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In the name of Allah, the Beneficent, the Merciful.

All praises be to Allah the lord of the worlds, who has bestowed upon the writer in completing this “skripsi”. Peace and blessing upon our final prophet in the world Muhammad SAW, the perfect man and the best leader in the world, his family, relatives, and all followers.

Alhamdulillah, the writer has finished this skripsi. Absolutely it is not only an effort by himself alone, there are many “hands” have helped him. In this occasion, he presents great honor to his beloved parents Wiro Suyatno and Sukinah, his brothers and sisters, Eris Risenti who always give their support, love, motivation and moral encouragement to finish his study.

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4. Drs.H.A.M.Zaenuri, M.Pd. as his advisor (who has given his time, support, guidance, kindness, contributions, and patience in correcting and helping him in finishing this “skripsi”)
5. Prof. Dr. Dede Rosyada, M.A., as the dean of Faculty of Tarbiyah and Teachers Training.
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7. The headmaster of SMP Yayasan Miftahul Jannah Drs. Sutrisno.S.Pd.
8. All his beloved friends in English Department year 2004.
Finally, the writer expects this “skripsi” will give valuable information for the development of scientific education and become the inspiration for people who read it.

Jakarta, June 2010

The writer
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CHAPTER I
INTRODUCTION

A. Background of Research

Language is very important for all human beings in the world because it is a means of (International) communication; People use it to express their ideas, feelings and emotions. It is also said, “Language is the system of sounds and words used by human to express their thoughts and feelings”\(^1\)

English is an international language communication is clearly needed by many learners to deliver thoughts and interact in a variety of situation such as foreign travel, business or other professions. Related to that case, Julian Edge in her book states, “English as the international language of the present historical period. As a consequence, English serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism or any other venture which interests them.”\(^2\) Therefore, English regarded and learned by every person in the world especially in Indonesia. And English taught from primary school to University.

If someone has ability in mastering English, he/she may express any knowledge by improving their English vocabulary. DEPDIKBUD RI stated that"Di Indonesia, bahasa Inggris adalah bahasa asing yang sangat penting untuk menyerap dan mengembangkan keilmuan, teknologi dan seni atau budaya, juga untuk membangun hubungan dengan negara-negara lain”\(^3\) (In Indonesia, English is the first foreign language which is important to absorb and to develop science, technology and arts/culture, and also to build the relationship with other countries).


\(^3\) Departement Pendidikan dan Kebudayaan (DEPDIKBUD)RI, *GBPP Bahasa Inggris SMP*, (Jakarta: DEKDIKBUD, 1994), P.1
English is the most significant subject that people learn in the world presently. English language becomes the most effective tool to communicate and interact among nations. To get communication with other people in English fluently people need to learn. Learning is the situation where people not only consume a subject but also do recreation.

English has played an important role in some parts of people's life; it is used either verbally or literally. Many people need English to support their goals in life, especially in education. For schools in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading, and writing which become prominent in teaching and learning English. Besides the four language skills, there are also three language components to be recognized by the students, such as sound, vocabulary and grammar, all aspects are very important and need to be mastered by the students to accomplish the basic language communication.

The students are hoped to practice all those skills which cannot be separated from each other. The students may be able to use English in communication better if they master all those language components. In Scott Thornbury quoting the linguist David Wilkins who summed up the importance of vocabulary learning, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Vocabulary is one of the important aspects in teaching and learning a language, besides grammar and sound, as stated by Edward in his book “Vocabulary is one important factors in all language teaching, students must continually be learning words as they learn structure and as they practice the sound system.”

In order to communicate well in a foreign language, the students are supposed to acquire a sufficient number of words and know how to use them.

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accurately. It is difficult for them to learn English or to communicate actively without sufficient vocabulary, by having sufficient vocabulary, the students will be more confident to use their language in real communication.

“A good vocabulary goes hand in hand with an ability to think logically and to learn easily and quickly. Language helps you to understand yourself and the world around you. A good vocabulary and an ability to use words correctly and effectively can be a passport to worlds of interesting and exciting information.”

Large vocabulary helps to express an idea precisely in communication. It is often believed that a large number of words to master English language are needed. Sometimes, some difficulties are in understanding the meaning of words, in differentiating the word forms, and in applying the words in a sentence. Some words are sometimes difficult to know its forms grammatically, such as, noun, verb, adjective, or adverb.

The students sometimes have some difficulties in memorizing new words, in this case verb. Verb is one of the necessary parts in a sentence pattern. Every sentence has a Subject (S) and a Predicate (P) and every predicate has a verb. Because the verb tells what is said about the subject of a sentence, it is probably the most important word in a sentence.

There are many ways in teaching English method that gives solutions for teachers’ problem. Exactly, they usually use the easiest and simplest method to overcome their problem in teaching learning process. They can combine our social interaction with physical action; visiting museum, playing tennis or having a tour. The teachers encourage their students to do anything with them and they have got a task which is natural to talk about in the classroom. The teacher usually gives simple words and the visual aid like pictures, cards and other visual aids to give an alternative technique of teaching and learning process.

One of the techniques in teaching English is by using visual aids which the writer chooses in this case the use of pictures, for they are more effective and

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helpful tools to motivate students in language learning and to clarify the meaning of a word that cannot be brought into the classroom. As Robert J. Nielsen stated that” pictures not only worth a thousand words, it can also be used in a wide variety of teaching activities."⁷ Picture can also help the teacher to make the class more active and lively, so the students have a lot of fun in the lesson. It is hoped that this way can help the teacher make their students interested in learning vocabulary.

