



THE EFFECT OF USING PICTURES ON THE VOCABULARY  
ACHIEVEMENT OF THE FIRST YEAR STUDENTS  
OF SLTPN 2 JEMBER IN THE 2001/2002  
ACADEMIC YEAR

**THESIS**

Presented as One of the Requirements to Obtain the S-1 Degree  
at the English Education Program of the Language and Arts Department of  
the Faculty of Teacher Training and Education  
Jember University

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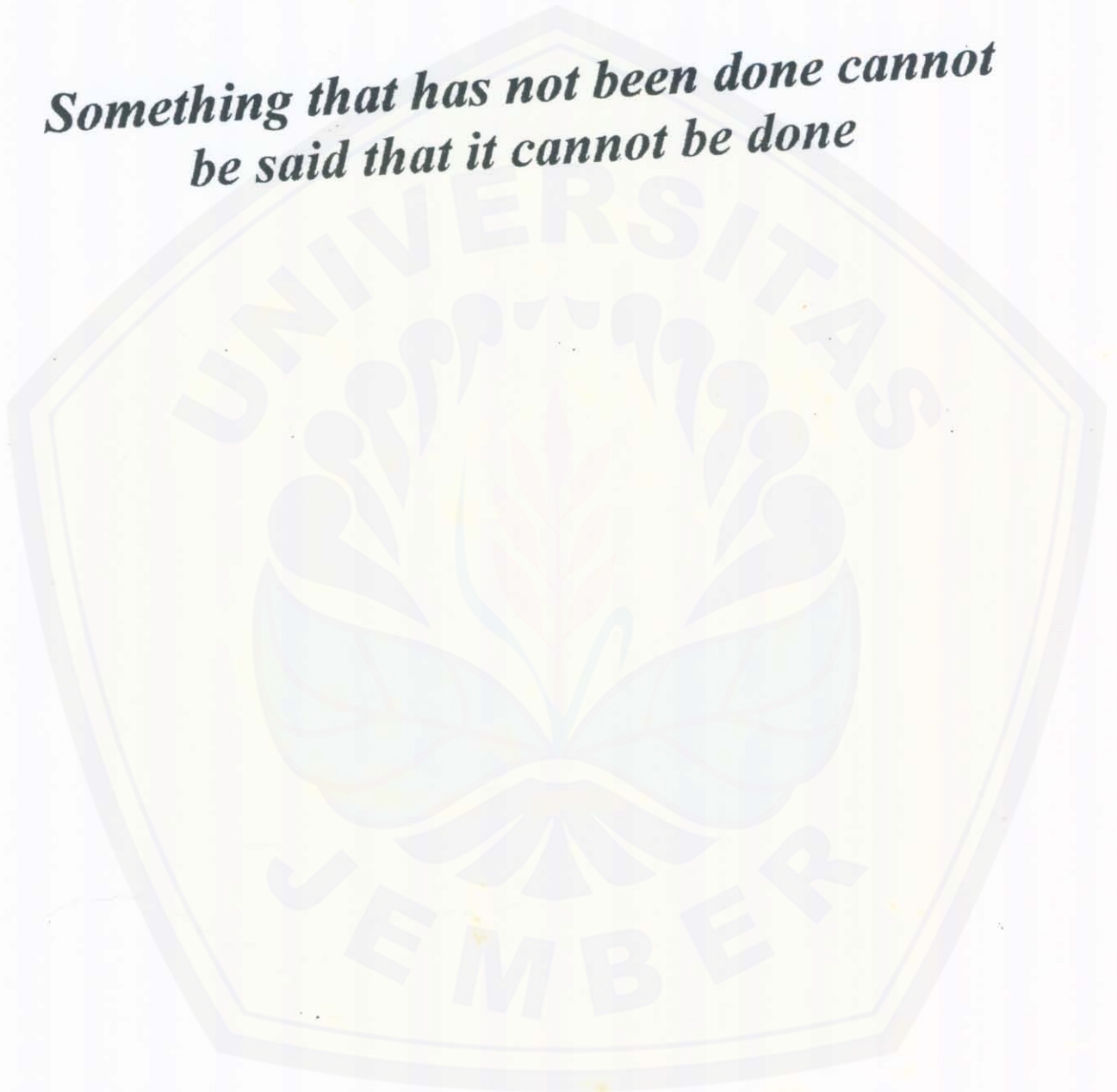
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**MOTTO:**

*Something that has not been done cannot  
be said that it cannot be done*



*This thesis is dedicated to:*

*My Mom and Dad (thanks for teaching me not to give up on anything and also for your love and pray for me), my beloved son (thanks for making my life more beautiful), my dear wife (we live in a hard world but you've made it easier for me), my dear brother and sisters, my friends in 95 level, especially Miftah's family (Rolly and Zidane), Memet, Sofan, Nur Khamdan, and Dany (thanks for your support guys), Endah and Yohny, Neka Comp's crew, Satriyo Comp's crew (Topan and Tono), My Consultants, Pak Nyoto and everybody that helped me in conducting this thesis.*

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**THESIS**


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  - The principal of SLTPN 2 Jember who has given me the opportunity and great help in conducting the research
- The blessing of God may on them for what they have done.

Finally, I realize that this thesis is far from being perfect, but I expect it will be useful not only for me but also for the readers. I would appreciate some constructive suggestions and criticism to make this thesis better.

Jember, September 2001

The Writer

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**ABSTRACT**

SUSETYO EKO BUDIANTO, September 2001, The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTPN 2 Jember in the 2001/2002 Academic Year.

Thesis, English Language Program, Language and Art Department,  
Faculty of Teacher Training and Education Jember University.

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English is a compulsory subject at Junior High School (SLTP). To make the teaching and learning process of vocabulary more interesting and effective, pictures can be used as media. This research has been conducted to investigate whether there is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2001/2002 academic year. The respondents were determined by using cluster random sampling method. There were 90 respondents involved. The methods used to collect data were test, interview, and documentation. The data obtained from the test were analyzed by applying t-test formula. The hypothesis of this research was that there is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTP Negeri 2 Jember in the 2001/2002 academic year. From the data analysis and interpretation, it was found that the result of the computation value of the students' vocabulary achievement was higher (8,903) than the t-critic value (1,987) with significant level of 5%. It can be concluded that there was a significant effect of using pictures on the vocabulary achievement of the first year students of SLTP Negeri 2 Jember in the 2001/2002 academic year. From this finding it is suggested that the English teacher should pay more attention on the vocabulary teaching and learning process and use pictures, such as stick figures and picture chart to make the teaching and learning processes more effective and interesting.

**Key words: Pictures and Vocabulary Achievement**



## I. INTRODUCTION

### 1.1 Research Background

English is a compulsory subject at Junior High School (SLTP). There are four basic language skills, reading, writing, speaking and listening that should be taught during the teaching and learning process. In other words, the students not only learn reading but also speaking, writing and listening. In addition, the four language components, vocabulary, grammar and pronunciation are also taught to develop the four language skills (Depdikbud, 1994).

Following the idea above, vocabulary is one of the important language components that helps the students learn the four language skills. Therefore, teaching vocabulary needs certain attention.

Teacher plays an important role in teaching and learning process. Therefore, teacher must use an appropriate approach, methods, and techniques in teaching. It is intended to increase the students' motivation and interest so that learning English will be interesting. Dealing with the statement above, Wright (1989:2) says that pictures can contribute to raise interest and motivation and a specific reference point or a stimulus.

In relation to the idea, media can be used in the vocabulary teaching and learning process. One of the most suggested media is picture. Yunus (1981:53) says that pictures are very useful for presenting new grammatical and vocabulary items.

Furthermore, Yunus (1981:53-54) clarifies as follows:

1. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher, rather than have students repeat words or utterances whose meaning may be unknown. The teacher can use pictures as cues or prompts.

2. Pictures can be used for revision of one lesson to another as well as for a long-term revision of vocabulary and structures.

Picture is very useful in teaching and learning process. Widayati (1999:14) found that there was an influence of teaching vocabulary by using pictures on the vocabulary acquisition of the first year students of SLTP I Kalisat in the academic year 1998/1999. Furthermore, Nurlaili (2000:16) states that the use of pictures as one kind of visual aids have an important role in teaching learning English, mainly in vocabulary teaching.

Considering the explanation above, a research entitled "The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTPN 2 Jember in the 2001/2002 Academic Year" have been conducted.

### 1.2 The Research Problem

Based on the research background, the research problem can be formulated as follows: *is there any significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2001/2002 academic year?*

### 1.3 Research Objectives

Based on the problem mentioned above, the research objective is to know whether *there is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2001/2002 academic year.*

#### **1.4 The Significances of the Research**

The research results are expected to be significant for the following people.

##### **1.4.1 For Other Researchers**

The research results are expected to give some input to those who wants to conduct research in the same topic, for example, classroom action research in using pictures to raise the students' vocabulary achievement.

##### **1.4.2 For the English Teacher**

The research results are expected to give experience to the English teacher in using pictures as media of teaching vocabulary to their students.

##### **1.4.3 For the Principal**

The research results are expected to give some inputs to the principal of SLTPN 2 Jember in giving instruction or suggestion to the English teacher to continue carrying the teaching vocabulary class by using pictures.

#### **1.5 Operational Definition of Variables**

##### **1.5.1 Pictures**

In this research the terms pictures means: Stick figures and Picture charts. Stick figure is drawn picture with simple lines, while pictures chart is a piece of paper, describing the real situation that is used as media in the teaching and learning process having a size more or less 60 cm X 85 cm (Karim and Hasbullah, 198:1.5).

