencari jawaban masalah penelitian, teknik pengumpulan data menggunakan tes dan angket. Desain penelitian adalah desain eksperimen dimana peneliti menggunakan desain pre-test, post-test kelompok non-random dengan satu jenis perlakuan. Sampel penelitian ditentukan dengan teknik cluster sampling, terdapat dua kelas yaitu kelas X1 sebagai kelas eksperimen dengan jumlah siswa 15 orang dan kelas X2 sebagai kelas kontrol dengan jumlah siswa 15 siswa. Peneliti memberikan pre-test dan post-test pada kedua kelompok.

Penelitian ini bertujuan untuk mengetahui pengukuran kosakata dan motivasi belajar siswa, gambar berseris sebagai metode pembelajaran yang digunakan di kelas dalam meningkatkan ukuran kosakata dan motivasi belajar, penelitian ini menggunakan metode penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X di MAN Muara Teweh.

Setelah mendapatkan data pre-test dan post-test, peneliti menganalisis data dengan menggunakan program SPSS 20, untuk menguji hipotesis yang dikemukakan berdasarkan hasil analisis, diketahui bahwa total kuadrat antara kelompok = 15123.400 dengan dalam kelompok = 232.533 dan Sig 0.00. Hal ini menunjukkan kelas eksperimen data lebih tinggi dari kelas kontrol. Hasil pengujian hipotesis menetapkan bahwa Hipotesis Alternatif (Ha) yang menyatakan bahwa ada pengaruh yang signifikan penggunaan gambar berseris terhadap pengukuran kosakata siswa di MAN Muara Teweh diterima dan Hipotesis Null (Ho) yang menyatakan bahwa tidak ada pengaruh yang signifikan dalam penggunaan gambar berseris pengukuran kosakata siswa di MAN Muara Teweh ditolak.

Setelah mendapatkan data berupa kuesioner, peneliti menganalisis data dengan menggunakan program SPSS 20, untuk menguji hipotesis yang dikemukakan berdasarkan hasil analisis didapatkan nilai sig sebesar 0,32 < 0,05. Karena hasil angket kelas eksperimen dan kontrol memiliki skor yang berbeda. Hasil kuadrat antara kelas eksperimen dan kelas kontrol adalah = 154,133. dengan dalam kelompok = 30.405. Berdasarkan nilai deskriptif, terbukti bahwa kelas eksperimen yang menggunakan gambar seri pada skor motivasi belajar lebih tinggi daripada kelas kontrol yang tidak menggunakan gambar seri. Hasil pengujian hipotesis menetapkan bahwa Hipotesis Alternatif (Ha) yang menyatakan ada pengaruh yang signifikan penggunaan gambar berseris terhadap motivasi belajar siswa di MAN Muara Teweh diterima dan Hipotesis Null (Ho) yang menyatakan tidak ada pengaruh yang signifikan dari penggunaan gambar berseris terhadap motivasi belajar siswa di MAN Muara Teweh ditolak.

Interpretasi hasil Hipotesis Alternatif (Ha), yang menyatakan bahwa ada pengaruh yang signifikan penggunaan gambar berseris terhadap ukuran kosakata dan motivasi belajar siswa di MAN Muara Teweh diterima dan Hipotesis Null (Ho) yang menyatakan bahwa tidak ada pengaruh yang signifikan dari penggunaan gambar berseris terhadap ukuran kosakata dan motivasi belajar siswa di MAN Muara Teweh ditolak.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATION

SD: Strongly Degree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

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1. Lesson Plan
2. Syllabus
3. Name and student's code
4. Results Pre-test and Post-test
5. Questioner
6. Vocabulary Test
7. Curriculum vitae

CHAPTER I

INTRODUCTION

A. **Background of the Study**

The 2013 curriculum evaluated periodically and adjusted to reflect the changing times. Hasan (2013, p. 165) stated aims of the 2013 curriculum is to prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives, and humanity. The nature of learning language in 2013 curriculum is based on cognitive view, in which language learning will be meaningful for learners if the content of the lesson in related to their prior knowledge and experience. In the teaching and learning process to make students interested in their material the teacher usually uses media like pictures. According to Sadiman (2010, p.28) among teaching media, pictures are commonly used as visual media, besides its simplicity, pictures are relatively cheap used in the classroom. Picture can help teachers adds variety, clarity, and reality in the classroom situation. Picture prepare a worth of thousand words. It means that people of different languages can understand pictures because pictures can say many things inside them. So, use the picture can make clear about what the teacher means and make students easier to understand.

According to Apsari Yanuarti,(2017, p.54) Picture series is a kind of media that belongs to picture classifies pictures into three types they are

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composite picture, picture series and individual picture. the pictures series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures by using picture series, the students will be interested and will enjoy the teaching and learning process. The pictures lead the students to focus directly on words. The use of picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning. Furthermore, it proposes that there are some roles that pictures can have in the teaching of writing. Firstly, pictures can motivate students and make them want to pay attention and take apart. Secondly, pictures contribute to the context in which language is used. Thirdly, pictures can be described in an objective way or responded to subjectively. Fourthly, pictures can cue responses to questions. Finally, pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

As it is suggested by Sadiman (2010, p.28) that pictures are commonly used as visual media, besides its simplicity, pictures are relatively cheap used in the classroom. Picture can help teachers adds variety, clarity, and reality in the classroom situation. Many factors influence the result of the language teaching. Such as reading, speaking, listening and writing. We cannot express an idea or opinion without knowing English vocabulary. Mastering vocabulary is people necessity to understand a reading material, conversation, or article in the English language. Motivation is an influential factor in the

teaching-learning process. The success of learning depends on the high or low motivation of students. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching-learning process so they will be pushed to study English well.

Therefore, without mastering enough vocabulary is impossible for people to reach the goal. However, in fact, some of the students in school have not enough in mastering vocabulary. Based on this background, so the topic of this study is **"The Effect of Using Picture Series Toward Vocabulary Size and Learning Motivation at MAN Muara Teweh "**

The researcher chose this topic because teaching using a picture series can increase learning motivation and, in the classroom, it is not so boring and learners using pictures can also practice how much vocabulary students can use in learning and this research is located at MAN Muara Teweh.

B. Problem of the Study

1. Does Picture Series give effect on Student's Vocabulary Size at MAN Muara Teweh?

2. Does Picture Series give effect on Student's Learning Motivation at MAN Muara Teweh?

3. Does Picture Series give effect on Student's vocabulary size and learning motivation at Man Muara Teweh?

C. Objective of the Study

1. To measure the effect of picture series on student's vocabulary size at MAN Muara Teweh.

2. To measure the effect of picture series on student's learning motivation at MAN Muara Teweh.

3. To measure the effect of picture series on student's vocabulary size and learning motivation at MAN Muara Teweh.

D. Assumption

This study assumes that using pictures series is effective for student's vocabulary size and learning motivation.

E. Hypothesis

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Alternative Hypotheses (H_a) and Null Hypotheses (H_0) as follows:

H_a 1. Picture series gives effect in vocabulary size on student's MAN Muara Teweh.

2. Picture series gives effect in learning motivation on student's MAN Muara Teweh.

3. Picture series gives effect in vocabulary size and learning motivation on student's MAN Muara Teweh.

H_o 1. Picture series does not give effect in vocabulary size on student's MAN Muara Teweh.

2. Picture series does not give effect in learning motivation on student's MAN Muara Teweh.

3. Picture series does not give effect in vocabulary size and learning motivation on student's MAN Muara Teweh.

F. Significance of Study

This study is aimed at investigate the using picture series as a media teaching of vocabulary size and learning motivation. This study has practical and theoretical significance. Practically, the result of this study is expected to give a contribution to the students for solving problems in vocabulary size, for English teachers to move media for better teaching and learning process. Theoretically, is it expected that the result of the study can give a contribution to support the theory on teaching English as a foreign language, especially for the vocabulary size and learning motivation.

G. Scope and Limitation of the Study

This study is restricted to two focused: Using picture series and without using picture series in teaching vocabulary size and learning motivation. In a more specific focus, this study is concernned to measure the Effect in vocabulary size and learning motivation taught picture series and those taught using non-picture series. The subject of the study is limited to the

students in MAN Muara Teweh. There are two classes of MAN Muara Teweh.

H. Definition of Key Terms

The definition of the key term in this investigation is used to avoid the misunderstanding among the readers. To make it quite clear in the comprehension of the study therefore there are some operational definitions such as picture series, vocabulary size and learning motivation.

1. Picture Series

According to Sadiman (2010, p.28) among teaching media, pictures are commonly used as visual media, besides its simplicity, pictures are relatively cheap used in the classroom. Picture can help teachers adds variety, clarity, and reality in the classroom situation. Picture prepare a worth of thousand words. It means that people of different languages can understand pictures because pictures can say many things inside them. So, use the picture can make clear about what the teacher means and make students easier to understand.

Opinion from Researcher by using picture series, the students will be interested and will enjoy the teaching and learning process. The pictures lead the students to focus directly on words. The use of picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning.

2. Vocabulary

According to J. Charles Alderson and Lyle F. Bchman (2000, p.45) "vocabulary is a set of lexemes including single words, compound words and idioms". Vocabulary is one of the language sub-abilities. Words are signs or symbols for ideas. Furthermore, words are learned, the more ideas he or she should have so that she or he can communicate the ideas effectively. Vocabulary contains word.

Opinion from Researcher Vocabulary is a community of components of language that maintains all of the information about the meaning and using a word in a language. Vocabulary building is more important in any language learning. Vocabulary also becomes a really important aspect in acquiring a language and mastering the second language. Use the words that suit our particular purposes and we continue to study a language as a foreign language is hoped to know and master the vocabulary to increase the language abilities.

