

**THE EFFECT OF USING PICTORAL DICTIONARY ON THE STUDENTS'
SPEAKING ACHIEVEMENT BASED ON COMMUNICATIVE APPROACH**

SKRIPSI

*Submitted in Partial Fulfilment as the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

by

DESLIMA HAJUMA SIHOMBING
NPM. 1402050055



**FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

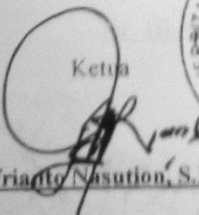
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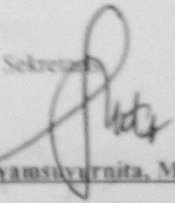
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Nama : Deslima Hajuma Sihombing
NPM : 1402050055
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Pictorial Dictionary on the Students' Speaking Achievement Based on Communicative Approach

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Sekretaris

Dra. Hj. Syamsuyarnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. T. Winona Emelia, M.Hum
2. Fatimah Sari Siregar, S.Pd, M.Hum
3. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum




3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhsu.ac.id> E-mail: fkip@umhsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Deslima Hajuma Sihombing
N.P.M : 1402050055
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of using Pictorial Dictionary on the Students' Speaking Achievement Based on Communicative Approach

Sudah layak disidangkan.

Medan, 15 Oktober 2018

Disetujui oleh:

Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Diketahui oleh:

Dra. Hj. Svamsuyurnita, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Deslima Hajuma Sihombing
NPM : 1402050055
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Pictorial Dictionary Based on the Students' Speaking Achievement Based on Communicative Approach

Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
20/9-2018	- Abstract	}
	- Acknowledgment	
	- Table of content	
	- end word & margin	
29/9-2018	- Data collection	}
	- Data analysis	
	- Findings	
2/10-2018	- Conclusion	}
	- References	
10/10-2018	- Revisi Complete	}

Medan, 10 Oktober 2018

Diketahui oleh:
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst., S.S., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Deslima Hajuma Sihombing
N.P.M : 1302050055
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Pictorial Dictionary Based on the Students' Speaking Achievement Based on Communicative Approach

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MEDAN

Deslima Hajuma Sihombing

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Sihombing, Deslima Hajuma, 1402050055. The Effect of Using Pictorial Dictionary on the Students' Speaking Achievement Based on Communicative Approach. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan 2018.

This study deals with The Effect of Using Pictorial Dictionary on the Students' Speaking Achievement Based on Communicative Approach. The objective of this research were To find out the significant effect of using Pictorial Dictionary on the students' achievement in speaking and To figure out the student's achievement taught by using Pictorial Dictionary on the students' achievement in speaking. This research was conducted at the VII 1 class and class VII 2 of SMP Bina Satria Medan Marelan, and the academic year 2018/2019 that was located in Kel. Tanjung Sari, Kec. Medan Marelan Selayang. There were two classes, which each class consisted of 35 students. So, the total population was 70 students. The method for collecting data in this research was experimental quantitative method. Based the statement above, take 100% or 70 students of the population was taken as the sample. The research used total sampling. The school has some internal factors that made a weakness in developing dictionary. There is significant effect of using Pictorial Dictionary on the students' achievement in speaking. The student's achievement taught by using Pictorial Dictionary on the students' achievement in speaking is better before using using Pictorial Dictionary.

Key Words: *Effect, Using Pictorial Dictionary, Speaking Achievement*

ACKNOWLEDGEMENTS



Assalamu'alaikum wr. wb.

Firstly, in the name of Allah SWT the Most Almighty and the Most Merciful, all of praise be to Allah for the health and ability given to her in finishing this thesis. Secondly, peace be upon to Prophet Muhammad SAW who had brought human beings from the darkness to the brightness in our life.

Thirdly, the writer would like to dedicate her best gratitude and deep appreciation to her beloved parents Naler Sihombing and Berliana Pasaribu for their moral and material supports before, during and after the academic years at Muhammadiyah University of North Sumatra.

In writing this study that entitled **“The Effect of Using Pictorial Dictionary on the Students’ Speaking Achievement Based on Communicative Approach”**, the writer experienced so many difficulties and problems but she did not end her efforts to make it better, and it is impossible to finish without much help from the others.

Therefore, the researcher would like to deliver her thankfull to all people mention below:

1. Dr. Agussani, M.AP., as Rector of University Muhammadiyah of North Sumatra Medan.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd., as Dekan of FKIP UMSU who has given her recommendation to carry out this study.

3. Mandra Saragih, S.Pd, M.Hum. and Pirman Ginting, S.Pd., M. Hum, as the head and secretary of English Department of FKIP UMSU who had helped in administration.
4. Dr. Hj. Dewi Kesuma Nst., S.S., M.Hum. as her supervisor who had given her suggestion, idea criticism and guidance in writing this study.
5. All lecturers of FKIP UMSU, especially those of English Education Program who have given the valuable thought and instruction well as the information in teaching English during her academic year in completing her study in UMSU.
6. All friends, especially classmate at VII/A Morning, who gave care and supported her in finishing this study.
7. Ira Hasibuan, Zaini Ramadani, Deviana sari sinurat for their support and motivation.
8. All the people that cannot be mentioned for supporting her a lot.

The writer realizes that her study is still far from being perfect. So, the writer expects suggestions and comments from all of the readers or other writers who want to learn about this study.