Nana Sujana says” gambar fotografi itu pada dasarnya mendorong para siswa dapat membangkitkan minatnya pada pelajaran, membantu mereka dalam mengembangkan kemampuan berbahasa, kegiatan seni, dan pernyataan kreatif dalam bercerita, dramatisasi, bacaan, penulisan, melukis dan menggambar serta membantu mereka menaksirkan dan mengingat-ingat isi materi bacaan dari buku teks.”⁸

It shows that pictures have an important role in learning process. They can improve that the motivation and teaching learning process will not be successful without motivation. It suggests that using the pictures be more effective to motivate the students in learning vocabulary. Because using pictures as media can help the teachers and students to teach and learn vocabulary, and other components of language. In fact, pictures can help students to illustrate the real object, especially when the students taught using English as medium of instruction and communication. Alwasilah stated that” Guru disarankan untuk menggunakan media visual, gambar-gambar, dan objek yang nyata agar kelas semakin hidup”⁹ (the teacher is suggested to use visual media, pictures, and real objects in order to be alive in the class)

Based on the statements above, the writer is interested in teaching vocabulary on action verb through pictures, by the title” The Effectiveness of Teaching Vocabulary on Action Verb through Pictures” at SMP YMJ Ciput.

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⁸ Nana Sujana, Media Pengajaran (Bandung: Sinar Baru Algesindo, 2002), p.70
⁹ Chaedar Alwasilah, Politik Bahasa dan Pendidikan (Bandung: PT. Remaja rosda Karya, 2000), p.91
B. Limitation and Formulation of the Problem

To clarify the problem, it is necessary to make the limitation of the problem. In this skripsi, the writer limits the subject matter. He only focuses on teaching vocabulary on action verb through pictures. Problem of the study is formulated as follows;

a. How far the picture influences in learning vocabulary on action verb?

b. Is it effective for the students to learn vocabulary on action verb through pictures?

C. Purpose of Research

This “skripsi” discusses vocabulary on action verb and the problem of mastering it. In this “skripsi” the writer tries to give solution of this problem by using pictures. The purpose of this study is that he would like to know, whether using pictures is an effective tool for teachers in teaching vocabulary on action verb through pictures. It is hoped that the research can benefit for English teachers to;

a. Find out whether teaching vocabulary on action verb through pictures is effective or not in experiment class

b. Know the difference between the results in using pictures and without pictures in teaching vocabulary on action verb in experiment class and controlled class
D. Organization of the Paper

This paper is divided into five chapters, such as:

Chapter I: contains introduction, the background of study, limitation and formulation of problem, purpose of study, organization of paper.

Chapter II: contains theoretical framework, vocabulary, the definition of vocabulary, kinds of vocabulary, and vocabulary learning process; verb action: definition of action verb, types of action verb (auxiliary verbs, linking verbs, main verbs); picture: definition of pictures, type of pictures, and advantages and disadvantage of using pictures; hypothesis.

Chapter III: contains methodology of research, place and time of research, instrument of research, teaching procedure, technique of data analysis.

Chapter IV: contains data description, interpretation of data, and test of hypothesis.

Chapter V: contains conclusion and suggestion.
AKNOWLEDGEMENT

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Jakarta, June 2010

The writer
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    2. Shouldn’t go
    3. Shouldn’t get
    4. Should change
    5. Shouldn’t play

B.  1. Reading = Membaca
    2. Eating = Makan
    3. Dancing = Menari
    4. Running = Berlari
    5. Driving = Mengemudi

C.  1. Gets up
    2. Is studying
    3. Is reading
    4. Play
    5. Is taking
    6. Are doing
    7. Go
    8. Comes
    9. Works
   10. Are listening
ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (scientific paper) entitled “The Effectiveness of Teaching Vocabulary on Action Verb Through Pictures” (A Case Study at the First Year Students of SMP Yayasan Miftahul Jannah Ciputat” written by Sumarno, student’s registration number: 204014003191, was examined at examination session of the Faculty of Tarbiyah and Teachers Training of Syarif Hidayatullah State Islamic University Jakarta on June 25th, 2010. This skripsi has fulfilled the requirement for the Degree of S.Pd. (Bachelor of Arts) in English Language Education.

Jakarta, June 25th, 2010

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CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition of Vocabulary

When people consider what vocabulary means, the first idea that probably occurs to our brain is of “words”, we may have pretty clear idea of what the words are. It is a sequence of letter bounded by spaces. But the term of “words” is too general to encapsulate the various forms of vocabularies. Harimurti Kridalaksana says, “Kosakata adalah komponen bahasa yang memuat informasi tentang makna dan penggunaan kata dalam satu bahasa.” He says that vocabulary is a component of language that maintains all information about meaning and using words in a language. There are definitions of vocabulary given by experts. Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.”

Specifically, to know how the meaning of vocabulary, we can define it in some different ways and that could be described as follows: in Webster’s Dictionary, vocabulary is defined as follows:

a. A list collection of words and phrases usually alphabetically arranged and explained or defined.

b. A sum or stock of words employed by a language group individual or work or in relation to a subject: scope of language.

c. A list of a foreign language textbook of the words and phrases taught or used.”