3. Vocabulary Size

According to Alqahtani, (2015, p.23). Vocabulary knowledge is often gazing as a critical instrument for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is to show daily in and out the school. In the classroom, the achieving students possess the adequate vocabulary (Hadi, 2017, p.274). The Vocabulary Size Test is designed to

measure both first language and second language learners" written receptive vocabulary size in English.

4. **Learning Motivation**

According to Schunk (2013, p.80) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions. It means that someone will get a goal if they do activities. And their activities need strong motivation to reach it. And there are Simple Ideas to Improve Student Motivation: Allow students to work together, encourage self-reflection., be excited, connect student interests, make goals high but manageable, give feedback and offer chances to improve, Track Process Provide opportunities for success.

Opinion from researcher Motivation is an influential factor in the teaching-learning process. The success of learning depends on the high or low motivation of students. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching-learning process so they will be pushed to study English well.

5. **Effect**

According to Olejnik and Algina (2003) Impact measurement is the measurement of impact measurement variables in other variables, the magnitude of differences and relationships, which is free from the influence of sample size. Related variables are usually response variables,

or also called independent variables and outcome variables (results variable), or often referred to as a dependent variable. Impact measurements are also possible considered as a measure of the meaning of research results in the practical stage (Huck, 2008; Moore, 2007).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

In this part, there are some previous studies that are relevant to this research:

Arum Wahyuningsih (2011) in a thesis entitled The Effect of Using Picture series Toward Students' Writing ability in Grade X of office Administration Of SMK Negeri 1 Tempel. The significance of the research can be divided into two categories. They are theoretical and practical significances. Theoretical significance is related to the role of the research study in the development of theory. In this research, it is expected that this study can support or give insight to the educational world that the use of pictures is beneficial to improve the students' or learners' writing ability.

Tri Lidyawati (2015) in a thesis entitled The Effect of Picture Series Toward Writing Score of The Eight Graders of MTs Muslimat NU Palangkaraya. This study is aimed to measure the effectiveness of picture series toward writing scores of the eighth graders of MTs Muslimat Nu Palangka Raya. The study included in Quantitative Approach with Quasi-Experimental design, especially non-randomized control group, pre-test and post-test. The problem of the study was "Do the students taught by Picture Series get better writing score than the students taught without Picture

Series?". The writer designed the Lesson Plan, conducted the treatment and observed the students' scores by pre-test and post-test.

Ika (2014) in a thesis entitled The Effect of Picture Series On Students Ability In Writing Narrative Text At The Eighth Grade Of SMPN-8 Palangkaraya. The study was aimed at measuring the effect of using Picture Series in writing narrative text on the students' ability at the eighth grade of SMPN-8 Palangka Raya. The type of the study was Quasi-Experimental, especially non-randomized control group, pre-test and post-test; the design of the study was a quantitative approach to find out the problem of the study. The problem of the study was" Is there any significant difference between students' ability using series picture and without series picture in writing narrative text at the eighth grade of SMPN-8 Palangka Raya.

Sylvia Dwiyanti 2014) in a thesis entitled The Effect Of Picture Crossword On English Vocabulary Size At Seventh Grade Students Of Mtsn Katingan Tengah. The objective of the study was to measure whether there was any significant effect of using picture crossword in teaching vocabulary at seventh-grade students at MTsN Katingan Tengah. The study includes in Quantitative Paradigm with Experimental Design. The researcher designed the Lesson Plan, conducted the treatment and observed the students' scores by pretest and posttest.

Fadihlah Nurohmah (2017) in a thesis entitled The Effect of Picture Series Toward Students Writing Skill in Recount Text and Learning Motivation. This research was aimed to obtain empirical evidence of the

effectiveness of using picture series toward students' writing skill of recount text and learning motivation. To get further information about the result, this research also tried to find out how well picture series work on students' writing skills of recount text and learning motivation. The method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this research was test.

Takumi Uchihara and Jon Clenton (2018), entitled "Investigating the Role of Vocabulary Size in Second Language Speaking Ability". The finding of this study that vocabulary size was significantly associated with vocabulary rating. However, learners with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech.

Rahman, Yap, & Darmi (2018) about the Association Between Vocabulary Size and Language Dominant of Bilingual Malay-English Undergraduates. The result showed that a positive and statistically significant association was found between the overall language dominance score and English vocabulary size. One of the most striking findings to emerge from this study is that the language dominant score accounts for 30% of the variability size of Malay-English undergraduate.

Gorman (2013), entitled "Relationships Between Vocabulary Size, Working Memory, and Phonological Awareness in Spanish-Speaking English Language Learners". The finding of this study indicates significant and equivalent gains in both languages of children in the experimental group and no gains in the control group. Spanish vocabulary size was significantly

related to obtain PA in both languages and was make more strongly related to English gains than was English vocabulary size. The memory tasks have predicted progress in each language by different ways. That favorable relationships be found among vocabulary size, strong and processing components of working memory, and Phonological Awareness Development in both languages of English Language Learners.

Rahayu Hesthi Wening,Bambang Yudi Cahyono,Emalia Iragiliati (2017) About Effect of Using Picture Series on the Indonesian EFL Students' Writing Ability across Learning Styles. The findings also showed that by using picture series the visual students had better write ability than the auditory students. Furthermore, the students had positive opinion towards the use of picture series. It is suggested that EFL teachers use picture series as one strategy in teaching writing and future researchers conduct further research dealing with the use of picture series.

Zainatuddar (2015) About Teaching Speaking in English by Using the Picture Series Technique. This study is aimed at finding out if there are any significant differences in achievement between the students who are taught speaking by using the Picture Series Technique (PST) and those who are taught by using the Drill Technique (DT), and to find out which speaking sub-skills are better taught by using PST. This study was an experimental research project using quantitative and qualitative methods, which employed a true experimental design of two classes: one as the experimental group taught using PST, and the other was the control group taught using the typical DT.

There were 30 students in each group of the second-year at SMKN 1 Lhokseumawe. The instruments were a questionnaire sheet and a speaking test sheet.

Anie Indriati Dwi Rukmini (2016) About the Effectiveness of Picture Series And Graphic Organizer On Students With High And Low Motivation In Comprehending Narrative Texts. This study investigates whether picture series can be used effectively on high and low motivated students in comprehending narrative texts, how students who were trained by picture series differ significantly from those who were trained by GO, and whether there is an interaction among strategy, motivation, and reading achievement. The subjects of the study were the tenth grader of *SMA Negeri 1 Salem* in the Academic Year 2014/2015. Two of fourclasses were selected as the sample of the research.The experiment was set up according to a pre-test and post-test for both groups. The writer used an experimental research with factorial design 2 x 2 by technique of multifactor analysis of variance (ANOVA).The findings of this study indicate picture series is more effective than the GO. It can be seen from the results of the scores of the post test in experimental groupwere significantly different comparing to the post test scores in the control one.In addition, They regarded it very helpful for them of developing their reading skill. A good commitment and careful implementation that fulfill the requirements suggested in picture series influence on the success of the teaching reading comprehension of narrative texts.

From the studies above, there is a similarity and differences between the previous studies and my study to know the Effect of Picture Series Toward Students Vocabulary Size and Learning Motivation. And the subject of this study belongs to MAN Muara Teweh.

Table 2.1
The Similarities and Differences Between Some Previous Studies

No	Researcher / Title	Similarities	Differences
1.	Arum Wahyuningsih (2011) in a thesis entitled The Effect Of Using Picture series Toward Students' Writing ability in Grade X of office Administration Of SMK Negeri 1 Tempel.	the similarity is that both studies focus on Picture series, and also use the same instrument by using a questionnaire.	The difference is on the subject of the study. the subject of my study are the MAN Muara Teweh.
2.	Tri Lidyawati (2015) in a thesis entitled The Effect Of Picture Series Toward Writing Score Of The Eight Graders Of MTs Muslimat NU Palangkaraya	the similarity is that both studies focus on picture series, using random sampling technique and use the same instrument which is a test and questionnaire.	The differences is on the data calculation technique. The data calculation technique of my study only use ANOVA..
3.	Ika (2014) in a thesis entitled The Effect Of Picture Series On Students Ability In Writing Narrative Text At The Eighth Grade Of SMPN-8 Palangkaraya	the similarity is that both studies focus on picture series and writing , using quantitative methodology and also use the same instrument questionnaire.	The difference is on the research variable design. The research variable design of my study I have 3 variabel.

4.	Sylvia Dwiyanti 2014) in a thesis entitled The Effect Of Picture Crossword On English Vocabulary Size At Seventh Grade Students Of Mtsn Katingan Tengah.	the similarity is that both studies focus on Picture and Vocabulary size , and also use a quantitative methodology.	The difference is on the Variable and research design.
5.	Fadihlah Nurohmah (2017) in a thesis entitled The Effect Of Picture Series Toward Students Writing Skill In Recount Text and Learning Motivation	the similarity is that both studies focus on picture series.	The difference is on the Instrument.
6.	Takumi Uchihara & Jon Clenton (2018). "investegating the role of vocabulary size in second language speaking ability	the similarity between my study is may for studies vocabulary size, and use research instrument tes and questionnaire.	The difference is on the variable and data collecting procedure.
7.	Rahma, Yap & Darmi (2018). "association between vocabulary size and language dominant of bilangual malay-english undergraduates".	the similarity is that both studies focus on speaking vocabulary size, and use quantitative methodology.	The difference is on the variables and research desgin. The variable of my study arepicture series vocabulary size and learning motivation.
8.	Gorman (2013). "relationship between vocabulary size, working memory, and phonological awareness in spanish-speaking english language learners".	the similarity between my study is may for studies vocabulary size.	The difference is on instrument validity
9.	ahayu Hesthi Wening,Bambang Yudi Cahyono,Emalia Iragiliati (2017) About Effect of Using Picture Series on the Indonesian EFL Students' Writing Ability across Learning Styles	the similarity between my study is may for studies picture series and vocabulary size.	The difference is on the Instrument in my study Researcher use test and questioner.