Finally, the writer hopes that her study will be useful for the readers, especially the students of English Department who want to do a similar research and also for the writer herself. May Allah the Almighty bless all of us.

Wassalamu'alaikum wr. wb.

Medan, Oktober 2018

The researcher,

Deslima Hajuma Sihombing
NPM: 1402050055

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a social product in the sense that language result from interaction between the addresser and addressee. Language is an important part of human life. Everyday they always use a language as their tool of communication. Communication is the imparting or interchange of thoughts, opinion of information.

English is one of the language in the world. English is an international language. People use English for business, study, and also arts. Therefore, people in all over the world have to learn English if they want to communicate internationally whether in business for in academic purposes. That's why whenever we go we can find easily English courses and even in Indonesian school, English is taught as a part of the curriculum from elementary level up to university level.

Language teaching is influence by ideas on the nature of language in general. By ideas on the particular language being teaching and by ideas on how the language is learn. Theorientation of English teaching process in school is to increase and widen the student's ability in listening, speaking, reading and writing. In the four skills, the mastery of vocabulary teaching is very important in order that the students can master english. To increase vocabulary, dictionary is needed.

A dictionary is a compilation of words ranging from letters A-Z. When reading or writing an article, the use of a dictionary could be of great help. Primarily, its purpose is to give meanings to words. Many students today are not aware of the importance of dictionary. They feel bored to open a dictionary. To solve this problem, we need pictorial dictionary to make the students interested to open dictionary.

Based on the problem and the statement above, So the researcher feels interested to choose the title in this research **“The Effect of Using Pictorial Dictionary on the Students Speaking Achievement Based on Communicative Approach”**.

B. The Identification of the Problem

This study is identified as being related to

1. Students are not used to using English in conversation everyday, so students speaking skills are very low
2. Lack of students' understanding of English Language Learning

C. The Scope and Limitation

This study is focused on the speaking of 7th grade students of SMP Bina Satria Medan Marelan at academic year 2018/2019 and is limited on the expression of asking, giving and denying permission.

D. The Formulation of the Problem

The problems of this study are formulated as follows:

1. Is there any significant of using pictorial dictionary on the students' achievement in speaking?
2. How is the students' achievement taught by using pictorial dictionary in speaking?

E. The Objectives of the Study

The objective of study are:

1. To find out the significant effect of using Pictorial Dictionary on the students' achievement in speaking.
2. To figure out the student's achievement taught by using Pictorial Dictionary on the students' achievement in speaking.

F. The Significance of the Study

The result of this research are expected to be useful for:

a. Theoretically

1. To enlarge the horizon in teaching speaking by applying Pictorial Dictionary
2. As a reference for other researchers.

b. Practically

1. English teachers, to increase their teaching-learning process through Pictorial Dictionary in speaking.

2. The students, they are able to find out their difficulties in speaking by Pictorial Dictionary.
3. Candidate of any other research, they can get information and guide to do another research by reading this script.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Effect

Arden and Farden (2011: 115) “Effect is defined as the condition in which action has some power to influence it’s in an operational and measure manner”.

Brown (2008: 15) “Effect is a product of the course or agency; it is the consequence resulting from observation or experimental impressions”.

It means that the result existence if caused by multiple factors conducting in a given situation.

Thus, the researcher applies the word “effect” for this purpose of this study is the changing of the result of the students writing improvement into the better one by using dialogue journal writing technique.

2. Media

Media, according to Kasbolah (2007:100) “There are many extensions of man which allows him to affect other people who are not in face with him”. Thus, communication media include letters, television, film, radio, printed matter and telephone. Kasbolah also says that media are any means of communication which carry the information between the source and the receiver.

In other words, media could be defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in

coveying the eaching material so the students will understand about the topic clearly.

There are five criteria of media which are used by the teacher in the classroom, they are:

1. Easy to prepare. In this case, media can be prepared especially the real media.
2. Easy to organize. The teacher has to decide whether the effort of organizing a more complicated activity is worhwhile in terms of the three points which follows.
3. Interesting. The text book may be interesting but on the other hand, you and your students might like to have a change from it. And of course, the text book may be interesting at all; if the activity you are considering is unlikely to interest you and the students, then you had question whether it is worth doing.
4. Meaningful and authentic. They should be authentic and intristic to the activity. It is probably true that many activities which appear in communication are little more than empty drills, in the sense that no one really cares about the meaning

Sufficient amount of the language. The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson. game can help the learners to create context in which the language is useful and meaningful. He also argues that in increasing vocabulary, teachers should

need media to be used. One of them is game. Game can makes students more focus in learning because they do not feel they are forced to learn.

Games are considered to help and encourage the students to make the effort to win because they was given a lot of opportunities to practice their language more freely. In addition, Shaptoshvili (2002: 45) said that “game not only engage students in an enjoyable and challenging activity with a clear goal but also can provide practice in another key area i.e. vocabulary”. Such games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student alike.

According to Carrier (1980: 41), game has many advantages in learning.

the advantages of game are as follows:

- a. It can make students seek to solve problem in which they are intimately involved.
- b. It can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.
- c. It is motivating and challenging.
- d. It can help students to make and sustain the effort of learning
- e. It usually involves friendly competition and they keep students interested in learning the language.
- f. It can help the students learn and hang on to new words more easily.

