

**THE EFFECT OF PICTURE DICTIONARY ON
STUDENT'S VOCABULARY ACHIEVEMENT
(An Experimental Study at SMP Negeri 9 Langsa)**

THESIS

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STATEMENT OF CERTIFICATION

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Langsa, february 29th 2016

The writer,

EDI SAPUTRA

ABSTRACT

The main objective of this study is to find out whether there is significant difference of student's vocabulary achievement between students are taught by using Picture dictionary and the one who are taught without Picture dictionary. The hypothesis of this study is Picture dictionary increases the students' vocabulary. The researcher used Picture dictionary in teaching vocabulary at the seventh grade of SMP Negeri 9 Langsa in the academic year of 2016/2017. In this research, the population was the seventh grade of SMP Negeri 9 Langsa in the academic year of 2016/2017. The number of the population was 220 students. In taking the sample, the writer used purposive sampling technique. Class VII 3 as experimental class who taught by using Picture dictionary and class VII 2 as control class who was taught without Picture dictionary. The research was an experimental quantitative research. The instrument used to collect the data was test. The technique to analyze the data was t-test formula. It used to determine whether or not there was a significant difference between the average score of the experimental and the control class. The average of post- test of experiment class was 85.5 which were higher than the average of post test of the control class 74. The t-test result was higher than the t- table. Since the t-test was higher than t-table, the hypothesis is accepted. It meant that there was a significant difference in student's vocabulary achievement between students who were taught by using Picture dictionary and those who were taught by using explanation only. Based on the result of this research, the researcher suggested that Picture dictionary may be used as alternative media in teaching vocabulary, in order that the students could more understand and interested in learning activity especially in learning of English.

Key words: *Vocabulary, Picture Dictionary, Teaching Vocabulary.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Being a teacher of English language as the subject in junior high school, the writer interested and concerned with the present issue in teaching English for other speaker, especially, in cultivating the young learner for their language developments. In fact, Most of the English teachers have ignored the importance of understanding how do the first grade students of junior high school students acquire English. The students should be prepared for a higher education in the future. Thus, the students' interest may be different each other. To improve their interest and motivation in English, the teacher should observe the interested approach, method, strategy, and technique in teaching-learning.

The teacher should consider that teaching English vocabulary for the first grade students of junior high school have different processes. The students are naturally interested in the varieties of language found around them. The first step to learn language, logically, is acquiring the target language vocabulary. The ratio of language exposure to the students, it is the crucial part in acquire the target language. In learning English language, the position of vocabulary cannot be ignored in order to achieve the target language. The students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.¹ Only with sufficient vocabulary

¹Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), 13.

the students can express their ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.

Vocabulary plays a very important role as a starting point in mastering English. The acquisition of an adequate vocabulary is essential for second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may learn for comprehensible communication.² It means without knowing the appropriate vocabulary, it is impossible for people to communicate well in the target language. Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

Learning vocabulary at Junior High School can be done through many ways, such as: dictionary, picture, guessing, reading, etc. In this case the writer will take picture dictionary in teaching vocabulary, because picture visualizes the actual environments. As visual aids, picture dictionary provide both situations which make the use of language and the subject on which language

²Allen, Virginia. F. *Technique in Teaching Vocabulary*. (Oxford: Oxford University Press, 1983), 4.

is used.³ The use of picture dictionary as a visual helps the students in learning vocabulary. It is also very helpful to primary students in which English is their new foreign language. Students in learning English, especially in learning vocabulary, commonly use dictionary. Picture dictionary is thematically organized, is another kind of meaning based on dictionary, and particularly useful in that they group together words of the same lexical field. It is restricted to things or actions that can be illustrated and ideal for younger learners.⁴ Dictionary is very useful to check the spellings of words, how to pronounce and to tell the user what the meaning of words are. If the words are taught without using picture dictionary, it makes the students difficult to remember new vocabularies. They will easily forget new words they have just learned.

Based on the explanation above, the researcher wants to conduct a research entitled **“The Effect of Picture Dictionary on Student’s Vocabulary Achievement (An Experimental Study at SMP Negeri9 Langsa) ”**

B. Research Question

In conducting research, the writer would like formulated of the problem in this research. Without having problem, there is nothing to do if the writer does not know how to respond the problem through this research. The problem of this study is formulated in the form of question as follow: “Is picture dictionary effective to improve students’ language exposure in English vocabulary mastery?”

³R. T, Nash, *Teaching And Learning English*. (London : Longman Group Limited, 1975), 114.

⁴ Scoot, Thornby. *How to Teach Vocabulary*, (England: Longman, 2002), 98.

C. The Purpose of Study

The Purpose of this study is to investigate whether the effectiveness of picture dictionary to improve students' language exposure in English vocabulary mastery.

D. Significance of The Study

1. The Students

For the students, hopefully, it can provide information about vocabulary. Therefore, they will have more understanding about it. They know the importance of vocabulary and elaborate the meaning. Moreover, they can identify and anticipate their difficulties of vocabulary learning.

1. The Teacher

For the teachers, it gives some information about the technique of teaching vocabulary and students' difficulties in learning. These enable them to understand the core of teaching English vocabulary, know factors that cause the difficulties in learning vocabulary, and determine appropriate steps to overcome the problems.

2. The other researcher

The result of this study is expected to be useful for the teachers in their attempt to increase the students' vocabulary mastery. In addition, the result of this study is also expected to minimize the difficulties faced in teaching.

E. Hypothesis

Hypothesis is the answers temporary of problem of the research⁵. Based on the problem of the study above, the writer makes hypothesis as follows:

Ha: Picture dictionary can increase the students' vocabulary.

Ho: Picture dictionary cannot increase the students' vocabulary.

F. The Organization of the Study

This thesis consists of five chapters. Chapter 1 introduced the study and outlined its focus. Chapter 2 contains the theoretical framework. Chapter 3 discusses the research method of the study. Chapter 4 will give an analysis of the results. Finally in chapter 5, conclusions will be drawn from the measurement, followed by recommendations.

⁵ Suharsini.Arikunto. *Prosedur Penelitian: suatu pendekatan praktik*, (Jakarta: Rineke Cipta, 2006) , 73.