

| | | | | |
|----|-------------------------|-------------|--|--|
| 3. | Friday, 06-05-2011 | 09.20-10.30 | The second research, giving the first treatment. | Studying the first treatment Material that has 5 materials about noun “in the school” by writing and drilling students by using photos. |
| 4. | Saturday, 07-05-2011 | 07.45-08.55 | The third research, giving the second treatment. | Studying the second treatment material that has 5 materials about noun “in the school” by writing and drilling students by using photos. |
| 5. | Monday, 09-05-2011 | 10.25-11.35 | The fourth research, giving the third treatment. | Studying the third treatment material that has 5 materials which studied about the first treatment by rearranging and drilling students by using photos. |
| 6. | Tuesday, 10-05-2011 | 10.00-11.00 | The fifth research, giving the fourth treatment. | Studying the fourth material that has 5 materials which studied about the second treatment by rearranging and drilling students by using photos. |

| | | | | |
|----|--------------------------|-------------|--|---|
| 7. | Wednesday, 11-05-2011 | 08.55-10.05 | The sixth research, giving post-test. | Giving post-test for students with different ability from year one and year two, then giving instruction to do the test after giving treatment. |
| 8. | Friday, 13-05-2011 | 09.00 | Taking the letter about the research has done at SMPLB Negeri Gedangan Sidoarjo. | Taking the letter about the research has done at SMPLB Negeri Gedangan Sidoarjo and asking permission to the headmaster of the school. |

List 4, schedules of research at SMPLB Negeri Gedangan, Sidoarjo

B. Research Description

1. The Research Result on 5 May 2011

The research on 5 may 2011 at 09.00-10.00 is the first research which has purpose to know the competence of student with different ability in mastering English vocabulary. In this meeting, the researcher invites the students to learn English vocabulary by giving pre-test and gets the students to do the test which is suitable with the instruction, but the researcher or the teacher does not give treatment in order to get pure result (before the students recognize and use photos media).

a. Preparation

The researcher prepares pre-test about writing english vocabulary which is given for students with different ability from year one until year two which is consist of six students at SMPLB Negeri Gedangan, Sidoarjo.

b. Implementation

1) Opening

- The researcher says greeting to the students.
- The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving pre-test to the students.
- c) The researcher gives instruction to the students to do the test.
- d) After the students finished, the researcher get the students to collect the test in front of the class.

3) Closing

- The researcher informs that the activity finished.
- Get the students to take a rest.

c. Observation Result

Students with different ability felt confuse and happy when the researcher gives pre-test for them. They felt confuse because they

2. The Research Result on 6 May 2011

The research on 6 May 2011 at 09.20-10.30 is the second research, giving the first treatment after doing pre-test and after knowing pre-test result. Giving this first treatment is by writing and drilling the material that has 5 material about noun "in the school" by using photos. The target and the learning objective of this treatment is students can write and understand about English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

1) Opening

- The researcher says greeting to the students.
- The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students.
- c) The researcher writes vocabulary about English vocabulary that has 5 nouns “in the school”.
- d) The researcher drills the students to write English vocabulary 5 times.

4. The Research Result on 9 May 2011

The research on 9 May 2011 at 10.25-11.35 is the fourth research, giving the third treatment after doing the second treatment. Giving this third treatment is by rearranging and drilling the material that has 5 materials about noun “in the school” which was given in the first treatment by using photos. The target and the learning objective of this treatment is students can rearrange and writing English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

1) Opening

- The researcher says greeting to the students.
- The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students which were given in the first treatment.
- c) The researcher arranged vocabulary about English vocabulary that has 5 nouns “in the school”.

gets Lukman to do not disturb students with different ability. Students with different ability did not like Lukman, they get Lukman to goes out from the class. Finally the researcher could do the fourth treatment well.

6. The Research Result on 11 May 2011

The research on 11 may 2011 at 08.55-10.05 is the first research which has purpose to know the competence of student with different ability in mastering English vocabulary. In this meeting, the researcher invites the students to learn English vocabulary by giving post-test and get the students to do the test which is suitable with the instruction, but the researcher or the teacher does not give treatment in order to get pure result (after the students recognize and use photos media).

a. Preparation

The researcher prepares post-test about writing english vocabulary which is given for students with different ability from year one until year two which is consist of six students at SMPLB Negeri Gedangan, Sidoarjo.

b. Implementation

1) Opening

- The researcher says greeting to the students.
- The researcher leads praying before starting the activity.