Besides offering many advantages, games are also very useful, as Lewis (2006: 50) explains that “the positive sides of games attract the students to learn English because they are fun and make them want to have experiment, discover and interact with their environment”. He adds other advantage of games, they are:

- a. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between

four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

- b. The games context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.
- c. Through playing games, students can learn the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

3. Pictorial Dictionary

Pictorial dictionary is a tool by using pictures and it has many advantages for English learners or people who learn English. Nobody can deny that pictorial dictionary is an important and the most needed language learning tool. Hamouda (2013) says that pictorial dictionary is the prototypical work of lexical reference, classifies, and stores information on words, phrases, and other lexical items, including their form, meaning, use, origin, and history by using pictures. Pictorial dictionary shows information on words that English learners need and the information written in a book which called pictorial dictionary.

Based on Schofield (2007), he says that the teaching learning process of English not only can be done through different grammatical studies, but also a large range of dictionaries can be used. The three aspects of English is grammar, vocabulary, and pronunciation. Start from word then arrange word by word into the sentence with the right grammar. To find the meaning of the word or sentence,

the English learners need a tool which is show the meaning, as we know it is pictorial dictionary. The good pictorial dictionary will show the right meaning and pronunciation of the word, but we need to know the characteristic of a good pictorial dictionary. It is mention in Bejoint (1981), he mentioned that a good pictorial dictionary is having paper quality, good binding, containing encyclopaedia information, clear definitions, giving guidance to usage, being easily accessible, and having idioms, synonyms, antonyms, etc. When the English learners use a good pictorial dictionary, they can more explore what they need of the language because they use the pictorial dictionary not only once or twice but for a long time. Also we have to renew the pictorial dictionary with the new edition and revision.

Dictionaries are among the successful and significant books about the languages. The play vital role is not only in native language acquisition but also foreign language learners (Li, 2008). Alhaisoni (2008) also stated that dictionaries are useful not only to foreign learners, but also non-native teachers of the language in coping with their teaching and making needs. The teacher is facilitator who transfers the knowledge to the students, when the facilitator is not mastering in English, it makes the students wrong to understand English. Pictorial dictionary itself helps the teacher to raise student's skills in foreign language.

In addition, while dictionaries are already one of the most readily available learning resources (Wright, 2008). Online and CD dictionaries provide user-friendly functions in searching and provide quick access to entry information. The students can get the information of English from computer or smartphone they

have. In globalization era is easy to connect the internet and it makes the learners easy to access information especially in English (Chun, 2004). In globalization era, the students, English or non-English students, are more modern in most aspect especially the use of dictionaries as a tool for learns foreign language.

The importance of English as an International language has resulted in the rapid rise of dictionaries over the past decades. This boom reflects the tremendous need and demand for learners' dictionaries in EFL and ESL learning settings. They provide learners with useful linguistic and cultural information, especially when teachers are unavailable and the learners are responsible for their own learning (Cubillo, 2002).

Dictionaries are a quick tool for foreign language learn and explore the vocabulary through the language, the use of pictorial dictionary commonly need to decrease skill on foreign language. The use of pictorial dictionary can more effect for the foreign language which use the pictorial dictionary in a good way. In EFL contexts, the supporting role of dictionaries has been emphasized by both teachers and researchers (Tseng, 2009). The training of pictorial dictionary skills is considered important and necessary because EFL learners may not able to make good use dictionaries without explicit instruction.

In fact is perceived to be an essential source of data concerning vocabulary related information, and is not simply a classroom tool but an object of life-long use (Fan, 2000). The use of pictorial dictionary is from children to adult, younger to older, from one generation to third generation. Li (2008) stated that dictionaries are among the most successful and predominant books related to languages

because they play an important role not only in native language acquisition but also in foreign language learning.

The use of pictorial dictionary itself touches four skills such as speaking, writing, listening, and reading. For foreign language learning, that aspect is the unity of aspect to learn foreign language, especially English. Rudell (2009) suggests that dictionaries are used about equally in the process of reading or writing, and sometimes when just studying or learning.

The use of pictorial dictionary has been of relatively little interest second language researcher and educators, and the negative view of dictionaries among these second language specialist appear to explain partially. Language learners' use of the dictionaries has been studied from various perspectives. For the second language learners bilingual dictionaries show the two of language, the English language and the mother language that use by the student, is why they can see the vocabulary in English or their language.

Bejoint (1989) conducted a survey based on that of Tomaszcyk with the aim of revealing how French EFL students use monolingual general English dictionaries. From that research. Bejoint found that many French EFL students have monolingual pictorial dictionary which was purchased on the recommendation of their instructors. In this case the instructors influence French EFL students to buy monolingual pictorial dictionary, the conclusion is the students can use monolingual or bilingual pictorial dictionary based on the suggestion who their teacher or instructors has given.

Batternburg (1989) has a similar research, he was focus on the relationship between users' reference habits and their proficiency levels. The result similar with the previous study, many students owned bilingual dictionaries, but more advanced levels. Bilingual and monolingual learners' pictorial dictionary are decreased and native speakers pictorial dictionary use are increased.

In addition, through the understanding of pictorial dictionary users. They should be acquired if those electronic dictionaries are to achieve true user-friendliness (Mackintosh. 2008). The result for every studies can be influence by many aspect, in different city has different style of learning foreign language, that why the result for every study can be different.

