



THE APPLICATION OF THE PICTURE AND PICTURE MODEL IN THE TEACHING OF EXPLANATION TEXT

Syaifullah¹, Any Runiaty²

Balai Diklat Keagamaan Banjarmasin¹, SMK Negeri 3 Banjarbaru²
abuerly@gmail.com¹, runiaty01@yahoo.com²

Abstract

This study was based on students' difficulties with vocabulary when writing Explanation Text. Thus, the study is aimed to improve students' vocabulary in writing explanation text using 'Picture and Picture' learning model in XI Accounting 1 SMK Negeri 3 Banjarbaru Academic year 2019/2020. Classroom Action Research is used in this study. The validity of the study is gained by having methodological triangulation that took data from class observation, students' questionnaire, and vocabulary test. 'Picture and Picture' learning model is the learning model which uses picture series to help students' understanding in elaborating their writing of the explanation text. This study proved an improvement in the learning process and the students' vocabulary in writing explanation text by using 'Picture and Picture' learning model in two cycles. The teacher experienced an improvement in the skill of using media and teaching English skills. The students' average vocabulary score increased from 61.42 in cycle 1 to 69.76 in cycle 2. The classical success also improved from 66.67% students reached KKM of 70 in Cycle 1 to 80.95% in cycle 2.

Kata Kunci: *Students' vocabulary, Explanation text, 'Picture and Picture' learning model*

Abstrak

Penelitian ini dilatarbelakangi kesulitan siswa dalam penguasaan kosakata Bahasa Inggris dalam menulis Explanation text. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam memperoleh kosakata saat mempelajari explanation text melalui penerapan Pembelajaran 'Picture and Picture' pada siswa kelas XI Akuntansi 1 SMK Negeri 3 Banjarbaru Tahun pelajaran 2019/2020. Penelitian Tindakan Kelas digunakan dalam penelitian ini. Validitas penelitian diperoleh melalui Triangulasi Metodologi, yaitu pengambilan data dari observasi kelas, angket siswa, dan tes kosakata. Model Pembelajaran *Picture and Picture* adalah model pembelajaran yang menggunakan gambar berseri untuk memperjelas penjabaran pada explanation text. PTK ini membuktikan terjadinya peningkatan melalui 2 siklus. Melalui penerapan Model Pembelajaran 'Picture and Picture', terjadi perbaikan dalam proses pembelajaran dan peningkatan kemampuan kosakata siswa. Guru meningkat kemampuannya dalam menggunakan media pembelajaran dan pengajarannya di kelas, sedangkan pada siswa terjadi peningkatan nilai rata-rata dari 61.42 menjadi 69.76. Keberhasilan klasikal siswa juga meningkat dari hanya 66.67% siswa mencapai KKM 70 di siklus 1 menjadi 80.95% di siklus 2.

Keywords: *Explanation Text, Model Pembelajaran 'Picture and Picture'*

INTRODUCTION

English is the first foreign language taught in Indonesia. In learning a foreign language, vocabulary plays a very important role. McCarthy (1990) states that vocabulary plays a very important role in language skills. Vocabulary becomes an element *that* connects the four language skills, namely listening, speaking, reading, and writing. In order to be able to communicate well in English, students must have knowledge of English. Students must also acquire sufficient vocabulary and know how to use it accurately.

In the process of teaching and learning teachers are expected to be able to create a good situation in the classroom. Generally, teachers usually use the old method to teach students, that is, after giving an explanation, the teacher asks students to answer questions. So, the students do not pay attention and even feel bored. Students will be introduced to new vocabulary by the teacher, which will be applied to class activities. Therefore, students only try to memorize and vocabulary learning becomes less meaningful. According to Ellis (1998) teachers should create a learning atmosphere that allows students to build knowledge and reflect on what is learned.

According to Uberman (1998) students remember better the material that has been presented with the help of visual media. By learning vocabulary through pictures students can find new vocabulary from what appears from the picture. The use of pictures as a medium is also an indirect learning because when students see pictures, they are unconsciously learning and getting new vocabulary.

The use of pictures in the learning and learning process is also a fun activity because pictures prevent students from feeling bored. Pictures make learning material about vocabulary more meaningful, helping students remember words more easily and pictures can represent real objects.

