CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. **Research Schedule**

This research was established in two classes of the seventh-grade students at SMP IPIEMS Surabaya. The research was conducted in two meetings. Each meeting had sixty minutes. It was undertaken through the following schedules:

Table 4.1

N0	Day, Date	Time	Activity	Note
1	Monday, 24-07-2013	11.00	The researcher gave the research license	The researcher gave the research license to the headmaster of SMP IPIEMS Surabaya.
2	Wednesday, 21-08-2013	12.15-13.15	The first research: Pre-Test.	The researcher gave Pre-Test to the students in each class. It was aimed to know the students' ability before having treatment.
3	Thursday,	13.15 - 14.15	The second research: the	The first treatment: the topic that was used on the

	22-08-2013		researcher gave the first treatment on B class using pictures.	first meeting was kind of text taking from the reading passages. At the first meeting of the B class, The researcher only showed some pictures that were used as a clue to elaborate the meaning of a word in one sentence.
4.	Friday 23-08-2013	13.15 – 14.15	The third research: the researcher gave the first treatment on A class using a guessing word from context.	The first treatment was beheld on A class, the students were given the same topic with the B class. However, the researcher only showed them a clue in context. The researcher made sure that the students were doing this section without opening the dictionary.

5.	Thursday 29-08-2013	13.15 – 14.15	The fourth research: the researcher taught B class using pictures	On the second research, the researcher conducted the treatment on different situation. It was to avoid the students being bored with the meeting. It was done by setting seating arrangement. And the researcher gave a different topic.
6.	Friday, 30-08-2013	13.15-14.15	The fifth Research: the researcher gave The second Treatment on A class using Guessing Word From Context technique.	The material on this second meeting consisted of reading passages. The text also brought the descriptive text about describing people entitle "David Holbe" it consisted of three paragraphs.

7.	Wednes day, 04-09-2013	12.15-13.15	The fourth Research: the researcher gave Post-test.	The researcher gave post-test for Students in different Classes. then the researcher gave Instructions to do the test.
6	Tuesda y, 10-09-2013	09.00	The researcher took the letter About the research Has done at SMP IPIEMS Surabaya.	The researcher Took the letter about the Research has done in SMP IPIEMS Surabaya and asked permission and saying thank you to the Headmaster of SMP IPIEMS Surabaya because the researcher had permitted to conduct the research.

Schedules of research at SMP IPIEMS Surabaya.

B. Research Description

1. The Research Result on 21 August 2013

The research was done on 21 August 2013 at 12.15 - 14.15. It was

conducted by giving pre-test whose purpose was to know the students'

ability in mastering English vocabulary. In this meeting, the researcher used test based on basic and standart competence on that school. Pre-test was to get the students' score. Then, it was compared with the post-test. The researcher did not give treatment in order to get the students' prior knowledge (before the students recognized the used technique using pictures and the technique guessing word from context).

a. Preparation

The researcher provided pre-test about English vocabulary for students. To know the students' ability, the researcher gave pre-test before students were given the treatment. This was to measure the student's ability before a treatment was compared with the post-test. The researcher gave pre-test based on the basic and standard competence of the seventh grade students in that school.

b. Implementation on A class

1. Opening

- Greeting to the students.

- Praying before starting the activity.

2. Giving Pre-test

- Informing the students about learning English vocabulary.

- Giving pre-test to the students.

- Giving instruction to the students how doing the test.

- After doing the test, the researcher asked the students to collect the test in front of the class.

3. Closing

    - Informing students that the pre test was finished.

    - Allowing students to take a rest.

c. Implementation on B class

1. Opening

    - Greeting to the students..

2. Giving Pre-test

    - Informing the students about learning English vocabulary.

    - Giving pre-test to the students.

    - Giving instruction to the students how doing the test.

    - After doing the test, the researcher asked the students to collect the test in front of the class.

3. Closing

    - Informing students that the pre test was finished.