4. Communication Approach

The communication approach is a formalize guessing game, a contest of wit and skill in which players take turn asking iddles. In language teaching, they are so many of language games to increase the students vocabulary. They are ouzzle, mixedstory, and flash card, find the sentences, riddles, etc. One of the language games is riddle that can be applied as one of teaching vocabulary method. The player that cannot answer losses. Communication approachs occur frequently in mythology and folklore, particularly scandinavian, as well as in popular literature. In Norse mythology, the king of the gods, Odin, won such a contest by the questionable tactic of asking a question to which only he could know the answer. However, as his adversary accepts such a question, he is bound to honour the terms of the game.

Nowadays, in teaching English there are many ways to make learning and teaching process interesting in presenting the materials. One of them is by using games. In language teaching, there are so many of language games to increase the students' vocabulary. They are puzzle mixing story and flash card, find the sentences, riddle, etc. One of the language games is riddles that can be applied as one of teaching vocabulary methods.

Basically, the most important goal of teaching English to young learners is to develop the curiosity and interest of English to young learners. To reach the goal, of course, the teacher needs to know or understand the characteristics of young learners. So, the teacher can apply what the best strategy in teaching them. The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, attitude, etc.

The young learners are different from adolescents and adults in the following ways: (1) they respond to a meaning even if they do not understand individual words, (2) they often learn directly rather than indirectly that they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught, (3) their understanding comes not just from explanation, but also from what they see and hear crucially, have a chance to touch and interact, (4) they generally display an enthusiasm for learning and curiosity about the world around them, (5) they have a need for individual attention and approval from the teacher, (6) they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom, (7) they have a limited span; unless activities are

extremely engaging, they can easily get bored, losing interest after ten minutes or so.

5. Previous Studies

Many researchers have written about the use of picture to enrich the students' speaking. They all find that using picture as a teaching media plays great role in improving students' English skills especially speaking. Nuriati Fatchul Janah (2012:1-7) did her experimental research in her journal *of language teaching and research*, vol 2, no,5, pp.entitled "The Effectiveness of Using Picture in Improving English Speaking Mastery." The purpose of her research is to find out whether the use of picture is effective or not in improving English speaking mastery at the fifth grade students of SD Negeri Purworejo in the academic year 2012/2013. The result of this research shows that the use of picture is effective in improving the students' speaking mastery. Additionally, most of the students agree that picture is effective, appropriate, and not boring.

Lu Fang Lin (2010:51-66) wrote in the form of a journal *of language teaching and research*, vol 3, no 6. "English Learners' Incidental Speaking Acquisition in the Picture- based CALL Program." This study investigated the effects of picture-based computer assisted language learning (VBCALL) program on English learners' incidental speaking acquisition. She writes technological advancements have deeply affected the methodology of education and general in foreign language. This inclusion of picture in teaching is becoming increasingly dominant in the second language learning curriculum. Picture can be a communicative media contribution to the understanding of the target language

culture by providing authentic language input and increasing contact in various ways with native speakers of the target language through picture viewing. Native speakers' oral communication in authentic target language contexts can be introduced into the classroom.

6. Hypothesis

The hypothesis in this research is: there is the effect of using pictorial dictionary on the students speaking achievement based on communicative approach.

B. Conceptual Framework

This learning process is done by using pictorial dictionary. The teacher explains the pictorial dictionary. The teacher asks the students to make conversation. The teacher asks the students to read their conversation in front of the class. In this research the students' achievement is used to make students understand to speak well in English.