At SMKN 3 Banjarbaru, learning vocabulary uses a student-centred learning approach where the teacher acts as a facilitator and motivator for students. The hope is that this learning approach can create a conducive atmosphere in the learning process. However, students of class XI Accounting 1 at SMKN 3 Banjarbaru still have difficulty in mastering their vocabulary, especially when they have to write essays in English. It is known from the preliminary study in the form of interviews with several students and from their written tests in the form of essays it was found that the students still had difficulty putting their ideas into writing because of the lack of vocabulary they had.

Based on these difficulties, the authors are interested in using a learning model that uses picture series media to help students improve their vocabulary mastery. The learning model is called the 'Picture and Picture' learning model. Learning models that use pictures become very beneficial in the learning process because as it is said that through pictures, learners can be shown to various characters, places, and objects from places beyond the reach of their experience. Pictures can also represent a picture of past and future events. (Gerlach & Ely, 1980).

Students are also helped to find a lot of new vocabulary from pictures with the help



of pictures because in pictures there are many characterizations, objects, and activities where students can identify them and find their vocabulary in English. Therefore, this learning model is expected to increase the English vocabulary of class XI Accounting 1 students at SMKN 3 Banjarbaru.

LITERATURE REVIEW

A. The Picture and Picture Learning Model

Kristini (2010: 13) defines the 'Picture and Picture' learning model as a learning method that uses serial image media. So, the picture and picture learning model are a learning design that implements the teaching and learning process by using serial drawing tools to create a comfortable learning environment and situation so that changes and better developments occur in the material presented and the competencies/objectives that have been formulated are achieved.

Sriyanto (2013: 2) also provides a definition of the 'Picture and Picture' learning model as a learning model that uses pictures as learning media and arranges them in a logical order. Learning using this learning model is done by arranging randomized series of pictures into a logical and systematic sequence so that students can find new words from pictures that help them write essays based on stories in the picture series. This learning model has been used since the 19th century and was developed by the Johnson brothers.

As with other learning models, this 'Picture and Picture' learning model also has procedural steps in its application. The first step is, the teacher explains the

competencies and introductory material at the beginning of learning. After that, the teacher shows a series of pictures that have been scrambled and then the teacher asks the students to arrange the series of pictures in a logical order and asks them to give reasons for the arrangement they made. The new vocabulary acquired is very useful for them in completing the story they will make based on the storyline contained in the picture series.

Some of the advantages that can be obtained from this learning model are that teachers can better know the abilities of their students, train students to think logically and systematically and also increase student interest in learning and learning activities in the classroom. Although the 'Picture and Picture' learning model is a good learning model, this learning model also has several weaknesses, namely it requires more time to implement, some students can become passive learners in group learning, students are confused in learning activities because they have to recognize the typical learning steps of this learning model. Therefore, this learning model requires supporting facilities, equipment, and sufficient funds. In the application of this learning model to be meaningful and provide benefits, then all things needed should be fulfilled to support the learning process such as facilities and teacher knowledge about this method. If the implementation prerequisites cannot be met, then the implementation will not be able to achieve the expected results.

B. The Learning Steps of the Picture and Picture Model

This learning model has several steps in its application, namely (1) At the beginning of the learning process, the teacher conveys the competencies that are expected to be achieved by students (2) The teacher provides introductory material to provide schemata to students, (3) The teacher shows students the serial images that have been scrambled. The serial pictures are related to the material that will be delivered by the teacher. The teacher asks students to arrange the series of pictures into a logical order. (4) The teacher asks the students the reason for the preparation of the picture. From student responses, the teacher provides explanations and material concepts to students (5) The teacher and students make conclusions together.

C. Explanation Text

Explanation text is a text that is used to explain the process or how something happens, especially around natural phenomena, science or socio-cultural phenomena. The goal is to tell the reader or listener why and how something happened (Setiawati, 2019). The characteristics of Explanation Text include (1) referring to the questions 'Why' and 'How' to an existing phenomenon (2) focusing on events or events that occur to the person or object, (3) using the simple present tense (4) using action verbs, (5) using passive voice, (6) using noun phrases and adverbial phrases, (7) using technical terms, (8) using general and abstract nouns, and (7) using conjunctions of time and cause-effect.

The Generic Structure or the text structure of the Explanation Text is the first

general statement, namely the introduction of an event to be described or a general explanation of the event. Second, the order of explanation, namely an explanation of why and how the event occurred, which can be explained into several paragraphs. Finally, closing, namely the conclusion of the story described in the discourse.

