

ABSTRACT

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The Effect of Using Pictures on Learners' Vocabulary Mastery at Seventh Grade of Mts Babussalam Mojoagung Jombang

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. Learners need to master vocabulary, the more vocabulary is mastered by learners, the better will be their performance in all aspects in learning of English, and therefore students who enrich in vocabulary will be successful in language learning skill: listening, speaking, reading and writing.

Based on the writer experiences in teaching first grade of MTs Babussalam in the effect of using pictures on learners' vocabulary mastery, some of students have difficulties in practicing vocabulary. They felt unconfident about their ability to construct a word moreover sentence. They have some problems to show up their mind and ideas to do assignment that is be given by the teacher. In this thesis the researcher concentrates vocabulary in singular and plural, countable and uncountable noun. Most of them do not know about the vocabulary. By using pictures, they can help learners' mastery vocabulary.

This study is using experimental design at seventh grade of MTs Babussalam by calculation T test by differences between means, before a researcher calculates the data; first of all she calculates normality test and homogeneity test in order to know whether or not the data is normal and homogeny. Based on the result of statistical calculation, for the normality of experiment class X^2_{hit} is -23, 9744 and X^2_{tab} is 11, 3449, and normality of control class X^2_{hit} is -16, 5268 and X^2_{tab} is 11, 3449, it means that both them are normal. And for homogeneity test is F_{hit} 1, 78 and for F_{tab} is 1, 84, it means that the sample is variants homogeneity. The calculation of differences between means is t_{hit} is 4, 44 and t_{tab} is 1, 671, therefore $1,671 < 4, 44$. Based on the result null hypothesis which says students who are using pictures can master their vocabulary are worse than students who are without using pictures can master their vocabulary is refused. It means that alternative hypothesis which says students who are using pictures can master their vocabulary are better than students who are without using pictures can master their vocabulary is received.

In the last conclusion in this experiment the effect of using pictures on learners' vocabulary mastery is effective to lead them to make a fun and enjoyable activity and to enrich new vocabularies. So, they will get better solution in vocabulary mastery. It is hoped that the students will develop sensitivity to correct structure and word order through the controlled pictures. By using the guided pictures the writer hopes the students can encourage free response and make up their own imagination being an interesting the material.