10.	Zainatuddar (2015) About Teaching Speaking in English by Using the Picture Series Technique.	The similarity between my study is may for studies picture series	The different between my study is on methodology use quantitative.
11.	Anie Indriati Dwi Rukmini (2016) About the Effectiveness of Picture Series and Graphic Organizer on Students with High and Low Motivation in Comprehending Narrative Texts	The similarity between my study is may for studies picture series and using ANOVA.	The differences is on instrument in my study use Test and questioners.
12.	FachrainiSiti(2017)Ananlysis of students' motivation in studying English at UIN AR-RANIRY Banda Aceh	The similarity between my study is tittle using motivation	The differences is on variable

B. Picture Series

1. Definition of Picture Series

In the teaching and learning process to make students interested in their material the teacher usually uses media like pictures. According to Sadiman (2010, p.28) among teaching media, pictures are commonly used as visual media, besides its simplicity, pictures are relatively cheap used in the classroom. Picture can help teachers adds variety, clarity, and reality in the classroom situation. Picture prepare a worth of thousand words. It means that people of different languages can understand pictures because pictures can say many things inside them. So, use the picture can make clear about what the teacher means and make students easier to

understand. Moreover, Wright (1989, p.137) states that pictures can help the students predict what the text might be about. Based on this, pictures are well used in learning language because they can help the students to visualize language from abstract to concrete one easily.

Picture series is a number of a related composite picture linked to form a series of sequences aimed to tell a story or sequence of events. Picture series show some actions or events in chronological order.

Wright states on his book that picture series is a good media in teaching learning process. Using picture series will help the students in understanding the situation of the story or the process.

Wright also said that picture series or picture sequences consist of cartoon strips and instruction strips. They are potentially useful; the strips can be kept as they are and used to contextualize a story or description of a process. It means that picture series is very useful media to help students grasp the meaning of the strips and make students think chronologically of the event or the process of the strips.

In conclusion, using picture series in teaching and learning process will give an easy way for the students to remember about what they have been learned because they use their imagination in ordering the chronological of the story or the process.

Picture 2.2 Picture series
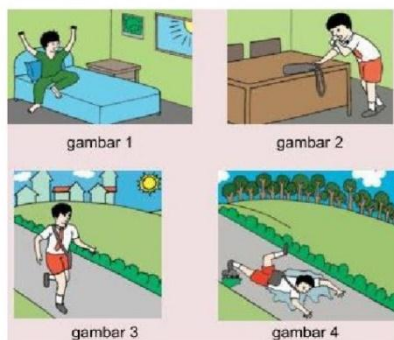
2. **The Advantage of Using Picture**

Pictures as teaching writing have so many advantages. According to Mansur (2011, p.24) they are described as follows:

a. Pictures are realistic

By using pictures students can understand the meaning of words better because pictures can help students to improve their idea. Picture make students easier to write the story, it is because of students can see step by step story that students want to write.

b. Pictures are interesting

Picture can bring many varieties and interest into language lessons. Sometimes, students felt bore when they learn because the lesson is monotone and felt confuse what they want to do. Some students have visual character in learning. So use picture make students more interesting about what the teacher teaches in a language lesson.

c. Pictures are economical

It is economical because it can save time and keep a long explanation to a minimum. By using picture as media in teaching and learning is not difficult. Because of the teacher can search it easier. In addition, the use of picture is not needed much money and time. So, it is very economical.

3. Functions of Picture Series

Regarding the function of picture series, Wright gives some functions of pictures that stated on his book. Those functions are structures and vocabulary, function and situation, and skills. It can be concluded that pictures are very useful for giving the grammatical and vocabulary entries. They also help to provide the students the situations and the contexts that light up the meaning of words. Besides that, pictures can increase the students' motivation and provide a useful practice material and pictures also can help students to get the information of the text based on the situations that described on the pictures. And also, pictures can be useful for the students to develop their skill in a situation or they can practice the language in real context in which they can use it to communicate their ideas of the pictures.

C. Vocabulary

1. Definition of Vocabulary

Vocabulary is a community of components of language that maintains all of the information about the meaning and using a word in a language. Vocabulary building is more important in any language learning. Vocabulary also becomes a really important aspect in acquiring a language and mastering the second language. Use the words that suit our particular purposes and we continue to study a language as a foreign language is hoped to know and master the vocabulary to increase the language abilities.

J. Charles Alderson and Lyle F. Bchman (2000, p.45) "vocabulary is a set of lexemes including single words, compound words and idioms". Vocabulary is one of the language sub-abilities. Words are signs or symbols for ideas. Furthermore, words are learned, the more ideas he or she should have so that she or he can communicate the ideas effectively. Vocabulary contains word. It can define as the total number of words which make up of language, it is clear that vocabulary is the most important in a foreign language.

2. Vocabulary Size

Many researchers argue that vocabulary is one of the most important if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Many students see second language acquisition as essentially a matter of learning

vocabulary and therefore they spend a great contact of time on memorizing lists of second language words and rely on their bilingual dictionary as a fundamental communicative resource. As a result, language teachers and applied linguists now generally acknowledge the importance of vocabulary learning and are exploring techniques of promoting it more effectively. (Alqahtani, 2015, p.23).

Vocabulary knowledge often gazes as a critical instrument for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is to show daily in and out of the school. In the classroom, the achieving students possess the adequate vocabulary (Hadi, 2017, p.274). The Vocabulary Size Test is designed to measure both first language and second language learners" written receptive vocabulary size in English. The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge.

The Vocabulary Size Test is designed to measure both first language and second language learners" written receptive vocabulary size in English. The test measures knowledge of written word form, the form meaning connection, and to a smaller degree concept knowledge (Nation, 2012). Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in the classroom (Alqahtani, 2015, p, 21).

Based on the explanation above, vocabulary is part of language that is the key to improve every skill in the language.

3. **Kinds of Vocabulary**

A test of vocabulary size measures how many words a learner knows. It typically measures a learner's knowledge of the form of the word and the ability to link that form to a meaning. A receptive vocabulary size measure looks at the kind of knowledge needed for listening and reading. Receptive test measures whether learners can provide or choose a meaning when they see the form of the word. A productive measure looks at the kind 30 of knowledge needed for speaking and writing, so it measures whether learners can provide a word form to express a meaning (Coxhead, Nation, & Sim, 2015, p, 3)

Based on the explanation above, vocabulary divides into two kinds such us receptive vocabulary and productive vocabulary. Receptive vocabulary useful for listening and reading skill. Then, productive vocabulary beneficial for speaking and writing skill.

According to Jurafaky & Martin (2005, p, 3) argue that a word class: A group of words, which from a grammatical point of view behave in the same way: morphologically: they show which class they belong to by using same endings example s, -ing for verbs, -ly, for adverbs. Syntactically: show the class they belong – used in the same way in a sentence example, adjectives: used the and a noun, or after any form of be.

Classification based on main functions and grammatical behavior consist of:

a. Lexical Words

1. Main carriers of meaning

2. Numerous and members of open classes

3. Have complex internal structure

4. Can be heads of phrases - they include nouns, verbs, adjectives and adverbs

b. Function words

1.Indicate relationship between lexical words or larger units

2. Are members of closed systems

3. Short and lack internal structure

4. Frequent, occur in any text

Parts of speech can be divided into two broad super categories: closed class types and open class types. Closed classes are those that have a relatively fixed membership. For example, prepositions are a closed class because there is a fixed set of them in English; new prepositions are rarely coined. By contrast nouns and verbs are open classes because new nouns and verbs are continually coined or borrowed from other languages (example, the new verb to fax or the borrowed noun futon). It is likely that any given speaker or corpus will have different open class words, but all speakers of a language and corpora that are large enough will likely share the set of closed class words. Closed class words are also generally

functioning words like of, it, and, or you, which tend to be very short, occur frequently, and often have structuring uses in grammar. There are four major open classes that occur in the languages of the world; nouns, verbs, adjectives, and adverbs. It turns out that English has all four of these, although not every language does.

Noun is the name given to the syntactic class in which the words for most people, places, or things occur. The verb class includes most of the words referring to actions and processes, including main verbs like draw, provide, differ, and go. Adjective is a word that describes a noun. Example of adjective are lazy, smart, polish, and others. The final open class form, adverbs, is rather a hodge-podge, both semantically and formally. The closed classes differ more from language to language than do the open classes. Here's a quick overview of some of the more important closed classes in English, with a few examples of each: prepositions occur before noun phrases; semantically they are relational, often indicating spatial or temporal relations, whether literal (on it, before then, by the house) or metaphorical (on time, with gusto, beside herself). A particle is a word that resembles a preposition or an adverb and is used in combination with a verb. Example of particles: up, down, on, off, in, out, at, by. A closed class that occurs with nouns, often marking the beginning of a noun phrase, is the determiners. One small subtype of determiners are the articles: English has three articles: a, an, and the. Conjunctions are used to join two phrases, clauses, or sentences.

Coordinating conjunctions like and, or, and but, join two elements of equal status. Subordinating conjunctions are used when one of the elements is of some sort of embedded status. Pronouns are forms that often act as a kind of shorthand for referring to some noun phrase or entity or event. Personal pronouns refer to persons or entities (you, she, I, it, me, and other).