    - Allowing students to take a rest.

d. Observation Result

    This test was to measure the objectivity of the students' result before conducting a treatment. The first things that the researcher could conclude that the students did the test seriously, some students found some difficulties in writing the essay test because the essay test consisted of translating the meaning of the word in one sentence. On conducting pre test at least the students were easy to understand the

intruction. They also felt happy to do the test because the test also consisted in multiple choice tests.

e. Reflection

When the students did the essay test, the students seemed found difficulty to do the test. As a result that, the teacher gave them a motivation; the teacher on A class said that, "this test was for the elementary school level. I believe that all of you can do the test, all of you must get one hundred." At multiple choices test. Both students on A and B class did the test well, they also had the spirit to do the test. For all the result doing the pre-test on both the A and B class the students did the test successfully.

Table 4.2

AVERAGE SCORE OF PRE-TEST RESULT ON A CLASS.

	The Average Score of the Class	$\dfrac{`1669}{31} = 53.83$
	The percentage of students who pass the passing grade	$\dfrac{`4}{31} \times 100 = 12.90\%$

AVERAGE SCORE OF PRE-TEST RESULT ON B CLASS.

	The Average Score of the Class	$\dfrac{`1661}{31} = 53,58$
	The percentage of students who pass the passing grade	$\dfrac{`6}{31} \times 100 = 19,35\%$

From the data above, the writer can conclude that the table is the scores of the students' understanding of vocabulary before having treatment. The students on the A and B class could not achieve good score. Many students were still getting poor score. Here, students got difficulty in understanding of vocabulary. They were confused how to translate the meaning of vocabulary on essay tests.

In other word, there were a lot of students that got score under the minimum passing score (KKM) which was stated by the school that is 70. From 62 students divided on A and B classes, only four students on A class who passed the Pre-test and six students on B class who passed the pre-test. The minimum passing score Furthermore, the average score of the both classes is only 53. Therefore, students needed treatments to increase their understanding of vocabulary.

2. **The Research Result on 22 August 2013**

The research was done on 22 August 2013 at 13.15 - 14.15. It was on the second research. The researcher gave the first treatment after doing a pre-test. The researcher gave the first treatment was to increase the students' ability in mastering vocabulary by reading passages. The reading passages only consisted of 2 paragraphs. It was taken from the book that used in both classes. This text entitles "A Top Model." the students had to understand the meaning of the reading passages. It became very difficult for the students. Because, as the seventh grade students, the English vocabulary they have just a little, so the teacher

gave the pictures as the teaching aids to help the student to acquire the meaning of the word. This was technically using pictures. Using picture was teaching aid to help the students acquire the meaning of the word. The target and the learning objective of this treatment was students able to understand about English vocabulary.

a. Preparation

The material conducted on the first treatment was kind of the text that described people. So the researcher give the nunung' picture to drive the students with the technique of using picture. The researcher also provided some kind of pictures that related to the text that will be held in this class. The picture which the researcher provided consisted of pictures from the clue on one word that taken on one sentence. The researcher chosed the suitable pictures on the internet.

b. Implementation of B class

1. Engage

- Greeting to the students.

- Praying before starting the activity.

- Showing Nunung's picture

2. Explore

- Asking students to work in pairs in describing Nunung's picture

- Observing and leading the students

- Asking the students' result

3. Explain

- Giving students opportunity to show the result

- Giving students feedback

4. Elaboration

- Giving students reading text

- Asking the meaning of reading text

- Showing a picture as teaching aid

- Informing students to collect the result

5. Evaluation

- Finding about the students' mistakes

- Informing the students to remember the vocabulary

c. Observation result

Students of class B felt excited when the researcher gave them a clue that was visualized by some pictures. All of them were motivated to think the meaning of words. The student arranged the meaning of word by themselves, with the result that, it could increase students' motivation in translating the meaning of the word. After the students had been taught vocabulary by the technique of using pictures, the researcher said to the students to remember vocabulary that they have learned.