D. Relevant Researches

Research on the application of various learning models to improve student achievement in the learning process in Indonesia has been increasing rapidly. As stated by Widoyoko (2008) that recently, the number of activities to make KTI in the form of research reports has shown an increasing number. This is because more and more teachers are motivated to improve students' abilities and achievements by applying new methods, approaches and techniques, including various learning models.

There are three studies that inspired the author to carry out this research. The first is a study conducted by Lesly Martha Cecylia Meka (2014) entitled 'The Effect of Teaching Vocabulary by Using Pictures. The second is a research conducted by Kristini (2010) entitled Efforts to Improve the Ability to Write Narrative Texts through the "Picture and Picture" Learning Model in class IX students of room 1 MTsN Sampit. And the last is a research conducted by Nopiya Armayati (2013) entitled Using Picture to Improve Students' Understanding Ability in Descriptive Text at the Eight Grade of SMP Negeri 4 Marabahan School Year 2012-2013.

The first research conducted by Meka seeks (2014) to find out how to increase the vocabulary of third graders at Nathania



Palangka Raya Middle School in the 2013/2014 academic year by using picture learning media. In this study, the researcher showed pictures in the form of comics to the class. Then the researcher asked the students to find some new words related to the pictures and discuss them in pairs. After that, students must convey the vocabulary they find in front of the class individually. Finally, at the end of the lesson, the researcher conducted a vocabulary test to measure how well the students understood at the end of the lesson. It turned out that there was an increase in the second cycle, from an average value of 70 in the first cycle to 74.5 in the second cycle.

The second research conducted by Kristini (2014) reports the efforts to improve students' ability to understand narrative essays by applying the 'Picture and Picture' learning model. In this study, students are expected to be able to make narrative texts using the vocabulary they have without changing the meaning, plot, and rhetoric. After going through two cycles, significant results can be obtained, namely an increase in the number of students who achieve the minimum score in the ability to write narrative texts, from 26.23% in cycle 1 to 100% successful in achieving KKM in cycle 2.

Nopiya Armayati (2016), has implemented a learning model that can improve students' abilities in making explanation texts using composite pictures. The results showed an increase in the number of students who could achieve the KKM score, namely 75% of students in the class succeeded in achieving the KKM in the second cycle.

From the three studies, the author understands that it is very important to make good preparations before carrying out the actions in the research conducted in order to avoid ineffective use of time. In addition, it is very important to prepare the learning media that will be used very carefully and practice using them before giving action. So that the purpose of the research implementation is to increase students' abilities in the learning process.

RESEARCH METHODS

The action subjects in this study were students of class XI Accounting 1 SMKN 3 Banjarbaru. Class XI was chosen because based on the SMK English learning syllabus, vocabulary learning about explanation text about natural or social phenomena was given in class XI. The number of students is 21 people.

The research was carried out in August 2019 to January 2020, coinciding with the implementation of the odd semester of the 2019/2020 school year. All activities starting from the pre-action were carried out on August 2, 2019, cycle I on August 23, 2019 and cycle II on January 5, 2020 was carried out during English lesson hours in class XI Accounting 1.

This research is a collaborative classroom action research. Researcher collaborated with a teacher trainer. The design of the classroom action research begins with planning, action, observation, and ends with reflection.

The validity of the study was obtained through methodological triangulation techniques. Methodological triangulation is triangulation that involves both qualitative and/or quantitative methods to research

the program. If the conclusions from each method are the same, the validity can be obtained (Guion, 2002). Methodological triangulation in this study took data sources from class observations, questionnaires for students, and vocabulary tests on natural or social phenomena.

The research data were analysed qualitatively and quantitatively. The qualitative data are analysed using qualitative descriptive techniques. The data collected in the form of class observations, then described qualitatively. While the quantitative data analysis used quantitative descriptive techniques, namely the analysis of information that has characteristics in the form of numbers, in the form of test results and questionnaires, both taken before and after the action.

The success criteria are described from the success of students filling in the missing words from a discourse on a written test of English vocabulary about natural or social phenomena through the application of the 'Picture and Picture' learning model. Students' final grades will be concluded by using the Classical Student Learning Mastery formula, namely: $\frac{\text{The number of students who finished studying} \times 100\%}{\text{the total of the students}}$.