Possessive pronouns are forms of personal pronouns that indicate either actual possession or more often just an abstract relation between the person and some object (my, your, his, her, its, one's, our, their). Who-pronouns (what, who, whom, whoever) are used in certain question forms, or may also act as complementizers (Frieda, who I met five years ago . . .). A closed class subtype of English verbs is the auxiliary verbs. Cross-linguistically, auxiliaries are words (usually verbs) that mark certain semantic features of the main verb, including whether an action takes place in the present, past or future (tense), whether it is completed (aspect), whether it is negated (polarity). Example of auxiliary verbs: can, may, should, are.

Based on the explanation above, word classes divide into two groups such as open classes and closed classes. Open classes consist of noun, verbs, adverbs, and adjectives. Then, close classes consist of preposition, conjunction, determiners, pronoun, article, and auxiliary.

4. **Importance of Vocabulary Size**

Nation (2012) states that vocabulary size measurement is important for planning, diagnosis, and study. It is not easy to plan a sensible

vocabulary development program without knowing where students are now in their vocabulary growth. Study on the amount of vocabulary necessary for receptive use indicates that students need around 6,000-word families to read novels written for teenagers, to watch movies, and to participate in the 34-friendly conversation. Around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts. These figures assume 98% coverage of the input texts, which still leaves 1 word in every 50 or around six words on every page as unknown vocabulary.

This coverage study suggests that it is beneficial to see vocabulary as divided into three main levels. A high-frequency vocabulary of around 2,000 words, a midfrequency vocabulary of an additional 7.000 words making a total of 9.000, and the remaining low-frequency vocabulary of at least another 10.000 words but potentially higher. Adult native speakers seem to have the vocabulary size of around 20.000 words, but this would be a very long-term goal for most foreign language learners. More sensible goals are to aim initially at a high-frequency vocabulary of 2.000 words, and then to give attention largely to the most useful parts of the mid-frequency vocabulary for particular purposes. Vocabulary size data is also very useful in planning extensive reading, particularly now that there are free adapted mid frequency readers for learners at the 4.000, 6.000 and 8.000-word levels

A vocabulary size test is also very useful for diagnostic purposes, particularly where learners have reading problems. Such problems can be

caused by a lack of vocabulary knowledge, a lack of grammatical knowledge, poor reading skill, inadequate background knowledge, vision or hearing problems, or cognitive processing issues. A carefully administered vocabulary size test can work out whether vocabulary knowledge is an issue or not. Studies with native speakers of English in New Zealand schools indicate that for almost all learners, general vocabulary knowledge is unlikely to be a major source of reading difficulty.

A vocabulary size test can be a very beneficial contributor to study on language proficiency and the effect of experimental interventions on language learning. It can provide an independent measure to help in equating groups in controlled studies. Current research on the effect of text coverage and comprehension suggests that overall vocabulary size is a better predictor of comprehension than text coverage, although the two are clearly related. Vocabulary size measures are not so useful in measuring vocabulary increase as a result of some short-term intervention because each word in a vocabulary size test typically represents at least 100 words and perhaps more, and most vocabulary interventions do not result in vocabulary increases of this size.

5. Methodology Measuring Vocabulary Size

The source of data for measuring vocabulary size based on the shaky assumption that we produce everything we know (Nation, 2012).

a. Dictionary Based Sampling

   Around the 1920s, the great educational psychologist Edward Thorndike became interested in vocabulary size measurement. It is likely that this coincided with his interest in developing frequency-based word lists of the English language for educational purposes. At this time, the methodology involving in measuring vocabulary size relied on dictionaries. Put simply, the methodology involving these steps. The researcher worked out how many words there are in the dictionary. Then a representative sample of this words makes so that the ratio between the sample and the number of words in the dictionary was known. For example, the sample might be 200th the size of the total dictionary. Thus, if the dictionary contains 30.000 words, then a sample of 150 words might be taken. The sample then turned into test items, students are testing, and their scores are multiplied by the ratio to work out their vocabulary size. So, if the learner getting half of the items correct on the 150-word test, then their vocabulary size has calculated as being 15.000 words (75 x 200).

b. Frequency Based Sampling

   There is an alternative procedure which avoids most of the problems and this can be called frequency-based sampling. It is going to be nice to think that the introduction of computers made such a sampling 37 process feasible. This is partly true, but it is even nicer to know that year before any computer appeared, Thorndike improved

word frequency lists which he then used as the basis for creating vocabulary size tests. We can only imagine the amount of labor that this incriminating which now can be done in a few minutes on a modern computer.

Table 2.2 Examples of Vocabulary Size Items

Yes/No	Yes/No with non-words
Could you give a meaning for? each word? Caddy prehistoric compassionate ploy	Could you give a meaning for? each word? caddy feldinate compassionate ploy
Multiple-choice 26 estuaries a. home of a religious b. brotherhood c. resting place of dead people d. place of safety e. mouth of a tidal river	**Multiple-choice with context** 26 estuaries: Its beside them. a. home of a religious brotherhood b. resting place of dead people c. place of safety d. mouth of a tidal river

c. Multi Words Unit

There is now considerable research on multiword units. In English there are include the items like as well, at all, by and large, get the green light, kill two birds with one stone, look like, on the other hand, shake one's head, look forward to.

Based on the explanation above, assessment vocabulary size divides into three groups such as dictionary-based sampling, frequency

based sampling and multiword units. This study uses frequency-based
sampling, especially multiple choice.

D. Learning Motivation

1. Definition of Motivation

Motivation is an influential factor in the teaching-learning process.
The success of learning depends on the high or low motivation of students.
It can drive learners in reaching learning goals. Therefore, motivation is
the key to success in the learning-teaching process. Without motivation,
the goal of learning is difficult to be reached. By having motivation
students will be enthusiastic in the teaching-learning process so they will
be pushed to study English well.

According to Schunk (2013, p.80) motivation is an energy change
within the person characterized by affective arousal and anticipatory goal
reactions. It means that someone will get a goal if they do activities. And
their activities need strong motivation to reach it. And there are Simple
Ideas to Improve Student Motivation: Allow students to work together,
encourage self-reflection., be excited, connect student interests, make
goals high but manageable, give feedback and offer chances to improve,
Track Processes, Provide opportunities for success.

There are many experts who have given the definition of learning
motivation. According Gardner (2001, p. 27) explains the motivation to
learn is an internal and external impulse that causes a person (people) to

act or do reach the destination, so that changes in her behavior is expected to occur. 39 Gurnyei and Zoltan (2000, p.545) argues that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

Based on explanation above Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behavior as a result of experience and to get knowledge. Motivation has also a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Burhan 2000, p.564).

2. Motivation in Learning Process

According to Aryanika (2016: p.724) that prefer the cognitive response, is the tendency of students to achieve meaningful and useful academic activities as well as trying to profit from these activities. Students who are motivated to learn will pay attention to lessons delivered, read the material so that they can understand, and use

supportive, specific learning strategies. Students who have the motivation to learn will depend on whether the activity has interesting content or a fun process.

Based on explanation above Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement (Brophy, 2004, p.545) Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will improve the learning performance and affect the achievements they get (Brophy, 2004, p.454)

3. **The Types of Motivation**

According to As Gardne, motivation is a very complex phenomenon with many facets (Shuib et.al, 2009, p.31). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. Types of Motivation:

a. Intrinsic Motivation

The most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in certain activities because an individual feels that they are attractive and pleasant. According to

Sincero (2012, p. 12) many factors promote intrinsic motivation. Some of these include challenge, curiosity, control, fantasy, competition, cooperation, and recognition:

i. Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.

ii. Curiosity is a force in a person's environment that either gets his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.

iii. Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from a person's autonomy in his actions.

iv. Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve fantasy. For instance, a student sees himself as a successful engineer after college.

v. Competition is a factor that involves the comparison of a person's performance with other performance.

vi. Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people towards the fulfillment of their goals.

Recognition is a factor that also includes a sense of

satisfaction when others appreciate their achievements.

b. Extrinsic Motivation

Extrinsic motivation is usually defined as our tendency to engage in activities to gain some type of known, external reward. It is important to note that these rewards can be either tangible or psychological. Money and trophies are two common types of tangible rewards. People engage in activities that they might normally not find terribly enjoyable or rewarding to earn a wage.

Psychological forms of extrinsic motivation can include praise and public acclaim. A child might clean her room to receive positive praise from her parents. An actor might perform in a role to obtain attention and acclaim from his audience. In both of these examples, while the reward is not physical or tangible, it is a type of motivating reward that is external to the actual process of participating in the event.

It comes out clearly that the greater the value the individuals attached to the accomplishment of activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Veronica, 2008, p.559). Traditionally concepts of Richards (IGAWA, 2014, p. 382) have been presented to understand the role of motivation.

Table 2.3 Kinds of Motivation

Motivation	Description
Intrinsic Motivation	Enjoyment of language learning itself.
Extrinsic Motivation	Driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment.

c. Benefit of Motivation

There can be other various factors which can have significant role in creating motivation for the language learners; That is, for instance, some of the main points that concerning this matter appear to the researcher's mind are as follows:

1. The language teacher is supposed to teach and instruct according to each learner's level. In the sense that, initially, the teacher should identify and realize each student's placement. Afterwards,

2. The language learner should not be reproached or blamed, or even scorned for not doing his homework, for making mistake in pronunciation, or for hesitating to answer question(s) and so on.

3. Teacher should identify, perceive, and understand the language learners" social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so that the language learners have a clear image from themselves and respect their own characters.

4. Teachers should be kind to their language learners and loving them while being friend with them. This matter is important and essential especially in the initial and primary levels of learning that the language learners are susceptible, vulnerable, and sensitive, and they need love and affection from their teacher.

5. Teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another.

6. Teachers need to promote students´ alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to uphold and preserve their motivation.

7. Teachers should bear in mind that learning a second or a foreign language means that the learners should also exploit and take advantage of social proficiencies and not just learn grammar.

E. **Quasi-experiment**

According to Dinardo J (2008, p.856) quasi-experiment is an empirical interventional study used to estimate the causal impact of an intervention on the target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the

treatment condition, but using some criterion other than random assignment (e.g., an eligibility cutoff mark). In some cases, the researcher may have control over assignment to treatment. Quasi-experiments are subject to concerns regarding internal validity, because the treatment and control groups may not be comparable at baseline. With random assignment, study participants have the same chance of being assigned to the intervention group or the comparison group. As a result, differences between groups on both observed and unobserved characteristics would be due to chance, rather than to a systematic factor related to treatment (e.g., illness severity). Randomization itself does not guarantee that groups will be equivalent at baseline. Any change in characteristics post-intervention is likely attributable to the intervention. With quasi-experimental studies, it may not be possible to convincingly demonstrate a causal link between the treatment condition and observed outcomes. This is particularly true if there are confounding variables that cannot be controlled or accounted for.

According to Morgan, G.A. (2000, p.794) The first part of creating a quasi-experimental design is to identify the variables. The quasi-independent variable will be the x-variable, the variable that is manipulated to affect a dependent variable. "X" is generally a grouping variable with different levels. Grouping means two or more groups, such as two groups receiving alternative treatments, or a treatment group and a no-treatment group (which may be given a placebo – placebos are more frequently used in medical or physiological experiments). The predicted

outcome is the dependent variable, which is the y-variable. In a time series analysis, the dependent variable is observed over time for any changes that may take place. Once the variables have been identified and defined, a procedure should then be implemented and group differences should be examined.

In an experiment with random assignment, study units have the same chance of being assigned to a given treatment condition. As such, random assignment ensures that both the experimental and control groups are equivalent. In a quasi-experimental design, assignment to a given treatment condition is based on something other than random assignment. Depending on the type of quasi-experimental design, the researcher might have control over assignment to the treatment condition but use some criteria other than random assignment (e.g., a cutoff score) to determine which participants receive the treatment, or the researcher may have no control over the treatment condition assignment and the criteria used for assignment may be unknown. Factors such as cost, feasibility, political concerns, or convenience may influence how or if participants are assigned to a given treatment conditions, and as such, quasi-experiments are subject to concerns regarding internal validity., can the results of the experiment be used to make a causal inference.

Quasi-experiments are also effective because they use "pre-post testing". This means that there are tests done before any data are collected to see if there are any person confounds or if any participants have certain

tendencies. Then the actual experiment is done with post-test results recorded. This data can be compared as part of the study or the pre-test data can be included in an explanation for the actual experimental data. Quasi-experiments have independent variables that already exist such as age, gender, eye color.

F. Variance analysis (ANOVA) Test

Variance analysis (ANOVA) is a method of statistical analysis belonging to the branch of inferential statistics. Inside Indonesian literature, this method is known by various other names, such as analysis variance, fingerprint variance, and variance analysis. This is a development of Behrens-Fisher problem, so F-test is also used in intake decision. Variance analysis was first introduced by Sir Ronald Fisher, the father of modern statistics. In practice, variance analysis can be a test hypothesis (more frequently used) and conjectures (estimates, especially in the applied genetic field). Variance analysis or ANOVA is incorrect multivariate analysis techniques that serve to distinguish between methods of two data sets by comparing variances. Variance analysis belongs to the category of parametric statistics. As a parametric statistical tool, to be able to use the ANOVA formula, it must be done first to conduct assumption tests that include normality, heteroskedasticity, and random sampling (Ghozali, 2009).

In order to be valid in interpreting the results, analysis of variance depending on the assumptions that must be met in the planning experiment. The assumptions for variance analysis that must be met are:

1. Homogeneity of variance: the dependent variable must have its variance the same in each category of independent variables. If there is more than one independent variable, then there must be homogeneity of variance in cells formed by category-independent variables.

2. Random sampling: for testing purposes, the subject is in each group must be drawn at random.

3. Multivariate normality: for importance testing purposes, variables must be following regular multivariate distribution. Dependent variables are distributed normally in each category of independent variables.

G. Frame of Thinking

```
                        ┌─────────────────────┐
                        │  Vocabulary Class   │
                        └─────────────────────┘
    ┌──────────────┐     ┌─────────────────────┐    ┌──────────────┐
    │  Vocabulary  │     │ Pictures Series Media│    │   Learning   │
    │     Size     │     │                     │    │  Motivation  │
    └──────────────┘     └─────────────────────┘    └──────────────┘

    ┌──────────────────┐              ┌──────────────────┐
    │ Experiment Class │              │  Control Class   │
    └──────────────────┘              └──────────────────┘

                        ┌─────────────┐
                        │  Pre test   │
                        └─────────────┘

    ┌──────────────┐    ┌─────────────┐    ┌──────────────┐
    │ Picture Class│    │  Treatment  │    │ Non Picture  │
    └──────────────┘    └─────────────┘    └──────────────┘

                        ┌─────────────┐
                        │  Post Test  │
                        └─────────────┘

                   ┌──────────────────────────┐
                   │  Testing Hypothesis use  │
                   │          ANOVA           │
                   └──────────────────────────┘

                   ┌──────────────────────────┐
                   │      Interpretation      │
                   └──────────────────────────┘

                   ┌──────────────────────────┐
                   │        Conclusion        │
                   └──────────────────────────┘
```
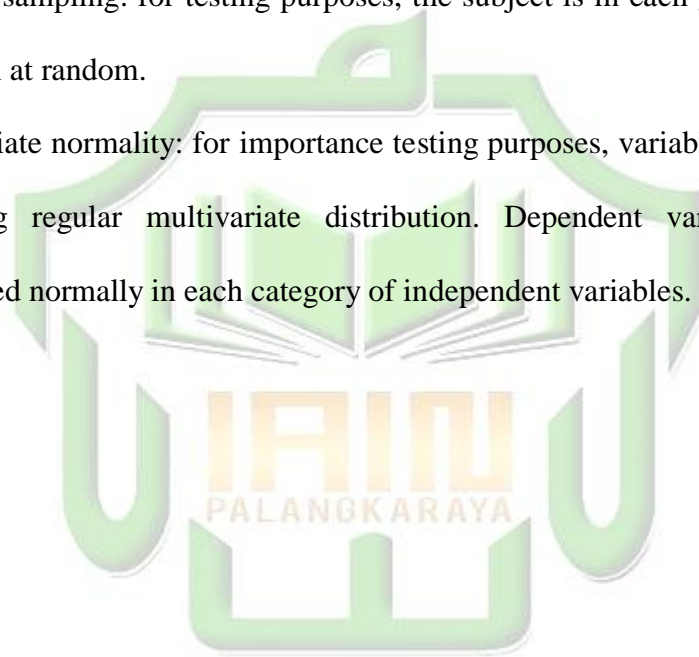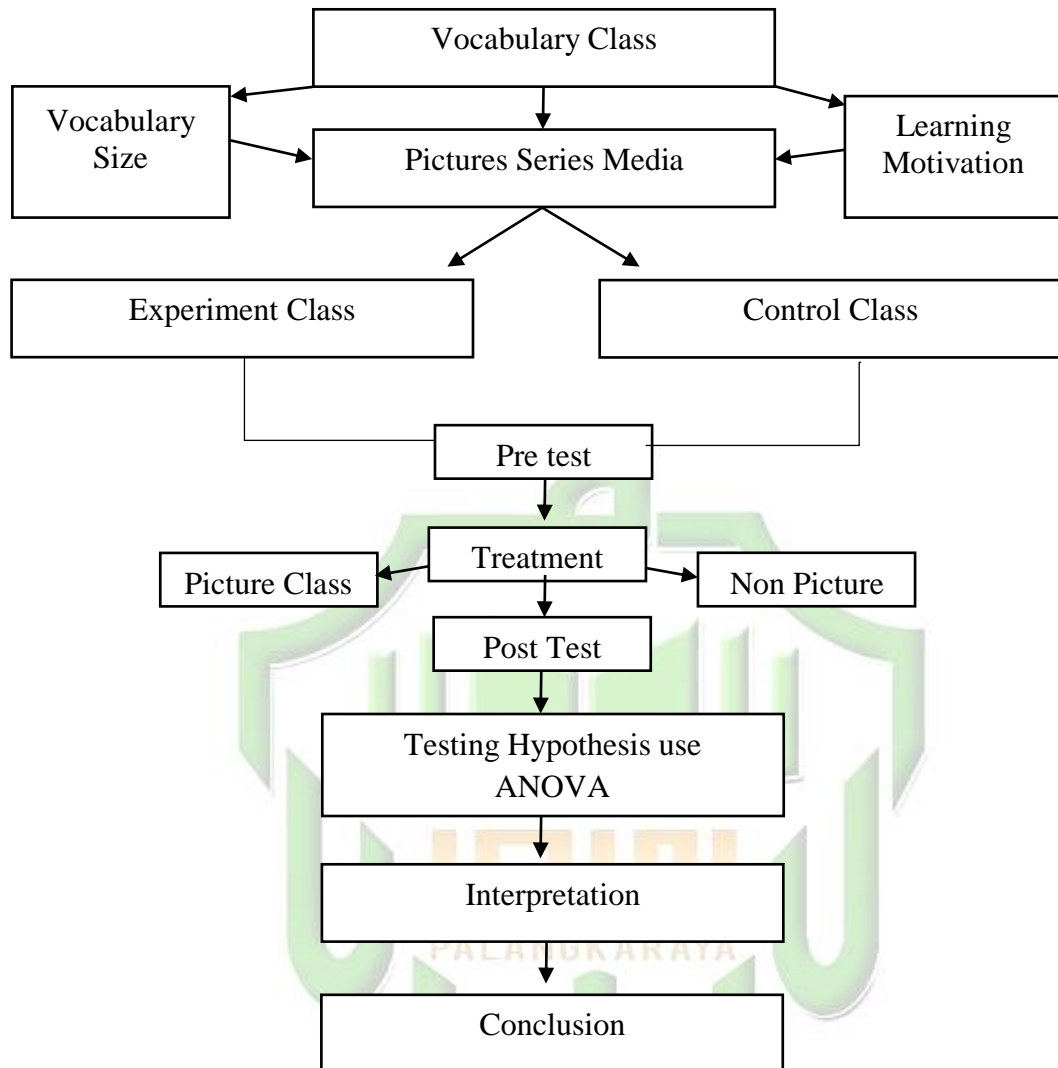
Picture 2.4 Frame of Thinking