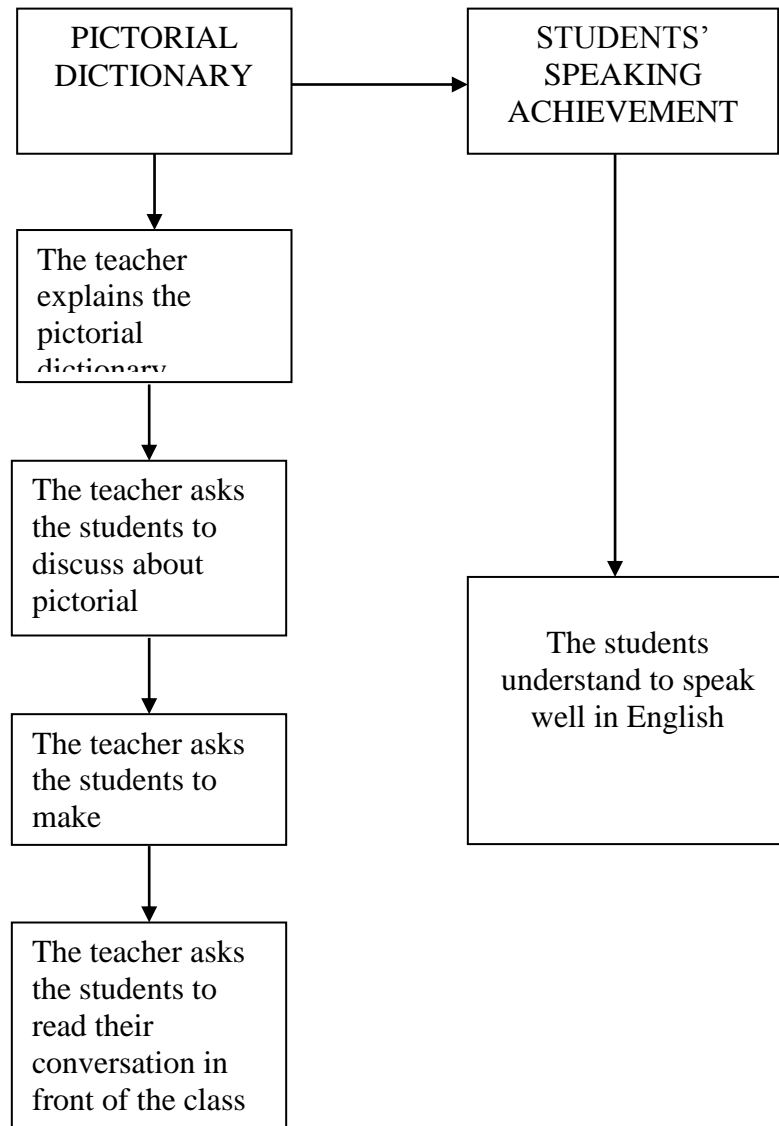


Figure II.1
Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at the VII class of SMP Bina Satria Medan Marelan, and the academic year 2018/2019 that was located in Kelurahan. Tanjung Sari, Kecamatan. Medan Marelan Selayang. The school has some internal factors that made a weakness in developing dictionary.

B. The Population and Sample

The population of this research was the seven years students of SMP Bina Satria Medan Marelan at academic year 2018/2019. The population in this research were 70students.

Sample was a part of representative population observed. Arikunto (2010:102) stated that: “if the population were less than 100 it was better to include all of them as the sample. However, if there were more than 100, 15%, 20%, 25% or 50% can be taken as the sample”.

Based the statement above, took 100% or 70students of the population was taken as the sample. The researcher used total sampling.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	VII-1	35	35
2	VII-2	35	35
Total		70	70

C. Research Design

In this research, the class VII-1 was taught by using Pictorial Dictionary, and VII-2 was taught by Conventional learning. In this case, both classes had the same material which was about asking, giving and denying permission. The method for collecting data in this research was experimental quantitative method. It means that the research want to analyze the effect of using Pictorial Dictionary on the students' achievement in speaking.

Table 3.2
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group (X)	✓	A	✓
Control Group (Y)	✓	B	✓

Where:

A: Pictorial Dictionary

B: Conventional Method

The study used experimental method in this research and sample were divided into two group, namely:

1. Experimental group was taught by using Pictorial Dictionary
2. Control group was taught conventional model.

D. The Instruments of Research

The data of this research was collected by using oral test about asking permission, giving permission, and denyng permission. In collecting the data, pre-test and post-test was conduct in both experimental and control group. An oral test

was a form of test that demands responses from children in the form of spoken language (Arifin, Z.: 1988). In the form of this test, the child will convey the answers to the questions asked using his own words. Oral tests conducted can be as follows:

1. an examiner assesses a student,
2. a examiner assesses a group of students,
3. a group of examiners assess a student
4. a group of examiners assess a group of students.

The characteristics of this evaluation tool was that in the test the test was conducted orally with the teacher asking a few questions to the students, then the students answer with their own words according to the questions or commands given.

The test was consist of 2:

1. Free oral test

That was the educator in giving many things to students without using policies prepared in writing. Weaknesses of oral tests were the right answers for students' answers to a diverse nature.

2. Guided oral tests

Educators use written guidelines about what they will ask students. This test was easier to examine because it can be more easily set the correct answer standard.

The test was taken from the book Th. M. Sudarwati, Eudia Grace,. Look Ahead An English Course 2 by Erlangga publisher. In scoring test, the researcher will use four components to evaluate speaking test. They were (Heaton (1998: 146):

Table 3.3
The Four Components to Evaluate Speaking Achievement

1. Vocabulary

Level	Explanation
19-25	Very good, rarely has trouble
13-18	Good, sometimes use in appropriate terms about language.
7-12	Fair, frequent use wrong words speech limited to simple vocabulary.
1-6	Unsatisfactory, very limited vocabulary and make the comprehension quite difficult.

2. Accuracy

Level	Explanation
19-25	Very good, few noticeable errors
13-18	Good, occasional grammatical errors do not obscure meaning.
7-12	Fair, error of the basic structure, meaning occasionally obscure by grammatical errors
1-6	Unsatisfactory, usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation

Level	Explanation
19-25	Very good, understandable
13-18	Good, few noticeable errors
7-12	Fair, error of basic pronunciation
1-6	Unsatisfactory, hard to understand because of sound, accent, pitch, difficulties, and incomprehensible.

4. Fluency

Level	Explanation
19-25	Very good, understandable
13-18	Good, speech generally natural
7-12	Fair, some define stumbling but manage to rephrase and continue
1-6	Unsatisfactory, speed of speech and length utterances were far below normal, long pauses, utterances left unfinished.

2. Technique of Collecting Data

1. Pre-Test.

Before presenting the material on speaking, previously held pre-test in each class.

2. Teaching Presentation (Treatment)

Provide learning to students by using Pictorial Dictionary in IPA class and conventional model in IPS class and accordance with RPP (Lesson Plan) that have been prepared.

