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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS'  
VOCABULARY ACHIEVEMENT BY USING PICTURE AND GRAMMAR  
TRANSLATION METHOD AT THE EIGHTH GRADE STUDENTS OF MTS.  
WATHONIYAH GINTUNG LOR, SUSUKAN CIREBON.**

**A THESIS**

Submitted to the English Education Department of IAIN *Syekh Nurjati Cirebon*  
in Partial Fulfilment of The Requirements for the Islamic Graduate Degree (S.Pd.I)



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## ABSTRACT

### **LINA AWALINA, 2012: “THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ VOCABULARY ACHIEVEMENT BY USING PICTURE AND GRAMMAR TRANSLATION METHOD AT THE EIGHTH GRADE STUDENTS OF MTS. WATHONIYAH GINTUNG LOR, SUSUKAN CIREBON”**

English is one of foreign languages for Indonesian students that must be learnt in school. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

Vocabulary mastery is the most basic thing that must be controlled by a person in learning English as foreign language for all students and people of Indonesia. How one can express a language if he does not understand the vocabulary of the language. Especially if it is studied as foreign language, so that mastery of the vocabulary of a language is something that is absolutely owned by language learners.

The aims of the research in writing thesis are: To find out the students’ vocabulary achievement by using picture, to find out the students’ vocabulary achievement by using grammar translation method, to find out comparison between students vocabulary achievement by using picture and Grammar translation method.

The Methodology of Research used in the research is quantitative method. The technique of collecting data are observation, interview and test, The qualitative data that are analyzed by using T-test

The average score of the test vocabulary by using picture is 7.9. This score is assumed as “good”. The average score of the test vocabulary by using grammar translation method is 6.5. This score is assumed as “Enough”. From the computation of T-test, the result of the comparison between the students’ vocabulary achievement by using picture and grammar translation method  $t_{\text{test}}$  6.6. And  $t_{\text{table}}$  5% with the degree of freedom (88) is 1.99. So  $t_{\text{test}}$  is bigger than  $t_{\text{table}}$ . If  $t_{\text{test}}$  is bigger than  $t_{\text{table}}$ ,  $t_{\text{test}}$  is accepted and  $t_{\text{table}}$  is rejected. And it means that there is positive and significant difference between the students’ vocabulary achievement by using Picture and grammar translation method.



## PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises and thankfulness be to God because of his permission and blessing, the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ VOCABULARY ACHIEVEMENT BY USING PICTURE AND GRAMMAR TRANSLATION METHOD AT THE EIGHTH GRADE STUDENTS OF MTS. WATHONIYAH GINTUNG LOR, SUSUKAN CIREBON”**. is presented to fulfil one of the requirements to achieve Islamic scholar in English Education Degree (*S.Pd.I*) at English Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) Cirebon.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey his sincere and gratitude to the following people:

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Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for him to receive suggestion and critic from everyone who will encourage him to continue her study.

Cirebon, October 2012

The writer

**Lina Awalina**



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Education is a business for people to develop their potential through learning and or other means known to and recognized by the public. Powered by the progress of science and technology, real-world education has been growing rapidly, seen by the English education begins in primary school since. During this time, it is recognized that the basic level in Indonesia is still weak in mastering English. It is also lagging behind in mastering advanced science students than other countries whose native language is not English.

English is the international language which is used in the interaction between world nations (UN), the WTO, and other sporting events (SEA GAMES, GAMES and Olympiade ASEAN). Mastery in the field of science and technology has become a benchmark for the progress of a nation and it brings mastery of course English as a language of science. The books of science and technology published abroad, especially from developed countries are printed in English. Important information reported by the mass media and print media written in the same language, and operates computer.

English as an international language is used as a tool for communication in daily life and in academics, functioned as a first, second or foreign language. In Indonesia, English is as a foreign language and formally it is





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taught in schools from kindergarten until university. It has become an obligatory subject and as one of the subjects examined in the Ujian Nasional (National Examination). So, learning English is a necessity and a must for all the people in the world, especially in Indonesian school. Therefore, the students should master English. In fact the students do not master the English yet. This can be proven by the low level of students' vocabulary.

A language, any kinds of human languages, is used as a tool for communication. It is used in written and spoken forms to deliver everything we want to say about to someone else. Hall (1968: 158) language is the institutions where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.

English is one of international languages, which is used throughout the world and also English is used in many fields of life such as : in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

English is one of foreign languages for Indonesian students that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.



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English teaching involves four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

Vocabulary is one of important aspects in teaching language, as stated by Edward in his book (1997: 149)“ Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system”.

Vocabulary mastery is the most basic thing that must be controlled by a person in learning English is a foreign language for all students and people of Indonesia. How one can express a language if he does not understand the vocabulary of the language. Especially if it is studied as foreign language, so that mastery of the vocabulary of a language is something that is absolutely owned by language learners .If a student has a adequate vocabulary of English then it will automatically be more favorable to the achievement of the last four English language competence. And conversely without has an adequate vocabulary a student will have difficulty in achieving competence in the language.

Teaching vocabulary at this level is very important element of teaching English, because children, knowing more and more words, can better communicate with other children. It is the most important thing in teaching foreign language.



Although English has been taught to the seventh class years when they were at elementary school, and three years at Mts wathoniyah gintung Lor - susukan, but so far they still find English difficult, especially in learning vocabulary and their knowledge of vocabulary is too limited. So they need medium to increase vocabulary achievement.

Because of the above factor, so in this way the writer would like to try to overcome students difficulties in vocabulary achievement by using picture and grammar translation method. This thing is becoming the reason for the writer to give the title of the thesis namely, ***“THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ VOCABULARY ACHIEVEMENT BY USING PICTURE AND GRAMMAR TRANSLATION METHOD AT THE EIGHTH GRADE STUDENTS OF MTS. WATHONIYAH GINTUNG LOR, SUSUKAN, CIREBON ”.***

## **B. The Identification of The Problem**

The Problem in this research is classified into the following sections:

### **1. The Field of The Research**

The field of the research of thesis is vocabulary

### **2. The Kinds of The problem**

There are many problems in teaching English, especially in vocabulary.

The writer would like to mention the kind of the problems in this paper:

1. Limited vocabulary that owned by students
2. Less motivation in learning English



Those are some kinds of speaking problem, then as an English teacher we have to find out the way to solve those problems.

### 3. The Main Problem

The main problem of this thesis is that students have lack of vocabulary achievement

## C. The Limitation of The Problem

To limit the problem, the writer has divided it into three kinds of problem, they are students' vocabulary achievement by using pictures, the students' vocabulary achievement by using grammar translation method and analyzing data.

## D. The Questions of The Research

1. How far is the students' vocabulary achievement by using picture?
2. How far is the students' vocabulary achievement by using grammar translation Method ?
3. Is there any positive and significant comparison between the students' vocabulary achievement by using picture and grammar translation method ?

## E. The Aims of The Research

The aims of the research that will be obtained as follows:

1. To find out the students' vocabulary achievement by using picture
2. To find out the students' vocabulary achievement by using grammar Translation method





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3. To find out comparison between students' vocabulary achievement by using picture and Grammar translation method.

#### **F. The Use of The Research**

The research product is hoped to be able to increase developing language learning, especially in increasing students' vocabulary achievement using picture and Grammar translation method.



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