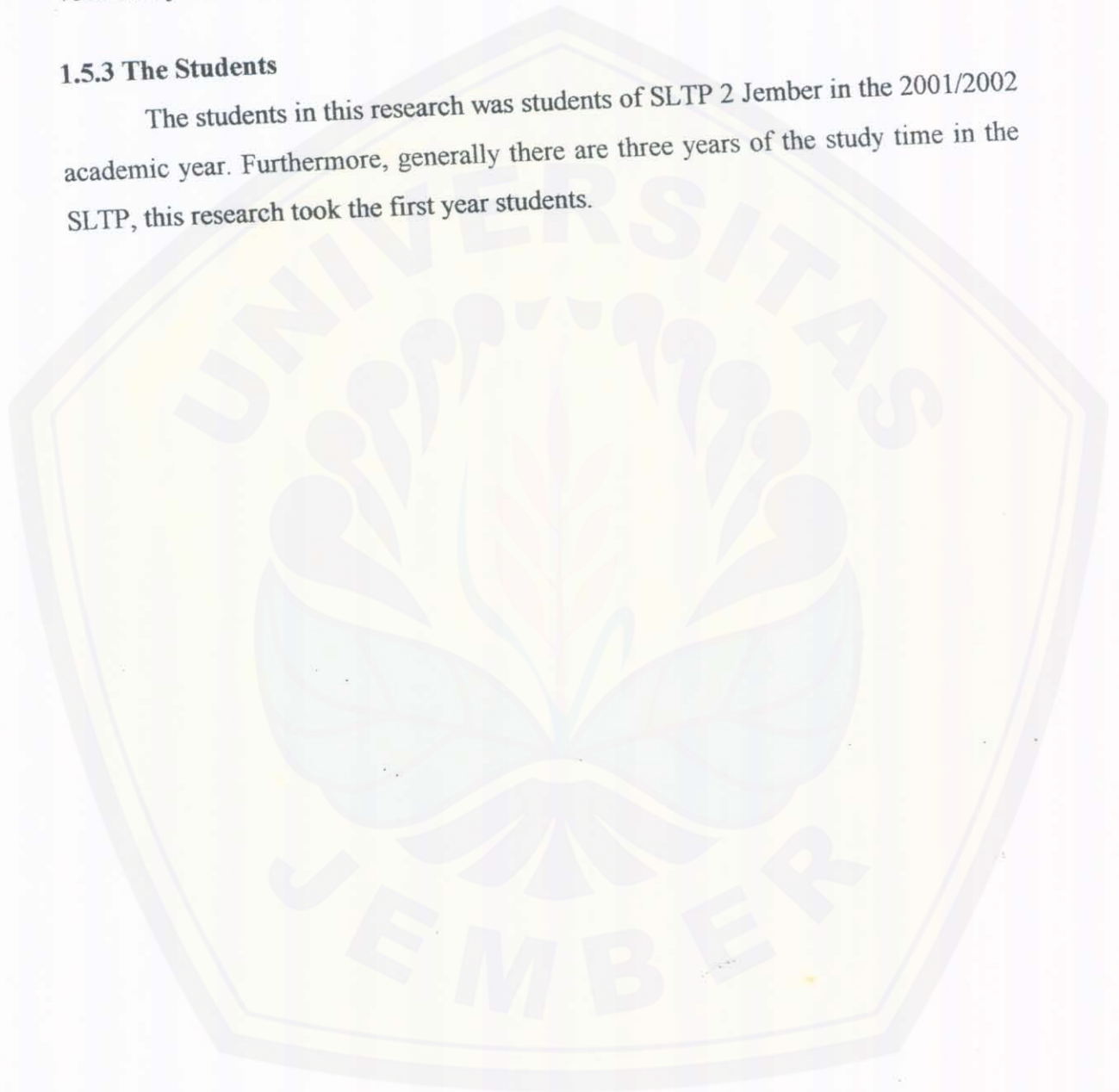
##### **1.5.2 Vocabulary Achievement**

Vocabulary indicates the level or amount of knowledge and learning activities that the students have got after learning English; particularly the knowledge of

vocabulary covering noun, verb and preposition. It is shown by the students' scores of vocabulary test with those materials.

### **1.5.3 The Students**

The students in this research was students of SLTP 2 Jember in the 2001/2002 academic year. Furthermore, generally there are three years of the study time in the SLTP, this research took the first year students.





## II. THEORETICAL REVIEW

### 2.1 The Vocabulary

Hornby (1986:959) notes that vocabulary is a total number of words, which make up a language. In addition, Webster (1981:2560) adds that vocabulary is defined as a list or collection of words and phrases, alphabetically arranged and explained or defined. Furthermore, Hatch and Brown (1995:1) define that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Concerning with this, Hatch and Brown explain that since vocabulary is a list, we might think that the only system involved is that of alphabetical order (1995, 1). Mark (1996:236) states that vocabulary is a total number of words that an individual knows. It is clear that vocabulary is a total number of words which make up language that is arranged and explained alphabetically.

Large vocabulary is used in a large quantity that includes all nouns and verbs. Then, the small vocabulary is vocabulary that has been stored for the use in a small quantity or in a small number. It includes prepositions.

Relating to the idea, the lexicon or vocabulary of the language is divided into function words and content words. The function words are a closed class and the content words are opened class.

In relation to this research, vocabulary deals with noun, verb and preposition, because the first year students of SLTP according to curriculum is still the basic learners. They begin with learning about meaning which are relating to noun, tenses which are relating to the verbs and places which are relating to preposition. Furthermore, Hatch and Brown (1995:219) says that, noun and verb are regarded as large vocabulary, and preposition is considered as small vocabulary.

The following section discusses more about noun, verb and preposition.

### 2.1.1 Noun

Hornby (1986:791) defines noun as a word used to name or identify any of a class of things, people, places or idea. Furthermore, Kon (1991:1) states that vocabulary is the names of people, animals, places and things. Concerning with this idea, Thomson (1986:24) divides four kinds of noun in English. They are:

- a. common Nouns : dog, man, table;
- b. proper Nouns : France, Madrid, Surabaya, Mrs. Smith, Tom;
- c. abstract Nouns : beauty, charity, courage, fear, joy;
- d. collective Nouns : crowd, group, team;

### 2.1.2 Verbs

A verb is a word or phrase indicating an action, an event (Hornby, 1986:1323). According to Thomson (1986:105) there are two classes of verbs. They are:

- a. the auxiliary verbs (Auxiliaries) : to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare and used;
- b. main verbs.

In addition, there are two kinds of other verbs, they are:

- a. regular verbs : the simple past and past participle are both formed by adding *d* or *ed* to the infinitive ; the present participle and gerund are formed by adding *ing* to the infinitive, for example :

V	play
V_ing	playing
V_s	plays
V_ed	played

- b. irregular verbs : in the irregular verbs form it's past tense and participle are not added by *d* or *ed*. However it has no fixed rule, for example ;

give	gave	given
come	came	come



In addition, Kon (1991: 43) says that verbs can also be formed by adding **en-**, **be-**, **-ize**, etc. to other words.

### 2.1.3 Preposition

Kon (1991:188) defines that preposition shows the relationship between noun and pronoun used with it and some other in a sentence. It is used to express position, direction or time. Furthermore, Hornby (1986:658) says that prepositions are words such as: to, from, out, on, etc, that are placed before noun or pronoun to indicate place, direction source, method, etc.

The most general usage of prepositions is to express a relation between two entities and one being. The combination of the preposition plus noun, pronoun object and modifier can form prepositional phrase.

### 2.2 Pictures

Pictures mean painting, drawing, sketch of something, object or person, especially the work of art (Hornby, 1986:631). In broader sense, the writing, drawing, sketch of something, object or person, especially made by person to gain certain purpose. For example in the world of art picture is made to entertain people.

Pictures are the most widely available of all teaching materials. Yunus (1981:49) says that there are some suitable pictures that are available in newspapers, magazines, old textbooks, catalogues, brochures, calendars, etc. It means that pictures are very easy to get and available in any places.

Pictures are very useful for teaching and learning process. Yunus (1981:53-54) states the following ideas:

1. Pictures are very useful for presenting grammatical and vocabulary items. They help to provide the situations and context, which light up the meaning of words or utterances and, indirectly help the teacher to avoid resorting to translation or to lengthy explanations of meaning. Context which are outside the classroom or which are difficult to recreate in words alone can be "explained" by pictorial material.

2. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher. Rather than students repeat words or utterances whose meaning may be unknown, the teacher can use pictures as cues or prompts.
3. Pictorial material can also provide a stimulus for using language at the reproduction and manipulation stages-to speak, to read and to write. It provides the students with information-objects, actions, and events to use.
4. Pictures can be used for revision for one lesson to another as well as for a long-term revision of vocabulary and structures.
5. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever courses he is following. Often textbook pictures always be used to make up for any deficiencies in the textbook. Pictures, of course, can be used to provide more practice of the exercises that students have done using textbook.

### 2.2.1 Stick Figures

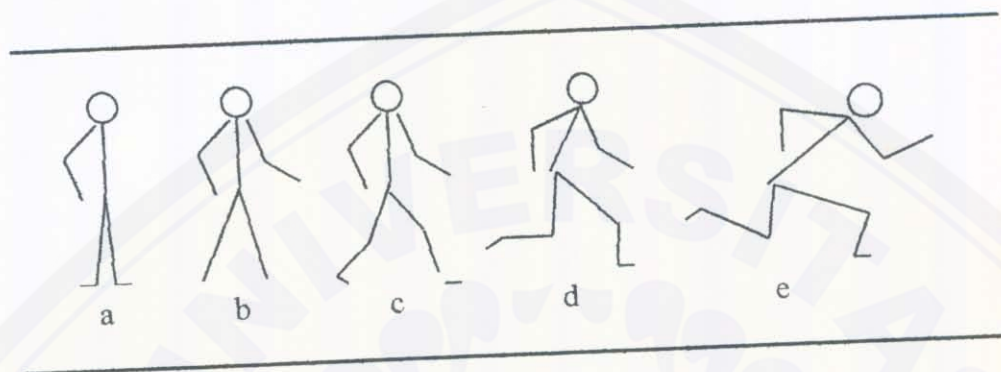
Stick figures are drawing picture with simple lines. It is not necessary for the English teacher to have a very good ability in drawing picture. The most important thing is that the picture must be clear and easy to understand by the students (Kaswadi, 1997:7). To draw faster and limit the chance of losing the student's attention, the teacher can only show the picture consisting of hand, shoulder, hip, leg and neck. One of the examples is as follows :



(Karim and Hasbullah, 1986:2.3)

All the lines of arm, body and leg must be the same in length. This principle is easier to be remembered. Elbow and knee are a half of hand and leg. These lines of stick figures are almost straight and thick, especially if it will be used as visual aids in a large class.