d. Reflection

After the researcher had given the first treatment for 60 minutes, the researcher asked the students' response about the

treatment. The students answered that the treatment was very interesting. It could be concluded that the students felt teaching vocabulary by the technique of using pictures increased their curiosity and raise the challenge of mastering vocabulary. The students also said that they were never taught how to translate the vocabulary using pictures before. However, the researcher had to stop the meeting because the time was up and the researcher told to the students on the next meeting would be conducted in the same meeting in different topics. However, the researcher did not tell the topic for the next meeting. The researcher only told that on the next meeting would be much influenced by the first meeting. So the researcher asked the students to remember the English vocabulary. In the entire researcher's conclusion of the first meeting, the students could acquire the meaning of reading passages.

3. **The Research Result on 23 August 2013**

The research was done on 23 August at 13.15 – 14.15. It was the second research and the first treatment on the A class using techniques of guessing word from context. As the technique of guessing words from context the students were encouraged to understand the meaning of the word by context clues, on the A class the students were given the same texts with the B class that entitle "A Top Model". This technique trained the students how to use their feeling on arranging the sentences. So the researcher should give more examples to the students.

If the students did not understand the meaning of the word and there were not found a suitable clue. The researcher would give the additional clue to help students on understanding the meaning of word. The target and the learning objective of this treatment was the students can understand about English vocabulary.

a. Preparation

The researcher prepared a reading text in teaching vocabulary. And the researcher also prepared the additional clue as the teaching aid to understand the word. the additional clue applied if on context there were not found suitable clue.

b. Implementation of A Class.

1. Engage

- Greeting the students.

- Praying before starting the activity.

- Giving students 1- 5 sentences as the example of the technique guessing word from context

2. Explore

- Asking the students work in pairs to guess the meaning of word

- Giving the students 1- 5 sentences then, asking the students add the clue

- Observing and leading the students

- Asking the students to write the result in front of the class

3. Explain

- Giving the students opportunity to write the result in front of the class

- Giving the students feedback

4. Elaboration

- Giving the students reading texts

- Asking the student to translate the reading texts

- Showing a clue or the additional clue

- Asking the students to write down the result in front of the class

5. Evaluation

- Giving the students feedback

c. Observation Result

The teacher gave more attention to the students because the students had to remember the word, arranged the sentences and guessed the meaning of a word by the context clue. If they had guessed the meaning they also estimated the meaning of the next sentences. However, this did not need more time if they could find out the clue on the sentences. They were only asked to conclude the topic on each sentence and arranged became one topic that understandable. However, this was a first activity; the researcher gave the motivation to the students to guess the meaning of a word without concerning the true and wrong meaning. However, the researcher discussed the test at the end of the meeting. After the researcher had taught vocabulary by guessing the word from context, the researcher asked the students to

remember vocabulary and improved the ability in mastering vocabulary.

d. Reflection

After the researcher had given second treatment for 60 minutes of the guessing word from context, the researcher could conclude that this technique of guessing word from context was easy, as long as the students could find out the clue on each sentence.

4. **The Research Result on 29 August 2013**

The research was done on 26 August 2013 at 13.15 – 14.15. This was the fourth research. This research gave the second treatment on B class using pictures technique. This technique was conducted in different situation. It was done by arranging student in group work. It was aimed to avoid the students' were being bored with the activity on conducting the same technique in the form reading passages. The title was David Holbe. It was kind of text that described the David Holbes' hobby and his families', it consisted of three paragraphs, the learning objective of this treatment was students to be able to arrange and translating English vocabulary.

a. Preparation

The researcher prepared a picture to show the clue on reading passages in teaching vocabulary. The researcher also prepared some of blank papers to write the students' activities and responses on conducting the technique of using pictures. And the researcher also

prepared some texts that were copied in a piece of paper that consist of the reading passages entitle "David Holbe" it was expected that the students concerned with the reading text and the pictures in each group.

b. Implementation of B Class.

1. Engage

   - Greeting to the students.

   - Praying before starting the activity.