3. Post-Test

After giving the treatment, all sample was given a post-test. This post test was used to know the mean score of two classes.

3. Technique of Data Analysis

To collect the data of the research, the researcher used some steps:

1. Testing the students in experimental group and control group
2. Scoring the students' answer for correct answer and the wrong answer

3. List their score in two tables, first of the experimental group score and second for control group scores.

4. Measuring the standard deviation of variable X and Y by using the following:

$$SD_x \text{ or } SD_1 = \sqrt{\frac{\sum X^2}{N_x}} \text{ for variable X}$$

$$SD_y \text{ or } SD_2 = \sqrt{\frac{\sum Y}{N_y}} \text{ for variable Y}$$

In which

SD_x = Standard Deviation of variable X

SD_y = Standard deviation of variable Y

X = Variable X

Y = Variable Y

N_x = The total number of samples of experimental group

N_y = The total number of samples of control group

5. Measuring the correlation between both variable by using the formula:

$$SEM_x = \frac{SD_x}{\sqrt{N_x - 1}}$$

$$SEM_y = \frac{SD_y}{\sqrt{N_y - 1}}$$

6. Finding out the error standard deviation between M_1 and M_2 by using the following formula:

$$SEM_x - M_y = \sqrt{SE_{M_x}^2 + SE_{M_x}^2}$$

In which:

SE =Standard Error

M_x =The mean of experimental group

M_y = The mean of control group

7. Testing the hypothesis by applying t-test

$$t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

In which:

$$t_0 = \text{t-test (t-observe)}$$

8. Determining the equation of linear regression, by using the formula:

(Sudjana,2006:312)

$$Y = a + bX$$

$$a = \frac{(n \sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

In which:

Y=Linear regression

a=Coefficient a

b=Coefficient b

9. Determination coefficient r^2 by formulation:

$$r^2 = \frac{b\{n\sum XY - (\sum X)(\sum Y)\}}{n\sum Y^2 - (\sum Y)^2}$$

(Sudjana, 2004:370)

In which ;

r^2 = the correlation coefficient

10. Finding out the percentage of effect of Pictorial Dictionary on the students' achievement in speaking by using formula:

$$D = r^2 \times 100\%$$

In which: D=Determination

r^2 = The correlation coefficient

4. Statistical Hypothesis

Statistical hypothesis used to find out the result of observation about the sample quantitatively and also to find out the relationship between one and one, or more variables. It can be constructed as follow:

Ho: $\mu_x = \mu_y$

Ha: $\mu_x > \mu_y$

Notes:

Ho = Null hypothesis; ha: alternative Hypothesis

μ_x = The average of students' achievement in speaking in experimental group

μ_y = The average of students' achievement in speaking in control group

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Description of Data

The data were collected by giving the students a test that consisted of ten (10) items. In this research, the sample was divided in two groups, the experimental and control group. That consist of 35 students in experimental group (VII-1) and 35 students in control group (VII-2). Each group was given pre-test and post-test. The data of this research, the initial of students (sample) and students' score in the pre-test and post-test of two groups can be seen in Table 4.1 that is the result of the pre-test and post-test in experimental group and Table 4.2 that is the result of the pre-test and post-test in control group.

Table 4.1
The data of students' Score of the Pre-Test in Experimental Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Pre-Test (T_1)
1	AS	10	35	35	15	65
2	AN	35	15	35	15	70
3	BAS	15	15	15	15	60
4	CH	15	15	35	35	70
5	CA	15	15	15	15	60
6	ES	15	15	15	10	55
7	FR	10	10	15	10	45
8	IN	15	10	10	10	45
9	IA	15	10	15	15	55
10	ISM	35	10	35	15	60
11	KR	15	15	35	35	70
12	MI	15	10	15	15	55
13	MN	15	10	10	10	45
14	MS	35	15	15	15	65
15	M	15	15	15	10	55
16	MA	10	10	15	10	45

17	GP	10	5	15	10	40
18	RSB	15	15	15	15	60
19	RZL	15	10	15	15	55
20	S	10	35	35	15	65
21	SA	35	15	35	15	70
22	SE	15	15	15	15	60
23	SF	15	15	35	35	70
24	SG	15	15	15	15	60
25	SM	15	15	15	10	55
26	TA	10	10	15	10	45
27	TN	15	10	10	10	45
28	TK	15	10	15	15	55
29	TS	35	10	35	15	60
30	U	15	15	35	35	70
31	UN	15	10	15	15	55
32	W	15	10	10	10	45
33	WN	35	15	15	15	65
34	YA	15	15	15	10	55
35	YY	10	35	35	15	65
Total						$\sum T_i = 1120$