Students are said to be classically successful in learning if 75% of all students reach the Minimum Completeness Criteria (KKM), which is 70 (Kunandar, 2013). If the final grade of students classically has not reached 75% of all students who reach the minimum criteria, then the action will be continued in the next cycle.

FINDING AND DISCUSSION

A. Finding

1) Description of Pre-Cycle

In the initial conditions, the author carried out a teaching and learning process regarding English vocabulary used to understand a discourse without applying the 'Picture and Picture' learning model. The topic is Natural or social phenomena. The selected natural or social phenomenon is Flood.

After the learning process, the writer who acted as the teacher in the class gave a vocabulary test to the students. The test carried out is written in the form of filling in the blank words from a discourse that has been provided or a gap-filling test. This test is intended to determine the students' ability in mastering the vocabulary needed to understand a discourse.

The results of the assessment of students' English vocabulary skills about natural or social phenomena in the initial conditions where the average score of the vocabulary test was only 51.19. Only 42.85% of students or 9 of 21 students can achieve a KKM score of 70. This means that students of class XI Accounting 1 at SMKN 3 Banjarbaru classically failed to reach 75% who could reach KKM 70 in vocabulary mastery related to natural or social phenomena.

Based on this initial description, Classroom Action Research regarding the application of the 'Picture and Picture' learning model to improve English vocabulary mastery of SMKN 3 Banjarbaru needs to be carried out.



2) The Implementation of Cycle I

Based on the planning that has been made, the actions in the first cycle were carried out in two meetings. In implementing the action, the author conveys to the students that for the next 3 months both students and teachers will improve the quality of learning, especially in the ability to master English vocabulary for students. Therefore, the authors expect the commitment and cooperation of students for it.

In the first cycle, the result of the students' vocabulary test regarding natural and social phenomena was 61.42. The number of students who reached KKM 70 were 14 students or 66.67% of the total students. The percentage of students who can achieve the KKM increased by 23.82% compared to the scores obtained by students in the vocabulary test in the initial conditions. However, students of class XI Accounting 1 cannot be said to be classically successful in proving the action hypothesis because 75% of students have not achieved the KKM. 70. Therefore, the act of applying the 'Picture and Picture' learning model was continued in cycle II.

After the learning process was over, the teacher gave a questionnaire to the students to find out their feedback on the learning and learning process that had been implemented. Most students (85.7%) agreed that the picture series used by the teacher was quite interesting and clear enough to be observed by all students. Therefore, the majority of students (81%) stated that picture series can help them remember some new words, make sentences using these words and understand the flow of events of natural and

social phenomena. 61.9% of students also mentioned that with the help of pictures they could understand the concept of writing explanation text. However, some students (14.3%) think that the teacher still looks a bit awkward in using the picture series as a medium of learning in the classroom. However, 85.7% of students stated that the teacher could explain vocabulary, namely word classes, present tense forms, adverbs related to sequence, causal relationships and passive sentences in the present tense well, providing opportunities for students to ask questions about pictures that are still poorly understood. In terms of improving word comprehension, 66.7% of students stated that picture series had a good impact in increasing their vocabulary, 23.7% said they could sometimes feel an increase in their vocabulary skills, and 9.6% stated that they still have not felt any increase in vocabulary.

From the observations made in the first cycle of action, the application of the 'Picture and Picture' learning model in the learning process made most students still feel confused. This can be seen from several learning activities that have not been done well by students. For example, when the teacher asks students to come to the front of the class and arrange a series of pictures that are still scrambled to become a logical arrangement, students look shy and awkward to do so. For this reason, teachers provide motivation and simple instructions that make students better understand what they have to do and be more confident in doing their tasks.

In the process of class transition from individual learning to group learning, the

transition is still slow and students are still confused about finding their groups. Therefore, teachers help students make the transition process. In the question-and-answer session, students still looked embarrassed and hesitated to ask questions to both the teacher and other students. Some students also still seem not confident in giving their ideas and responding to friends' questions.

3) The Implementation of Cycle II

The problems that occurred in the first cycle were generally found from both the teacher and the students. The problem faced by teachers is that they are still not skilled at using serial images in classroom learning. In addition, there is also a time management problem that is still not effective and efficient. The solution to the problem is that teachers must have better preparation and practice using serial images as learning media in the classroom. Teachers need to be more trained in using time in accordance with the plans set out in the learning implementation plan.