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the writer used quasi-experimental design. because there are many situations in educational research in which it was not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized. Therefore, the writer this design because of permitting the research to reach reasonable conclusions even though full control is not possible.1 And to avoid the selection bias that can seriously threaten the internal and external validity such as maturation, instrumentation, and pretesting, the writer occupied the pretest and posttest at the same period of time. It means, the writer held the pretest of the experiment and control group at the same time and after giving all the treatment of the experiment group and teaching the control group, immediately the writer held the post test.

The study was non-randomized control group, pretest-posttest design. Is one of the most widely used quasi-experimental designs in educational research. There are two groups in this model, control group and experiment group. Both of groups are given pre-test to measure the score of the students before the treatment has given. They are symbolized by Y1 and Y2. It meant, the control group has not given the treatment but another conventional strategy as usual and post-test has given for both of groups to measure the

difference score of students between control and experiment group after the treatment are symbolized by X. Moreover, the design can be drawn in the following scheme below:

Table 3.1

**The Scheme of Quasi Experimental Design
Nonrandomized Control Group, Pretest-Posttest Design**

Subject (Not Randomized)	Sample	Pretest	Treatment	Posttest
Experiment Class	Class A	Y1	X	Y1
Control Class	Class B	Y2	-	Y2

B. Population and Sample

1. Population

According to Ary "population was all members of well-defined class events, or subject. Donal Ary At All (2010:316) it means all the members of the subject observation is the population in which the larger group about the generalization is made. Population is all individuals from whom the data collected. The population in this research at MAN Muara Teweh X-1 Class and X-6 Class.

2. Sample

Sample is a part of the population. which is investigated. If the research subject less than 100 was better to take all of it. So, it will be regarded as population research. But if the research subject more than 100, the research can take 10-15% or 20-25% from the population. According

to Ary D (2010, p.649), "sample is a group select from population for observation in a study.

In this research, the researcher chooses from two classes namely: X1 Class (15 students, X-2 Class (15 students). From the total population where the students consisted of 30 students. The researcher will use the Cluster sampling technique to get sample.

The researcher chooses class X-1 And X-2 because students must be accustomed to using vocabulary related to daily activities. and students must be motivated so that their level of confidence increases when advancing in front of the class.

The Distribution of the subject illustrated in Table 3.2

Treatment	Experiment class	Control class	Total
Picture Series	15	-	15
Non-Picture Series	-	15	15
Total	15	15	30

C. Research Instrument

1. Research Instrument Development

The research instrument is what the researcher us to collect the data.it can be helpful to the researcher study. An instrument is a tool used by a researcher in using a method during conducting the researcher in order to get the data better. Thus, determining instruments depends on the method used in the researcher.in this study the researcher used two instruments test they were test and questionnaire.

a. Test

In this research there are two kinds of test will be given to the students, both were Vocabulary Size test. The vocabulary test adopted from Adopted from Paul Nation at Victoria University of Wellington in New Zealand.

The interpretation of the students' vocabulary size based on Nugraha et. al. (p, 5) can be seen in table below:

Table 3.3 Interpretation of Vocabulary Size Score

Categories	Scoring
Very High	80-100
High	70-79
Fair	60-69
Poor	50-59
Very Poor	1-49

Table 3.4 Test Item Specification

No	Test	Number Item
1	Noun	1,2,9,10,11,13,15,23,24,31,32,33,34,41,43,44,45,
2	Verb	3,5,7,8,12,14,16,17,18,22,25,26,27,28,35,36,37,42,46,47,
3	Adjective	6,19,20,21,29,30,40,48,49,50
4	Adverb	4,38,39

b. Questionnaire

Brown (2001, p.6) Questionnaire is any written instrument that presents respondents with a series of questions or statements to which

they are to react either by writing out of their answer or selecting from among exciting answers.

2. Instrument Validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else. Heaton (2000, p.153) An instrument is considered to be a good one if it meets some requirements. One of them is validity. Provide a true measure of a particular skill which it is intended to measure, to the extent that is measures external knowledge and other skills at the same time, and it will not be a valid test. According to Heaton (2000, P,154), Validity of this research is distinguished into some kinds as follows:

1. Face Validity

Face validity is an estimate of whether a test appears to measure a certain criterion; it does not guarantee that the test actually measures phenomena in that domain.

2. Construct Validity

This type of validity assumes the existence of certain learning theories or constructing underlying the acquisition of abilities and skills. If a test has in accordance with the theory of language behavior and learning.

3. Content Validity

The content validity has something to do with questions as to how adequately the test content samples a larger domain of situations

as presents. In other words, a test is supposed to be valid in terms of its content when it is developed to contain an adequately representative sample of the course, the objective, and the items.

3. Instrument Reliability

The reliability refers to the consistency of score in measuring what it is intended to measure. With which it measured whatever it was measuring.

D. Data Collection Procedure

1. Test

These tests used to measure the student's progress in comprehend vocabulary size. Test give to the pre-test and post-test, experimental class and control class.

Pre-test was given to students in experiment class and control class on 12 January 2020 and Post-test was given on 2 February 2020 on student's experimental class and control class.

2. Questionnaire

In this research used a checklist to get the data questionnaire was given to students experiment class and control class on 2 February 2020. The observation used to know the activities during the teaching and learning process, such as how the teacher was explaining the material, what was the student's response and how was the student's work in doing test.

E. **Data Analysis Procedure**

In this study, the writer uses ANOVA for analysis the data, Simple one-way multi-Variance analysis of variance MANOVA is statistical procedure used to analyze the data from a study with more than two groups. The data of this study is score of student's pre-test and post-test and the result of questionnaire. Therefore, the data were in quantitative data. The data analyzed means of inferential statistics. This statistical analysis is suitable to answer the research problem. In this case, the writer applied one-way multi-Variance MANOVA to examine the students score vocabulary and students learning motivation use picture series.

1. **Techniques of Data Analysis**

Before Analyzing data using ANOVA test, the writer should fulfill the requirements of ANOVA test. They are Normality test, Homogeneity test and Hypothesis test.

a. **Normality Test**

It is used to know the normality test of the data that is going to analyze whether both groups have normal distribution or not. In this study to test the normality, the writer was applied SPSS 16 program using Kolmogorov Smirnov with level of significance= 5%. Calculation result of asymptotic significance is higher than (5%) so the distribution data was normal. In the Contrary, if the result of an

asymptotic significance is lower than α (5%), it means the data not normal distribution.

b. **Homogeneity Test**

Homogeneity is used to know whether experimental group and control group that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 16 Program used Liveness's testing with level of significance α (5%). If calculation result was higher than 5% degree of significance, so Ha was accepted, it means both groups had same variant and homogeneous.

c. **Testing Hypothesis**

The writer applied the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more. The Steps are as follows:

1) Find out the grand mean (X) each group: $\sum X_t^2 = \sum X^2 - (\frac{\sum X^2}{N})$

2) Find out the sum of square among group:

$$SS_t = \sum X^2 - \frac{(\sum X□)^2)}{N}$$

Where:

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N = number of scores

3) The sum of squares between groups

$$SS_b = \frac{(\sum X_1)^2)}{n_1} + \frac{(\sum X_2)^2)}{n_2} - \frac{(\sum X_2)^2)}{N}$$

4) The sum of squares within groups

$$SS_w = SS_t - SS_b$$

5) Find out degree of freedom between group:

$$Df_b = G\text{-}1$$

6) Calculated the between groups means square (MSb) :

$$MSb = \frac{SST}{dfb}$$

7) Find out the degree of freedom within groups:

$$Df_w = N\text{-}1$$

8) Calculated within groups mean score (MSw):

$$MSw = \frac{ssb}{dfw}$$

9) Find the F ratio

$$F = \frac{MSb}{MSw}$$

10) Determined the level of significance of $F_{observed}$ by comparing the $F_{observed}$ with F_{table}

11) Interpretation

12) Conclusion

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Presentation

In this part, it would describe the data obtained from the development of the student's vocabulary Size and Learning motivation before and after by using Picture Series. In this study, the researcher conducted vocabulary test and questionnaire in tenth class of MAN Tuara Teweh on 12th January 2020 consisted of 30 students.

1. The Result of Pre-Test Score

a. The Result of Pre-Test Score Experiment Class

In classifying to find the answer related to the problem of research Is there any significant effect by using picture series media on vocabulary size and learning motivation. The data are presented as the result of the test. The research gave the pre-test and post-test to every student.

The students' pre-test of the experiment class was distributed on the table following in classify to analyze the knowledge of the students before the treatment was conducted.

