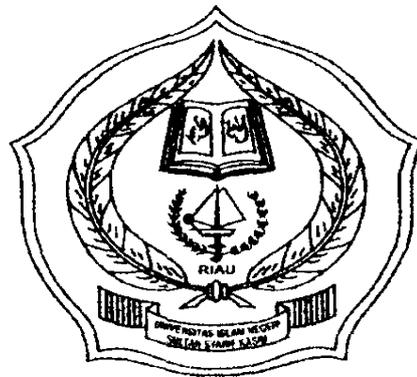


**THE EFFECT OF USING PICTURE CHART TOWARD
STUDENTS' VOCABULARY MASTERY AT THE
SECOND YEAR STUDENTS OF SLTP BUDI
DHARMA DUMAI**



By

M U R N I

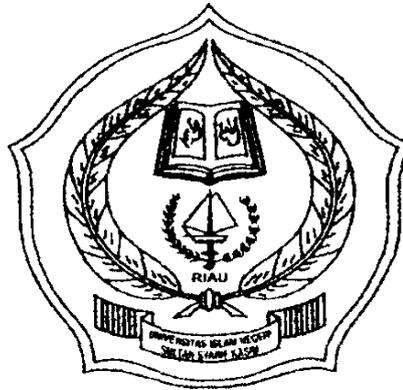
NIM . 10514000354

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H / 2010 M**

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SECOND YEAR STUDENTS OF SLTP BUDI
DHARMA DUMAI**

Thesis

Submitted to Fulfill one of the Requirement for
Undergraduate Degree in English Education
(S.Pd)



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ABSTRAK

Judul penelitian ini adalah “efektivitas penggunaan table gambar melalui penguasaan kosa kata siswa pada siswa kelas dua SLTP Budi Dharma Dumai”. penelitian ini bersifat penelitian percobaan. Penelitian ini dilakukan untuk menemukan apakah ada perbedaan yang signifikan pada penguasaan kosa kata siswa kelas dua SLTP Budi Dharma Dumai antara siswa yang diajar menggunakan tabel gambar dan siswa yang diajar menggunakan cara konvensional. Subjek penelitian ini adalah para siswa kelas dua SLTP Budi Dharma. Siswa kelas dua terdiri dari empat kelas (160 siswa). Peneliti mengambil dua kelas (80 siswa) sebagai sampel penelitian ini. Sebagai tambahan, para siswa dibagi menjadi dua kelompok; kelompok percobaan terdiri dari 40 siswa dan kelompok kontrol terdiri dari 40 siswa.

Instrumen penelitian ini adalah tes. Sedangkan untuk menganalisa data, peneliti menggunakan “statistik t-test” dengan rumus sebagai berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Akhirnya, berdasarkan penemuan peneliti, hasil t-hitung lebih tinggi dibandingkan t-distribusi pada alfa 0.05 dan dengan derajat tingkat kebebasan 78 ($df 78$) ($5.389 > 1.671$). Berdasarkan hasil tersebut, *Ha diterima* dan *Ho ditolak*. Hal ini berarti bahwa adanya pengaruh yang signifikan dari penggunaan tabel gambar melalui penguasaan kosa kata siswa pada siswa kelas dua SLTP Budi Dharma Dumai. Hasil ini juga menunjukkan adanya perbedaan yang signifikan penguasaan kosa kata antara siswa yang diajar dengan menggunakan table gambar dan siswa yang diajar dengan menggunakan cara konvensional pada siswa kelas dua SLTP Budi Dharma Dumai. Para siswa yang diajar dengan menggunakan tabel gambar mempunyai hasil baik dalam penguasaan kosa kata dibandingkan dengan siswa yang diajar menggunakan cara konvensional.

ABSTRACT

The title of this research is “**the Effect of Using Picture chart toward students’ vocabulary mastery at the second year students of SLTP Budi Dharma Dumai**”. This research is pre-experimental research. It is investigated to find out whether there are significant differences on students’ vocabulary mastery at the second year of SLTP Budi Dharma Dumai between students who are taught by using picture chart and who are taught by using conventional way. The subject of this research is the second year students of SLTP Budi Dharma Dumai. The second year students consist of four classes (160 students). The researcher takes two classes (80 students) as the sample of this research. In addition, the students are divided into two groups; experiment group consists of 40 students and control group consists of 40 students.

The instrument of this research is test. Whereas to analyze the data, the researcher uses “t-test statistic” by using the formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Finally, based on the researcher findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ in alpha decision level (α)0.05 and with the degree freedom (df 78) ($5.389 > 1.671$). Based on the result, H_a is accepted and H_o is rejected. It means that there is any significant effect of using picture chart toward students’ vocabulary mastery at the second year students of SLTP Budi Dharma Dumai. The result is also show that there is significant difference on vocabulary mastery between students who are taught by using picture chart and students who are taught by using conventional way at the second year of SLTP Budi Dharma Dumai. The students who are taught by using picture chart have good result in improving vocabulary mastery than who are taught by using conventional way.

ملخص

هذا الرسالة بالموضوع " فعالية استعمال جدول الصورة لترقية إستيعاب المفردات لدى التلاميذ في الفصل الثاني بالمدرسة الثانوية بودي درما دوماى. هذا البحث يسم بالبحث التجريب. الغرض من البحث ليعرف هل يوجد الفرق المهم فى إستيعاب المفردات لدى التلاميذ فى الفصل الثاني الثانوية بودي درمادوماى بين تلميذ يعلمه المدرسة باستعمال جدول الصورة. ليعلمه المدرسة باستعمال جدول الصورة.

افراد البحث تلاميذ فى الفصل الثاني الثانوية العالية بودي درمادوماى الذي يتكون من أربعة فصول (160 التلاميذ). تأخذ البحث الفصلين (80 تلاميذ) كعينه البحث وتقسمة إلى فلاقنتين، الفرقة الأولى فرقة تجربة والثانية فرقة ضبطية. آلة البحث مراقبة وتجربة. على أن التحليل البيانات, استعملت الباحثة "Statistik t-test" بالرمز كمايل :

$$r_{xy} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

وأخيرا، حاصل t -جسب أعلم من t -توزيع فى $0,50$ df 78 $1,671$ 5 389 بناء على الحاصل، H_a مقبولة و H_o مردودة. هذا بمعنى أن يوجد تأثير هاى من استعمال جدول الصورة لترقية إستيعاب المفردات بين التلاميذ فى الفصل الثاني بالمدرسة الثانوية العالية بودي درما دوماى ويدل أيضا على يوجد الفرق الهامى من استعمال المفردات بين التلاميذ فى الفصل الثاني بالمدرسة الثانوية العالية بودي درما دوماى

التلاميذ الذين يعلمهم المدرسة باستعمال جدول الصورة أحسن بة من الذين لا يعلمهم المدرسة به.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is the only one language that is used by most of people in the world. It should be learned in all of educational levels in Indonesia starting from the lowest educational level to tertiary of educational.