The problem from the student's perspective is the confusion of students to participate in learning activities by applying the 'Picture and Picture' learning model. This has an impact on their learning outcomes, namely there is still no significant increase in vocabulary mastery skills related to Indonesian legend stories. Another problem that occurs to students is that students are still shy and lack confidence to work together in groups and communicate the results of group discussions in front of the class. The solution that is planned to be implemented in cycle II is that students are more motivated and given the opportunity to ask

questions and share knowledge in class and group discussions. Students are also motivated to pay more attention to the events, activities and characters of the actors in the picture series which can help them understand the storyline of the legend and help master English vocabulary related to Indonesian legend stories.

The learning outcomes in the second cycle showed that all students (100%) agreed that the serial images used by the teacher in the learning and learning process were interesting and quite easy to observe by all students. Therefore, the majority of students (81%) stated that serial pictures can help them remember some new words, place these words into sentences, and understand the flow of events from explanation texts regarding natural or social phenomena. This percentage increased from cycle I. A number of students (90.4%) also agreed that teachers were skilled at using serial pictures in the learning process in the classroom. All students (100%) even stated that the teacher could explain well the concept of English vocabulary with regard to events/occurrences in the explanation text regarding natural or social phenomena to students and could provide opportunities for students to ask questions in class so that students could compose a picture series that well tracked.

In terms of students' ability to master English vocabulary related to events/events in explanation text regarding natural or social phenomena, 76.2% of students stated that picture series had a good impact on their vocabulary mastery. The increase in the percentage of student responses stating the positive impact of the application of the

'Picture and Picture' learning model is in line with the increase in students' scores in mastering English vocabulary regarding events/events in explanation text regarding natural or social phenomena.

From the observations carried out on the actions in cycle II, it can be seen that when the teacher applies the 'Picture and Picture' learning model, students seem to have better understand the learning steps they will take so that students can carry out learning activities better. For example, in the activity of arranging a random series of pictures, students seem more enthusiastic about getting their turn to arrange the pictures. In the questioning session, students also seemed more confident to ask about objects, events, and causes and effects as well as the order in the pictures. They are also not reluctant to ask the teacher about the concept of English vocabulary related to events/occurrences in the explanation text regarding natural or social phenomena contained in the pictures using simple English.

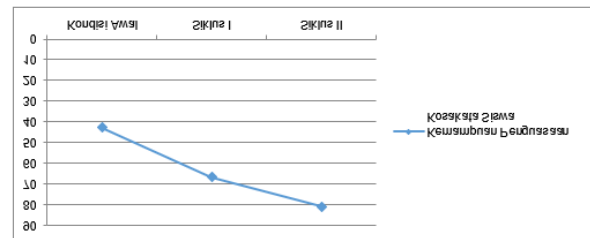
From observations on learning and learning activities, the percentage of students who are active in the learning process is 80%. This increased 15.4% from student activity in cycle I. Likewise, the quality of student activity in learning increased by 7.67% from the previous cycle to 70.77%. While the value of the teacher in the implementation of the learning and learning process in the classroom is 97.06. This is an increase of 4.41 points from the teacher's score in the first cycle.

Data on students' vocabulary mastery in Initial Conditions, Cycle I and Cycle II can be described in the form of tables and graphs, as follows:

Figure 1. Students' Vocabulary Mastery

Kriteria		Kondisi Awal	Siklus I	Siklus II	Keterangan
Penguasaan Kosakata	Nilai rata-rata	51,19	61,42	69,76	Terjadi peningkatan penguasaan kosakata, pra siklus, siklus I, dan siklus II
	Ketuntasan Klasikal	42,85%	66,67%	80,95%	

Figure 2. Graph of the Students' Vocabulary Mastery



The results of the reflection concluded that the action of applying the 'Picture and Picture' learning model to improve English vocabulary skills in learning explanation text about natural or social phenomena in class XI Accounting 1 at SMKN 3 Banjarbaru in the 2019/2020 academic year succeeded in achieving indicators of success.

B. Discussion

This Classroom Action Research is based on students' difficulties in writing explanation text, which is in the form of low mastery of English vocabulary regarding events/events in explanation text regarding natural or social phenomena. Based on this difficulty, the writer tries to apply the 'Picture and Picture' learning model to improve students' ability to master English vocabulary in learning explanation text. The results showed that by applying the 'picture and picture' learning model, students' English vocabulary mastery could be improved. In the initial conditions before the action was carried out, the average score of students' vocabulary test results

was 51.19, classical completeness reached 42.85%. In the first cycle, the average score of students' vocabulary test results reached 61.42, classical completeness reached 66.67%. In the second cycle, the average score of students' vocabulary test results reached 69.76, classical completeness reached 80.95 %. In other words, there was a significant increase in students' ability to master vocabulary from the initial conditions, cycle I, and cycle II.

