

**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**

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## 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:



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



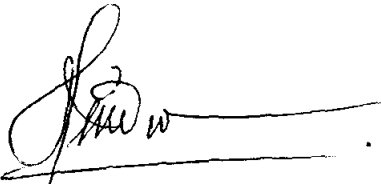
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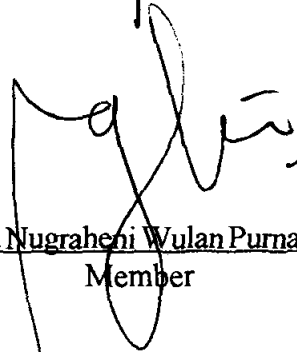
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## ABSTRACT

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.