Learning English is a long process and it takes time and hard work to study it. So in order to have good proficiency in English, the students have to learn the important parts of the language. According to Brown, (1994:127) there are four skills that the students should master them at end of learning process they are listening, speaking, reading and writing as paramount importance; all of them support one another. Besides these skills, there are some other components, they are grammar, pronunciation, translation and soon.

In learning a foreign language, vocabulary plays an important role. It is one of language components that link the four skills of speaking, listening, reading and writing. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Especially in writing, vocabulary explains a significant and substantial portion of the variance in the writing scores.

Writing is one of the most important skills that should be mastered by English learners. Writing is the activity of paying attention and getting meaning from something we write. In writing language successfully, we need to be able to

use meaning of vocabulary. In the genre of text that is typically addressed there are:

1. Short reports (with structured formats and conventions)
2. Responses to the reading of an article or story
3. Summary of articles or stories
4. Brief narratives or descriptions
5. Interpretations of graph, tables, and charts.

The teacher teaches English based on KTSP (Education Unit Level Curriculum). The aim of study English at Junior High School is the students can develop their communication competency in oral and written to achieve their literacy at functional level. It means that the students are able to use the language in order to fulfill daily needs, such as read newspapers, manuals or directions, expressive ourselves telling about family member, part of body, hobbies etc.

Beside that the aspect of support the competence they are: linguistic competence (use grammar such as: preposition, vocabulary, phonetic, and syntax), sericulture competence, (use expression and language action in giving the kinds of communication text), strategy competence (able to overcome problem which arise in communication process with many ways for continuously communication, discourse framer competence (use instrument of discourse).

In teaching and learning English, the teacher use text book and they teach based on the syllabus of English subject KTSP at the second year of junior high school (2009:51). In the curriculum, the standard competency of curriculum states

that the students should be able to express the meaning of functional writing text and simple in the descriptive form and recount interact with environment.

In the curriculum also is stated that there is base competency. In the base competency is stated that the students should be able to express the meaning of the text by using many language items accurately, fluently, and able to interact with the environment.

The teaching of English subject at SLTP Budi Dharma Dumai, has been focused on all language skills, listening, speaking, reading, and writing, as well as other elements, structure, grammar, and vocabulary. Especially in mastering vocabulary, it is one of the important aspects in understanding a language. How to teach vocabulary is very important for students. Therefore, teachers are suggested to recognize many strategies of teaching vocabulary.

There are many ways or methods in teaching new vocabularies. One of them is using picture chart. The picture chart is one of the media or tools used to convey vocabulary besides book, cassette, video, film, slide, photo or picture, graphic, and computer. Hamalik (1994:12) states that teaching media are the instrument, method and technique used to make the communications and interaction between teacher and students in teaching and learning process effectively.

Based on researcher's observation in SLTP Budi Dharma Dumai, especially at the second year, the teachers teach English still using media like text book and blackboard in these can make the students bored, so the student's ability is limited because they are learning according to the teacher's knowledge.

Actually, the teachers teach by using picture, the students will be easy to share their idea. In fact, this method does not show good result and some of the students' lack of vocabulary mastering

Based on the facts above, the writer itemizes the problems experienced by students of SLTP Budi Dumai into symptoms as in the following:

1. Some of the students have limited vocabulary in learning English
2. Some of the students are not interested in learning English
3. Some of the students lack of memorizing vocabulary
4. Some of the students are bored with traditional method
5. Some of the students lack of practice their vocabulary at home

Based on the phenomenon above, the writer is interested in doing research entitled **“The Effect of Using Picture Chart toward Students' Vocabulary mastery at the Second Year Students of SLTP Budi Dharma Dumai”**.

B. PROBLEM

1. Identification of the Problems

- a. Why do some of the students have limited vocabulary mastery?
- b. Why are not some of the students interested in learning English?
- c. Why is some of the students' lack of memorizing vocabulary mastery?
- d. What kind of traditional method makes he students bored?
- e. Why does the students lack practice their vocabulary on at home?
- f. Is there any effect of using picture chart toward the student's vocabulary mastery at second year of SLTP Budi Dharma Dumai?

2. Limitation of the Problem

Considering the limitation of the writer in term of knowledge, time, and finance, it is necessary for the writer to focus only “The Effect of Using Picture Chart toward Students’ Vocabulary mastery at the Second Year Students of SLTP Budi Dharma Dumai”.

3. Formulation of the Problems

Based on the problems above, the writer decides to formulate the problem as follows:

Is there any significant difference of students’ vocabulary mastery taught by using picture chart and conventional one at second year students SLTP Budi Dharma Dumai?

C. Reason for Choosing the Title

1. The writer is very interested and challenged to investigate teaching and learning English by using picture chart
2. The topic is relevant to the writer as one of the students of English Education
3. As far the writer knows, this title has not yet been written

D. The Objective and Significance of the Research

1. Objective of the Study

1. To know the significant effect of using picture chart toward students’ vocabulary mastery at the second year students of SLTP Budi Dharma Dumai

2. Significance of the Research

1. To help English teacher increase the students' vocabulary mastery
2. To help students improve their vocabulary mastery
3. To give information for the teacher about the effectiveness of using chart to improve students vocabulary mastery
4. To give contribution to English teachers, especially for English teachers of SLTP Budi Dharma Dumai

E. Definition of term

To avoid misunderstanding for the reader, there are some definitions of terms as follows:

1. Effect is derived from the word "effective" which means producing the result that is wanted. (In Hornby,1995:134)
2. Picture is painting, drawing and understanding situation (by Oxford 1995:310).
3. Chart is as media equipment or tool used to convey teaching materials (Ganne and Brings,1975 in Azhar and Novita.2004:7)
4. Vocabulary is a condition of having complete control of knowledge (Horby,1991:259, and in Utama 2004:7)
5. Mastery is a great knowledge about or understanding of particular thing, control or power. (In Hornby 2005:907)

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Vocabulary

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential by Richards (2003:255)

In addition, Vocabulary is a basic element in the language acquisition event at early stages of acquisition of a language. Hemming (1973) says that vocabulary is fundamental aspect to acquire a language, event in early stages of the acquisition of the language.