Table 4.1 Pre-Test Score Experiment Class

No	Students Code	Students Score
1	E01	44
2	E02	50
3	E03	54
4	E04	51
5	E05	49
6	E06	50
7	E07	54
8	E08	50
9	E09	60
10	E10	51
11	E11	52
12	E12	52
13	E13	50
14	E14	52
15	E15	52
	SUM	**776**
	Max Score	**60.00**
	Min Score	**44.00**
	Average	**51.73**

On the table above, it was found the very poor category was 2 students, the poor category was 13 students, the high score was 1 student. The highest score of the pre-test experiment class was 60 and the lowest score was 44 and the mean of pre-test score was 51,73.

b. The Results of Pre-Test Score Control Class

The students score of the pre-test control class was distributed in the following the table:

Table 4.2 Pre-Test Score of Control Class

No	Students Code	Students Score
1	C01	56
2	C02	44
3	C03	45
4	C04	54
5	C05	55
6	C06	52
7	C07	53
8	C08	53
9	C09	44
10	C10	53
11	C11	56
12	C12	53
13	C13	53
14	C14	55
15	C15	44
	SUM	**759**
	Max Score	**56.00**
	Min Score	**44.00**
	Average	**50.07**

Based on the table above, it found the poor category was is 15 students. The highest score of the pre-test control class was 56 and the lowest score was 44 and the mean of pre-test score 50,07.

2. The Results of Post-Test

a. The Results of Post-Test Score Experiment Class

The student's post-test score of the experiment class was distributed in the subsequent table class to investigate the student's understanding after conducting the treatment.

Table 4.3 Post-Test Score of Experiment Class

No	Students Code	Students Score
1	E01	82
2	E02	88
3	E03	88
4	E04	86
5	E05	89
6	E06	89
7	E07	86
8	E08	87
9	E09	84
10	E10	90
11	E11	88
12	E12	89
13	E13	86
14	E14	88
15	E15	88
	SUM	1308
	Max Score	90.00
	Min Score	82.00
	Average	87.20

Based on the table above, it was found the very highest score category was 15 students. The highest score of the post-test experiment class was 90 and the lowest score was 82 and mean of the post-test score was 87.20.

b. The Results Post-Test Score Control Class

The students score in post-test of control class was distributed in the following table:

Table 4.4 Post-Test Score of Control Class

No	Students Code	Students Score
1	C01	78
2	C02	81
3	C03	78
4	C04	81
5	C05	82
6	C06	82
7	C07	80
8	C08	79
9	C09	82
10	C10	81
11	C11	78
12	C12	83
13	C13	82
14	C14	78
15	C15	75
SUM		1200
Max Score		83.00
Min Score		75.00
Average		80.00

Based on the table above, it was finding the fair score was 6 students and very highest score 9 students. It was known the highest score of post-test control class was 82 and the lowest score was 75 and the mean of score the post-test was 80.00.

Table 4.5 The Comparison Result of Pre-test and Post-test of Experiment Group

No	Students Code	Pre-test Score	Post-Test Score	Improvement
1	E01	44	82	38
2	E02	50	88	38
3	E03	54	88	34
4	E04	51	86	35
5	E05	49	89	40
6	E06	50	89	39
7	E07	54	86	32
8	E08	50	87	37
9	E09	60	84	24
10	E10	51	90	39
11	E11	52	88	36
12	E12	52	89	37
13	E13	50	86	36
14	E14	52	88	36
15	E15	52	88	36
SUM		**776**	**1308**	**532**

Table 4.6 The Comparison Result of Pre-test and Post-test of Control Group

No	Students Code	Pre-test Score	Post-Test Score	Improvement
1	E01	56	78	22
2	E02	44	81	37
3	E03	45	78	33
4	E04	54	81	27
5	E05	55	82	27
6	E06	52	82	30
7	E07	53	80	27
8	E08	53	79	26
9	E09	44	82	38
10	E10	53	81	28

No	Students Code	Pre-test Score	Post-Test Score	Improvement
11	E11	56	78	22
12	E12	53	83	30
13	E13	53	82	29
14	E14	55	78	23
15	E15	44	75	31
SUM		770	1200	430

3. The Results of Questionnaire Motivation

The next step the researcher for learning motivation on 26th September 2021with the number of students was 30 students by using questionnaire. The learning motivation test consisted of 10 items in form questionnaire. The students' learning motivation scores of the sample class of study were presented in the following table. It can be seen as follows:

a. Results of Experiment Class Questionnaire

Table 4.7 Results of Experiment Class Questionnaire

Students Code	Score										Total
	Motivasi intrinsik					Motivasi Extrinsic					
E01	5	4	4	4	3	5	5	4	4	2	40
E02	4	3	3	2	4	4	3	4	3	2	32
E03	5	2	2	3	3	4	2	4	3	2	30
E04	4	3	3	4	3	3	2	5	3	1	31
E05	4	3	2	3	3	5	3	5	5	5	38
E06	5	5	5	5	5	3	3	4	3	2	40
E07	4	4	4	3	3	3	3	4	3	2	33
E08	4	4	3	3	3	3	3	3	3	3	32
E09	4	4	3	3	3	4	4	5	4	3	37
E10	5	4	5	4	3	4	4	5	4	3	41
E11	5	5	5	5	5	5	5	1	1	1	38

E12	5	4	3	3	3	3	4	4	3	2	34
E13	5	5	5	5	5	5	3	5	3	1	42
E14	5	4	4	4	3	3	5	4	4	2	38
E15	4	4	3	3	2	5	3	4	1	1	30

Based on the table above, it can be seen the students Questionnaire score experimental class. There was one student got to score 30. There was one student got score 31. There were 2 students got score 32. There was 1 student got score 33. There was 1 student got score 34. There were 3 students got score 38. There were 2 students got score 40. There was 1 student got score 41. There was 1 student got score 42.

b. **Results of Control Class Questionnaire**

Table 4.8 Results of Control Class Questionnaire

Student's code	Score										Total
	Motivasi Intrinsik					**Motivasi Extrinsic**					
C01	5	4	2	4	3	3	1	5	4	2	33
C02	5	3	3	5	3	3	3	5	2	1	33
C03	4	4	3	2	3	3	2	4	2	2	29
C04	5	5	5	5	5	5	3	5	3	2	43
C05	4	4	3	2	3	3	2	4	2	2	29
C06	5	5	5	5	5	5	3	5	3	2	43
C07	4	5	4	2	2	1	2	4	1	1	26
C08	4	5	4	3	3	1	2	4	1	1	28
C09	4	4	2	4	4	4	2	4	4	1	33
C10	4	4	3	2	3	3	3	4	2	1	29
C11	4	4	3	3	2	4	3	4	2	2	31
C12	3	2	2	1	1	2	2	3	1	2	19
C13	5	2	3	3	3	5	2	5	4	2	34
C14	4	3	3	5	4	5	3	3	3	3	36
C15	2	4	2	2	3	2	1	4	1	1	22

Based on the table above, it can be seen the students Questionnaire score Control class. There was one student got to score 19. There was one student got score 22. There were 1 student got score 26. There were 1 student got score 28. There were 3 students got score 29. There were 1 student got score 31. There were 3 students got score 33. There was 1 student got score 34. There was 1 student got score 36. There was 1 student got score 43.

B. Research Findings

1. Testing Normality and Homogeneity of Pre-Test Experiment and Control Class Using SPSS

a. Normality Test

It used to distinguish the normality of the data that was presented to be analyzed whether both groups have standard distribution or not. Because of that, the normality   test used SPSS 20 to determine the normality of the data.

Table 4.9 Testing Normality of Pre-test and Post-test of Experiment and Control Group

Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Size	Pretest Experiment	,203	15	,099	,917	15	,176
	Posttest Experiment	,248	15	,014	,888	15	,063

Pretest Control	,297	15	,001	,783	15	,002
Posttest Control	,206	15	,087	,903	15	,108

a. Lilliefors Significance Correction

Based on the calculation used SPSS program, the asympotic

significance normality of the Post-test Control Class was 0,108 and

Post-test Experiment Class was 0.063. Then the Normality both of

class was consulted with table Shapiro-wilik with the level of

Significance 5% (a=0.05) because the asymptotic significance of the

control class 0,108 ≥ 0,05 and asymptotic significance of experiment

class 0.063 ≥ 0.05. It cloud be concluded that the data was normal

distribution.

b. Homogeneity Test

The researcher used SPSS program to measure the

homogeneity of the data.

**Table 4.10 Testing Homogeneity of Post-test of Experiment and Control
Group**
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Vocab ulary size	Based on Mean	1,123	3	56	,348
	Based on Median	,675	3	56	,571
	Based on Median and with adjusted df	,675	3	51,768	,571
	Based on trimmed mean	1,030	3	56	,386

Based on the calculation used SPSS program, the result of

Homogneity of Post-test Experiment dan Control Grup have

significant in mean ,348 median ,571, Median with adjusted df ,571, and Trimmed mean is ,386. The data research fulfilled homogeneity while the value was higher > 0.05.

c. **Testing Hypothesis**

The researcher applied SPSS Program to calculate vin testing hypothesis of the study. The result of using SPSS Program could be seen as follows:

Table 4.11 Descriptive

Descriptives

Vocabulary Size

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Pretest Experiment Class	15	50.8000	2.36643	.61101	49.4895	52.1105	44.00	54.00
Posttest Experiment Class	15	87.2000	2.11119	.54511	86.0309	88.3691	82.00	90.00
Pretest Control Class	15	53.8667	1.24595	.32170	53.1767	54.5566	52.00	56.00
Posttest Control Class	15	80.0000	2.23607	.57735	78.7617	81.2383	75.00	83.00
Total	60	67.9667	16.13289	2.08275	63.7991	72.1342	44.00	90.00

Based on the calculation used SPSS program, student's vocabulary size of the post-test Experiment and post-test Control Standar Deviation of the Post-test Experiment Group was 2.111, and

the Post-test Control Group was 2.236. Then Standar Error Mean of the post-test Experiment Group was 545 and the post-test Control Group was 577.