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While according to the New Thesaurus: The American Heritage Dictionary, vocabulary is “an alphabetical list of words often defined or translated: the vocabulary includes idioms and two word verbs.”

From the definitions above, it shows that vocabulary is a component of language that maintains all information about meaning and using words in a language or a stock of words, phrases, signs, codes, or rules of the word use to decorate language using.

2. Kinds of Vocabulary

People have attempted to learn second language from the time of the Romans, and perhaps before. In this period of more than two thousand years, there have been numerous different approaches to language learning, each with a different perspective on vocabulary. At times, vocabulary gives pride of place in teaching methodologies, and other times neglected. In order to help understand the current state of vocabulary studies as discussed in subsequent chapters, this time will first briefly review the kinds of vocabulary.

In English language, many kinds of vocabulary, but in this writing, the writer just takes several opinions of vocabulary.

According to Djalinus Syah and Azimar Enang say,

“Kosakata dibagi kepada dua bagian, kosakata umum dan khusus. Kosakata umum adalah kata yang digunakan secara umum, tidak ada batasan baik tema maupun pemakainya. Sedangkan kosakata khusus adalah kata yang digunakan dalam tema tertentu, profesi atau satu bidang ilmu pengetahuan.”

(Vocabulary is divided into two kinds, namely: general vocabulary and special vocabulary. The general vocabulary of the words that are used in general: there is no limited or field and user. Whereas, special vocabulary is that the words are used in certain field or job, profession or special science)

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6 Djalinus Syah and Azimar Enang, Tata Bahasa Inggris Modern Dalam Tanya Jawab, (Jakarta: CV Miswar, 1980), p. 1
S.H. Burton and J.A. Humphries in A.M.Zaenuri classify vocabulary in two kinds; general and special vocabulary. The General vocabulary is the words used in general; there is no limit of the fields or users, general in meaning and use. And the special vocabulary is used in certain field, job, profession, or special science. For example: politicians, journalists, and lawyers. Meanwhile Jo Ann Aebersold classifies the vocabulary into active and passive vocabulary.

1. Active vocabulary, is also called as productive vocabulary, refers to items which the learner can use appropriately in speaking and writing.
2. Passive vocabulary or receptive vocabulary refers to language items that can be recognized and understood in the context of reading and listening.

Fries says vocabulary is divided into two, namely; function and contents words. The function words are closed class, we cannot add the prepositions or auxiliaries or modals or any structure words of the language. The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary.

The content words can be divided into three general classes:
1. Words naming things, ideas, entitles, that we might call them nouns
2. Words naming actions called verbs
3. Words used to describe the qualities of those things or action called adjectives and adverbs.

Graves in “Vocabulary in Language Teaching” highlights the multiplicity of vocabulary learning, distinguishing six types:

a. Learning to read known words
b. Learning new meaning senses for known words
c. Learning new words representing known concepts
d. Learning new words representing new concepts
e. Clarifying and enriching the meanings of known words

---

f. Moving words from receptive to productive vocabulary”

From the explanation above, it shows that there are many types of vocabulary as well as its functions and every expert in every book is different in classifying the kinds of vocabulary, because every person has different opinions and ideas. Some of them classify vocabulary into function, content word, passive and active vocabulary.

3. Vocabulary Learning Process

As we know that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

Breaking down the component of the definition of learning, we can extract, as we did with language, domains of research and inquiry:

1. Learning is acquisition or getting
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent, but subject for forgetting
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior.”

Vocabulary is the basic of learning language, because vocabulary is needed in communication. On the other hand, vocabulary is not the skill instantly acquired, especially with the students who have different mother tongue or second language learner, such as Norbert Schmitt says, “They are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures.”

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11 Brow H. Douglas, *Principles of Language Learning and Teaching,...* p. 6

It is useful to make a distinction between direct and indirect vocabulary learning. In direct vocabulary learning the learners do exercise and activities that focus their attention on vocabulary. Such exercise includes word building exercise, guessing words from context as a class exercise, learning words in list and vocabulary games. In indirect vocabulary learning the learner's attention is focused on some other features.”  

Vocabulary teaching can fit into a language learning course in any of four ways. The four ways described below are listed from the most indirect to the most direct:

a. Material is prepared with vocabulary learning as a consideration. The most common example of this is the preparation of simplified material and the careful vocabulary grading of the first lessons of learning English.

b. Words are dealt with as they happen to occur. This means that if an unknown word appears in a reading passage, the teacher gives some attention to it at the moment it causes a problem.

c. Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage.

d. Time is spent either in class or out of school on the study of vocabulary without an immediate with some other language activity.”  

From the statements above, it shows that learning vocabulary need special time, good memory, some diligence, more patience, and the first important thing is practicing. Feeling lack of excitement can be the big trouble in learning vocabulary.

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13Nation I.S.P, *Teaching and Learning Vocabulary*..., p. 3

B. Action Verb

I. Definition of Action Verb

As the writer knows, every sentence has two parts, the subject and the predicate. The verb is the key word in the predicate.

According to Jerome Martin, action verbs are verbs that tell what is happening show action.