In addition, stick figures can give the meaning of different activities. The following five different activities, suggested by five different stick figures are the examples :



Picture a: stand up

Picture b: walk slowly

Picture c: walk fast

Picture d: run

Picture e: run fast

(Karim and Hasbullah, 1986:2.4)

Therefore, that pictures are suitable in teaching for English adverbs: very slowly, slowly, quickly for b, c, and d. e As fast.

In addition, picture can be used to show the different usage of adjective: slow, and quick.

The following pictures are the examples showing some actions of looking at to the certain directions. This case is very easy to draw, add nose by short line on head, such as picture below. Add short line on the head horizontally forward, it will show picture of the man that is looking up, etc.



(Karim and Hasbullah, 1986:2.4)

### 2.2.1.1 The Principles of Drawing Stick Figure for Simple Things

The visual aids are as a high motivation to study especially for the junior high school students, who can not understand through only word. In order visual aids can be used, it must be clear and simple, suitable with the purpose but the content and figures should be interesting for the students (Kaswadi, 1997:8).

The principle of making stick figures for simple things such as glasses, pencil and book is the same as the one used for showing action. The pictures are made by lines to show the real things (Karim and Hasbullah, 1986:2.7). The examples are as follows:



### 2.2.2 Picture Charts

A picture chart is a piece of paper, describing the real situation that is used as media in the teaching and learning process (Karim and Hasbullah, 1986:3.2).

Yunus (1981:54) argues that picture charts are not only designed specifically for teaching, but also to be informative. They illustrate a topic (or parts of topic) by pictorial (drawing, photographs), non-pictorial (graphs, tables, and textual means. It is clear that teachers can also use picture charts as media of teaching. Besides, it is easy to be prepared and it can attract the students' attention in the teaching and learning process.

Dealing with that point, Karim and Hasbullah (1986:3.1) say that picture chart is one of the visual aids that can be used to motivate the students in learning, very easy to prepare and very cheap. Furthermore, picture charts can be manipulated in

order to be suitable with the process and the goal of English learning in the classroom.

### 2.2.2.1 The Principles of Making Picture Charts

Karim and Hasbullah(1986, 1.5) say that the source of picture charts is usually taken from magazines, however the teacher also possible make the picture charts by herself. In making picture charts, a paper with the size of 60 cm X 85 cm is needed. This size can be more, depends on the size of the class and what picture will be made. Picture charts which describe only single thing or activity will have smaller size than those, which describe some objects, or activities.

In making the picture chart it should be clear or not to be crowded in order to make the students can recognize the parts of the picture easily.



### 2.3 Vocabulary Achievement

Vocabulary means the total number of words which (with rules of combining them) make up a language (Hornby, 1986: 959). In relation to the definition, the term vocabulary means the total numbers of words or a stock of words used by a class or individual, which make up a language.

According to Webster (1981:16) achievement is the performance done by a student in a course or quality and quantity of students' work during a given period.

So, it is clear that achievement is a result of the performance of the students on what has been taught and learnt during a given period

Relating to the idea above it can be concluded that vocabulary achievement is a result of a student joining a course concerning to the total number of words or a stock of words used by a class or individual, which make up language. In addition Heaton in Lestariwati (1999:4) says that vocabulary achievement is any result of what has been taught and learnt by individual in a class in relation to vocabulary subject.

#### **2.4 Vocabulary Achievement by Using Pictures**

According to Rohani (1997:76), there is some strength of using pictures in vocabulary teaching. The strengths are as follows:

1. Picture helps simplify the definitions of things to the students. It means that by using pictures, the students will give more intention on the things that he or she had never seen before especially on vocabulary.
2. Picture helps the teacher in achieving the instructional object. It means that by using picture, the experience and the comprehension of the students will be increased, clearer and more concrete. So, it is not forgotten easily.

Furthermore, Yunus(1981:53) clarifies that there are some strengths of using picture in teaching and learning process especially vocabulary, such as:

1. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher. Rather than have students repeat words or utterances whose meaning may be unknown, the teacher can use pictures as cues or prompts.
2. Pictures can be used for revision for one lesson to another as well as for a long-term revision of vocabulary and structures.

Dealing with the ideas above, picture can also be used to teach vocabulary. Pictures help teachers and students build an understandable teaching and learning process.

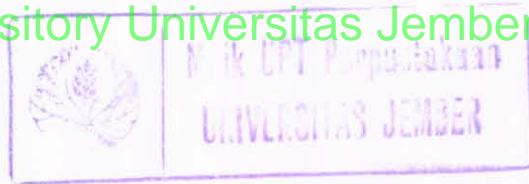
Picture as a kind of visual aid functions to lead students thinks continually as well as regularly. It means that pictures can develop learners' understanding and at the same time help students acquire a language. Furthermore, Hamalik (1980:27-28)

states that pictures represent so many things that are impossible to be carried in the classroom.

Relating to the idea above, Gillet in Lestariwati (1999:13) says that wordless picture books are an excellent telling story vehicle. These books contain only pictures and no written text, or in some cases there is a very limited text. This means that picture can accompany another media to make it more interesting.

### **2.5 Hypothesis**

Based on the problem and the literature review above, the research hypothesis can be formulated as follows: *there is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2000/2001 academic year.*



### III. RESEARCH METHOD

#### 3.1 Research Design

Arikunto (1989, 257) states that experimental research is a research which tries to find whether there was any cause and effect relationship.

Since is research dealing with whether there was any significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2000/2001 academic year, experimental simple randomized research design has been used. Dealing with this, Hadi (1995:442) describes simple randomized design or S-R pattern as a limited population or sub-population.

The procedures of the research are as follows:

1. Giving homogeneity test for knowing the homogeneity of all classes (four classes) or population that was analyzed by using ANOVA (Analyswas Covariance).
2. Determining the experimental group and the control group from the two classes by lottery.
3. Giving a treatment that is teaching vocabulary by using stick figures and pictures charts for the experimental group, and without using stick figures and pictures charts for the control group.
4. Giving posttest to the experimental and the control groups.
5. Computing a significant mean difference on vocabulary achievement of the students between the two groups by using t-test formula.
6. Using the significant level of 5% to know whether the result of the experimental value was significant or not.

The research design above can be described as follows:

	Treatment	Posttest
E	X	O1
R	—————	
C		O2



Where:

E: Experimental group

C: Control group

X: Treatment

O1 & O2: Posttest

(Arikunto, 1996: 86)

### 3.2 Area Determination Method

Research, was not conducted anywhere and every where but in a certain place. Research only can be done in limited places and limited amounts of area (Hadi, 1993 : 66). Dealing with this, purposive method has been used in determining the area. In this case, The SLTPN 2 Jember was chosen.

The reason of using this school was that the researcher has known very well the school because the researcher have conducted the PPL program there. Besides, it was due to the time and the fund that have been spent.

### 3.3 Respondent Determination Method

There are three kinds of research based on the subject; population research, sampling research, and case research (Arikunto, 1993:115). This research was a sampling research, which means that it studies only a part of the population as a sample. Arikunto (1996:117) says that if we only take a part of the population as respondent in the research, we call it a sample research. The kind of sample research of this study was taken by cluster random sampling.

### 3.4 Data Collection Method

Collecting data is also important in doing research. Relating to this, the methods of collecting data that have been used are tests, interview and documentation.

### 3.4.1 Test

Arikunto (1993:138) states that the test was a series of questions or exercises or other instruments used to measure the skill, knowledge and intelligence, ability of individual or group.

In this research, achievement test was chosen to measure student's vocabulary achievement. Achievement tests are directly related to language courses, or the courses themselves have been in achieving objectives (Hughes, 1989:10). Furthermore, Alderson (1987:4) states that achievement tests measure a student's success in learning some specific instructional content, and was given after the instruction has taken place.

The good test requires the validity and the reliability. Here the researcher uses content validity. As Hughes (1989:22) says that a test was said to have content validity if the content constitutes a representative sample of a language skills, structures, etc with which it means to be concerned.

This research used two kind of tests, which are homogeneity test and posttest. The homogeneity test was used to find the homogeneity of the vocabulary ability of the students. The item of tests are contained of nouns (item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 32, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50), verbs (item number 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31) and preposition (item number 36). The posttest was used to collect the main data.

The researcher made the test based on the 1994 English curriculum. The topic which was selected was "The School Life" that is written in the curriculum for the first years students in the first Cawu.

### 3.4.2 Interview

The interview method was used to collect the supporting data. Arikunto (1993:144) says that interview is a dialogue between an interviewer and interviewee to get information that supports the primary data.

In this research, the method that has been used was semi-structured interview. As have been stated above that the purpose of the interview was to get the secondary data concerning with the description of the school, the compulsory book, the method that was used in teaching and learning process of the Englwash subject, and whether the pictures have been used or not in the school. The in terview guide is provided in Appendix 14.

### 3.4.3 Documentation

To complete the primary data the documentation was used in this research. In this method, the research investigates the written form, such as books, magazines, documents, regulation daily notes etc. (Arikunto, 1993:148). In this research documentation was used to collect some data such as : the map of school, the number and the list of the students and the teachers and staff of SLTPN 2 Jember.

### 3.5 Data Analyswas Method

After the data have been collected with the aid of different methods of data collecting method, the next phase of the research was to analyze the data. In this research, the researcher analyzed the data by using t-test which was capable of comparing the means of two groups.