   - Showing Jokowi's picture

2. Explore

   - Asking students to work in group in describing Jokowi's picture

   - Observing and leading the students

   - Asking the students' result

3. Explain

   - Giving students opportunity to show the result

   - Giving students feedback

4. Elaboration

   - Giving students reading text

   - Asking the meaning of reading text

   - Showing a picture as teaching aid

   - Informing students to collect the result

5. Evaluation

   - Finding about the students' mistakes

- Informing the students to remember the vocabulary

c. Observation Result

Since the students knew the meaning of words that had been visualized with the pictures which were given at the first meeting, they seemed conscious to translate the meaning of the word. If they knew the meaning of one word by picture clues, at least they could estimate the meaning of word that accompanied them on one sentence. For example: when they have known the meaning of "noun" on sentences. At least they could estimate or figure out the next meaning of the word "verb, adverb or adjective". However, they were still confused when they want to arrange meaning in Indonesian. So, group work made students easy to arrange the meaning on whole context. After the researcher had explained and given example how to arrange vocabulary correctly, the researcher asked the students to remember and study vocabulary.

d. Reflection

When the researcher gave the first treatment using pictures, the researcher thought that students needed a new situation to increase the motivation because the different material applied to the same classes with the same technique automatically made students bored. As result, the researcher thought the students needed the different activity. The researcher tried to conduct on the different environment. They studied English vocabulary by the techniques of using pictures

on group work. Group work was aimed to share the idea to each other. When the technique was conducted in group work, the researcher did not correct the students' result. The researcher wanted to know the students' understanding of English vocabulary by group working. So, it was to be expected all of students could acquire the meaning on reading passages. In brief, English teacher and the researcher knew the result of the effect of the technique of using pictures at the second meeting. To know the result of using pictures technique conducted on each group, the researcher gave feedback by writing the answer on the whiteboard and then the students corrected their answers.

5. **The Research Result on 30 August 2013**

The research was done on 27 August 2013 at 13.15-14.15 it was on the fifth meeting. The researcher gave the second treatment as the last treatment for the sample that occurred on the A class. The researcher tried to make sure that all of the students took part in the last meeting. On the second treatment beheld on A class, the researcher gave the student a piece of reading passages that was same with the B class. The researcher also arranged the students with group working.

a. Preparation

The researcher prepared a piece of reading passages in teaching vocabulary. The researcher also prepared the blank paper to write down the students' activity as long as the researcher conducted the technique of guessing word from context.

b. Implementation of class a.

1. Engage

- Greeting the students.

- Praying before starting the activity.

- Giving students 1- 5 sentences as the example of the technique guessing word from context

2. Explore

- Asking the students group work to guess the meaning of word

- Giving the students 1- 5 sentences then, asking the students add the clue

- Observing and leading the students

- Asking the students to write the result in front of the class

3. Explain

- Giving the students opportunity to write the result in front of the class

- Giving the students feedback

4. Elaboration

- Giving the students reading texts

- Asking the student to translate the reading texts

- Showing a clue or the additional clue

- Asking the students to write down the result in front of the class

5. Evaluation

- Giving the students feedback

c. Observation Result

Students began to understand the meaning of a word to find out the clue. The way to find out the clue had been explained in the first meeting. They had learnt how to translate the meaning of the words of the text by using a guessing word technique. They also had known the sentence structures. Subject, verb and object. So, it helped the students to work in groups. They tried to arrange the meaning of vocabulary by the sentence structures. Finally, when the researcher checked on each group, they could arrange vocabulary almost correctly. So all of the groups did assigment well and felt excited the arranging of vocabulary.

d. Reflection

When the researcher had given the last treatment to the class of guessing word from context conducted in work group. Most of students could guess the meaning of word and they could close with the right guessing, on group work also improve the students' vocabulary with their partner. However, on arranging the meaning of word. The teacher's direction and attention was important thing in applying the technique of guessing words from context technique. The result of group work activity on guessing words from context, at least the students knew the massages of the reading passages by sharing with their friends.