Krashen (1989) in his input hypotheses stated that new and unfamiliar vocabulary is under stable when its significance is made clearer the learner. Meaning is conveyed by providing extra linguistic support such as illustrations, photos, actions and regalia Further more, the more vocabulary one has, the more /she will be skillful in the language (Murcia and Rosenweigh in Nupanca Berlian, 2007: 8). Meanwhile, Hornby (1987) states that vocabulary is a total number of word (which rules for combining them make up language).

According to West in Ongkosaputra (2008:iii), there are three categories of vocabularies based on the of frequency in daily life.

1. The students are able to memorize 1000 words in the 3 year they are studying

2. The students are able to memorize 2000 words in the 4th – 6th years they are studying
3. The university students are able to memorize 3000 words.

Kruse (in Nunan, 1991: 121) says that five suggestions for teaching written vocabulary in context:

- a. Word element such as prefixes, suffixes, and roots. The ability to recognize component parts of words, word families, and soon
- b. Picture, diagrams, and chart. These clues are obvious to the narrative speaker, must often give him difficulty. He may also be unable to read chart and graphs in English. This media can help students catch what the teacher means, can send a message, and then it makes students talented, interested, intelligent, and motivated by using chart.
- c. Clues of definition. The student must be taught to notice many types of highly useful definition clues. Among these are:
 - a) Parentheses or footnotes that are the most obvious definition clues.
The student can be taught to recognize the physical characteristics clues
 - b) Synonyms and antonyms usually occur along with other clues: clauses, explanations in parentheses, and soon
- d. inference clues from discourse, which are usually not word can be confined to one sentence:
 - a) example clues, where the meaning for the word can be inferred from an example

- b) summary clues: from the sum of the information in a sentence or paragraph can be understood
- c) experience clues: the reader can get meaning from a word by recalling a similar situation
- e. General aids, which usually do not help the student with specific meaning, and narrows the possibilities.

2. The Vocabulary Mastery

Vocabulary is one of language content that should be studied to master the four language skills. According to Brown (1994 ; 127) “there are four skills where students should master in and at the end of their learning process, they are listening, speaking, reading and writing”. It means that all of the language skills are concerned with words. So, the student’s should have vocabularies to master the language skill.

Moreover, vocabulary is one of the extreme aspects that support English. It deals with right and appropriate words. It is there mind and knows when the words are used. The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development communicate are approach to language teaching. The more words they know, they more they understand and express in the language. As Brown (1994 : 365), stales that “vocabulary was focus drill exercises and memorization efforts”. Without an extensive wide vocabulary, the students will be unable to as the structure and function for comprehensible communication.

Vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary, Graves in Pamela (2004:382) suggest that there are six stages involved in learning words, they are:

1. Learning to read known words.
2. Learning new meanings for known words.
3. Learning new words that represent known concepts.
4. Learning new words that represent new concept.
5. Classifying and enriching the meanings of known words.
6. Moving words from the receptive to the expressive vocabulary.

One of the vocabulary mastery problems is the meaning of the words. One of other hand, if the students do not know the meaning of the words, they can hardly understand what the teacher say and able to use the words correctly. They have to possess as many as possible vocabularies in order to make easier in comprehending and acquiring information. It can be done by practicing more in every situation, one of them by using picture chart.

The more deeply students think while they are learning, they will commit to memory and latter be able to recall what they learned. There are some factors that involved in improving the students retention of words and pattern, as follows:

1. Organization

If the students learn the principles and patterns behind knowledge, rather than just the knowledge it self, they will retain the knowledge more deeply and will be more likely to recall it flexibly in novel situations.

2. Ownership

If the students feel they are constructing their own personal model of how English fits together, they will remember more of what they learn.

3. Repetition

Students need a lot of practice, repeating new words and pattern in ways that feel meaningful to them.

4. Association

Students are more likely to remember words and pattern they associate with a fun game, an interesting picture, a mime of action, a song, or an absurd situation.

5. Emotional Involvement

Students will remember words and patterns more readily, if they are emotionally immersed in a lesson.

6. Action

If the students learn words or patterns while doing an action, they are more likely to remember the pattern. The teacher needs to make sure they also have space to think and reflect. It is probably best to start a class with quieter activities and once we are sure the class is really thinking and focused on learning, we can make the lessons more physically active.

7. Beginning and End

Student's best remember things from the beginning or end of a period of learning. This means it is effective new targets words or patterns for a while, then go a way and come back to them a number of times later in the lesson.

8. Rest

Short periods of rest during lessons and memory, nonstop drilling and practice is less affective.

9. Warm-up

Students remember more after warming up. This means it helps to have some kind of review warm-up activity at beginning of lesson. It is best if review logically leads into the new target language.

10. Recycling

Words and pattern need to be recycled, both for homework shortly after a lesson and in future lessons.

11. Peripheral Language

Students remember many things they do not ever appear to focusing on. They may fail to remember the target. (Paul, 2003:18-19)

All this aids memory can be exploited more in teaching-learning activity.

It is organize on meaningful practice for the students.

There are some techniques to master vocabulary (Gairns and Redman, 1986) suggested the following types of vocabulary techniques:

- a. Using dictionary is a technique of finding out meaning of familiar words and expression. We can use variety of dictionaries; bilingual, monolingual, thesaurus, one.
- b. Visual technique. These pertains the visual memory, which is considered helpful with vocabulary retention. Visual techniques show them well to present concrete items of vocabulary.
- c. Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition and categories.

In relation to topic of this research, the mastery on vocabulary refer to the students' ability to understand something that one has seen, heard, felt and so forth. It is important to master vocabulary because the ability to understand the target language greatly depends on one's knowledge of vocabulary and vocabulary acquisition is an important aspect of speaking Kimtarsiah (in Nupanca Berlian, 2007: 8)

Vocabulary is the fundamental to acquire language. If the students make mistake in grammar, may be they can understand. However, when students do not have the right word to express something, it will make misunderstanding. Without knowing the vocabulary, the students will not be able to grasp idea of reading material or constructing a good sentence in writing or work an even in other skills like listening and speaking in English. Their lack of vocabulary makes the

students unable to convey their ideas as clearly as they would have to, they cannot understand their language either.

According to Cristian (in Dewi, 2006: 15) states of the functions of using chart in memorizing vocabulary are:

- a. to develop teaching and learning process
- b. to improve student`s listening and speaking
- c. to develop student`s ability in speaking
- d. to help students to memorize new vocabularies

Based on the theories above, writer concludes that vocabulary is very important for our students. Without vocabulary, they can not develop their skills.