While according to John J. De Boer, action verb is a word that asserts something about persons, things, or ideas and is essential to sentence meaning. Some verbs, like run and think, assert action, either physical or condition. Some verbs, like look or taste, can be used in both ways.\(^{15}\)

Meanwhile According to Foresman Scott, action verb is a word that can show action. When a verb shows action, it is an action verb.\(^{16}\)

Most verbs are action verbs; they tell what is happening in the sentences. Verbs can tell what people do, and how they act and change. Verbs tell about many different kinds of action.\(^{17}\)

Here are some verbs that show action.

- Walk slide see cry fix
- Hop run hear work cut
- Jump talk feel dig paste

From the explanations above, we can say that verb is of any words that tell about movement, action, effort or intention of both a living subject and non-living subject.

---


2. Types of Verb

The types of verbs described here differ from the kind of complement they have, because these types may cut across each other. A verb may belong to more than one type. Verb in English can be classified according to the types of items that can follow them.

According to Jeremy Harmer, in his book “How to Teach English”, there are three important types of verb, they are;

1. Auxiliary verbs: These are ‘be’ do’ and ‘have’ and the modal auxiliary verb: shall, should, will, would, can, could, may, might, must or ought to...
2. Main verbs: These carry the main meaning.
3. Phrasal verb: These are formed by adding an adverb or a preposition (or an adverb and a position) to a verb to create new meanings. E.g. set out (we set out the following day or he set out his agenda for the meeting.18

Furthermore, Douglas Biber stated that there are three classes of verbs, as follows;

1. Lexical verbs (also called full verbs, e.g. run, eat)
   For example: Children and dogs ran from side to side almost underfoot.
2. Primary verbs(be, have, and do)
   For example: He was wearing a dark ski mask
3. Modal verbs (e.g. can will, might)
   For example: People thought he might have been joking.19

From explanation above, there are many types of verb and every book is different in classifying the kinds of verb, because every person has different ways in showing and telling their opinions and ideas.

2.1. Auxiliary Verbs

According to Harry A. Greene, “An auxiliary verb is one that helps a doing or a being verb express an idea. (Auxiliary is from the Latin auxilium,
meaning “aid” or “help.”) The auxiliary signals that the main verb is coming.

Example: The sun has broken through the clouds.

In that sentence, the verb is has broken, made up of the helping verb has and a form of the doing verb break. 20

Meanwhile, specifically Rachmat Effendi defines auxiliary as:

1. Auxiliary verb, that functions to explain the condition of verbs in sentences expect verb + ing and verb passive (III).

2. To Be, that functions to help: noun, adjective, and verb + ing or verb III (passive). 21

According to Marcella Frank, There are three types of auxiliaries, each serving a different purpose, they are;

1. Tense auxiliaries – be, have, will-shall
   The tense auxiliaries perform a structural function only. Be occurs with the –ing present participle in the progressive forms of the tenses, and with the –ed past participle in the passive forms of the tenses. Have is used for the perfect tense, (be and have are also independent verbs). Shall and will are used for the future tenses.

2. Do auxiliary
   The do auxiliary is accompanied by the simple form of the verb (the infinitive without to). It is used only in the simple present tense (do or does offer) and in the simple past tense (did offer).

3. Modal auxiliaries
   These auxiliaries added to the verb a special semantic component such as ability, obligation, and possibility. Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb (may offer, might offer), the progressive form (may or might be offering), the perfect form (may or might have offered) or the passive form (may or might be offered). 22

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21 Rachmat Effendi P, Cara Mudah Menulis dan Menerjemahkan, (Jakarta: Hapsa Group, 1992), P.49

Furthermore Nasrun Mahmud says, modal auxiliaries are auxiliary verbs that serve certain meanings or functions. The modal auxiliaries to be practiced in this unit are: can, could, may, might, should, ought to, shall, will, would, must, would rather, and had better.\(^{23}\)

2.2. Linking Verbs (Non Action Verb)

Some verbs do not show action. These verbs act as bridges between the subject and the predicate.

According to Jerome Martin, “Linking verbs tell something about the subject, or what the subject is. Linking verbs are followed by either a predicate noun, predicate pronoun, or a predicate adjective.\(^{24}\)

Furthermore Kathryn and Frank say, linking verbs comprise a finite group; they include forms of the verb to be as well as the following verbs: seem, feel, look, appear, taste, smell, and sound. All linking verbs can be followed by an adjective phrase, as shown in the following examples;

a. That woman is intelligent.

b. She seems very angry.\(^{25}\)

According to Rachmat Effendi, linking verb is a verb whose function is equal to ‘to be’, because of having no obvious meaning as a real ‘verb’, and it also cannot complete a sentence to have meaning.

Example:

1. My mother feels happy now.

2. My mother feels the weather in Jakarta terribly hot.

---


In sentence # 1, the word “feel” is a ‘linking verb’, as its function is equal to, and can be replaced by to be ‘is’, meanwhile in sentence # 2, the word ‘feels’ is an ordinary verb.26

2.3. Main Verb (Action Verb)

As Kathryn and Parker stated about main verb is always the rightmost verb in a simple sentence. For example in the sentence Jenny should have finished her homework, finished is the main verb. Main verbs in English have five forms.”27

Marcella Frank stated that main verb is the chief word in the predicate that says something about the subject. The predicking word (of predicator) has traditionally been called a verb of “action” (babies cry; she wrote a letter), but has actually been interpreted to include most non action verbs that are not linking verb (for example, I remember him; she needs more money).28

From the explanations above, we can say that action verb tells what the subject does. (E.g. Laugh, drive, walk).