6. The Research Result on 04 September 2013

The research was done on 04 September 2013 at 12.15-14.15. It was at the end of the research which was aimed to know the student's ability on mastering English vocabulary. In this meeting, the researcher wanted to know the students' ability after conducting the treatment by giving them a post-test.

a. Preparation

The researcher prepared post-test about English vocabularies which were given to students in different classes.

b. Implementation on A class

1. Opening

   - Greeted to the students.

   - Praying before starting the activity.

2. Giving Post-test

   - Informing the students about learning English vocabulary by using a technique that was done.

   - Giving post-test to the students.

   - Giving instruction to the students to do the test.

   - After the students finished, getting the students to collect the test in front of the class.

3. Closing

   - Informing that the activity finished.

   - Allowing the students to take a rest.

c. Implementation on B class

    1. Opening

- Greeted to the students.

    2. Giving Post-test

- Informing the students about learning English vocabulary by using a technique that was done.

- Giving post-test to the students.

- Giving instruction to the students to do the test.

- After the students finished, getting the students to collect the test in front of the class.

    3. Closing

- Informing that the activity finished.

- Allowing the students to take a rest.

d. Observation Result

    During being given a post - test, students on both classes have spirit to do the test. As long as they did the post test the researcher monitored them. The researcher had to make sure that the students did the test correctly. In this meeting, to avoid cheating, the researcher monitored them until the end of the test.

e. Reflection

    When the students did the test on both classes, the researcher went around the class to check the students' works and to make sure that they did correctly. Some of the students did the test seriously. However, when

the researcher walked around the class, especially on the B class the students looked confident and serious to do the test, with the result that the researcher only mingled around the class and he told them to do with themselves.

Table 4.3

THE STUDENTS' RESULTS ON POST TEST A CLASS

	The Average Score of the Class	$\dfrac{`2432}{31}$ $= 78,45$
	The percentage of students who pass the passing grade	$\dfrac{`26}{31} \times 100$ $= 83,87\,\%$

THE STUDENTS' RESULTS ON POST TEST ON B CLASS

	The Average Score of the Class	$\dfrac{`2492}{31}$ $= 80,38$
	The percentage of students who pass the passing grade	$\dfrac{`28}{31} \times 100$ $= 90.32\,\%$

We could see from both the tables above, the scores of students increased and there were significant different between Pre-test and Post-

test. It could be seen from the students' scores. In the A class there were 26 students who reached the optimal result with test scores approximately 70 – 95. And only 5 students who did not pass the minimum score (KKM). The average of the A class which was taught by using guessing word, the average students' scores increase that was 78.

On the B class which was taught by using picture, there were 28 students who reached the optimal result with the test score approximately 70 – 95 and only 3 students who did not pass the minimum score (KKM). The average of students' scores increase that was 80.

From the data showwn above. the tests were administered twice in both classes, pre-test and post-test. Pre-test was attended by 31 students and in the post-test too. After the students were given the pre-test, the researcher did the treatments by giving text entitle "A Top Model and David Holbe." The treatments were conducted in two times in each class. Then, the post-test conducted.

Table 4.4

THE RESULT OF PRE-TEST AND POST-TEST

TEST	N	SCORE	MEAN	Percentage of students who pass the passing grade
Pre-test on A class	31	1669	53	12.90 %
Post-test on A class	31	2432	78	83.87 %
Pre-test on	31	1661	53	19.35 %

B class				
Post-test on B class	31	2492	80	90. 32 %

We could see that the pre-test and post-test scores were different. The result of post-test on B class was higher than the A class. Before giving treatment the mean of A and B class were 53 and students who passed the passing grade (KKM) on A class was 12,90 and on B class 19,35. However, when the treatments were implemented, the result was very contrastive. The score from both classes which were taught by using pictures and using guessing word from context were increased.