Post-test Result on 11 May 2011

| No | Students' Name | Test Number | | | | | | | | | |
|----|----------------|-------------|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Vivin | √ | √ | √ | √ | √ | √ | | √ | √ | √ |
| 2 | Lilik | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| 3 | Wulan | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 4 | Anis | | | | | √ | √ | √ | √ | | √ |
| 5 | Eka | √ | √ | | √ | √ | √ | | √ | | |
| 6 | Febri | √ | √ | √ | √ | √ | √ | √ | | √ | √ |

| No | Students' Name | Test Number | | | | | | | | | | Total |
|----|----------------|-------------|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | Vivin | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 9 |
| 2 | Lilik | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 9 |
| 3 | Wulan | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 4 | Anis | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 5 |
| 5 | Eka | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 6 |
| 6 | Febri | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 9 |

List 6, Post-test Result on 11 May 2011

Pre-test Result on 5 May 2011

| No | Students' Name | Test Number | | | | | | | | | |
|----|----------------|-------------|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Vivin | √ | | | | √ | | | | | |
| 2 | Lilik | | | √ | | √ | | √ | | | √ |
| 3 | Wulan | √ | √ | | | √ | | | √ | √ | √ |
| 4 | Anis | | | | | √ | | | √ | | |
| 5 | Eka | √ | | | | √ | | | √ | | |
| 6 | Febri | | √ | √ | √ | √ | √ | | √ | | √ |

Check List Evaluation

The table above shows the correct test number in the test for six students on pre-test. The test consists of ten numbers about writing English vocabulary. Check list is used to give a sign for the correct answer, like students who have name Vivin; she gets two test numbers which are correct, that are number one and number five. Then the researcher gives a sign check list in the correct test number. This is also applied for the other students.

The Numerical of Pre-test Result

| No | Students' Name | Test Number | | | | | | | | | | Total |
|----|----------------|-------------|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | Vivin | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| 2 | Lilik | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 4 |
| 3 | Wulan | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 6 |
| 4 | Anis | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| 5 | Eka | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 3 |
| 6 | Febri | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 7 |

List 5, Pre-test Result on 5 May 2011

The table above shows the correct test number in the test for six students on pre-test. The test consists of ten numbers about writing English vocabulary. 0 is given for the wrong answer, and 1 is given for the correct answer. This table is matched from check list evaluation above. Like students who have name Vivin, she gets two correct test numbers, so the researcher gives 1 on number one and five and 0 for the wrong test number. The researcher also calculate the sum of the correct answer. This is applied for the other students.

Post-test Result on 11 May 2011

[illegible]

Check List Evaluation

The table above shows the correct test number in the test for six students on post-test. The test consists of ten numbers about writing English vocabulary. Check list is used to give a sign for the correct answer, like students who have name Vivin; she gets nine test numbers which are correct, that are all numbers except number seven. Then the researcher gives a sign check list in the correct test number. This is also applied for the other students.

The Numerical of Post-test Result

| No | Students' Name | Test Number | | | | | | | | | | Total |
|----|----------------|-------------|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | Vivin | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 9 |
| 2 | Lilik | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 9 |
| 3 | Wulan | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 4 | Anis | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 5 |
| 5 | Eka | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 6 |
| 6 | Febri | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 9 |

List 6, Post-test Result on 11 May 2011

The table above shows the correct test number in the test for six students on post-test. The test consists of ten numbers about writing English vocabulary. 0 is given for the wrong answer, and 1 is given for the correct answer. This table is matched from check list evaluation above. Like students who have name Vivin, she gets nine correct test numbers, so the researcher gives 1 on all correct numbers and 0 on number seven. The researcher also calculate the sum of the correct answer. This is applied for the other students.

| No | Students' Name | Before | After |
|----------------|-------------------------|--------|-------|
| 1 | Vivin Monica Sari | 2 | 9 |
| 2 | Lilik Khudhoifah | 4 | 9 |
| 3 | Ratna Wulan Sari | 6 | 10 |
| 4 | Annissa Inggit Ganarsih | 2 | 5 |
| 5 | Eka Fajariyah P.A | 3 | 6 |
| 6 | Febri Setiawan | 7 | 9 |
| Σ | | 24 | 48 |
| The mean score | | 4 | 8 |

List 7, students pre-test and post-test result

The table above shows the research result for students with different ability on pre-test and post-test. Based on the research result, it can conclude that the mean score before treatment is smaller than the mean score after treatment, that is $4 < 8$ show that there is differences in students with different ability's competence. Nol hypothesis (H_0) that mentioned using photos as a teaching media to improve students with different ability in mastering English vocabulary is ineffective was rejected with test of the hypothesis by compare significance level (p.value) with its galat. It means that there is effect before and after using photos media in mastering English vocabulary at SMPLB Negeri Gedangan, Sidoarjo.