C. Picture

1. Meaning of Picture

Pictures are not only described a thousand words, but also used in a wide variety of teaching activities. Picture has been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subject clearer, and illustrated the general idea and forms of an object or action which is particular to a culture.

26 Rachmat Effendi P, Cara Mudah menulis dan Menerjemahkan, (Jakarta: Hapsa Group, 1992), P.49


Based on Webster New World Dictionary of American English pictures are an imagine or likeness of an object, person or scenes on a flat surface, especially by painting, drawing or photography.” 29

Vernon S. Gerlach points out that pictures are a two dimensional visual representation of a person, places or things, photograph which are most common, but sketches, cartoon, murals, cottons, charts, graphs and maps are widely used. Picture may not only be worth a thousand words. It may also be worth a thousand years or a thousand miles. Through pictures, learner can see people, places, and things from areas for out side, their own experiences.” 30

There are many advantages of teaching and learning process using pictures. By using pictures in explaining materials to be taught, the teacher can teach more effectively and can motivate the students to study more challenging. Pictures are really important to use especially for young students and the hard materials. By using picture in explaining material to be taught, the teacher can teach more effectively and can motivate the students to study more seriously. The last, the students understand the word easily, therefore using pictures as teaching aids will make the class more alive.

According to Andrew Wright, “pictures are not just an aspect of method but through their representation of places, objects and people. They are an essential part of the overall experiences. Specifically Andrew divided the used of picture into three:

a. Interest and motivation
b. A sense of the context of the language
c. A specific reference point or stimulus.” 31

29 Noah Webster’s, Webster New Dictionary, (New York:: Prentice Hall, 1994). P. 67


31 Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989), p. 3
It can indicate that pictures as a tool that can help a teacher in presenting materials, in order to be easy to understand especially in teaching vocabulary. In pictures there is something called illustration? It of course can help motivating students in learning.

Pictures can be used by teachers and students whatever the emphasis of the syllabus they are following can cover all possibilities and for that reason it might be of value and interest to show how one picture can be used as a reference and stimulus student's ability.

2. Types of Picture

The kinds and numbers of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles or others and should be attractive and interesting to capture the students’ attention. The purpose of using pictures for the students is to give them an opportunity to practice the language in real context or in situations in which they can use it to communicate their ideas.

There are two kinds of pictures that Grazyna Szkyke finds especially useful as teaching aids, they are:

a. Pictures of individual persons and objects.
Pictures of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits, pictures showing people in close detail, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.

b. Pictures of situations in which persons and object are” in action”
Situation pictures that show or suggest relationships between objects and people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures.” 32

Asnawir points out that there are many kinds of pictures that can be used by the teacher in their teaching learning process, they are:

a. Documentation photo, having history value for individual or people
b. Actual photo, explaining an even from life aspects

c. Scenery photo, explaining scenery of place
   d. Reclaimed photo, used for influencing people
   e. Symbolic photo, using symbols or signs for expressing messages.”33

Mary Finnochario said in her book that pictures are divided into three kinds as follows, they are:
   a. Pictures of person and single object
   b. Pictures of people engaged in activities presenting the relationship between individual's objects.
   c. A series of six to ten pictures mounted on one charts of count noun (as piece of furniture) or mass nouns (as food) or of support of work activities.”34

As stated above that the pictures help the teacher to present the materials more easily especially for hard materials. There are some kinds of pictures which are useful as teaching aids. In this case, the teacher does not hesitate to use many kinds of pictures.

3. Advantages and Disadvantages of Using Pictures

There are advantages of using pictures in teaching learning English, because using pictures is undeniable. Pictures can be used to provide either the general context or to illustrate particular points. Pictures also can be used by the students to show they understood non-verbally for example by pointing to detail in a pictures or adding information to a drawing. It helps the teacher in order to send the messages of the material to their students as good as possible. Some expert said picture is easy to get, to use and easy to understand. The use of pictures is helpful when pupils have limited experiences and when they are just beginning to develop a stock of words. Therefore, some of the teachers use this approach to get the purpose of teaching-learning process and make the class alive.

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33 Asnawir, Media Pembelajaran, (Jakarta: Ciputat Press, 2002), p. 51

Most people believe that pictures can be used as a medium in teaching-learning process. Pictures are media which are easy to use. Beside inexpensive, it is also available anywhere.

According to Vernon S. Gerlach, there are seven advantages about using pictures, they are;

1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subjects which would otherwise be impossible.
4. Pictures can help to prevent and correct misconceptions.
5. Pictures offer a stimulus to further study, reading, and research. Visual evidence is a powerful tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.”

Meanwhile, Virginia F. Allen stated about the advantages in teaching activity through the pictures. Her view according to the previous statement as follows:

1. They are little lost cost or nothing
2. They are available in places where no other pictures can be found.
3. They do not require space for storing and fillings as pictures from other source do.”