The formula of t-test was as follows :

$$t = \frac{Ma - Mb}{\sqrt{\left[ \frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \right] \left[ \frac{1}{na} + \frac{1}{nb} \right]}}$$

Where:

- Ma : Mean of Experimental Group (Group A)
- Mb : Mean of Control Group (Group B)
- xa : Individual Score Deviation of Ma

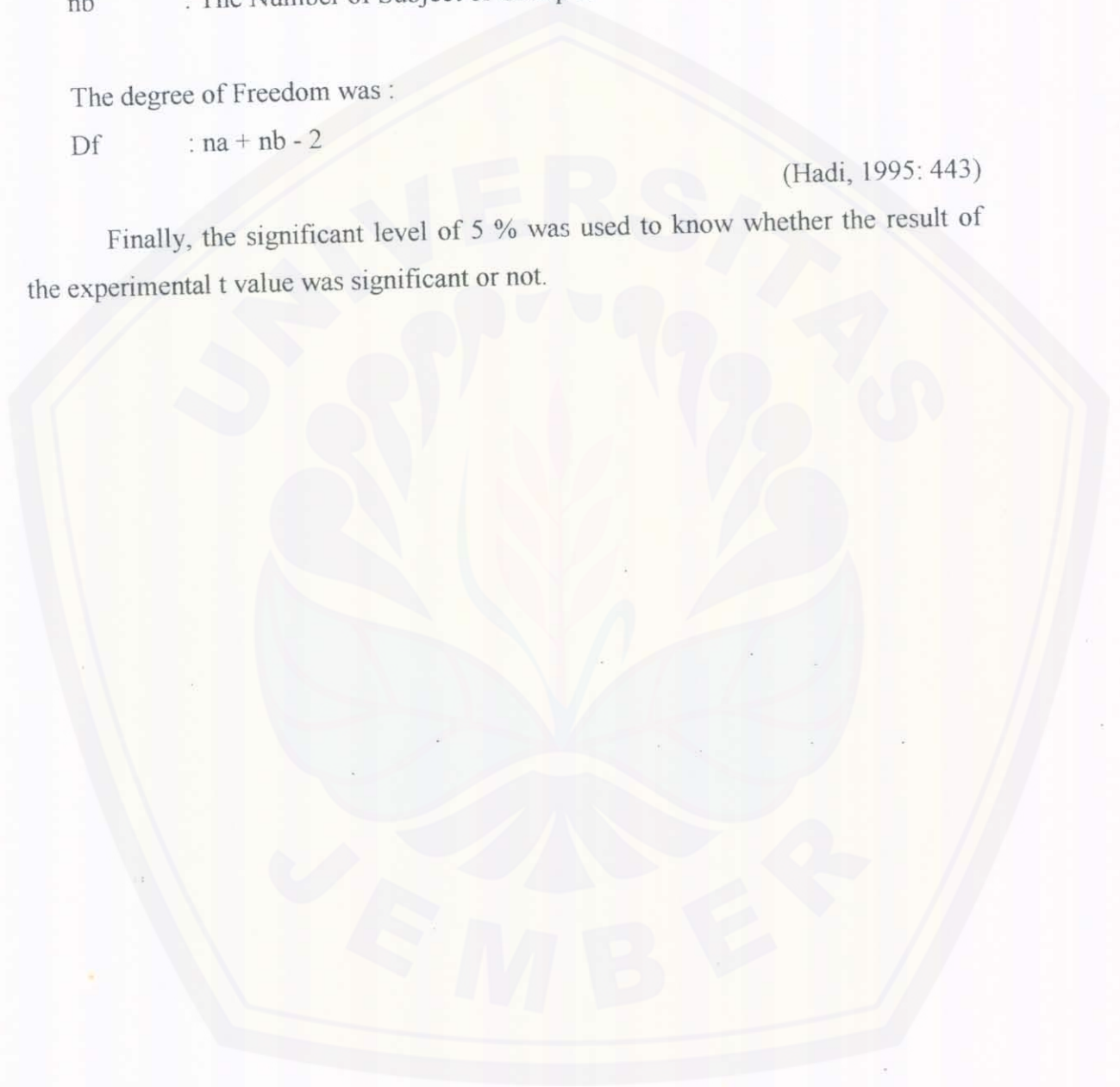
- xb : Individual Score Deviation of Mb  
na : The Number of Subject of Group A  
nb : The Number of Subject of Group B

The degree of Freedom was :

$$Df : na + nb - 2$$

(Hadi, 1995: 443)

Finally, the significant level of 5 % was used to know whether the result of the experimental t value was significant or not.





## IV. RESEARCH RESULTS AND DISCUSSION

### 4.1 Research Result

The research was conducted at SLTP Negeri 2 Jember from July to August 2001. The data needed were gathered by applying test, interview and documentation. The results are reported in the following sections:

#### 4.1.1 Results of Documentation

The documentation dealt with the number of the first year students at SLTPN 2 Jember in the 2001/2002 academic year, as the population of the research.

**Table 1. The Total Number of the First Year Students of SLTPN 2 Jember**

NO	CLASS	NUMBER OF STUDENTS		TOTAL
		MALE	FEMALE	
1.	IA	22	23	45
2.	IB	23	22	45
3.	IC	23	22	45
4.	ID	23	22	45
<b>Total</b>		<b>90</b>	<b>90</b>	<b>180</b>

*Source: Document of SLTPN 2 Jember, 2001*

#### 4.1.2 Results of Interview

The interview was conducted on July 31<sup>st</sup>, 2001 and given to the English teacher. The researcher used a semi-structured interview to get the data about the English Curriculum, methods, English books being used at the school.

In addition, whether picture as media has been used or not at the school also asked in the interview. The results of the interview are reported as follows.

The 1994 English Curriculum has been applied at the school since 1994. Therefore, meaningfulness approach has been operated to teach English. It means that English skills or English components are taught based on the context that suitable with the topic selected. In addition, they must be taught integratively. The books used by the students in English class are "Let's Learn English 1 Curriculum 1994 for SLTP" published by PT. Edumedia Jakarta in 1996, and "The Global Language" published by PT. Grafindo Bandung in 1999. The students' worksheet is "PR Bahasa Inggris SLTP 1" published by PT. Intan Pariwara in 2001.

According to the teacher, he had never made media such as pictures in the English teaching and learning process. The teacher said that it would make him busy to make media. However, the teacher only used the media that provided in the books and the student's worksheet, such as pictures series.

#### **4.1.3 Results of Tests**

There were two kinds of tests done in this research, homogeneity test and the post test. The results of the tests are presented as follows;

##### **4.1.3.1 Results of Homogeneity Test**

The homogeneity test was given to all classes of the first year students of SLTPN 2 Jember in the 2001/2002 academic year on August 1<sup>st</sup>, 2001. The results of the test were analyzed by applying F-test to find whether there was a significant difference among the classes. The details of the F-test can be seen in the Appendix 13.

The analysis of variance revealed that the F-empiric of the groups was 0.000448, whereas the F-critic was 2.655. It is obviously seen that the value of the F-critic is higher than that of the F-empiric. It means that the result of the homogeneity test showed that there was no significant difference of the student's ability in vocabulary.

Since the research subjects were homogenous, sampling was determined by lottery to choose the experimental group and the control group. Following the lottery IA and IB were chosen. Finally IB was chosen as the experimental group and IA as the control one randomly.

#### 4.1.3.2 Result of Post Test

The Post-test was given to the respondents on August 16<sup>th</sup>, 2001. The result of the posttest was used to know whether there is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2000/2001 academic year.

The result of the post-test is presented as follows;

**Table 2: Result of the Post-Test**

No.	Experimental Group Class IB	Control Group Class IA
1	78	72
2	80	70
3	74	64
4	90	68
5	88	74
6	84	70
7	76	66
8	84	64
9	70	60
10	76	70
11	86	72
12	78	76
13	82	74
14	76	66
15	78	70
16	80	70
17	70	78
18	70	72
19	76	70
20	80	60

21	82	56
22	88	58
23	78	80
24	78	62
25	84	60
26	80	62
27	90	60
28	86	68
29	78	72
30	84	64
31	76	74
32	86	76
33	84	60
34	70	70
35	80	76
36	68	74
37	80	70
38	86	72
39	76	62
40	84	78
41	78	76
42	70	62
43	84	60
44	86	70
45	76	74
<b>Total</b>	<b>3.588</b>	<b>3.082</b>

#### 4.1.4 Data analysis and Hypothesis Verification

After the primary data were collected, the next phase was analyzing the data. In this research, the t-test formula was used.



**Table 3: Result of Primary Data Analysis**

t-Test: Two-Sample Assuming Equal Variances

	<i>I.B</i>	<i>I.A</i>
Mean	79,73333333	68,4888889
Variance	32,83636364	38,9373737
Observations	45	45
Pooled Variance	35,88686869	
Hypothesised Mean Difference	0	
Df	88	
t Stat	8,903514685	
t Critical two-tail	1,987291398	

The t-test analysis of the data showed that t-statistics value was 8,9035, and the t critic of two tail value was 1,9872. It means that t-statistic with the respondents of 90 was higher (8,903) than the t-critic with the level of significance 5% (1,987). Therefore, it was proved that the null hypothesis was rejected and the working one was accepted. It means that there was a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2001/2002 academic year.

#### 4.2 Discussion

The finding supports the theory, that pictures applied as media have great contribution to the students' interest and motivation in English learning, especially in vocabulary learning (Yunus, 1981:53-54). Relating to the idea above, Wright (1989:2) says that pictures can contribute to raise interest and motivation and a specific reference point or a stimulus.

Furthermore, the research result is in line with other researcher (Widayati, Lestariwati, Nurlaili and Kaswadi) finding that there was an influence of teaching vocabulary by using pictures on the vocabulary acquisition of the first year students of SLTP I Kalisat in the academic year 1998/1999.



## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the data analysis and discussion above, it can be concluded that there was a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2001/2002 academic year.

### 5.2 Suggestion

Based on the research results the following suggestion are given to these people.

#### 5.2.1 The English Teacher

1. The English teacher is suggested to use pictures as an alternative media since picture were proved to have a significant effect on the vocabulary achievement of the students in this research. By providing with pictures, the students might be more interested in joining the English class.
2. It is also suggested to the English teacher to develop other kinds of media in teaching vocabulary for example trough games, story telling, flash cards etc, because the media can raise the students' interest in teaching and learning process.

#### 5.2.2 For Other Researchers

The other researchers are suggested to develop other research to the other English skills and components.