When students do not have the right word to express something, it will make misunderstanding. Without knowing the vocabulary, the students will not be able to grasp idea of reading material or constructing a good sentence in writing or work an even in other skills like listening and speaking in English. Their lack of vocabulary makes the students unable to convey their ideas

3. Kinds of Pictures

Picture is painting, drawing and understanding situation (by Oxford 1995:310).The function of picture to improve vocabulary has basically remained the same as explanation of media for teaching English. Media are significant role in teaching as illustrated by Latuheru (in Emanate, 2006: 14) that media have three major purposes, they are:

- a. Media can help simplify teaching activities
- b. Media presentation may reduce the use of the mother tongue

- c. Media are instruments to stimulate motivation and interest

There are two kinds of visual media:

- a. Projected visual media which are being projected by projector to produce picture by costuming electrical power
- b. Non-project visual media which refer to picture chart, flash cards.

There are many pictures that can be used in teaching process. One of them is picture chart, by using picture chart; the students will be interested, enjoyable that it also makes students understand about the material easily

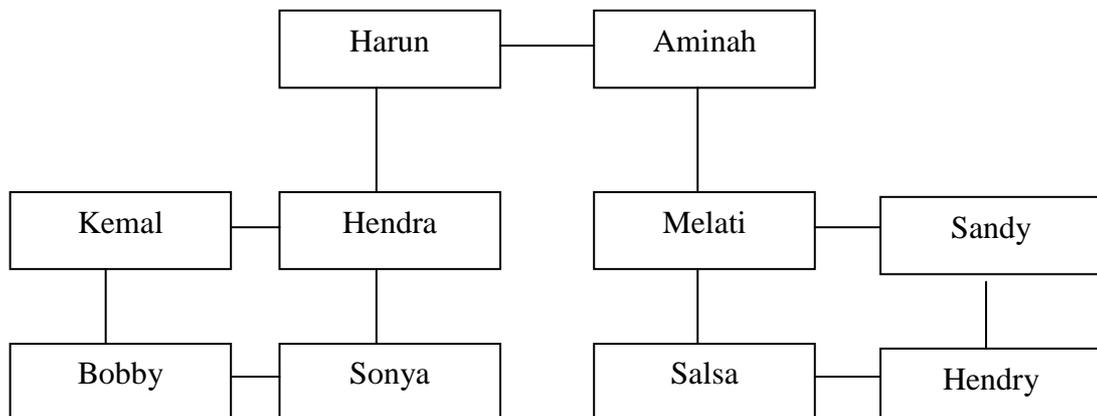
4. Nature of Chart

Chart is including visual media which function to present concepts or ideas of returning default when submitting in writing or oral Airman., et al (2002:35), discuss the functions of visual graphical media as follows:

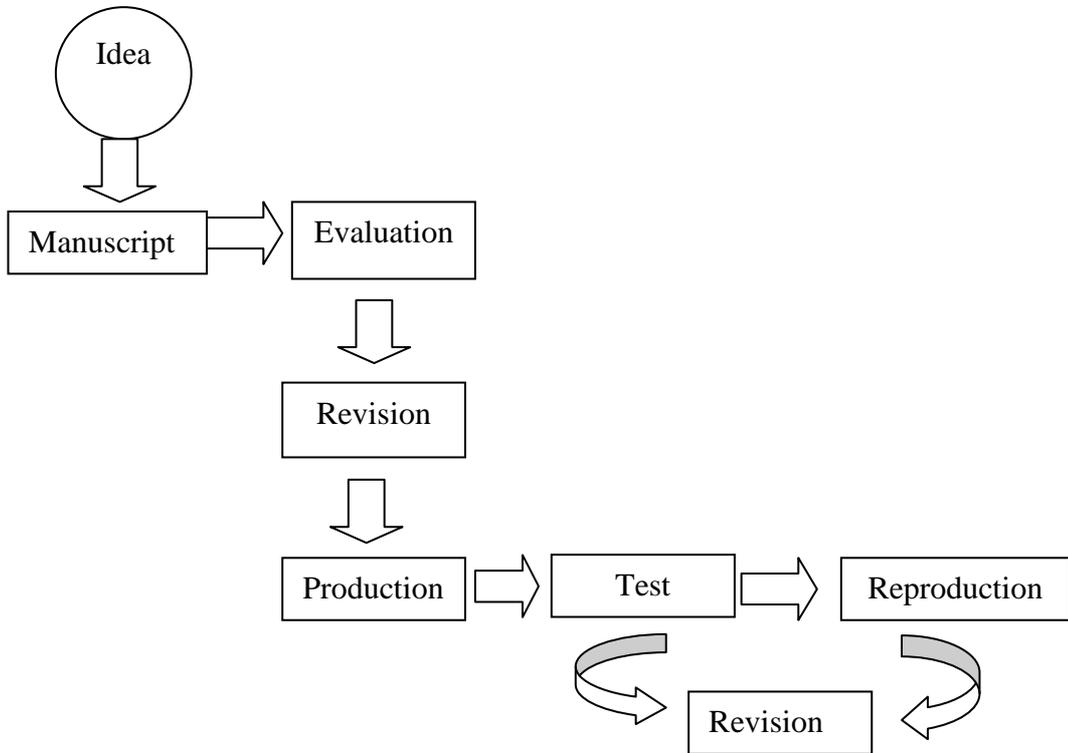
- a. Chart make students understand,
- b. It is simple, complicate circumlocutory, and
- c. It can be changed by cert time to be up date, and it is not less interesting.

There are some chart for supplied materials, they are:

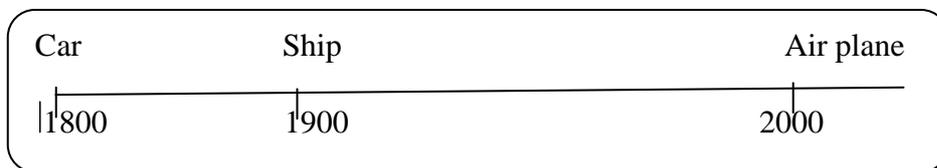
- a. Tree chart is a tree include from stem, branch, small branch.



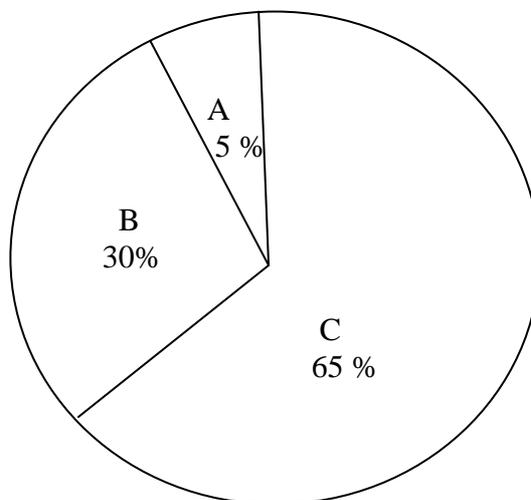
b. Flow chart describe about process flow or it can be relationship works



c. Time line chart describe to relate phenomenon and time nicely



d. Pie chart is statement describing the right that a particular group.