Pictures have also several disadvantages as a medium in teaching-learning process. It can be caused by the size and distance. May be it is too small and the distance is too far. So it is too difficult to be seen clearly by the students. The lack of color in some pictures will also restrict proper interpretation. Besides that, students do not always know how to read the pictures. Those reasons above can cause misunderstanding as stated below as Vernon S. Gerlach, they are:

1. Sizes and distances are often distorted

---

2. Lack of color in some pictures limits proper interpretation
3. Students do not always know to read the pictures.37

Another reference Nic UnderHill, points out about the disadvantages of pictures are:
1. With a visual stimulus there is a danger. That the learner will miss the point of pictures or story, for personal or culture reason
2. Unless vocabulary items in the pictures are supplied, the learner who knows the names of only two or three crucial item will be at strong. Advantage over those who do not. Even if the items are supplied on request and mark not deducted, it is physiological demodulating, to have to ask for vocabulary before you begin
3. Suitable cartoon stories are hard to find and difficult for an amateur to draw. Even deciding on a good storyline can be difficult task. Particularly in situation where learner can and find several alternative.38

From all previous statements, it seems that unsuitable pictures or bad pictures can cause several problems in teaching learning process. Such as unclear pictures can cause misinterpretation. Because not all students know to read, or to explain the pictures. It can be something difficult, especially for amateur how to draw it.

D. Hypothesis

The Experiment Hypothesis (Ha) is: there is significance difference in teaching vocabulary on action verb using picture and without picture in experiment class and controlled class.

The Null Hypothesis (Ho) is: there is no significance difference in teaching vocabulary on action verb using picture and without picture


CHAPTER III
METHODOLOGY

A. Methodology of Research

This “skripsi” discusses a set of experiments for teaching vocabulary on action verb through pictures. These activities involved two classes, namely controlled class and experiment class. The writer takes 30 students from each class. The learners are all students of SMP YMJ (Yayasan Miftahul Jannah) Ciputat Jakarta.

B. Place and Time of Research

The study is carried out at SMP YMJ (Yayasan Miftahul Jannah) Ciputat, which is located on Jl. Limun No 27 Ciputat. The research was held from October 26th to December 2th 2009.

C. Instrument of Research

The technique of data is carried out for getting the objective data of students’ achievement in teaching vocabulary through picture and without picture. The writer applies two tests namely pr-test (some questions about vocabulary without pictures) and post test (some questions about vocabulary by using pictures) both of the results used as data.

There are 20 items divided by three categories: 5 open-ended with its clues (the score is 5 for each item), 5 filling the blank spaces (the score is 5 for each item), and 10 open-ended with its clues (the score is 5 for each item). If the students can answer all of the questions correctly they will get 100.
D. Teaching Procedure

1. Teaching in Controlled Class

The teaching procedures are as follows:
Teacher greets the students
Teacher asks the students about their condition

a) Presentation
Teacher explains the topic (Family Life)
Teacher mentions something related to the topic
Teacher explains verbs

b) The Materials

**Thing/Places in the House**
Match each part of the house to its description

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a kitchen</td>
<td>a place to cook</td>
</tr>
<tr>
<td>a dining room</td>
<td>a place to eat</td>
</tr>
<tr>
<td>a bedroom</td>
<td>a place to sleep</td>
</tr>
<tr>
<td>a garage</td>
<td>a place to keep a car</td>
</tr>
<tr>
<td>a garden</td>
<td>a place to grow flowers</td>
</tr>
<tr>
<td>a bathroom</td>
<td>a place to wash</td>
</tr>
<tr>
<td>a storage</td>
<td>a place to keep things</td>
</tr>
<tr>
<td>a living room</td>
<td>a place to relax or talk</td>
</tr>
<tr>
<td>a study</td>
<td>a place to study</td>
</tr>
</tbody>
</table>

Present Progressive (Present Continuous Tense)
We use this pattern to describe what is happening now

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>He</td>
<td></td>
</tr>
</tbody>
</table>
Simple Present Tense

We use simple present tense to talk about our routines and habits. To form the present we use verb-1.add-s to the verb for third person singular.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>Gets up</td>
<td>at 7 o’clock</td>
</tr>
<tr>
<td></td>
<td>studies</td>
<td>from 7 to 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for 10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We</td>
<td>Get up</td>
<td>at 7 o’clock</td>
</tr>
<tr>
<td></td>
<td>study</td>
<td>From 7 to 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for 10 minutes</td>
</tr>
</tbody>
</table>

Practice. Add –ing to these verbs

Sing → Singing
Sit → Sitting
Write → Writing
Cook → Cooking
Stand → Standing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>She/it</td>
<td>is Eating rice</td>
<td></td>
</tr>
<tr>
<td>We/They/You</td>
<td>are studying English</td>
<td></td>
</tr>
</tbody>
</table>
Teacher asks to the students to give the example of verbs
Teacher asks to the students to follow her to say all of the vocabulary discussed

c) Evaluation
Teacher gives the students test to get the result of data

2. Teaching in Experiment Class
The teaching procedures are as follows:
Teacher greets the students
Teacher asks the students about their condition

a) Presentation
Teacher explains the topic (house)
Teacher mentions something’s related to the topic
Teacher explains verbs and shows the pictures

b) The Materials
Thing/Places in the House
Look at the pictures and match each part of the house to its description

- a kitchen  ➔  a place to cook
- a dining room  ➔  a place to eat
a bedroom    a place to sleep

a garage    a place to keep a car

a garden    a place to grow flowers

a bathroom    a place to wash

a storage    a place to keep things

a living room    a place to relax or talk
Present Progressive (Present Continuous Tense)

We use this pattern to describe what is happening now.