List 8, SPSS Analysis

NPar Tests**Sign Test****Frequencies**

| | | N |
|---------------------------------------|-----------------------------------|---|
| After treatment – before treatment | Negative Differences ^a | 0 |
| | Positive Differences ^b | 6 |
| | Ties ^c | 0 |
| | Total | 6 |

a. after treatment < before treatment

b. after treatment > before treatment

c. after treatment = before treatment

Test Statistics^b

| | |
|-----------------------|---------------------------------------|
| | After treatment – before treatment |
| Exact Sig. (2-tailed) | .031 ^a |

a. Binomial distribution used.

b. Sign Test

The Discussion of SPSS Output Interpretation:

From 6 kinds of data above, there is 0 data with negative differences, 6 data with positive differences, and 0 data with difference of 0 data or same related value (ties). This is to say that H_a is confirmed. H_a says that using photos as a teaching media to improve the competence of students with different ability in mastering English vocabulary is effective.

So this research can do test of the hypothesis by comparing significance level (p.value) with its galat, as follows:

If significance $> 0,05$, so H_0 is confirmed

If significance $< 0,05$, so H_0 is rejected

Based on the data, it shows on column Asymp. Sig. (2-tailed) is 0,031 (< 0,05), so H_0 is rejected and H_a is confirmed. This means that using photos as a teaching media to improve the competence of students with different ability in mastering English vocabulary is effective.

If we combine between statistical examination and research hypothesis, it is clear that using photos as a teaching media to improve students with different ability in mastering English vocabulary at SMPLB Negeri Gedangan, Sidoarjo, are proved. Students with different ability are more enthusiastic and they can write also understand English vocabulary by using photos.

D. Discussion

Students with different ability face difficulties in language, firstly in writing. When using writing language, they use short sentences. They usually use simple sentences because they have limited vocabulary and they forget how to arrange into the correct sentences following their limited capacity in a cognitive sense. So they need teaching media to make their language skill better especially in mastering English vocabulary.

The researcher focuses on noun. Noun is quite simply a naming word or label used to describe those things which have become the names of people, places, and objects. The researcher chooses common noun for learning vocabulary about noun in the school. The common nouns make students with different ability easier in mastering vocabulary.

To increase vocabulary for students with different ability is by using photos that are easy to be understood for them. Photos are given in order for those students to master English vocabulary so they can improve their vocabulary through writing. A photo which is used is about the picture concerning nouns in the school such as field, bag, teacher, students, and library.

Photos are given to students with different ability during the treatment. In this research there are four treatments. The first and second treatments are about studying vocabulary by writing and drilling students by using photos. The third and the fourth treatments are about studying vocabulary by rearranging and drilling students by using photos.

Based on the research which analyzed with sign test on SPSS 16.0, it shows data on column Asymp. Sig. (2-tailed) is 0,031 ($< 0,05$), so H_0 is rejected and H_a is confirmed, this means that using photos as a teaching media to improve students with different ability in mastering English vocabulary is effective. In other words, there is a positive of effect using photos media in mastering english vocabulary at SMPLB Negeri Gedangan, Sidoarjo, because the mean score before treatment is smaller than the mean score after treatment, that is $4 < 8$ are differences in students with different ability's competence.

If we see in the research result above, it is clear that using photos as a teaching media to improve students with different ability in mastering English vocabulary at SMPLB Negeri Gedangan Sidoarjo are proved. Students with different ability are more enthusiastic, and they can write also understand English vocabulary by using photos.

From the data above, we can confirm at Edward L. Thorndike's theory that the relation or connection between stimulus and respond will be strong if it is often used, showed that is suitable with this research.⁴⁵ So we can conclude that there is improvement in mastering English vocabulary by using photos for students with different ability.

⁴⁵ Prof.Dr. Bimo Walgito. *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2004), 64.