#### 5.2.3 For the School Principal

It is suggested to the principal to give the instructions to the teacher to make media in taching and learning process, especially pictures.

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## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTPN 2 Jember in the 2000/2001 Academic Year	Is there any significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2000/2001 academic year?	<b>Independent variables:</b> Using Pictures  <b>Dependent variables:</b> Vocabulary Achievement	– Stick figures – Picture charts  The test Scores of Vocabulary Achievement covering the materials of: – Nouns – Verbs – Prepositions	1. <b>Respondents :</b> The First Year Students of SLTPN 2 Jember in the 2000/2001 Academic Year 2. <b>Informants :</b> – The English Teacher – The Administration staff	1. <b>Research Design:</b> Experimental with a Simple Randomized Design 2. <b>Area Determination Method :</b> Purposive 3. <b>Respondent Determination Method :</b> Cluster Sampling 4. <b>Data Collection Method :</b> Test – Observation – Interview – Documentation 5. <b>Data Analysis Method :</b>  $t = \frac{M_a - M_b}{\sqrt{\left( \frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2} \right) \left( \frac{1}{n_a} + \frac{1}{n_b} \right)}}$ Where : Ma : Mean of Experimental Group Mb : Mean of Control Group xa : Individual Score Deviation of Ma xb : Individual Score Deviation of Mb na : The Number of Subject of Group A nb : The Number of Subject of Group B	There is a significant effect of using pictures on the vocabulary achievement of the first year students of SLTPN 2 Jember in the 2000/2001 academic year

## LESSON PLAN I

Subject	: English
Level/Cawu	: I/1 SLTP
Theme	: School Life
Skill	: Reading and Listening
Language focus	: Vocabulary (Noun)
Time	: 2 x 45'

### I. General Instructional Objective

By mastering 500 new vocabularies with the grammar which are suitable with the theme and subtheme that have been chosen, the students are able to read, to listen, to speak and to write.

#### A. Reading

- To find a certain information.
- To predict the meaning of word, phrase, and sentence based on the context.

#### B. Listening

- To identify something that is mentioned by the teacher.

### II. Specific Instructional Objective

- The students are able to find the name of classroom objects and students' property based on the reading text.
- The students are able to mention some vocabulary about classroom objects, students' property, and the meaning of them.
- The students are able to write, spell and pronounce the noun correctly.
- The students are able to match the names of classroom objects and students' property with the pictures.

**III. Teaching Learning Process**

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
5'	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>Greeting.</li> <li>Giving leading questions.</li> </ol>	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>Greeting.</li> <li>Giving leading questions.</li> </ol>	5'
75'	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>Give the text and ask the students to read it.</li> <li>Ask the students to find the name of classroom objects and students' property in the text and find the meaning.</li> <li>Teacher explains the nouns about the name of classroom objects and students' property without using pictures.</li> <li>Ask the students to close the book and write the nouns that the teacher's mentioned.</li> <li>Ask the students to do the task I and discuss them without using pictures.</li> <li>Ask the students to do task II</li> </ol>	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>Give the text and ask the students to read it.</li> <li>Ask the students to find the name of classroom objects and students' property in text and find the meaning.</li> <li>Teacher explains the nouns about the name of classroom objects and students' property by using pictures.</li> <li>Ask the students to close the book and write the nouns that the teacher's mentioned.</li> <li>Ask the students to do the task I and discuss them by using pictures.</li> <li>Ask the students to do task II</li> </ol>	75'

**WORKSHEET I**  
**MY CLASSROOM**

This is my classroom. It is big and clean. The wall is white painted. There are many things in the classroom.

In front of the class, there is a blackboard, a teacher's desk, pictures of the Indonesian President and the Vice President, and the Indonesian flag. On the wall, there are many pictures of our National Heroes and a map. On the teacher's desk, there are ruler, teacher's pencil case, eraser and flower's vase.

**Observe the text above and listen to the teacher's instruction!**

I. **Read the sentences, then fill in the missing letters in the boxes!**

1. It is for making straight lines.
2. It is for the place of your note.
3. It is for writing.
4. It is for erasing your mistake
5. It is a place of your school property.

r				r
b			k	
	e			
e				r
	b			



II. Find fifteen words about classroom objects and students' property horizontally and vertically!

T	A	B	L	E	W	P	C	H	A	I	R	S	A	F	D	S	1. Table
S	E	F	F	S	A	E	C	F	R	T	Y	U	I	L	D	D	2.
B	Q	A	S	H	A	N	C	R	U	L	E	R	C	A	T	U	3.
O	M	A	P	A	E	C	R	U	N	K	U	U	K	G	E	I	4.
O	A	V	F	R	L	I	L	E	R	T	H	J	N	C	S	G	5.
K	R	G	F	P	T	L	Y	U	P	E	N	I	O	P	S	X	6.
R	T	L	J	E	K	C	L	C	F	G	F	G	H	J	K	K	7.
D	G	O	G	N	J	A	K	F	F	H	G	F	D	G	H	J	8.
D	G	B	H	E	J	S	K	L	K	L	E	R	A	S	E	R	9.
S	F	E	F	R	H	E	T	Y	U	I	P	O	P	J	Y	Y	10.
C	D	F	V	G	B	T	Y	H	G	J	C	T	Y	B	A	G	11.
B	L	A	C	K	B	O	A	R	D	C	H	E	W	W	T	Y	12.
E	T	Y	U	U	I	O	P	K	K	K	A	L	I	J	H	G	13.
A	P	E	N	C	I	L	G	H	J	K	L	H	G	F	F	K	14.
F	H	J	K	L	G	D	H	J	K	L	K	L	M	K	I	U	15.

## LESSON PLAN II

Subject	: English
Level/Cawu	: I/1 SLTP
Theme	: School Life
Skill	: Reading
Language focus	: Vocabulary (Verb)
Time	: 2 x 45'

### I. General Instructional Objective

By mastering 500 new vocabularies with the grammar which are suitable with the theme and subtheme that have been chosen, the students are able to read, to listen, to speak and to write.

#### A. Reading

- To find a certain information.
- To predict the meaning of word, phrase, and sentence based on the context.

### II. Specific Instructional Objective

- The students are able to answer the questions based on the reading text.
- The students are able to find some verbs that are used in the reading text.
- The students are able to write, spell and pronounce the verbs.
- The students are able to match sentences with words about students' activity in their spare time.
- The students are able to use verbs about the students' activity in their spare time in sentences.

### III. Teaching Learning Process

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
5'	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>Greeting.</li> <li>Giving leading questions.</li> </ol>	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>Greeting.</li> <li>Giving leading questions.</li> </ol>	5'
75'	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>Give the text and ask the students to read it.</li> <li>Ask the students to answer the questions and discuss them.</li> <li>Teacher explains about verbs about the students' activity in their spare time without using pictures.</li> <li>Ask the students to close the book and write the verbs that the teacher's mentioned.</li> <li>Ask the students to do the task II and discuss them without using pictures.</li> <li>Teacher summarizes the explanation without using pictures.</li> </ol>	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>Give the text and ask the students to read it.</li> <li>Ask the students to answer the questions and discuss them.</li> <li>Teacher explains about verbs about the students' activity in their spare time by using pictures.</li> <li>Ask the students to close the book and write the verbs that the teacher's mentioned.</li> <li>Ask the students to do the task II and discuss them by using pictures.</li> <li>Teacher summarizes the explanation by using pictures.</li> </ol>	75'
10'	<p>III. CLOSING</p> <ol style="list-style-type: none"> <li>Ask the students to do task II and discuss them.</li> <li>Parting.</li> </ol>	<p>III. CLOSING</p> <ol style="list-style-type: none"> <li>Ask the students to do task II and discuss them.</li> <li>Parting.</li> </ol>	10'

**Worksheet 2**

**In our spare time**

Today is a holiday. My friends and I always have something to do in that day. It concerns with our hobbies.

Doni always plays football in the field with his friends. Rita likes to sing a song, I think her hobby is singing. Andik loves to take his bike and go around the village, his hobby is cycling. Totok likes to catch a fish in the river, he really loves fishing. While Susan and Tanti like to swimming in the swimming pool. Some of my friends prefer to watch TV.

There are still many other activities that we can do in our spare time such as; cooking, dancing, joining music course, computer course, etc.

**Observe the text above and listen to the teacher's instruction!**

**I. Answer the following questions by choosing the answer in the box!**

1. Rina .....Tari Kecak from Bali.
2. Roni .....football in the field last Sunday.
3. I .....to the zoo every holiday.
4. My brother .....a song in his room.
5. Santoso .....the mountain in his last holiday.

Dances	Plays	Go	Sings	Climbs
Danced	Played	Goes	Sang	Climbed

II. Find ten verbs from the box bellow!

W	A	L	K	D	T	Y	M	A	N	1. walk
F	O	O	T	E	C	G	A	J	K	2.
E	A	R	E	Y	O	S	K	R	K	3.
S	W	I	M	S	O	T	E	U	R	4.
S	E	T	Y	U	K	S	D	N	E	5.
T	E	L	E	V	I	S	I	O	A	6.
Y	P	L	A	Y	G	U	S	D	D	7.
S	F	G	H	J	Y	U	L	F	T	8.
G	H	J	K	L	H	K	E	S	D	9.
W	A	T	C	H	D	R	E	T	Y	10.
W	E	R	T	Y	U	G	P	B	N	
S	D	W	R	I	T	E	S	J	L	

**LESSON PLAN III**

Subject	: English
Level/Cawu	: I/1 SLTP
Theme	: School Life
Skill	: Reading and Listening
Language focus	: Vocabulary (Preposition)
Time	: 2 x 45'

**I. General Instructional Objective**

By mastering 500 new vocabularies with the grammar which are suitable with the theme and sub theme that have been chosen, the students are able to read, to listen, to speak and to write.

**A. Reading**

- To find a certain information.
- To predict the meaning of word.

**B. Listening**

- To do some instructions that are given by the teacher.
- To get a certain information from a text.

