



**THE USE OF VISUAL DICTIONARY TO TEACH VOCABULARY
FOR THE SEVENTH GRADE STUDENTS OF SMP N 3 TAMBAKROMO
PATI IN THE ACADEMIC YEAR OF 2013/2014**

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2014**



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PATI IN THE ACADEMIC YEAR OF 2013/2014**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**

MOTTO AND DEDICATION

- ❖ Education is an ornament in prosperity and a refuge in adversity. ~Aristotle
- ❖ We have to live today by what truth you can get today and be ready tomorrow to call it falsehood ~William James



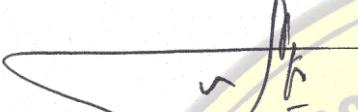
This research is dedicated to:

- ❖ Allah the Almighty
- ❖ Her parents who bring her to get into this point and lead her until today
- ❖ Her beloved husband and son
- ❖ All her best friends

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Nurul Hidayati (200632093) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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Acknowledged by
The Faculty of Teacher Training and Education
Dean,

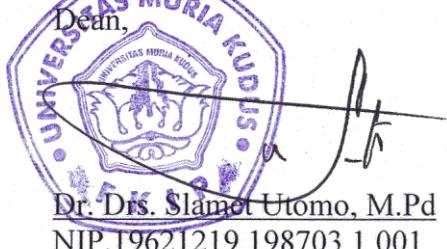

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EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Nurul Hidayati (200632093) has been approved by the examining committee as a requirement for the Sarjana Degree of English Education



Acknowledged by
The Faculty of Teacher Training and Education
Dean,



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Kudus, February 2014

The Writer

ABSTRACT

Hidayati, Nurul. 2014.*The Use of Visual Dictionary to Teach Vocabulary for The Seventh Grade Students of SMP N 3 Tambakromo Pati in the Academic Year of 2013/2014.* Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisors: (1) Dr. Drs. Slamet Utomo, M.Pd. (2) Diah Kurniati, S.Pd.,M.Pd.

Key words: Visual, Dictionary, Vocabulary

English has been taught for many years at school, but students' achievement in English is still insufficient. A plenty of reasons might occur so that generate those big deals. And the most fundamental one that becomes an issue is the lack of vocabulary mastery of the students. Various techniques and methods have been being applied to improve students' mastery of vocabulary. But, those haven't contributed yet any good impacts. It is because the instructions, methods, and media are not compatible to use. There are some media to apply in developing the mastery of vocabulary, especially for students of Junior High School. And one of them that the writer wants to apply is the using of visual dictionary as a medium of teaching to improve students' mastery of vocabulary. Therefore, the writer carries out research entitled "*The Use of Visual Dictionary to Teach Vocabulary for The Seventh Grade Students of SMP N 3 Tambakromo Pati in the Academic Year of 2013/2014.*

The purpose of this research is to describe whether or not there is a significant difference of the English vocabulary mastery of the seventh grade between students of SMP N 3 Tambakromo Pati in the academic year 2013/2014 taught by using and without using visual dictionary

To answer the research questions, the writer hold an experimental design to apply visual dictionary in the teaching English vocabulary. She takes the posttest of control and experimental group. The total number of sample is 50 where each group consists of 25 students. She uses test as the instrument to gather the data of the mastery of students' English Vocabulary who are taught by using and without using visual dictionary

Based on the data result, it can be summarized that there is a significant difference between the english vocabulary mastery of the seventh grade students of SMP N 3 Tambakromo Pati in the academic year 2013/2014 who are taught by and without using visual dictionary ($t_0=3.8 > t\text{-table}=2.07$)

The suggestions of this research are (1) it is better for the teacher to use visual dictionary as a medium of teaching. For it is extremely compatible as the efforts to improve students' vocabulary mastery and the need of the students in teaching and learning process.(2) the students should not think that studying English vocabulary will make them bored. It depends on the way how it is presented. It is also useful for the students as a source for their interaction among others and gives deep insight on how to have strategic study of vocabulary. Moreover, the students can acquire an attractive and enjoyable learning (3) it is expected for the researcher that this

research can be a reference, so the further research will more perfect. In result the students' ability will be excellence.



ABSTRAKSI

Hidayati, Nurul. 2014. *Penggunaan Kamus Visual Dalam Mengajar Kosa kata untuk Kelas Tujuh SMP N 3 Tambakromo Pati Tahun Pelajaran 2013/2014.* Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan. Universitas MuriaKudus.Pembimbing: (1) Dr.Drs. SlametUtomo, M.Pd. (2) Diah Kurniati, S.Pd.,M.Pd.

Kata Kunci: Visual, Kamus, Kosakata

Bahasa Inggris telah diajarkan selama bertahun-tahun, tetapi prestasi siswa masih dianggap kurang. Banyak sekali alasan yang muncul sehingga menyebabkan masalah tersebut. Satu hal yang paling mendasari masalah tersebut adalah keterbatasan penguasaan kosa kata siswa. Berbagai teknik dan metode telah diterapkan untuk meningkatkan penguasaan kosakata siswa. Tetapi semua itu belum memberikan dampak yang baik. Ini dikarenakan instruksi, metode, dan media yang diberikan tidak sesuai untuk digunakan. Ada beberapa media yang bisa diterapkan dalam mengembangkan penguasaan kosa kata tersebut, khususnya untuk siswa SMP. Dan salah satunya yang ingin penulis terapkan adalah dengan menggunakan kamus visual sebagai sebuah media pengajaran untuk meningkatkan penguasaan kosakatasiswa.Oleh karena itu penulis menyusun penelitian yang berjudul “*Penggunaan Kamus Visual Dalam Mengajar Kosakata untuk Kelas Tujuh SMP N 3 Tambakromo Pati Tahun Pelajaran 2013/2014.*