The results of this study support the results of the previous Action research. The first research conducted by Meka seeks (2014) to find out how to increase the vocabulary of third graders at Nathania Palangka Raya Middle School in the 2013/2014 academic year by using picture learning media. In this study, the researcher showed pictures in the form of comics to the class. Then the researcher asked the students to find some new words related to the pictures and discuss them in pairs. After that, students must convey the vocabulary they find in front of the class individually.

Finally, at the end of the lesson, the researcher gave a vocabulary test to measure student acquisition at the end of the lesson. It turned out that there was an increase in the second cycle, from an average value of 70 in the first cycle to 74.5 in the second cycle. Furthermore, Kristini (2014) reported the results of research on improving students' ability to understand narrative essays by applying the 'Picture and Picture' learning model. In this study, students are expected to be able to make narrative texts using the vocabulary they have without changing the meaning, plot, and rhetoric. After going through two cycles, significant results can be obtained,

namely an increase in the number of students who achieve the minimum score in the ability to write narrative essays, from 26.23% in cycle 1 to 100% meeting the KKM in cycle 2.

Another study was conducted by Nopiya Armayati (2016) who has implemented a learning model that uses composite pictures to improve students' ability to make descriptive texts. The results showed an increase in the number of students who could achieve the KKM score, namely 75% of students in the class met the KKM in the second cycle.

The latest research conducted by (Mughtar et al., 2020). The results showed that learning by applying the Picture and Picture learning model went well. At the initial observation stage, the average value of students' narrative text writing skills is 64.9. The average value of students related to the ability to write narrative texts in the first cycle reached 70.1 and in the second cycle, the average value of students related to the ability to write narrative texts was 75.2. Constraints faced, in cycle I and cycle II can be resolved well.

To summarize, learning through the use of pictures and picture model contribute to the effectiveness of English teaching and learning in the classroom. The use of the 'Picture and Picture' learning model to improve students' vocabulary mastery has a positive impact on the learning process for both teachers and students. It has the potential to improve both the quality of the learning process and the outcomes of the learning.



CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results and discussion, some conclusions can be drawn as follows:

1. The application of the 'Picture and Picture' learning model to improve students' vocabulary mastery shows a positive impact for both teachers and students in the learning process. The explanation text learning process that has been carried out from cycle 1 and cycle 2 by applying the 'Picture and Picture' learning model shows an increase in students' motivation, interest and active participation in learning. On the other hand, teachers also experienced an increase in teaching skills and using media as well as an increase in mastery of teaching materials through this classroom action research.
2. The application of the 'Picture and Picture' learning model to improve the ability to master English vocabulary related to events in explanation text regarding natural or social phenomena in class XI Accounting 1 students at SMKN 3 Banjarbaru has been proven in this classroom action research by increasing significant on the students' scores. This can be seen through the increase in students' classical mastery on the vocabulary test as much as 14.28%, from 66.67% in the first cycle to 80.95% in the second cycle, while the average score of students increased from 61.42 in the first cycle. to 69.76 in the second cycle. The results of this study prove the action hypothesis that by applying the 'Picture and Picture' learning

model can improve the ability to master English vocabulary for students of class XI Accounting 1 at SMKN 3 Banjarbaru.

B. Recommendation

Since the application of the 'Picture and Picture' learning model which has been proven to improve students' ability to master English vocabulary at SMKN 3 Banjarbaru, other teachers can also apply this learning model to other language skills or learning teaching materials. What needs to be understood is that the concepts and principles of learning using this learning media must be in accordance with the material and activities to be carried out. In addition, teachers must also prepare and master the lesson plans that have been made, teaching materials and media that will be used in implementing this 'Picture and Picture' learning model.