**II. Specific Instructional Objective**

- The students are able to find some prepositions and their meaning from the text.
- The students are able to memorize the meaning of prepositions that are given.
- The students are able to spell and pronounce the prepositions correctly.
- The students are able to use the prepositions in the sentences.

### III. Teaching Learning Process

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
3'	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>1. Greeting.</li> <li>2. Giving motivation.</li> </ol>	<p>I. INTRODUCTION</p> <ol style="list-style-type: none"> <li>1. Greeting.</li> <li>2. Giving motivation.</li> </ol>	3'
72'	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>1. Give the text and ask the students to read it.</li> <li>2. Ask the students to find the prepositions in text and find the meaning.</li> <li>3. Teacher explains about preposition without using pictures.</li> <li>4. Ask the students to close the book and write the preposition that the teacher's mentioned.</li> <li>5. Ask the students to do the task I and discuss them.</li> <li>6. Ask the students to do task II and discuss them.</li> </ol>	<p>II. MAIN ACTIVITY</p> <ol style="list-style-type: none"> <li>1. Give the text and ask the students to read it.</li> <li>2. Ask the students to find the prepositions in text and find the meaning.</li> <li>3. Teacher explains about preposition by using pictures.</li> <li>4. Ask the students to close the book and write the preposition that the teacher's mentioned.</li> <li>5. Ask the students to do the task I and discuss them.</li> <li>6. Ask the students to do task II and discuss them.</li> </ol>	72'

15'	<b>III. CLOSING</b> 1. The teacher asks the students to describe their classroom about the position of things in the classroom and the students write them. 2. Parting.	<b>III. CLOSING</b> 1. The teacher shows a picture and asks the students to write sentences about the pictures about the position of things in the picture and the students write them. 2. Parting.	15'
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**IV. Sources**

Media: textbook and Pictures.

**V. Evaluation:** Written test



### WORKSHEET III

#### My Room

This is my room. It is not so big but clean and beautiful. There is a bed in my room. On that bed there are two pillows.

Beside the bed, there is a cupboard. There are my clothes inside it. Beside the cupboard, there is a desk and a chair. On the desk there are lamp, pens, books and a fan. My cat always sleeps under the chair in my room. On the wall, there are many pictures of my favorite football players and a clock.

I always clean my room every day. It will make me healthy.

Observe the text above and listen to the teacher's instruction!

**I. Fill in the blanks with a suitable preposition!**

1. We put our cloth .....the cupboard.
2. We always sleep .....the bed.
3. My teacher stands .....the class, so that the students can see him.
4. In the school, I sit .....Amir. We sit in front of our teacher's desk.
5. The students carry their bag .....their back.

**II. Describe about your room and where do you place your property!**

For example:

1. My bed is *beside* my cupboard.
2. My clothes are *inside* my cupboard.
3. My pillows are *on* the bed.
4. My pens are *on* the desk.
5. My cat always sleeps *under* the chair in my room.



9. I want to go to Surabaya by train. I must go to the ....  
 a. bus station  
 b. harbor  
 c. railway station  
 d. airport
10. Ati went to harbor. She wanted to go somewhere by....  
 a. plane  
 b. bus  
 c. ship  
 d. train
11. If you want to taste a food, use your.....  
 a. hand  
 b. tongue  
 c. mouth  
 d. skin
12. If you want to hear something, use your....  
 a. eye  
 b. nose  
 c. ear  
 d. head
13. Yesterday was Monday, tomorrow will be....  
 a. Wednesday  
 b. Thursday  
 c. Tuesday  
 d. Friday
14. Last month was May, next month will be...  
 a. June  
 b. August  
 c. April  
 d. July
15. What season is between April to October in Indonesia?  
 a. dry season  
 b. rainy season  
 c. summer  
 d. spring
16. Ali works in the market. He sells meat. He is a...  
 a. postman  
 b. butcher  
 c. philately  
 d. barber
17. Mr. Andy's cat is sick. He must bring it to...  
 a. doctor  
 b. veterinarian  
 c. dermatologist  
 d. surgeon
18. If you want to buy a medicine, you must go to....  
 a. market  
 b. super market  
 c. stationary  
 d. drug store
19. Jawa Post is the name of....  
 a. magazine  
 b. newspaper  
 c. story book  
 d. tabloid

20. ....is the place for saving your money  
a. bank  
b. market  
c. store  
d. hospital
21. Mita is.....in the kitchen.  
a. cooks  
b. cooking  
c. cook  
d. cooked
22. The teacher .....English.  
a. teaches  
b. teaching  
c. teach  
d. teaches
23. My brother.....his teeth before he go to bed.  
a. brushes  
b. brush  
c. brushing  
d. brushed
24. Sita is.....to school at 06.30 AM.  
a. goes  
b. go  
c. going  
d. went
25. Memet is.....in his room.  
a. study  
b. studies  
c. slept  
d. studying
26. Rita and Dony always .....at 04.30 AM.  
a. gets up  
b. getting up  
c. got up  
d. get up
27. The children.....football in the field.  
a. play  
b. playing  
c. played  
d. plays
28. We can....books from library.  
a. borrow  
b. borrowed  
c. borrowing  
d. borrow
29. Sisca is....on the stage.  
a. dancing  
b. dance  
c. danced  
d. dances
30. The barber.....my hair well.  
a. cutting  
b. cuts  
c. cut  
d. cut

31. My father.....in the post office.  
 a. works  
 b. worked  
 c. working  
 d. work
32. Bring your umbrella, it is .....now.  
 a. rains  
 b. rain  
 c. rained  
 d. raining
33. The doctor ....the patient last Friday.  
 a. examine  
 b. examining  
 c. examined  
 d. examines
34. I ....a toy yesterday.  
 a. bought  
 b. buy  
 c. buys  
 d. buying
35. Rita .....to Surabaya last month.  
 a. went  
 b. go  
 c. goes  
 d. going
36. We put our school things ...our bag.  
 a. on  
 b. in  
 c. under  
 d. above
37. Ahmad wants to go to Singapore by airplane, he must go to....  
 a. harbor  
 b. bus station  
 c. railway station  
 d. airport
38. Bety likes to collect stamps. Her hobby is...  
 a. sport  
 b. philately  
 c. correspondence  
 d. gardening
39. Mother needs carrots, spinach, cabbage and potatoes. She must go to ...  
 a. greengrocer  
 b. drugstore  
 c. butcher  
 d. hospital
40. It is an animal. It looks like a horse but smaller. It is ....  
 a. giraffe  
 b. donkey  
 c. elephant  
 d. cow

41. I want to go to school by city bus, I must wait it on....  
a. the market  
b. the railway station  
c. the store  
d. the bus stop
42. Teacher's job is....the students in the school.  
a. teaching  
b. collecting  
c. cooking  
d. driving
43. Anton sells flowers. He is a...  
a. dentist  
b. oculist  
c. teacher  
d. florist
44. Toba is the name of....  
a. river  
b. mountain  
c. beach  
d. lake
45. Niagara and Grojogan Sewu are the names of...  
a. waterfall  
b. river  
c. lake  
d. mountain
46. Watu Ulo, Pasir Putih and Kenjeran are the names of....  
a. lake  
b. river  
c. lake  
d. beach
47. Samsul Hadi Siswoyo is our...  
a. regent  
b. governor  
c. village chief  
d. mayor of the municipality
48. Elizabeth is the....of England  
a. King  
b. Queen  
c. Ambassador  
d. President
49. Sri Sultan Hamengkubuwono X is the Jogja's...  
a. King  
b. Queen  
c. Regent  
d. Ambassador
50. If you want to send the letters, you must go to the...  
a. hospital  
b. market  
c. zoo  
d. post office

**POST TEST**

Subject : English  
Level / Cawu : I / 1 SLTP  
Year : 2001/2002  
Language Focus : Vocabulary  
Time : 90'

**NOUN****I. FILL IN THE BLANKS BASED ON THE PICTURES!**

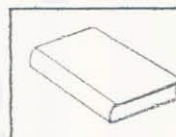
1. Rita draw an apple with a ...



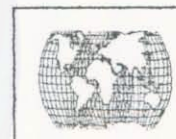
2. I read a .....



3. .... is a book that contains of vocabulary and the meaning



4. The ..... is on the wall



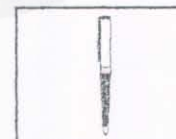
5. The teacher writes on the .....



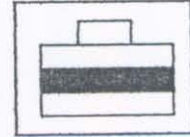
6. A ..... is for making straight lines



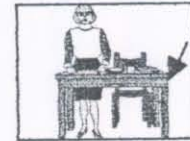
7. My father writes a letter with a.....



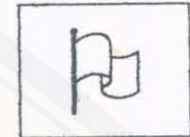
8. We put our school equipment in our.....



9. This is the teacher's.....



10. The .....is in front of the class.



## II. CIRCLE THE CORRECT ANSWER!

11. This thing is used for making the pencil sharp. It is a....

- a. book
- b. sharpener
- c. pen
- d. bag

12. The students sit on the...

- a. chair
- b. book
- c. pen
- d. bag

13. These things are school's objects, except...

- a. chalk, eraser, book, and flag;
- b. blackboard, map, table, and desk;
- c. pictures of our national heroes, desk, blackboard, and eraser;
- d. broom, mop, duster, and sharpener.

14. Tina puts her pencils and pens in the...

- a. book
- b. ruler
- c. pencil case
- d. duster

15. The teacher writes on the blackboard with the...

- a. pen
- b. boardmarker
- c. chalk
- d. pencil

16. These things are the students' property, except...

- a. book, eraser, pencil and pen
- b. knife, book, broom and pen
- c. pen, pencil, uniform and ruler
- d. eraser, ruler, pencil and uniform

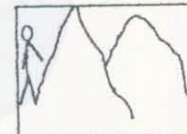
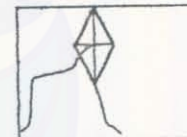
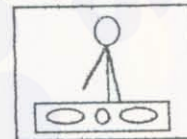


17. The students wear a.....to school  
 a. uniform  
 b. book  
 c. chair  
 d. desk
18. You put your school equipments in the....  
 a. bag  
 b. pen  
 c. plastic bag  
 d. eraser
19. Dito cleans the blackboard with an....  
 a. eraser  
 b. mop  
 c. broom  
 d. ruler
20. You make a note on the.....  
 a. eraser  
 b. dictionary  
 c. note book  
 d. pen

### VERB

#### I. FILL IN THE BLANKS WITH THE WORD BASED ON THE PICTURE!

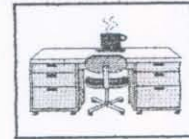
1. Tina is... in the kitchen.
2. Santo ... a kite in the field now.
3. Shinta ..... a mountain yesterday.
4. Ratno is.....in the river.
5. Father .....a letter to his friends every month.