Based on descriptive value, it is evident that the experiment class using picture series media on vocabulary size score higher than the control class not using picture series media.

d. **Interpretation of The Results**

To exam truth of false or null hypothesis stating that students trained vocabulary size and learning motivation by using picture series media the results of sig was lower than 0.05 or $0.00 < 0.05$, so Ha was accepted and Ho was rejected.

Table 4.12 The Result of Using SPSS 20

ANOVA

VocabularySize

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15123.400	3	5041.133	1214.034	.000
Within Groups	232.533	56	4.152		
Total	15355.933	59			

The table showed the results of the ANOVA calculation using SPSS 20. I found that the value of sig was $0.00 < 0.05$. Since the results of the post experimental and control class had different score. The result of the mean square between the experiment and the control class was 5041.133. Based on the descriptive value, it is

evident that the experiment class using picture series on vocabulary

size score higher than the control class by not using picture series.

It could be interpreted based on the results of a calculation that Ha

is stating that there was significant effect picture series toward

student's vocabulary size and learning motivation at the MAN

Muara Teweh, and Ho stating that there was no significant effect

of using picture series toward student's vocabulary size and

learning motivation at MAN Muara Teweh. It means that teaching

Vocabulary size by using picture series has an effect on students.

2. **Testing Normality and Homogeneity of Questionnaire Experiment and Control Class Using SPSS**

a. **Normality Test**

It used to distinguish the normality of the data that was presented

to be analyzed whether both groups have standard distribution or not.

Because of that, the normality   test used SPSS 20 to determine the

normality of the data.

Table 4.13 Testing Normality of Questionnaire of Experiment and Control Group

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Motivation	Experiment Class	.172	15	.200[*]	.910	15	.136
	Control Class	.135	15	.200[*]	.953	15	.565

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

a. Lilliefors Significance Correction

Based on the calculation used SPSS program, the asympotic
significance normality of the questionnaire experimentClass was 0,136
and questionnaire control Class was 0.565. Then the Normality both of
class was consulted with table Shapiro-wilik with the level of
Significance 5% (a=0.05) because the asymptotic significance of the
control class 0,565 ≥ 0,05 and asymptotic significance of experiment
class 0.136 ≥ 0.05. It cloud be concluded that the data was normal
distribution.

b. **Homogeneity Test**

**Table 4.14 Testing Homogeneity of Questionnaire Experiment
Control Class**

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Motivation	Based on Mean	.945	1	28	.339
	Based on Median	.948	1	28	.339
	Based on Median and with adjusted df	.948	1	21.217	.341
	Based on trimmed mean	.946	1	28	.339

Based on the calculation used SPSS 20 program, the result of
Homogneity of Experiment dan Control Grup have significant in mean
,339 median ,339, Median with adjusted df ,341, and Trimmed mean is
,339. The data research fulfilled homogeneity while the value was
higher > 0.05.

c. **Testing Hypothesis**

The researcher applied SPSS 20 Program to calculate vin testing hypothesis of the study. The result of using SPSS Program could be seen as follows:

Table 4.15 Hypothesis Test Using SPSS 20

Descriptives

Learning Motivation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Experiment Class	15	35.73	4.200	1.084	33.41	38.06	30	42
Control Class	15	31.20	6.570	1.696	27.56	34.84	19	43
Total	30	33.47	5.888	1.075	31.27	35.67	19	43

Based on the calculation used SPSS program, student's learning motivation of Experiment class and Control class mean the experiment class was 35.73 and control class was 31.20 Standar Deviation of the Experiment class was 4.200, and the Control class was 6.570. Then Standar Error Mean of the Experiment class was 084 and the Control class was 696.

Based on descriptive value, it is evident that the experiment class using picture series media on learning motivation score higher than the control class not using picture series media.

d. Interpretation of The Results

To exam truth of false or null hypothesis stating that students trained vocabulary size and learning motivation by using picture series media the results of sig was lower than 0.05 or 0.00 < 0.05, so Ha was accepted and Ho was rejected.

Table 4.16 The Results using SPSS 20

ANOVA

Learning Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	154.133	1	154.133	5.069	.032
Within Groups	851.333	28	30.405		
Total	1005.467	29			

The table showed the results of the anova calculation using SPSS 20. I found that the value of sig was 0.32 < 0.05. Since the results of the questionnaire experimental and control class had different score. The result of the mean square between the experiment and the control class was 154.133. Based on the descriptive value, it is evident that the experiment class using picture series on vocabulary size score higher than the control class by not using picture series. It could be interpreted based on the results of a calculation that Ha

stating that there was significant effect picture series toward student's learning motivation at the MAN Muara Teweh was accepted, and Ho stating that there was no significant effect of using picture series toward student's lea rning motivation at MAN Muara Teweh was rejected. It means that teaching learning motivation by using picture series has an effect on students.

C. Discussion

The finding of data analysis revealed that there was an effect of using picture series toward student's vocabulary size and learning motivation at MAN Muara Teweh.

These findings were supported with the theories as stated in chapter II. The first, Tri Lidyawati (2015), the finding result of testing normality found asymptotic significance (0.176) that was higher than significance level ($\alpha=$ 0.05). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.259) was higher than ($\alpha= 0.05$). the findings also revealed the effect picture series toward writing score Of the MTS Nu Palangka Raya.

The findings also in line with, Ika (2014) the result of t test using manual calculation showed that the calculated value (t observed) was greater than t table at 5% and 1% significance level or 2.000< 4.510 > 2.660. The result of ttest using SPSS 17.0 calculation indicated that the calculated value (t observed) was also greater than t table at 5% and 1% significance level or

2.000 < 4.499 > 2.660. This indicated that the alternative hypothesis stating there is significant difference between students' ability using series picture and without series picture in writing narrative text at eight grade of SMPN-8 Palangka Raya was accepted.

Were in accordance with, Fadihlah Nurohmah (2017) The calculation of this research was conducted though SPSS 22. The test of hypothesis proved that sig. 2 tailed (p) was 0.049 while alpha (α) was 0.05. In other words, p < α. It meant that the Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. It proved that there was a positive effect of picture series toward students' writing skill of recount text.

And it was support by Sylvia Dwijayanti (2014) the result of analysis, it was found that the value of t observed = -8.380 and t table=2.04. It showed that the t observed was higher than the t table. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was any significant effect of using picture crossword for teaching vocabulary at seventh grade students at MTsN Katingan Tengah was accepted and the Null Hypothesis (Ho) stating that there was no any significant effect of picture crossword for teaching vocabulary at seventh grade students at MTsN Katingan Tengah was rejected.

The last, Arum Wahyuningsih (2011) The actions implemented were successful in improving the students' writing skill. The findings were supported by the means of the students' writing score which improved from

59.31 in the pretest to 70.36 in the posttest in Cycle I with t = -15.117 (p<0.05).

Because the reason above, it could be concluded that vocabulary made them became more proficient in choosing and expressing the words. Students often lack adequate vocabulary and learning motivation considered necessary in the learning process, making it difficult to create understandable text On the other hand, that used of different teaching methods and the used of varied resources can help students vocabulary size and learning motivation issued. Students who are learning English faced some difficulties due to various reason such as lack of importance in learning the English language.

The differences between this research and previous research is in research objective where this research is focused on how picture series can improve students' vocabulary size and learning motivation , whereas previous research only focuses on how picture series improve students vocabulary size. The similarity between this reesearch and previous research is in the use picture   series   toward   students   vocabulary   size.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, I found that the value of sig was $0.00 < 0.05$. Since the results of the post experimenT and control class had different score. The result of the mean square between the experiment and the control class was 5041.133. Based on the descriptive value, it is evident that the experiment class using picture series on vocabulary size score higher than the control class by not using picture series. I found that the value of sig was $0.32 < 0.05$. Since the results of the questionnaire experimental and control class had different score. The result of the mean square between the experiment and the control class was 154.133. Based on the descriptive value, it is evident that the experiment class using picture series on vocabulary size score higher than the control class by not using picture series. it can be concluded that Ha stating that there was significant effect picture series toward student's Vocabulary Size and Learning Motivation at the MAN Muara Teweh was accepted, and Ho stating that there was no significant effect of using picture series toward student's Vocabulary Size and Learning Motivation at MAN Muara Teweh was rejected. It means that teaching learning motivation by using picture series has an effect on students Vocabulary Size and Learning Motivation.

B. Suggestion

In line with the conclusion, it would like the purpose some suggestion for the students, the teacher and researchers as follows:

1. **For the Students**

   Picture series is an effective and useful technique for rising and improving student's vocabulary size and learning motivation. The use picture series in teaching, learning English vocabulary and learning motivation can enhance the students understanding about new vocabulary, motivation and reduce the boring teaching-learning practice particularly in teaching vocabulary.

2. **For English Teacher**

   In gives a contribution to the English teacher about the importance of media in support teaching-learning process, in particular vocabulary and learning motivation. It is suggested to the teacher to apply picture series to create teaching-learning process Cn be motivate the students to master English vocabulary and learning motivation. The teacher should give interest to the student's level, problems in English learning and students strategy in English learning so that teacher competent to apply the greatest approach in teaching learning motion.

3. **For Future Research**

   In this thesis, the researcher realized the aim of the study was very simple. There are still many weaknesses that could be seen. The other researcher can get the better of this study with improved design and different things in order to support the results found. In additional, the other researcher can apply this study as the references for conducting there do research.

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