Based on theories above, writer concludes that chart is a page, sheet of information in of diagrams, list of figures. For examples tree chart, flow chart, time line chart, pie chart. So writer chooses to use tree chart an organization, relationship in family, part of body, hobbies, profession.

In addition Rohani (1997:35) states that chart is a diagram of symbol to explain, compare, etc, there are some kinds of characteristics of chart:

- a. simple, easy, ready, visible
- b. It is used in world.

Addition Brown (1994:152) audio- visual aid: commercial produced, they are three Types of support interactive in language classroom:

- a. Audio cassettes (listening exercises. Lecture, stories, other authentic samples of native speaker texts)
- b. Video tape cassettes and film (documentaries on special topics, specific ESL instructional modules
- c. Slides, photographs, poster, and chart, magazine picture.

Based on smartdraw.com/tutoril there are seven tips for Effective chart, they are:

- a. Make your chart easy to read by color-coding, includes a legend below of your chart (on a separate page) explain colors of the bars and the meaning of any milestone markers
- b. Keep your chart concise by excluding trivial sub- steps. If a task needs to be analyzed in detail, create a second chart as hyperlink to it from the main chart

- c. Give a copy of chart to each team member and review responsibilities and milestones. To preserve you in formatting text as your chat passes from person to person, you can turn off the text editing properly
- d. Update the chart periodically reflects the realities of you in enjoining project, you can draw a vertical line down of your chart to indicate the present time and identify which task is a head of schedule.

Hallowell (in Kalayo, 2004) says that the importance of using (picture chart) in teaching learning is to:

- a. focus attention on meaning, and help to make the language used in the class more real a live
- b. Have something to look at any stage of the lesson to help in the presenting in new language or introducing a topic, as part of language practice when reviewing language that has been presented earlier.

Based on explanation above, writer gets conclusion that the improvement of vocabulary has basically remained the same as explanation of media for teaching English of picture chart that make students understand, it is simple, complicated circumlocutory, and It can be changed to be up date, and it is not less interesting.

There are some techniques to master vocabulary (Gairns and Redman, 1986) suggest the following types of vocabulary techniques:

1. Using dictionary is a technique of finding out meaning of familiar words and expression. We can use variety of dictionary, bilingual, monolingual, thesaurus, etc.

2. Visual technique. These pertain the visual memory, which is considered helpful with vocabulary retention. Visual techniques help them in Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition, and categories.
3. Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition, and categories.

5. Synonyms, Antonym Vocabulary Techniques

1. Synonyms

Synonyms are more forms that are very closely related meaning, in sentences. Examples of synonym are the pair *broad- wide*, *hide- conceal*, *almost- nearly*, *cab-taxi*, *liberty-freedom*, *answer-reply*.

It should be noted that idea of ‘sameness of meaning’ used in discussing synonym is not necessarily ‘total sameness’. There are many occasions when one word is appropriate in sentence, but its synonym would be odd. For example, the word *answer* fits in sentence: *Cathy had only one answer correct on the test*, its – near- synonym, *reply*, would should odd. Synonymous forms may also differ in term of formality. The sentence *my father purchased a large automobile* seems much serous that the following casual version, with four synonyms replacements: *my dad bought a big car*. Explain by Yule, George. (1996: 118-119)

According <http://en.wikipedia.org/wiki/Synonym> say that synonyms are different words (or sometimes phrases) with identical or very similar meanings. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. The words car and automobile are synonyms.

Similarly, if we talk about a long time or an extended time, long and extended become synonyms. In the figurative sense, two words are often said to be synonymous if they have the same connotation

2. Antonym

Two forms with opposite meaning are called antonym, and commonly used examples are the pair *quick-slow, big- small, long- short, rich- poor, happy-sad, hot- cold, hot- colt, old –young, male- female, true- false, alive- dead.*

Antonym is usually divided into two main types, those that are ‘gradable’ and those that are ‘non-gradable’. Gradable antonyms, such as the pair big- small, can be used in comparative constructions like *bigger than- smaller than*. Also the negative of the member of the gradable pair does not necessarily imply the other. For example, you say *that dog is not old, you do not have to mean that dog is young*. With non-gradable antonyms, also called ‘complementary pairs’. Comparative constructions are normally used, and the negative of one member does imply the other. For example, *that person is not dead*, indeed means *that person is alive*. So the pair *male- female and true – false* must also be non-gradable antonyms, whereas the other in the list above are gradable.

Although it is works for the small number of non-gradable antonyms in a language, it is important to avoid describing most antonym pairs as one word meaning of the negative of another. Consider the opposite tie- untie. The word untie does ‘not tie’. It actually means ‘do the reverse of tie’, such pair is called reversives. Other common examples are *enter- exit, pack- unpack, length-shorten, raise- lower, and dress-undress]*

The term antonym (and the related antonym) has also been commonly used as a term that is synonymous with opposite; however, the term also has other more restricted meanings. One usage has antonym referring to both gradable opposites, such as long: short, and (non-gradable) complementary opposites, such as male: female, while opposites of the types up: down and proceed: follow are excluded from the definition. A third usage is particularly influential Lyons (1968:1977) defines the term antonym is referring to only gradable opposites (the long: short type) while the other types are referred to with different terms.

6. According to Azhar Arsyad (in Novita, 1996: 121). There are some ways of using media (picture chart) in teaching process:

- a. The teacher shows the picture chart and gives the topic
- b. The teacher asks students to follow what the teacher said
- b. The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes)
- c. The teacher asks students to explain about the picture chart with their own words in the front of the class
- d. The teacher evaluates the student's vocabulary mastery

7. Procedure in Teaching Vocabulary Using Conventional Way

- a. The teacher opens the class by saying greeting
- b. The teacher writes the new vocabularies on white board
- c. The teacher orders the students to memorize the vocabularies
- d. The teacher orders the students to answer the question
- e. The teacher evaluates the students' vocabulary mastery

B. Relevant Research

To avoid plagiarism from other researches, there are some researchers that have researched as follows: Novita, in 2007, Entitled the Effectiveness of using calendar chart in developing speaking ability at junior high school 05 Lubuk Bata Jaya Indragiri Hulu, and Susi Yamiarsih in 2007, Entitled Effectiveness of using picture chart to increase students' ability in speaking at junior high school. Based on both the researches, it can be found, the effectiveness of using calendar chart and effectiveness of using picture chart to increase students' ability in speaking are effective in developing students' ability in speaking. Meanwhile, writer wants to know the students' vocabulary mastery and uses this media (picture chart) to improve students' vocabulary at second year SLTP Budi Dharma Dumai. In addition, this title has not yet been researched.