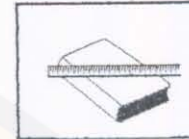
## PREPOSITION

## II. FILL IN THE BLANKS WITH THE WORD BASED ON THE PICTURE!

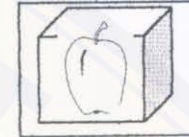
1. The coffee is ...the table.



2. The book is...the ruler.



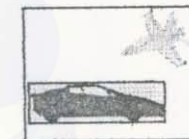
3. The apple is.... the box.



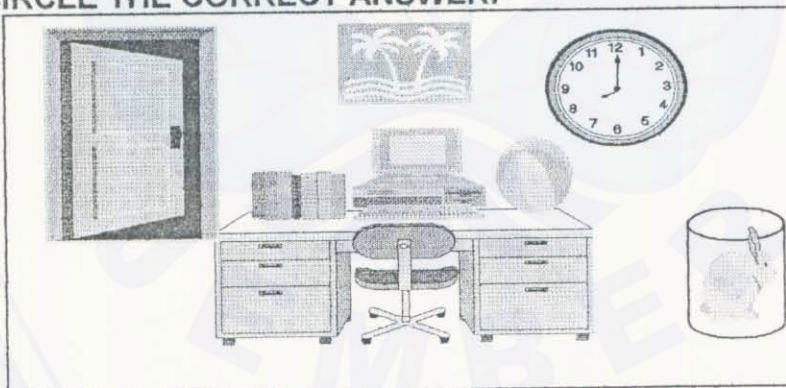
4. The ball is ....the door.



5. The plane is.....the car.



## II. CIRCLE THE CORRECT ANSWER!



6. The computer is .....the desk.

- a. on
- c. under

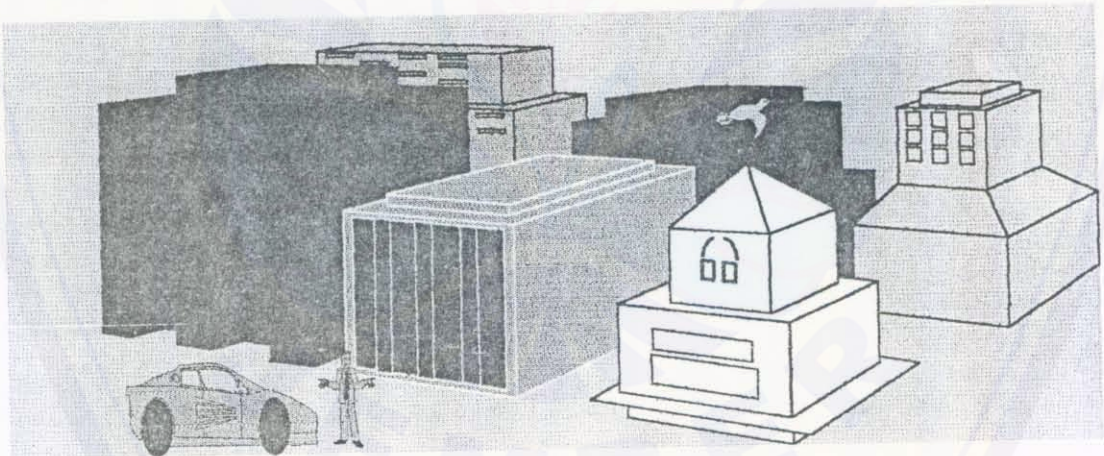
- b. in
- d. above

## II. CIRCLE THE CORRECT ANSWER!

6. The children ... football in the field.  
a. dance  
b. sings  
c. played  
d. plays
7. Sinta ... a song.  
a. sing  
b. sings  
c. sang  
d. sung
8. Father ..... fried rice last Sunday.  
a. cooks  
b. cook  
c. kick  
d. cooked
9. Anto is..... in the swimming pool.  
a. play  
b. swims  
c. swimming  
d. swim
10. My brother ..... in his bed room.  
a. slept  
b. sleeps  
c. sleeping  
d. sleep
11. Tanti and Rina .....Kecak on the stage.  
a. play  
b. cook  
c. dance  
d. sing
12. I .....to the zoo with my family last Sunday.  
a. go  
b. gone  
c. goes  
d. went
13. Shinta ..... TV every Sunday.  
a. watching  
b. watched  
c. watches  
d. watch
14. Tono .....a short story every time he has a spare time.  
a. wrote  
b. writes  
c. write  
d. writing
15. Sinta is ..... a story book in her room now.  
a. reads  
b. read  
c. write  
d. reading

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7. The books are .....the computer.  
a. under  
b. above  
c. beside  
d. on
8. The picture is.....the computer.  
a. under  
b. above  
c. in  
d. on
9. The Computer is.....the ball and the books.  
a. under  
b. above  
c. on  
d. between
10. The chair is .....the desk.  
a. under  
b. above  
c. among  
d. on
11. The rabbit is .....the basket.  
a. under  
b. above  
c. inside  
d. on
12. The door is .....the desk.  
a. in front of  
b. under  
c. on  
d. in



13. The bird is .....the buildings.  
a. in  
b. beside  
c. between  
d. above
14. The man is standing .....the car.  
a. beside  
b. in front of  
c. under  
d. behind

15. The building is .....the man.

a. in front of

c. under

b. behind

d. on



## THE ANSWER KEY OF HOMOGENEITY TEST

No	Answer	No	Answer
1.	A	26.	C
2.	B	27.	A
3.	C	28.	A
4.	D	29.	A
5.	B	30.	C
6.	D	31.	A
7.	A	32.	D
8.	C	33.	D
9.	C	34.	A
10.	C	35.	A
11.	B	36.	B
12.	C	37.	D
13.	C	38.	B
14.	D	39.	A
15.	A	40.	B
16.	B	41.	D
17.	B	42.	A
18.	D	43.	D
19.	B	44.	D
20.	A	45.	A
21.	B	46.	D
22.	A	47.	A
23.	A	48.	B
24.	C	49.	A
25.	d	50.	D

## THE ANSWER KEY OF THE POST TEST

No	Answer	No	Answer
<b>I</b>	<b>NOUN</b>		
1.	Pencil	6.	C
2.	Book	7.	B
3.	Dictionary	8.	D
4.	Map	9.	C
5.	Blackboard	10.	B
6.	Ruler	11.	C
7.	Pen	12.	D
8.	Bag	13.	C
9.	Desk	14.	B
10.	Flag	15.	D
<b>II</b>		<b>I</b>	<b>PREPOSITION</b>
11.	B	1.	On
12.	A	2.	Under
13.	D	3.	In
14.	C	4.	Beside
15.	C	5.	Above
16.	B	<b>II</b>	
17.	A	6.	A
18.	A	7.	C
19.	A	8.	B
20.	A	9.	D
<b>I</b>	<b>VERB</b>	10.	A
1.	Cooks	11.	C
2.	Plays	12.	A
3.	Climbed	13.	D
4.	Fishing	14.	B
5.	Writes	15.	B

## THE NAMES OF THE RESPONDENTS

The Names of the Control Class

The Names of the Experiment Class

NO	NAME	SEX	NO	NAME	SEX
1	Ahda Rizqy Maulana	M	1	Aang Hadi Walluyo	M
2	Aisyah Hadi Ramadani	F	2	Adam Huri Muhamad	M
3	Akhrijon Zaynur Arif. S	M	3	Andik Hikmawan	M
4	Andy Fauzi Saleh	M	4	Anindita Paravidya Kirana	F
5	Andriya Syahriyatul. M	F	5	Ariesandy Hadyanto	M
6	Arfiani Meikalynnda	F	6	Bodhi Agustono	M
7	Ayouvi Poerna.W	F	7	Cynthia Meisa Nur. H	F
8	Aya Vighinsha	F	8	Dhaniar Dwi Permatasari	F
9	Chusia Rosdiana Dewi	F	9	Deka Bagus Binarsa	M
10	Dessy Amalia Rahayu	F	10	Dimas Ayu Pratiwi	F
11	Dhedy Efendi	M	11	Dinar Citra Hutami	F
12	Diajeng Putri Kinanti	F	12	Dini Pangestuti	F
13	Dini Usa Septiarini	F	13	Dimitra Levina Hartono	F
14	Dotti Inggrianita	F	14	Eko Puji Santoso	M
15	Emyl Yuwanita Sari	F	15	Endiki Surya Yuda. P	M
16	Fadhila Imaniar	F	16	Fahmi Fadhilah Aji	M
17	Fath Fariza Demas	F	17	Farianto Basit Primenta	M
18	Ferdy Kanz Zamani	M	18	Fatimah Vety	F
19	Fitrah Meilia Purnama	F	19	Gama Wisnu Fajarianto	M
20	Hafan Zulus Budianto	M	20	Gita Yurdiasari	F
21	Indah Ibanah	F	21	Hardaning Tyas Widito	M
22	Indra Gunawan	M	22	Imaniar Ulfa	F
23	Indra Setia Budi	M	23	Indah Lestari	F
24	Johan Mirza Nugraha	M	24	Isya' Sya'bada	F
25	Mochammad Tegar. T	M	25	Kirta Winara Kasih	F
26	Muhammad Heru. H	M	26	Moechamad Ramadhan	M
27	Muhammad Saif Riza. A	M	27	Made Indra Ayu Astarini	F
28	Nadira Auliaranty	F	28	Moch. Fahrur Romi	M
29	Naufal Firdaus. N	M	29	Nia Ashton Destrity	F
30	Nurlaili Izzaty	F	30	Nia Zerlinda Livia	F
31	Palupi	F	31	Novi Widiastuti	F
32	Perdani Novia Antorio	F	32	Perdani Novia Antorio	F
33	Puji Lestari	F	33	R. Ricky Kuncahyo	M