The mean of A class, the class of guessing word from context was 78 and students who passed the passing grade (KKM) 83.87%. The mean of the B class was 80 and the students who passed the passing grade (KKM) are 90,32%. It means that the implementation of using pictures on increasing students' vocabulary at SMP IPIEMS Surabaya was better than using guessing word from context.

C. Data Of Questionnaire

The second research question of this study was about the students' response toward the use of Pictures and Guessing Word from Context to increase their vocabulary at SMP IPIEMS Surabaya. In this research, the

researcher used questionnaire to get information from the respondent. It was arranged in the form of rating scale. Students' response was rated on scale of strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Respondents indicated their opinion by checking or putting marks on the position on the scale which most represented what they felt Then, the students' response scores were assessed with the following scale:

    a. Strongly agree = 5

    b. Agree = 4

    c. Neutral = 3

    d. Disagree = 2

    e. Strongly disagree = 1

Then, the every single question was multiplied with a score of students' response and was looking for the percentage. After that, the researcher looked for the criterion from the percentage of each item in the following table:

Table 4.5

Student response Criterion

Percentage	Criterion
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Average

61% - 80%	Strong
81 – 100%	Very strong

The result of student responsiveness was described bellow:

Table 4.6

The percentage of Questionnaire

No	SA (5)		A (4)		N (3)		D (2)		SD (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
1	20	100	7	28	3	9	1	2	-	-	139	89,6%	Very Strong
2	16	80	10	40	5	15	-	-	-	-	144	90,9%	Strong
3	18	90	5	20	6	18	2	4	-	-	116	74%	Strong
4	10	50	10	40	7	21	4	8	-	-	134	74,8%	Average
5	12	60	10	40	6	18	3	6	-	-	137	88,4%	Very Strong
6	18	90	7	28	6	18	-	-	-	-	138	89,1%	Very Strong
7	11	55	12	48	5	15	3	6	-	-	138	89,1%	Very Strong
8	14	70	7	28	6	18	4	8	-	-	133	85,8%	Very strong
9	11	55	9	36	9	27	6	12	-	-	106	68,4%	Strong

No	SA (5)		A (4)		N (3)		D (2)		SD (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
10	10	50	7	28	7	21	7	14	-	-	121	78,1%	Strong

The questionnaire calculation for the using pictures

No	SA (5)		A (4)		N (3)		D (2)		SD (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
1	8	40	14	56	4	12	1	2		-	139	89,6%	Very Strong
2	12	60	9	36	8	24	1	2	1	-	144	90,9%	Strong
3	11	55	14	56	2	6	4	8		-	116	74%	Strong
4	12	60	11	44	5	15	3	6		-	134	74,8%	Average
5	7	35	8	32	8	16	5	10	3	3	137	88,4%	Very Strong
6	13	65	8	32	7	21	2	4	2	2	138	89,1%	Very Strong
7	13	65	9	36	5	15	4	8		-	138	89,1%	Very Strong
8	13	65	10	40	5	15	3	6		-	133	85,8%	Very strong

No	SA (5)		A (4)		N (3)		D (2)		SD (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
9	9	45	8	32	11	33	3	6		-	106	68,4%	Strong
10	12	60	9	36	7	21	2	4	1	1	121	78,1%	Strong

The questionnaire calculation for the using guessing word from context

After getting the criteria of each item, the researcher presented the data in the qualitative presentation to get the general category of the students' response. It can be seen as follows:

1. Very strong category $: \dfrac{7}{10} \times 100\% = 70\%$

2. Strong category $: \dfrac{3}{10} \times 100\% = 30\%$

3. Average $: \dfrac{0}{10} \times 100\% = 0\%$

4. Weak category $: \dfrac{0}{10} \times 100\% = 0\%$

5. Very weak category $: \dfrac{0}{10} \times 100\% = 0\%$

From the percentage of each item above, it could be found that there were 70% of statements in questionnaire favored with "Very Strong" criterion, and 30% of statements in the questionnaire were favored with "Strong" criterion. It showed that more than $\geq 50\%$ from the general students' response score included in strong or very strong

category. It meant that the implementation of the research, comparative studies between using pictures and using guessing word from context to increase seventh grade students' vocabulary which was done by the researcher was welcomed by students because the most alternative answer is strongly agree (SA). In other words, the result of the use Pictural technique and Guessing Word from Context to increase their vocabulary at SMP IPIEMS Surabaya "Positive"