C. Operational Concept

The theories used in this research are to avoid misunderstanding, there are some operational concepts used here, they are:

Variable X (Pictures Chart):

1. The teacher shows the picture chart and gives the topic,
2. The teacher asks students to follow what the teacher said
3. The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes)
4. The teacher asks students to explain about the picture chart with their own words

5. The teacher evaluates the student's vocabulary mastery by using picture chart

Variable Y (Students' Vocabulary Mastery):

1. The Students are able to indentify the synonyms of vocabulary
2. The Students are able to indentify the meaning of vocabulary
3. The Students are able to indentify the antonyms of vocabulary
4. The Student are able to complete the synonyms of vocabulary
5. The Student are able to complete the antonyms of vocabulary

D. Hypothesis

Ho: There is no significant difference of students' vocabulary mastery taught by using picture chart and conventional one at second year students SLTP Budi Dharma Dumai?

Ha: There is significant difference of students' vocabulary mastery taught by using picture chart and conventional one at second year students SLTP Budi Dharma Dumai?

CHAPTER III RESEARCH METHODOLOGY

A. Design of Research

This research was an experimented research. It was designed as pre-experimental design. There are two groups as sample in this research: experimented group (E), and control group (C). The experimented group will be taught by using picture chart while control group is without using picture chart. In addition, this research consists of two variables, independent variable is picture chart as media and dependent variable is students to improve their vocabulary mastery. The data is grouped and analyzed according to the following design:

Table III.1
Research Design

| GROUP | PRE-TEST | TREATMENT | POST TEST |
|--------------|-----------------|------------------|------------------|
| E | X ₁ | O | X ₂ |
| C | Y ₁ | CW | Y ₂ |

Where:

E: Experimental group

C: Control group

O: Chart as treatment

CW: Conventional Way

X₁ and Y₁: The pre-test of the two groups

X₂ and Y₂: The post- test of the two groups

B. The Location and Time of Research

This research was conducted in SLTP Budi Dharma Dumai Timur Sukajadi at Bintan Street 63b of Riau Province

The time of the research began from July until September year 2010, the writer chooses this school because it is located near writer's hometown, so the writer wants to know the students' vocabulary.

C. The Subject and Object of the Research

The subject of this is research the second of SLTP Budi Dharma Dumai Timur Sukajadi at Bintan Street 63b of Riau Province, and the object of the research is the students' vocabulary mastery.

D. The population and sample of research

The population of this research is 160 students; include the second year students SLTP Budi Dharma Dumai.

Table III.2
The Number of the Second Year Students of
SLTP Budi Dharma Dumai

| No | Class | Population | Sample |
|--------------|--------------|-------------------|--------------------------------|
| 1 | VIII 1 | 40 | 40 (Experimental Group) |
| 2 | VIII 2 | 40 | 40 (Control Group) |
| 3 | VIII 3 | 40 | - |
| 4 | VIII 4 | 40 | - |
| Total | | 160 | 80 Students |

From the table above, it can be seen that the sample of this research is 80 students. They are divided into two groups. The first group is experimental group,

it consists of 40 students and the other one is control group that consists of 40 students.

E. The Data Collection Technique

Before giving the test to the research respondents, the writer gives the try out to the other students from other class to find out the validity and reliability of the test. The test is a multiple choices question consists of forty items. Furthermore, the procedures of data collection technique will carried out as in the following:

1. Pre – test

At the beginning of the research, every participant both experimental group and control group were taken pre- test in order to find out if they are the same level at the starting point

2. Treatment

In the treatment, teaching English through picture chart will be carried out for the experiment group only

3. Post – test

Experimented group and control group at the end of the research are administered with the same test. It is aimed to see if there is different between two groups.

F. Data Analysis Technique

After the data of the research are collected, it is necessary to analyze by using statistical analysis which t_{test} should be used, variance homogeneity, so

writer will analyse by using t_{test} of the seeking for the biggest connected with sampling. The procedures in analyzing are the data as follows:

The standard of facility value used is ≥ 0.30 and ≤ 0.70 (J.B Heaton, 1975:178). The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV = Difficulty level

R = the number of correct answer

N = the number of student

1. Find out the means score of control (M_x) and means score of experimental group (M_y). The formula is as follows:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where: M_x = Mean score of control group

M_y = Mean score of experiment group

x = Difference score of control group

y = Difference score of experiment group

N = Number of students

2. Find out the variance of control group ($\sum x^2$) and the variance of experiment group ($\sum y^2$). The formula is as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

- Where: x^2 = Variance of control group
 y^2 = Variance of experiment group
 x = Difference score of control group
 y = Difference score of experiment group
 N = Number of students

3. Find out homogeneity test. The formula as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

- Where: t = The t-test statistic
 M_x = Mean score of control group
 M_y = Mean score of experiment group
 x^2 = Variance of control group
 y^2 = Variance of experiment group
 N = Number of students

(Arikunto, 2006:311)

CHAPTER IV
THE DATA PRESENTATION AND THE DATA ANALYSIS

This chapter presents the data of homogeneity test, the item difficulties, data analyzed and data interpreted, have taken from the given pre- test and post- test of two groups, experimental group and control group. Subsequently, it shows the students' score increase from pre- test to post- test of each groups in order to find out whether there is a significant difference between the experimental group's achievement and control group's achievement.

A. The Data Presentation

1. Researcher's Activity

The data are presented as the result of observation, conducted toward the researcher's activity in the class. Other teacher observes the researcher as long as the researcher teaches the students by using picture chart. The researcher presents the result in following tables:

Table IV.1
The Result of Researcher's Observation at Observation I

| No | Observation | Categories | |
|-------------------|---|------------|-----------|
| | | Yes | No |
| 1 | The teacher shows the picture chart and gives the topic | √ | - |
| 2 | The teacher asks students to follow what the teacher said | √ | - |
| 3 | The teacher asks students to memorize picture chart with short time (5-10 minutes) | √ | - |
| 4 | The teacher asks students to explain with their own words in the front of the class | - | - |
| 5 | The teacher evaluates the student's vocabulary mastery | - | - |
| Total | | 3 | 0 |
| Percentage | | 60% | 0% |

Pertaining to the table above, the teacher's activities in category "Yes" is 80% and 20% in category "No".