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34	Rendyka Dwi Irawan	M	34	Rahitya Akbar Aman	M
35	Rido Purwanto	M	35	Ratna Dwi Wulandari	F
36	Rifky Muhammad Ridho	M	36	Rininta Aulia Draffiani	F
37	Rizka Fajri	M	37	Rizti Khairinnisa	F
38	Ringenggo Haruming. P	F	38	Rizal Wijna Pamungkas	M
39	Septa Eka Nugroho	M	39	Sherli Hardhyarti Purwa	F
40	Sinta Hartini Dewi	F	40	Singgih Nova Wijayanto	F
41	Taufik Akbar Wahyu. P	M	41	Tri Mardiana Septiarini	F
42	Triokta Danys Setyawan	M	42	Wahyu Gasti Timor. R	M
43	Wawan Pungkasawan	M	43	Winda Fajaristi K. P	M
44	Wima Yuananta	M	44	Windhi Bayu Permana	M
45	Yantin Wijayanti Putri	F	45	Wirawan Hidayat	M



## THE RESULT OF THE HOMOGENEITY TEST

NO	SCORE			
	IA	IB	IC	ID
1	80,00	74,00	78,00	82,00
2	76,00	80,00	90,00	64,00
3	72,00	70,00	60,00	80,00
4	70,00	86,00	86,00	66,00
5	84,00	60,00	56,00	88,00
6	68,00	66,00	78,00	76,00
7	74,00	80,00	64,00	82,00
8	66,00	84,00	58,00	84,00
9	80,00	60,00	86,00	74,00
10	76,00	66,00	78,00	76,00
11	78,00	78,00	72,00	84,00
12	70,00	68,00	68,00	52,00
13	80,00	60,00	78,00	66,00
14	88,00	70,00	66,00	76,00
15	70,00	68,00	80,00	72,00
16	76,00	60,00	68,00	74,00
17	78,00	70,00	72,00	82,00
18	66,00	64,00	70,00	78,00
19	70,00	80,00	64,00	74,00
20	70,00	84,00	84,00	84,00
21	82,00	82,00	68,00	82,00
22	72,00	78,00	84,00	76,00
23	80,00	76,00	76,00	66,00
24	62,00	62,00	76,00	78,00
25	60,00	84,00	64,00	74,00
26	78,00	80,00	68,00	64,00
27	70,00	82,00	76,00	60,00
28	82,00	86,00	88,00	70,00
29	72,00	76,00	80,00	60,00
30	64,00	84,00	68,00	70,00
31	80,00	72,00	70,00	68,00
32	76,00	76,00	64,00	68,00

33	60,00	74,00	60,00	88,00
34	70,00	70,00	52,00	56,00
35	78,00	70,00	66,00	88,00
36	84,00	74,00	82,00	62,00
37	74,00	78,00	80,00	70,00
38	72,00	70,00	76,00	68,00
39	68,00	68,00	78,00	70,00
40	80,00	74,00	76,00	72,00
41	76,00	74,00	80,00	76,00
42	80,00	76,00	80,00	78,00
43	60,00	82,00	72,00	84,00
44	70,00	66,00	88,00	78,00
45	74,00	72,00	86,00	76,00
<b>M</b>	<b>73,69</b>	<b>73,64</b>	<b>73,64</b>	<b>73,69</b>
<b>Σ</b>	<b>3316,00</b>	<b>3314,00</b>	<b>3314,00</b>	<b>3316,00</b>

ANOVA: Single Factor

SUMMARY					
Groups		Count	Sum	Average	Variance
I.A		45	3316	73,688888	46,17373
I.B		45	3314	73,644444	57,14343
I.C		45	3314	73,644444	86,96161
I.D		45	3316	73,688888	74,53737

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0,088889	3	0,02963	0,000448	0,99999	2,65594
Within Groups	11651,91	176	66,20404			
Total	11652	179				

### The Guideline of Instruments

#### A. Interview Guide

No	Asking questions about	Data Resources
1	The method that is used in teaching vocabulary	English teacher
2	The books that are used in teaching vocabulary	English teacher
3	The media that is used in teaching vocabulary	English teacher
4	Whether or not he/she used pictures in teaching vocabulary	English teacher

#### B. Documentation Guide

No	Asking Questions About	Data Resources
1	The total number of the first year students of SLTPN 2 Jember	Document
2	The names of the respondents	Document



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SLTPN 2 JEMBER  
PB. SUDIRMAN 26 TELPON (0331) 484878 JEMBER 68118

SURAT-KETERANGAN

Nomor: 182 / 104.32 / SLTP.02 / PL / 2001

Yang bertanda tangan dibawah ini, kami selaku Kepala Sekolah Lanjutan Tingkat Pertama Negeri 2 Jember, menerangkan bahwa:

Nama : SUSETYO EKO BUDIANTO  
NIM : B1G195298  
Fakultas : KIP-Universitas Jember  
Jurusan/Program : PBA/ Pend. Bahasa Inggris

telah mengadakan peneitian tentang kegiatan belajar mengajar Bahasa Inggris di sekolah kami pada tanggal 31 Juli 2001 s/d 21 Agustus 2001 dengan judul "*The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTP 2 Jember in the 2001/2002 Academic year*"

Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.

Jember, 22 Agustus 2001  
Kepala Sekolah,  
  
Slamet, S. Pd  
NIP. 130 260 108



The Total Number of the Students of SLTPN 2 Jember

NO	CLASS	NUMBER OF CLASS	NUMBER OF STUDENTS		TOTAL
			MALE	FEMALE	
1.	I	4	91	89	180
2.	II	4	72	110	182
3.	III	4	70	118	188
<b>Total</b>		<b>12</b>	<b>233</b>	<b>317</b>	<b>550</b>

Table 2: Research Schedule and Activities

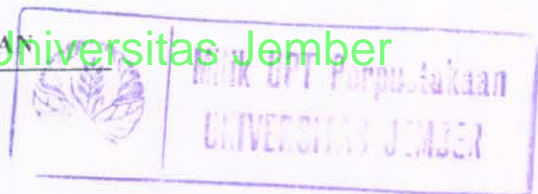
No	Day/Date	Time	Research Activities
1.	Tuesday July 31 <sup>st</sup> , 2001	(08.30 – 09.30)	Asking permission to conduct a research and interview
2.	Wednesday August 1 <sup>st</sup> , 2001	(07.00 – 10.00)	Homogeneity test
3.	Monday August 6 <sup>th</sup> , 2001	(06.30 – 08.00)	Teaching I (Noun) Class IA
4.	Wednesday August 8 <sup>th</sup> , 2001	(07.15 – 08.45)	Teaching I (Noun) Class IB
5.	Thursday August 9 <sup>th</sup> , 2001	(06.30 – 08.00)	Teaching II (Verb) Class IA
6.	Thursday August 9 <sup>th</sup> , 2001	(11.00 - 12.30)	Teaching II (Verb) Class IB
7.	Monday August 13 <sup>th</sup> , 2001	(06.30 – 08.00)	Teaching III (Preposition) Class IA
8.	Wednesday August 15 <sup>th</sup> , 2001	(07.15 – 08.45)	Teaching III (Preposition) Class IB
9.	Thursday August 16 <sup>th</sup> , 2001	(06.30 – 12.30)	Post Test Class IA
10.	Thursday August 16 <sup>th</sup> , 2001	(11.00 - 12.30)	Teaching II (Verb) Class IB
11.	Thursday August 23, 2001	(08.30 – 10.00)	Ask more documents and the letter (notice letter) from the school that the research has been done.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

**Nama** : SUSETYO EKO BUDIANTO  
**Nim/Jurusan/Angkatan** : BIG195298/PBS/1995  
**Judul Skripsi** : The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTPN 2 Jember in the 2001/2002 Academic Year.  
**Pembimbing I** : Drs. Paulus Walujo  
**Pembimbing II** : Dra. Hj. Zakiyah Tasnim, MA  
**KEGIATAN KONSULTASI** :

No.	Hari Tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 9 Oktober 2000	Judul	↓
2.	Rabu, 18 Oktober 2000	Revisi Judul	↓
3.	Rabu, 11 Juli 2001	Bab I, II, III	↓
4.	Senin, 16 Juli 2001	Revisi Bab I, II, III	↓
5.	Rabu, 25 Juli 2001	Persiapan Seminar	↓
6.	Jum'at, 7 September '01	Bab IV dan V	↓
7.	Rabu, 12 September 2001	Revisi Bab IV & V	↓
8.	Kamis, 20 September 2001	Persiapan ujian.	↓
9.			
10.			
11.			
12.			
13.			
14.			
15.			





LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

**Nama** : SUSETYO EKO BUDIANTO  
**Nim/Jurusan/Angkatan** : B1G195298/PBS/1995  
**Judul Skripsi** : The Effect of Using Pictures on the Vocabulary Achievement of the First Year Students of SLTPN 2 Jember in the 2001/2002 Academic Year.  
**Pembimbing I** : Drs. Paulus Walujo  
**Pembimbing II** : Dra. Hj. Zakiyah Tasnim, MA  
**KEGIATAN KONSULTASI** :

No.	Hari Tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Jum'at, 29 September 2000	Matrix	
2.	Kamis, 23 November 2000	Bab I, II, III	
3.	Rabu, 4 April 2001	Revisi Bab I & II	
4.	Kamis, 19 April 2001	Revisi Bab III	
5.	Rabu, 18 Juli 2001	Persiapan Seminar	
6.	Senin, 27 Agustus 2001	Bab IV, V	
7.	Selasa, 4 September	Revisi Bab IV, V	
8.	Jum'at, 21 September	Bab IV, V dan Lampiran.	
9.			
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