D. Data Analysis

The study was designed to investigate and compare the effect applying two techniques in increasing vocabulary to seventh grade students in SMP IPIEMS Surabaya. It meant that the result of applying the two techniques could be observed on the scores of pre test and post test. The pre test was to measure the students' ability before the treatment and also the student's average score before conducting a comparison. Post-test was done to measure the result of conducting the both techniques in different classes on understanding seventh grade vocabulary.

Both treatments were conducted in two times in order to make students get treatments well. After the Post-test had been conducted, the class of guessing word from context. There were 26 students who reach the test scores approximately 70 – 95 and only 5 students who did not pass the minimum scored (KKM). While, the students of B class who were taught using pictures there are 28 students who reach the optimal result with the test's score approximately reached 70 - 95 and only 3 students who did not

pass the minimum score (KKM). It meant that the students who had been taught using picture have better understanding than those who had been taught using guessing word from context.

Table 4.7
THE RESULT OF PRE-TEST AND POST-TEST

TEST	N	SCORE	MEAN	percentage of students who pass the passing grade
Pre-test on A class	31	1669	53	12.90 %
Post-test on A class	31	2432	78	83.87 %
Pre-test on B class	31	1661	53	19.35 %
Post-test on B class	31	2492	80	90.32 %

E. Discussion

Most students of junior high school face difficulties in translating or understanding of language, one of the problems of the element of the language faced by students is on understanding vocabulary. Vocabulary is the important thing about language teaching. When the students want to know the meaning of the word, they must know the technique on the understanding vocabulary. There are many techniques of acquiring or understanding the vocabulary. Some of them are the techniques of guessing word from context and the using pictures. When we want to do the important thing, we must do

the thing with the best way. So when we teach vocabulary at the school, we need the best technique to explain of vocabulary.

The researcher concerned on the comparison of two techniques using pictures and guessing word from context because the researcher had experienced that both of the techniques were easily found on teaching vocabulary. There have been some research discussing about them and those techniques are appropriate to understand the vocabulary and by comparing both techniques on teaching vocabulary. We are easy to choose the suitable technique. This is also as the answer to the English teacher if they teach vocabulary or teach the other element. They must be well-prepared and make sure that the technique was appropriate to deliver the material. If they use the best technique on teaching vocabulary, at least the students will enjoy the material and not being bored in the meeting.

To know the differences of two techniques that had been compared, the researcher identified them with the pre-test and the post-test result. Firstly, the researcher conducted the pre test. Pre-test was to know the student's ability before the treatment. After that the both techniques were given to students with different classes. In this research there were four treatments. The first and third treatments were about studying vocabulary by understanding the meaning of the reading passages by using pictures of the B class.

The second and the fourth treatments were about understanding the vocabulary on reading passages by guessing the word from context at the

A class. After doing treatments about using pictures and guessing word from the context in mastering English vocabulary on reading passages, the researcher gave post-test to the students. Lastly, the researcher collected the mean data pre-test and post-test to know the research result.

Based on the data finding above, two techniques conducted on the both classes this study indicates positive result. It was proven by the class of guessing word from context that have been taught, the students pre-test result which mean 53 increased become 78 and the class of using picture that have been taught, the students pre-test result which mean 53 increased become 80.

The researcher also gave the student questioner. The questionnaire was aimed to know the students' response on each class. The questioner consisted *rating scale*. It was aimed to avoid the students misunderstanding with the questionnaire. From the result of the questionnaire, we could conclude that the result of the questionnaires dominated by class using pictures, it could be supported by students' feeling interest when they were given pictures.