Table IV.2
The Result of Researcher's Observation at Observation II

| No | Observation | Categories | |
|-------------------|--|------------|-----------|
| | | Yes | No |
| 1 | The teacher shows the picture chart and gives the topic | √ | - |
| 2 | The teacher asks students to follow what the teacher said | - | - |
| 3 | The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes) | √ | - |
| 4 | The teacher asks students to explain with their own words in the front of the class | √ | - |
| 5 | The teacher evaluates the student's vocabulary mastery | √ | - |
| Total | | 4 | 0 |
| Precentage | | 80% | 0% |

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Table IV.3
The Result of Researcher's Observation at Observation III

| No | Observation | Categories | |
|-------------------|--|-------------|-----------|
| | | Yes | No |
| 1 | The teacher shows the picture chart and gives the topic | √ | - |
| 2 | The teacher asks students to follow what the teacher said | √ | - |
| 3 | The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes) | √ | - |
| 4 | The teacher asks students to explain with their own words in the front of the class | √ | - |
| 5 | The teacher evaluates the student's vocabulary mastery | √ | - |
| Total | | 5 | 0 |
| Precentage | | 100% | 0% |

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Table IV.4
The Result of Researcher's Observation at Observation IV

| No | Observation | Categories | |
|-------------------|--|-------------|-----------|
| | | Yes | No |
| 1 | The teacher shows the picture chart and gives the topic | √ | - |
| 2 | The teacher asks students to follow what the teacher said | √ | - |
| 3 | The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes) | √ | - |
| 4 | The teacher asks students to explain with their own words in the front of the class | √ | - |
| 5 | The teacher evaluates the student's vocabulary mastery | √ | - |
| Total | | 5 | 0 |
| Percentage | | 100% | 0% |

Pertaining to the table above, the teacher's activities in category "Yes" is 100% and 0% in category "No".

Table IV.5
The Percentage Recapitulation of Researcher's Activities

| No Item | Researcher's Activity | Observation I | Observation II | Observation III | Observation IV |
|-------------------|--|---------------|----------------|-----------------|----------------|
| 1 | The teacher shows the picture chart and gives the topic, | 1 | 1 | 1 | 1 |
| 2 | The teacher asks students to follow what the teacher said | 1 | 0 | 1 | 1 |
| 3 | The teacher asks students to memorize vocabulary in picture chart with short time (5-10 minutes) | 1 | 1 | 1 | 1 |
| 4 | The teacher asks students to explain with their own words | 0 | 1 | 1 | 1 |
| 5 | The teacher evaluates the student's vocabulary mastery | 0 | 1 | 1 | 1 |
| Total | | 3 | 4 | 5 | 5 |
| Means | | 0.6 | 0.8 | 1 | 1 |
| Percentage | | 60% | 80% | 100% | 100% |

To calculate means can be used by using formula as follow:

$$\text{Means} = \frac{\text{totalresearcher' sactivity}}{\text{totalitem}}$$

$$\text{Means} = \frac{4}{5} = 0,8$$

To calculate percentage can be used by using formula as follows:

$$\text{Percentage} = \frac{\text{totalmeans}}{\text{Numberofsample}} \times 100$$

$$\text{Percentage} = \frac{0,8}{1} \times 100 = \frac{80}{1} = 80\%$$

From the table above, the researcher has completed all of the aspects that have been observed. Every aspect is improved from observation I until observation IV. In observation I, the total researcher's activity is 60%, in observation II, the total researcher's activity is 80%, in observation III, the total researcher's activity is 100%, and in observation IV, the total researcher's activity is 100%.

A. Item Difficulties

Before the items would be used to get the data, all of them were tried out. Try out was intended to know facility value of the test. The facility value itself was used to find out the level of difficulties. The standard of facility value used is ≥ 0.30 and ≤ 0.70 (J.B Heaton, 1975:178). The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV = Difficulty level

R = the number of correct answer

N = the number of student

For example, if the number 1 is correct answer by 14 students of 40 students. The difficulty can be calculated as follows:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{14}{40} \\ &= 0.35 \end{aligned}$$

If the facility value was changed into percentage, it could be calculated $0.35 \times 100\% = 35$. The facility value was considered standard, and could be used to get the data. In other word, the item did not need changing. After doing try out,

the writer founds that there were some items that need to be modified because the level of difficulty could not reach the standard of item difficulty. All items were rewritten or improved because they did not fulfill the standard. They were number 2, 5, 9, 13, 17, 19, 22, 25 and 29

C. Data Analysis

TABLE IV.16
CALCULATED TABLE OF CONTROL AND EXPERIMENT GROUP

| Control group | | | | Experiment group | | | |
|---------------|-----------|-----------|------------|------------------|-----------|-----------|------------|
| Student | Pre-test | Post-test | Difference | Student | Pre-test | Post-test | Difference |
| | (X_1) | (X_2) | (x) | | (Y_1) | (Y_2) | (y) |
| 1 | 56 | 60 | 4 | 1 | 60 | 84 | 24 |
| 2 | 60 | 60 | 0 | 2 | 60 | 80 | 20 |
| 3 | 40 | 44 | 4 | 3 | 40 | 60 | 20 |
| 4 | 44 | 60 | 16 | 4 | 44 | 64 | 20 |
| 5 | 60 | 60 | 0 | 5 | 60 | 60 | 0 |
| 6 | 72 | 72 | 0 | 6 | 72 | 80 | 8 |
| 7 | 56 | 60 | 4 | 7 | 56 | 68 | 12 |
| 8 | 60 | 60 | 0 | 8 | 60 | 68 | 8 |
| 9 | 40 | 56 | 16 | 9 | 40 | 64 | 24 |
| 10 | 56 | 56 | 0 | 10 | 56 | 68 | 12 |
| 11 | 44 | 60 | 16 | 11 | 44 | 60 | 16 |
| 12 | 56 | 56 | 0 | 12 | 56 | 60 | 4 |
| 13 | 72 | 72 | 0 | 13 | 72 | 76 | 4 |
| 14 | 56 | 56 | 0 | 14 | 56 | 60 | 6 |
| 15 | 72 | 72 | 0 | 15 | 72 | 88 | 16 |
| 16 | 56 | 60 | 4 | 16 | 56 | 60 | 4 |
| 17 | 72 | 72 | 0 | 17 | 72 | 84 | 12 |
| 18 | 44 | 52 | 8 | 18 | 44 | 68 | 24 |