Table 4.2
The data of students' score of the Post-Test in Experimental Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Post-test (T_2)
1	AS	15	35	35	25	80
2	AN	35	35	35	25	85
3	BAS	15	15	35	35	70
4	CH	35	35	25	35	85
5	CA	15	15	35	35	75
6	ES	35	15	35	15	70
7	FR	15	10	15	15	55
8	IN	15	15	15	10	55
9	IA	15	15	35	15	65
10	ISM	35	35	35	15	75
11	KR	35	35	35	35	80
12	MI	15	15	35	15	65
13	MN	15	10	15	10	50
14	MS	35	15	35	35	75
15	M	35	15	35	15	70
16	MA	15	10	15	15	55
17	GP	10	15	15	10	50
18	RSB	15	15	35	15	65
19	RZL	15	15	35	15	65
20	S	10	35	35	15	65
21	SA	35	15	35	15	70
22	SE	15	15	15	15	60
23	SF	15	15	35	35	70
24	SG	15	15	15	15	60
25	SM	15	15	15	10	55
26	TA	10	10	15	10	45
27	TN	15	10	10	10	45
28	TK	15	10	15	15	55
29	TS	35	10	35	15	60
30	U	15	15	35	35	70
31	UN	15	10	15	15	55
32	W	15	10	10	10	45
33	WN	35	15	15	15	65
34	YA	15	15	15	10	55
35	YY	10	35	35	15	65
Total						$\sum T_2 = 1350$

The data in table 4.1 showed that the highest score of the pre-test in experimental group was 70 and the lowest was 40, while the highest score of post test in table 4.2 was 85 and the lowest was 50.

Table 4.3
The Scores of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1	AS	65	80
2	AN	70	85
3	BAS	60	70
4	CH	70	85
5	CA	60	75
6	ES	55	70
7	FR	45	55
8	IN	45	55
9	IA	55	65
10	ISM	60	75
11	KR	70	80
12	MI	55	65
13	MN	45	50
14	MS	65	75
15	M	55	70
16	MA	45	55
17	GP	40	50
18	RSB	60	65
19	RZL	55	65
20	S	10	35
21	SA	35	15
22	SE	15	15
23	SF	15	15
24	SG	15	15
25	SM	15	15
26	TA	10	10
27	TN	15	10
28	TK	15	10
29	TS	35	10
30	U	15	15
31	UN	15	10

32	W	15	10
33	WN	35	15
34	YA	15	15
35	YY	10	35
Total		$\sum T_1 = 1135$	$\sum T_2 = 1350$

Table 4.4
The data of students' Score of the Pre-Test in Control Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Pre-Test (T ₁)
1	AN	10	10	15	10	50
2	AS	10	10	10	10	40
3	AZ	15	10	15	10	50
4	BAA	15	15	10	15	55
5	D	10	10	15	15	40
6	DI	15	15	15	10	40
7	EYS	10	10	15	10	45
8	FU	15	10	15	35	60
9	MKF	15	10	15	15	55
10	MP	15	15	15	15	60
11	NIY	15	10	10	10	45
12	NS	10	10	15	15	50
13	PM	15	10	15	10	50
14	SM	10	10	15	10	45
15	SH	15	15	15	15	60
16	SH	10	10	15	10	50
17	SFH	15	15	15	15	60
18	TMS	15	15	15	10	55
19	VA	10	10	15	10	45
20	S	10	35	35	15	65
21	SA	35	15	35	15	70
22	SE	15	15	15	15	60
23	SF	15	15	35	35	70
24	SG	15	15	15	15	60
25	SM	15	15	15	10	55
26	TA	10	10	15	10	45
27	TN	15	10	10	10	45
28	TK	15	10	15	15	55
29	TS	35	10	35	15	60
30	U	15	15	35	35	70
31	UN	15	10	15	15	55
32	W	15	10	10	10	45

33	WN	35	15	15	15	65
34	YA	15	15	15	10	55
35	YY	10	35	35	15	65
Total						1000

Table 4.5
The data of students' Score of the Post-Test in Control Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Post-Test (T ₂)
1	AN	15	15	35	15	65
2	AS	10	10	15	15	50
3	AZ	15	15	15	15	60
4	BAA	15	15	15	15	60
5	D	10	15	15	15	55
6	DI	15	10	15	10	50
7	EYS	15	15	15	15	60
8	FU	15	15	35	35	70
9	MKF	15	15	15	15	60
10	MP	35	15	35	15	70
11	NIY	15	10	15	10	50
12	NS	15	15	15	15	60
13	PM	15	10	15	10	50
14	SM	15	15	15	15	60
15	SH	15	15	35	15	65
16	SH	35	15	35	15	70
17	SFH	15	15	35	15	65
18	TMS	15	15	35	15	65
19	VA	15	15	15	10	55
20	S	10	35	35	15	65
21	SA	35	15	35	15	70
22	SE	15	15	15	15	60
23	SF	15	15	35	35	70
24	SG	15	15	15	15	60
25	SM	15	15	15	10	55
26	TA	10	10	15	10	45
27	TN	15	10	10	10	45
28	TK	15	10	15	15	55
29	TS	35	10	35	15	60
30	U	15	15	35	35	70
31	UN	15	10	15	15	55
32	W	15	10	10	10	45
33	WN	35	15	15	15	65

34	YA	15	15	15	10	55
35	YY	10	35	35	15	65
Total						1350

Table 4.6
The Scores of the Pre-Test and Post-Test In Control Group

No	Initial Name	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1	AN	50	65
2	AS	40	50
3	AZ	50	60
4	BAA	55	60
5	D	40	55
6	DI	40	50
7	EYS	45	60
8	FU	60	70
9	MKF	55	60
10	MP	60	70
11	NIY	45	50
12	NS	50	60
13	PM	50	50
14	SM	45	60
15	SH	60	65
16	SH	50	70
17	SFH	60	65
18	TMS	55	65
19	VA	45	55
20	S	50	65
21	SA	40	50
22	SE	50	60
23	SF	55	60
24	SG	40	55
25	SM	40	50
26	TA	45	60
27	TN	60	70
28	TK	55	60
29	TS	60	70
30	U	45	50

31	UN	50	60
32	W	50	50
33	WN	45	60
34	YA	60	65
35	YY	50	65
Total		$\sum T_1 = 1000$	$\sum T_2 = 1350$

The data in table 4.2 showed that the highest score of pre-test in control group was 60 and the lowest was 40. While the highest score post-test was 70 and the lowest 50. From the table above we know that the value of post test was higher than the value of pre test. It showed that the use of Pictoral Dictionary can make the students' achievement in English better.