REFERENCES

- Ardiansyah, Weka. 2012. *Manusia Pembelajar Mengajar dengan Hati. Makna Learning Model*. Blogger(<http://wekasyah88.blogspot.com/2011/12/2-perbedaan-antara-modelpendekatan.html>) diakses pada 4 Juli 2019
- Armayati, Nopiya. 2013. *Using Picture to Improve Students' Understanding Ability in Descriptive Text at the Eight Grade of SMO Negeri 4 Marabahan School Year 2012-2013*. STKIP. Banjarmasin
- Cameron, Lynne. 2001. *Teaching to Young Learner*. Cambridge: Cambridge University Pers.
- Diamond, Linda and Gutlohn, L. 2013. *The Teaching of Vocabulary*. WETA Public

- Broadcasting.
(<http://www.readingrockets.org/article/9943>) Diakses pada 25 Juli 2019
- Ellis, Arthur K. 1998. *The Teaching and Learning Elementary Social Studies the sixth edition*. America: Allyn and Bacon a Via Com Company.
- Gerlach S. Vernon, Donald P. Elly. 1980. *Teaching & Media, A Systematic Approach*. Prentice-Hall, Inc., N.J.
- Joklova, Katerina. 2009. *The use of Pictures in Vocabulary Teaching*. Masryk University, Brno.
- Karyawanto, S. 2003. *Upaya Meningkatkan Penguasaan Keterampilan Menulis Paragraf Sederhana Bahasa Inggris Siswa Kelas II SLTP/MTs dengan Menggunakan Teknik Permainan Kartu di Kabupaten Sleman*. Unpublished.
- Kristini. 2010. *Upaya Meningkatkan Kemampuan Menulis Teks Naratif melalui Model Pembelajaran 'Picture and Picture' pada Siswa Kelas IX Ruang I MTs Negeri Sampit*. DisDik Kota Sampit. Sampit.
- Kunandar. 2013. *Penilaian Autentik*. PT. Rajagrafindo Persada. Jakarta
- Kunandar. 2008. *Langkah Mudah Penelitian Tindakan Kelas*. PT Rajagrafindo Persada. Jakarta.
- McCarthy, Michael. 1992. *Vocabulary*. Oxford: Oxford University Press.
- McCarten. 2007. *Teaching Vocabulary. Lesson from the Corpus. Lesson for the Classroom*. Cambridge University Press. New York.
- Meka, Lesly Martha Cecylia. 2013. *Effect of Teaching Vocabulary by Using Pictures*. In Luardini, Maria Arina. *Journal Compound*. Improving English Education Quality. Graduate Program in English Language Education Palangka Raya University. Palangka Raya.
- Muchtar, A. A., Rahmat, A., & Herlina. (2020). *Improving Ability to Write Narrative Texts Through Picture and Picture Learning Model (Class VII Action Research at MTs Nur-Attaqwa)*. <https://doi.org/10.2991/assehr.k.200129.055>
- Setiawati, Ning. 2019. *Explanation Text Beserta Contohnya*. Blogger (<https://www.ilmubahasainggris.com>) Diakses tanggal 2 Agustus 2019
- Pardjono, dkk. 2007. *Panduan PTK*. Yogyakarta: Lembaga Penelitian Universitas Negeri Yogyakarta.
- Riyan, M. and Zuhri, Fauris. 2013. *Effect of Teaching Vocabulary by Using Picture Series as Media to Teach Writing Procedure Text for Tenth Graders of SMA Negeri Bandar Kedung Mulyo Jombang*. UNESA. Jombang. (<http://ejournal.unesa.ac.id/index.php/retain/article/p.2view/7559>) Diakses pada 29 Juli 2019
- Siwi, Dewi Rima Ratri. 2013. *Metode Pembelajaran Picture and Picture*. Universitas Sebelas Maret Surakarta.
- Spellery, Maria. 2002. *From Lesson to Life: Authentic Material Bridge the Gap*. (<http://www.chompchomp/term/noun.html>) diakses pada 10 Juli 2019
- Tarigan, H. Guion. 2008. *Keterampilan Berbahasa*. Bandung: Angkasa
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Pearson Education Limited, UK.
- Uberman, A. 1998. *The Use of English for Vocabulary Presentation and Revision*. *Language Teaching Forum*. Jan-March



Edition. Volume 6 no 1. In Manikam,
G.H.M.

Widoyoko, Putro, Eko. 2008. *PTK dan Pengembangan Profesi Guru*. Universitas Muhammadiyah Purworejo, Purworejo. (<http://www.umpwr.ac.id/.../penelitian%20tindakankelas>) diakses pada 4 Juli 2019