| | | | | | | | |
|-----------------|---------------------|---------------------|------------------|-----------------|---------------------|---------------------|------------------|
| 19 | 72 | 72 | 0 | 19 | 72 | 88 | 16 |
| 20 | 60 | 60 | 0 | 20 | 60 | 60 | 0 |
| 21 | 60 | 60 | 0 | 21 | 60 | 60 | 0 |
| 22 | 40 | 60 | 20 | 22 | 40 | 64 | 24 |
| 23 | 44 | 64 | 20 | 23 | 44 | 64 | 20 |
| 24 | 60 | 60 | 0 | 24 | 60 | 76 | 6 |
| 25 | 64 | 64 | 0 | 25 | 64 | 76 | 12 |
| 26 | 52 | 60 | 8 | 26 | 52 | 60 | 8 |
| 27 | 44 | 52 | 8 | 27 | 44 | 64 | 20 |
| 28 | 52 | 52 | 0 | 28 | 52 | 64 | 12 |
| 29 | 60 | 60 | 0 | 29 | 60 | 80 | 20 |
| 30 | 64 | 64 | 0 | 30 | 64 | 80 | 16 |
| 31 | 52 | 52 | 0 | 31 | 60 | 60 | 0 |
| 32 | 56 | 56 | 0 | 32 | 56 | 76 | 20 |
| 33 | 56 | 64 | 8 | 33 | 56 | 60 | 4 |
| 34 | 60 | 60 | 0 | 34 | 60 | 84 | 24 |
| 35 | 40 | 60 | 20 | 35 | 40 | 64 | 24 |
| 36 | 56 | 56 | 0 | 36 | 56 | 64 | 8 |
| 37 | 52 | 64 | 12 | 37 | 52 | 76 | 24 |
| 38 | 52 | 52 | 0 | 38 | 52 | 72 | 20 |
| 39 | 56 | 60 | 4 | 39 | 56 | 72 | 16 |
| 40 | 60 | 76 | 16 | 40 | 60 | 80 | 20 |
| $\sum N$ =40 | $\sum X_1$ =2228 | $\sum X_2$ =2416 | $\sum x$ =188 | $\sum N$ =40 | $\sum Y_1$ =2240 | $\sum Y_2$ =2796 | $\sum y$ =548 |

From the table above, it can be found that $\sum N = 40$, $\sum X_1 = 2228$, $\sum X_2 = 2416$, $\sum x = 188$, $\sum Y_1 = 2240$, $\sum Y_2 = 2796$, and $\sum y = 548$.

Furthermore, to find out the means score of control (M_x) and means score of experiment group (M_y) is as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{188}{40}$$

$$M_x = 4,7$$

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{548}{40}$$

$$M_y = 13,7$$

Find out the variance of control group ($\sum x^2$) and the variance of experiment group ($\sum y^2$):

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 2704 - \frac{188^2}{40}$$

$$\sum x^2 = 2704 - \frac{35344}{40}$$

$$\sum x^2 = 2704 - 883,6$$

$$\sum x^2 = 1820,4$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\sum y^2 = 10024 - \frac{548^2}{40}$$

$$\sum y^2 = 10024 - \frac{300304}{40}$$

$$\sum y^2 = 10024 - 7507,6$$

$$\sum y^2 = 2516,4$$

Based on the analysis above, it was found that the means of control group is 4,7 and the variance is 1820,4. While the means of experiment group is 13,7 and the variance is 2516,4

From the finding above, there is the difference between the experimental group and control group in term of means, and variance. In order to find out the variance of homogeneity of both classes, F value can be calculated in the following:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

$$= \frac{2516,4}{1820,4}$$

$$f_{calculated} = 1,382$$

The value of $f_{calculated}$ is compared with the value of f_{table} with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk and for 5%, f_{table} value is 1,69. From the explanation, it is found that $f_{calculated}$ is less than f_{table} (1,382 < 1,69). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{4,7 - 13,7}{\sqrt{\left(\frac{1820,4 + 2516,4}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$t = \frac{9}{\sqrt{\left(\frac{4336,8}{78}\right)\left(\frac{2}{40}\right)}}$$

$$t = \frac{9}{\sqrt{\frac{8673,6}{3120}}}$$

$$t = \frac{9}{\sqrt{2,78}}$$

$$t = \frac{9}{1,67}$$

$$t = 5,389$$

By observing the data analysis, it can be described that the coefficient of t-test is 5,389, then to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level. In alpha decision level $(\alpha)0,05, \frac{1}{2}\alpha$ and with the degree freedom 78 ($df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$) is found that $t_{distribution}$ is 1,671. it can be concluded that $t_{calculated} > t_{distribution}$ ($5,389 > 1,671$). It means that H_a is accepted and H_o is rejected. In short, there is significant effect of using picture

chart to improve students' vocabulary mastery at second year students SLTP Budi Dharma Dumai.

D. The Interpretation of the Data

Based on the calculation of both, experimental class and control class in the hypothesis testing is found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($5,389 > 1,671$) in alpha decision level (α) $0,05, \frac{1}{2}\alpha$ with the degree freedom (*d.f.* 78). Consequently, the null hypothesis is rejected. In short, there is significant effect of using picture chart to increase students' vocabulary mastery at second year students of SLTP Budi Dharma Dumai.

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' motivation in learning English at the second year of SLTP Budi Dharma Dumai by using picture chart

A. Conclusion

After doing the research, the researcher finds that the result of students in learning English by using pictures is increasing from observation I to observation IV and there is significant difference between students taught with conventional and method the use of picture chart use.

Based on the first formulation of the problem 'Is there any significant difference of students' vocabulary mastery taught by using picture chart and conventional one at second year students SLTP Budi Dharma Dumai?. It can be answered that there is any significant effect of picture chart toward students' vocabulary mastery at the second year students of SLTP Budi Dharma Dumai. This statement can be seen from the result of t-test, is 5,389 higher than $t_{distribution}$ 1,671 ($5,389 > 1,671$) in alpha decision level $(\alpha) 0,05, \frac{1}{2} \alpha$ with the degree freedom (*d.f.* 78). It means that H_0 is rejected and the H_a is accepted. In other word, there is significant difference between on students who were taught by picture chart and who were taught by conventional one.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes English teacher to choose the effective method to raise the students' motivation in learning English. Related to the result of the research, the researcher offers some suggestions as follows:

1. Picture chart is a method of teaching and learning English that can be used to increase students' vocabulary mastery at the second year student of SLTP Budi Dharma Dumai.
2. English teacher should have various methods and technique in teaching and learning process especially in increasing students' vocabulary mastery.

2. Suggestions for the Students

1. The students must realize that vocabulary is very important to be mastered in learning English.
2. The more you have vocabularies, the more you can be easy master English.

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