

**THE EFFECT OF USING PICTURES IN TEACHING  
PHRASAL VERBS ON THE VOCABULARY  
ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF  
SMUK ST. STANISLAUS SURABAYA**

**A THESIS**

**As a Partial Fulfillment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



**By**

**Agnes Indrawati  
1213093026**

No. INDUK	0261 / 01
TGL TERIMA	21. T. 99
REVISI	
FAKULTAS	
No. BUKU	FK-ig Ind ep-1
KCPi KE	1 (satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JUNE, 1999**

**APPROVAL SHEETS**  
**(1)**

This thesis entitled THE EFFECT OF USING PICTURES IN TEACHING PHRASAL VERBS ON THE VOCABULARY ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF SMUK ST. STANISLAUS SURABAYA, which is prepared and submitted by Agnes Indrawati, has been approved and accepted as a partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



DR. Veronica L. Diptoadi, M.Sc.  
First Advisor



Drs. B. Budiyono, M.Pd  
Second Advisor

# APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a grade of A on June 12, 1999.



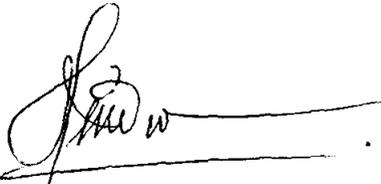
Drs. V. Luluk Prijambodo, M.Pd.  
Chairman



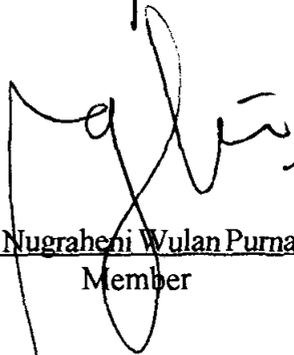
Dr. Veronica L. Diptoadi, M.Sc.  
Member



Drs. B. Budivono, M.Pd.  
Member



Drs. Hendra Tedjasuksmana, M.Hum  
Member



Rosalina Nugraheni Wulan Purnami, S.Pd.  
Member

Approved by



Drs. Genes Santi Widiati, M.Pd.  
Head of the  
English Department



Dr. Veronica L. Diptoadi, M.Sc.  
Dean of the  
Teacher Training College

## ACKNOWLEDGEMENT

First of all, I would like to thank God for His blessing during my working on this thesis, so that I could finish it. I would also like to express my deepest gratitude and appreciation to the following people who had helped and encouraged me in accomplishing this thesis:

1. Dr. Veronica L. Diptoadi, the first advisor, who had patiently given me valuable suggestion and guidance, and willingly spare her time in examining my thesis.
2. Drs. B. Budiono, M.Pd., the second advisor, who had also kindly guided and encouraged me during the accomplishment of this thesis.
3. Drs. John S. Ongko, the headmaster of SMUK St. Stanislaus, who had warmly welcomed me when I conducted my experiment.
4. All of the first year students of SMUK ST. Stanislaus Surabaya belonging to the school year of 1997-1998 for their good participation during my experiment so that I could obtain the data needed.
5. My beloved family, who had financially supported and encouraged me to finish this thesis.
6. My best friends for their great help and advice.
7. British Council's staffs who had helped me obtain the information needed.
8. All the lecturers of the English Department of Widya Mandala Catholic University for

giving their guidance during my study there.

Finally, I also thank many others whose names are not mentioned for giving valuable contribution and helping me in completing this thesis. May God bless you all.

*The Writer*

## TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ü
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER I INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objective of the Study	3
1.4. Hypotheses	3
1.4.1. The Null Hypothesis	3
1.4.2. The Alternative Hypothesis	4
1.5. Significance of the Study	4
1.6. Scope and Limitation	4
1.7. Definition of the Key Terms	6
1.8. Organization of the Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1. The Importance of Teaching Vocabulary in	

Language Learning	8
2.2. Using Pictures in Teaching Vocabulary	9
2.2.1. Kinds of Pictures	10
2.2.2. The Criteria of Good Pictures	11
2.2.3. The Importance of Teaching Vocabulary	
Using Pictures	11
2.3. Teaching Phrasal Verbs Using Pictures	13
2.3.1. The Nature of Phrasal Verbs	14
2.3.2. The Importance of Teaching Phrasal Verbs	
Using Pictures	17
2.4. Previous Study	19
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1. Research Design	21
3.1.1. The Form	21
3.1.2. The Variables	22
3.2. Population and Sample	23
3.3. Research Instrument	24
3.4. Try-out of the Instrument	24
3.4.1. The Realibility of the Test	25
3.4.2. Item Analysis	26

3.4.2.1. The Level of Difficulty	26
3.4.2.2. Discrimination Index	27
3.4.3. The Validity of the Test	29
3.5. Procedures of Collecting the Data	30
3.5.1. The Treatment of Experimental Group	31
3.5.2. The Treatment of Control Group	32
3.5.3. Time Allocation	34
3.5.4. Instructional Material	35
3.6. Procedures of Analyzing the Data	35
CHAPTER IV INTERPRETATION OF THE FINDINGS	
4.1. The Result of the Data Analysis	38
4.2. The Interpretation of the Findings	39
CHAPTER V CONCLUSION AND SUGGESTION	
5.1. Conclusion	41
5.2. Suggestion and Recommendations	43
5.2.1. Suggestions for Teaching	43
5.2.2. Recommendations for Further Research	44
BIBLIOGRAPHY	46
APPENDIX 1	
APPENDIX 2	