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>eating rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>eating rice</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>eating rice</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>eating rice</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>eating rice</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>studying English</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>studying English</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>studying English</td>
</tr>
</tbody>
</table>

Look at the pictures and practice. Add -ing to these verbs:

Sing → Singing

Sit → Sitting

Write → Writing
Simple Present Tense

We use simple present tense to talk about our routines and habits. To form the present we use verb-1.add-s to the verb for third person singular.

<table>
<thead>
<tr>
<th>I</th>
<th>Get up</th>
<th>at 7 o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>from 7 to 8</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>for 10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He</th>
<th>Gets up</th>
<th>at 7 o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td></td>
<td>from 7 to 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for 10 minutes</td>
</tr>
</tbody>
</table>

(Taken from: *English on Sky for Junior High School Students Year VII*, Hal: 53, 56, 64, 72,)

Teacher asks the students to give the example of verbs
Teacher asks the students to follow her to say all of the vocabulary discussed
c) Evaluation
Teacher gives the students test to get the result of data

E. Technique of Data Analysis
In analyzing the data, the writer uses statistical calculation of t-test to find out the different score of students’ achievement in teaching vocabulary on action verb through pictures and without pictures. The t-test is kind of statistical calculation used to examine the true or the false of null hypothesis that states no significant differences between the results of two samples from different population.

The writer uses the formula to compare the two samples that have a relationship each other:1

a. Determining Mean of Difference can be seeking by formula:
\[ MD = \frac{\sum D}{N} \]

b. Determining Standard Deviation by using formula:
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]
\[ N = \text{Number of cases} \]

c. Determining Standard Error of Mean of difference by using formula:
\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

d. Determining “t” observe” (t_o) by using formula;
\[ t_o = \frac{MD}{SE_{MD}} \]

e. Determining “t” table (t_t) in significance level 5% and 1% with degree of freedom (df) the writer used this formula:
\[ df = N - 1 \]

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1Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta; PT RajaGrafindo Persada, 2003), P.289-291
A. Data Description

After presenting the material to the students both experiment class and controlled class, the writer gives evaluation to both classes by testing. The testing was done in two classes those are 1-A as experimental class and 1-B as in a controlled class.

The table I below shows the result of the test which analyzes the students’ scores in controlled class (variable X).

The writer will get the data from test questions of the controlled class and experimental class.

<table>
<thead>
<tr>
<th>Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
</tr>
</tbody>
</table>
Based on the table above, it shows that the lowest score of the student is 60 and the highest score is 80.

The table II below shows the result of the test which analyzes the students’ scores in experimental class (variable Y)

### Table II

The scores of students’ test in experimental class

<table>
<thead>
<tr>
<th>Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>21</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>90</td>
</tr>
<tr>
<td>23</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>75</td>
</tr>
<tr>
<td>28</td>
<td>85</td>
</tr>
<tr>
<td>29</td>
<td>75</td>
</tr>
<tr>
<td>30</td>
<td>80</td>
</tr>
</tbody>
</table>

Based on the table above, it shows that the lowest score of the student is 70 and the highest score is 90 which indicate that the test scores in the experimental class are higher than the scores in the controlled class.
The next table below is the average score for each test that is analyzing students’ scores in the controlled class and in the experimental class. After getting the data, the writer analyzed it by using statistic calculation of test formula.

Table III
The result Calculation of Both Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Controlled Class (X)</th>
<th>Experimental Class (Y)</th>
<th>D (X-Y)</th>
<th>D^2 (X-Y)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>85</td>
<td>-25</td>
<td>625</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
<td>85</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>80</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
<td>75</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>85</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
<td>90</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>65</td>
<td>80</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>17</td>
<td>75</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>85</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>75</td>
<td>85</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>80</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
</tbody>
</table>
From the data above, it shows that the score from the experiment class by integrating the results into the formula as follows:

a). To determine Mean of difference of experiment class the writer used this formula:

\[
MD = \frac{\sum D}{N}
\]

\[
= \frac{-345}{30}
\]

\[
= -11.5
\]

b). To determine deviation standard of difference of experiment class the writer used this formula:

\[
SD_{d} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{4725 - (345)^2}{30 - 30}}
\]

\[
= \sqrt{157.50 - (11.5)^2}
\]

\[
= \sqrt{157.50 - 132.25}
\]
\[
\sqrt{25.25} = 5.02
\]

c). The standard error from mean of differences which is gained with the formula:

\[
SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}
\]

\[
= \frac{5.02}{\sqrt{30 - 1}}
\]

\[
= \frac{5.02}{\sqrt{29}}
\]

\[
= 0.93
\]

d). The last procedure of the calculation is determining the result of to (t-observation):

\[
t_o = \frac{MD}{SE_{MD}}
\]

\[
= \frac{-11.5}{0.93}
\]

\[
= -12.4
\]

e). To determine t-table (t) in significance level 5% and 1%, the writer tried to find out the degree of freedom (df) the writer used this formula:

\[
df = N-1
\]

\[
= 30-1 = 29
\]

The degree of freedom (df) = 29

T-table with degree of freedom 29

At significance level 5% = 2.04

At significance level 1% = 2.76

According to the table above, the result is as follows:

\[
t_o > t_t = 12.4 > 2.04 (5%)
\]
to > tt = 12.4 > 2.76 (1%)

It concludes that t observation (to) is higher than t table (tt).