Tujuan dari penelitian ini adalah untuk menggambarkan apakah ada perbedaan yang signifikan antara penguasaan kosakata siswa kelas VII SMP N 3 Tambakromo Pati tahun pelajaran 2013/2014 yang diajar dengan dan tanpa menggunakan kamus visual

Untuk menjawab rumusan masalah, penulis melaksanakan desain penelitian untuk menerapkan kamus visual dalam pengajaran kosakata bahasa Inggris. Penulis menggunakan posttest dari kelompok eksperimen dan pembanding. Jumlah sampel yang diambil adalah 50 dimana setiap kelompok terdiri dari 25 siswa. Penulis menggunakan tes sebagai alat untuk memperoleh data penguasaan kosakata siswa yang diajar dengan dan tanpa menggunakan kamus visual.

Berdasarkan hasil data yang diperoleh, dapat disimpulkan sebagai berikut ada perbedaan yang signifikan diantara penguasaan kosakata kelas VII SMP N 3 Tambakromo Pati tahun pelajaran 2013/2014 yang diajar dengan dan tanpa menggunakan kamus visual ($t_o=3,8 > t\text{-table}=2,07$).

Saran dari penelitian ini adalah (1) lebih baik bagi guru Bahasa Inggris untuk menggunakan kamus visual sebagai media pengajaran. Karena ini sangat sesuai sebagai usaha untuk meningkatkan penguasaan kosakata siswa dan kebutuhan siswa dalam proses belajar mengajar. (2) siswa tidak seharusnya berfikir bahwa belajar kosakata Bahasa Inggris akan membuat mereka bosan. Ini tergantung bagaimana pengajaran kosa ata tersebut disajikan. Ini juga berguna bagi siswa sebagai bahan interaksi diantara mereka dan memberikan pengetahuan yang luas bagaimana seharusnya belajar kosakata.Bahkan, siswa dapat memperoleh pengajaran yang

menarik dan menyenangkan (iii) ini diharapkan untuk peneliti selanjutnya bahwa penelitian ini bisa menjadi referensi sehingga penelitian selanjutnya lebih sempurna. Hasilnya kemampuan siswa akan menjadi lebih baik.



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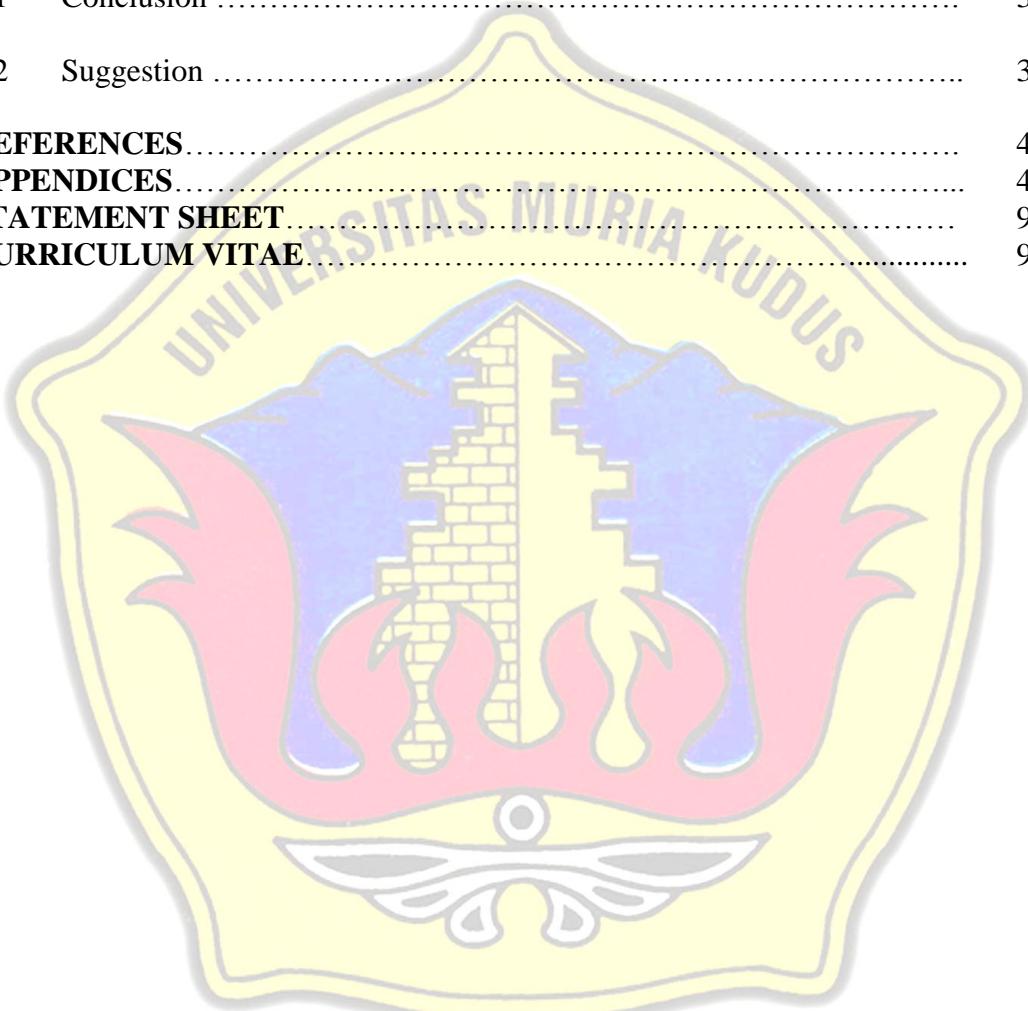
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