## ABSTRACT

Indrawati, Agnes. 1999. *The Effect of Using Pictures in Teaching Phrasal Verbs on the Vocabulary Achievement of the First Year Students of SMUK St. Stanislaus Surabaya*. Jurusan Pendidikan Bahasa dan Seni, Program Studi Bahasa Inggris. FKIP, Universitas Katolik Widya Mandala. Surabaya. Advisors: Dr. Veronica L. Diptoadi, M.Sc and Drs. B. Budiono, M.Pd.

**Key Words:** Vocabulary, Phrasal Verbs, Pictures, and Achievement.

Teaching English is defined with reference to four language skills, namely: listening, speaking, reading and writing. These four language skills can be mastered if one has a good store of vocabulary. Without having good knowledge of vocabulary, one cannot understand written and oral language and express his thoughts and opinions in English. That is why vocabulary plays an important role in mastering a language.

When the writer taught English to the students of SMUK St. Stanislaus Surabaya, she got an experience showing that learning vocabulary seemed to be a difficult thing for the students because there were so many words that the students had to learn and it seemed that the students often faced a problem in memorizing the words and their meanings. This problem was particularly caused by the absence of the students' motivation during the teaching and learning vocabulary, since the students were only given a list of words and they were asked to memorize the words.

To increase the students' motivation toward learning vocabulary, pictures come in handy. The use of pictures in learning vocabulary is indisputable. Firstly, pictures as one of visual aids could keep the students interested in what they are learning because pictures are more interesting than a list of words. The appeal that a picture has makes the students enjoy the lesson and willingly participate themselves in the teaching and learning activity. Secondly, the use of pictures in learning vocabulary helps the students guess the word meaning more easily. Last but not least, pictures help the students recall and retain the words and their meanings better.

Vocabulary can be defined roughly as the words in the language. Among the words, phrasal verbs are the most productive ones. It is, therefore, teaching phrasal verbs to the students is necessary to enhance their understanding toward English.

Learning phrasal verb is not a simple matter and sometimes causes difficulties for the students since there are so many kinds of phrasal verbs and the meanings of certain phrasal verbs, i.e. idiomatic ones, cannot be deduced merely by combining the meanings of separate parts. To help the students learn phrasal verbs, the writer, in this study, suggests pictures to be used in vocabulary teaching.

In order to know whether pictures are advantageous for vocabulary teaching, the researcher conducted a qualitative study. With this study, she intended to know the effect

of pictures in vocabulary teaching on the students' vocabulary achievement. So, the research problem raised in this study is: "Does the use of pictures in teaching phrasal verbs affect the vocabulary achievement of the first year students of SMUK St. Stanislaus Surabaya?"

To find out the effect of using pictures in teaching phrasal verbs on the students' vocabulary achievement, the researcher did an experiment to the first year students of SMUK St. Stanislaus Surabaya. As the subjects of this study, she took the three existing classes of the first year students who based on the analysis of their previous UUB or summative test, had the same English proficiency and as the material, she focussed herself on idiomatic and transitive phrasal verbs. From the three classes, the researcher, then, used a simple random sampling procedure to determine IB as the experimental group to whom the writer taught phrasal verbs using pictures, IA as the control group who were taught phrasal verbs without pictures, i.e. using a list of words, and IC as the try-out group to whom the writer tried out the post test. The tried-out test was given to both experimental and control groups after several-time treatment.

The students' answer sheets of the post test were then scored and calculated. The scores of the experimental and control groups were analysed, statistically computed and compared. The result of their computation showed that the mean score of the experimental group (8.425) was higher than the control group (7.4025). The result of standard deviation of the experimental group was .589 while those of the control group was 1.193. With the level of significance of 0.5 and a  $T_t$  of 1.671, the writer found out that the result of  $T_o$  (4.869) was greater than the  $T_t$ . Since  $T_o$  is greater than  $T_t$ ,  $H_o$  is rejected. It means that there is a significant difference between the scores of both groups.

Hence, it can be said that the students of the experimental group who were taught phrasal verbs using pictures achieved vocabulary better than those taught using a list of words. It was because the motivation of the students in the experimental group during the learning process was higher and their participation in class made them have a better understanding toward the words and their meanings. This enabled the students in the experimental groups to retain and recall the words better. While the students in the control group had no motivation toward learning. Learning phrasal verbs using a list of words would make their poor motivation worse because through this way, students got bored easily and learning vocabulary especially phrasal verbs became a drudgery thing.

All in all, using pictures in learning phrasal verbs are helpful and beneficial. Using pictures will keep the students learn vocabulary with great motivation, so that they can widen their knowledge of vocabulary.

Finally, the writer realizes that this study is not completely perfect. It is, then, expected that there will be other researchers who will conduct a more thorough study to ascertain the effect of using pictures in learning phrasal verbs on the students' vocabulary achievement.