B. Interpretation of Data

In the simple resume, the result may be formulated as follows:

to > tt = 12.4 > 2.04 in significance level 5%

The result of statistic calculation indicates that to > tt in 5% has significance level. It means there is obvious difference between the average score from the results of teaching vocabulary on action verb with using pictures and teaching vocabulary without pictures.

Based on the analysis on the results in the table above, it can be inferred that teaching vocabulary on action verb through pictures is more effective than teaching vocabulary without pictures. It simply illustrates that teaching vocabulary by pictures give more advantages and can improve student’s vocabulary.

C. Test of Hypothesis

The writer calculates the obtained data to prove the result of hypothesis by using t-test formula toward ”to” (t observation) as follows:

a. If the result of calculation to is higher than t table, to > tt the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that the experiment technique is accepted. Thus, there is positive significance effect between the teaching vocabulary on action verb through pictures and teaching vocabulary on action verb without pictures.

b. If the result of calculation to is lower than t table, to < tt, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that the experiment technique is rejected. Thus, there is no positive significance difference between the teaching vocabulary on action verb through pictures and teaching vocabulary on action verb without pictures.
Based on the result of statistical calculation. It is obtained the value of to be 12.4 and the degree of freedom (df) is 29. In the table of significance it can be seen that on the df 29, and on the degree of significance 5% =2.04 and 1% = 2.76. After comparing the values of to = 12.4 and t\text{table} = 2.04 and 2.76 it means that to is higher than t\text{table} : 2.04 < 12.4 > 2.76. It concludes the hypothesis is accepted and the null hypothesis is rejected. So, there is positive significance effect between teaching vocabulary on action verb through pictures and without pictures.
A. Conclusion

In teaching learning activities in vocabulary subject it is very important to choose the suitable media to improve the students’ skill. By using pictures as media in teaching and learning process, the vocabulary in English subject will be more effective, efficient and enjoyable in the process of teaching and learning.

Based on the students’ achievement of the research stated that most of the students often get difficulties in studying vocabulary when they learn English. The writer concludes that the students’ test scores in learning vocabulary on action verb with using pictures as media are higher than the students’ test scores without pictures. It means that the value of “to” is higher than “table”. It indicates that there is a significant difference between the results of teaching vocabulary on action verb through pictures and without pictures and it is proved that with using pictures could improve the students’ vocabulary as stated in the scores of test and it could be concluded that the students could improve their vocabulary by using the pictures.

B. Suggestion

It suggested that the teacher:

1. Use pictures as an effective media in vocabulary teaching, it is better to use simple and common pictures so that the students could understand easily.

2. Make the vocabulary written better must look up the dictionary to check the correct written to be a resources.
3. Use pictures is to enrich students’ vocabulary especially and in teaching English generally is more effective and useful than without using pictures.

4. Use visual aid especially pictures in teaching-learning vocabulary

5. Make the students’ more enthusiastically, it is better to use the colorful pictures and it will be more creative pictures.

6. Teach vocabulary through pictures will be more useful for all of the English teachers

7. Be more practice and practice to improve their vocabulary wherever and whenever by using alternative resources to express their imagination and to get more ideas and information.
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Appendix I

MID TERM EXAMINATION OF ENGLISH SUBJECT
YAYASAN MIFTAHUL JANNAH(YMJ) JUNIOR HIGH SCHOOL
CIPUTAT 2009/2010

NAME : 
CLASS : VII A / B

A. Give advice using the verbs in brackets

1. It is hot, you _____________________ the windows.(open)
2. He is still young. He _____________________ alone.(go)
3. You are still very young. You _____________________ married soon. (get)
4. The room is not very bright. They _____________________ the bulbs.(change)
5. Children _____________________ with fire.(play) It is dangerous.

B. Practice. Add-ing to these verbs and translate these verbs into indonesia

<table>
<thead>
<tr>
<th>Add-ing</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>……………</td>
</tr>
<tr>
<td>Eat</td>
<td>……………</td>
</tr>
<tr>
<td>Dance</td>
<td>……………</td>
</tr>
<tr>
<td>Run</td>
<td>……………</td>
</tr>
<tr>
<td>Drive</td>
<td>……………</td>
</tr>
</tbody>
</table>

C. Fill in the blanks with the right forms. Are they in Simple Present or Present Continuous form

1. My father always (get up) ____________________ at five o’clock.
2. Tina (study) ____________________ in her bedroom. She will have a test tomorrow.
3. The students (do) ____________________ exercise in the field. The class is empty
4. I never (play) ____________________ basketball. I don’t like it.
5. Rita (have) ____________________ an English course. She is not at home.
6. Shanti, please turn off the TV. We (do) __________________ our homework.
7. They usually (go) __________________ to school by bus.
8. Our teacher never (come) __________________ late to class.
9. My friends often (have) __________________ dinner in a restaurant.
10. Look! they (listen) ____________________ to the teacher.
“THE EFFECTIVENESS OF TEACHING VOCABULARY ON ACTION VERB THROUGH PICTURES”

(An Experimental Study at the Seventh Grade of SMP YMJ Ciputat)

A’skripsi’
Presented to the Tarbiyah Fakulty and Teachers’Training
In a Partial Fulfillment of the Requirements’
For Strata 1 (SI)

By

SUMARNO
204014003191

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THE FAKULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2010