B. Data Analysis

1. The Effect of Applying Pictoral Dictionary on the Students' Achievement Based on Communicative Approach

Based on the table above, the following table is the different scores between pre-test and post-test of the experimental and control group.

Table 4.7
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score		
		Pre-test (T_1)	Post-test (T_2)	$(T_2 - T_1) X_1$
1	AS	65	80	15
2	AN	70	85	15
3	BAS	60	70	10
4	CH	70	85	15

5	CA	60	75	15
6	ES	55	70	15
7	FR	45	55	10
8	IN	45	55	10
9	IA	55	65	10
10	ISM	60	75	15
11	KR	70	80	10
12	MI	55	65	10
13	MN	45	50	5
14	MS	65	75	10
15	M	55	70	15
16	MA	45	55	10
17	GP	40	50	10
18	RSB	60	65	5
19	RZL	55	65	10
20	S	65	80	15
21	SA	70	85	15
22	SE	60	70	10
23	SF	70	85	15
24	SG	60	75	15
25	SM	55	70	15
26	TA	45	55	10
27	TN	45	55	10
28	TK	55	65	10

29	TS	60	75	15
30	U	70	80	10
31	UN	55	65	10
32	W	45	50	5
33	WN	65	75	10
34	YA	55	70	15
35	YY			
Total		$\sum T_1 = 1135$	$\sum T_2 = 1350$	$\sum (T_2 - T_1) = 230$

Based on the table above, the mean score are calculated as the follow:

$$M_x = \frac{\sum X_1}{N_x}$$

$$M_x = \frac{230}{20}$$

$$M_x = 11,5$$

Table 4.8
The Differences Scores of the Pre-Test and Post-Test in Control Group

No.	Initial Name	Score		
		Pre-test (T ₁)	Post-test (T ₂)	(T ₂ -T ₁)Y ₁
1	AS	50	65	15
2	AN	40	50	10
3	BAS	50	60	5
4	CH	55	60	10
5	CA	40	55	15
6	ES	40	50	10
7	FR	45	60	15
8	IN	60	70	10
9	IA	55	60	5
10	ISM	60	70	10
11	KR	45	50	5
12	MI	50	60	10
13	MN	50	50	0
14	MS	45	60	15
15	M	60	65	5
16	MA	50	70	35
17	GP	60	65	5
18	RSB	55	65	10
19	RZL	45	55	10
20	S	50	65	15

21	SA	40	50	10
22	SE	50	60	5
23	SF	55	60	10
24	SG	40	55	15
25	SM	40	50	10
26	TA	45	60	15
27	TN	60	70	10
28	TK	55	60	5
29	TS	60	70	10
30	U	45	50	5
31	UN	50	60	10
32	W	50	50	0
33	WN	45	60	15
34	YA	60	65	5
35	YY	60	65	5
Total		$\sum T_1 = 1000$	$\sum T_2 = 1255$	$\sum (T_2 - T_1) = 350$

Based on the table above, the mean score are calculated as follows:

$$M_y = \frac{\sum Y_1}{N_y}$$

$$M_y = \frac{200}{20}$$

$$M_y = 10$$

Table 4.9
The calculation of Mean and Standard Deviation in Experimental Group

No	X	$X_1 - M_x$	$(X_1 - M_x)^2$
1	35	6,75	45,56
2	25	-3,25	10,56
3	35	-8,25	67,24
4	30	1,8	3,24
5	35	6,8	45,56
6	25	-3,25	10,56
7	25	-3,25	10,56
8	30	1,8	3,24
9	25	--3,25	10,56
10	25	-3,25	10,56
11	25	-3,25	10,24
12	30	1,8	3,24
13	25	-3,25	10,56
14	25	-3,25	10,56
15	25	-3,25	10,56
16	30	1,8	3,24
17	30	1,8	3,24
18	30	1,8	3,24
19	35	6,8	45,56
20	35	6,75	45,56
21	25	-3,25	10,56

22	35	-8,25	67,24
23	30	1,8	3,24
24	35	6,8	45,56
25	25	-3,25	10,56
26	25	-3,25	10,56
27	30	1,8	3,24
28	25	-3,25	10,56
29	25	-3,25	10,56
30	25	-3,25	10,24
31	30	1,8	3,24
32	25	-3,25	10,56
33	25	-3,25	10,56
34	25	-3,25	10,56
35	35	6,75	45,56
	$\sum X_i = 565$		$\sum (X_i - M_x)^2 = 364$

Table 4.10
The calculation of Mean and Standard Deviation in Control

No	Y	$Y_1 - M_y$	$(Y_1 - M_y)^2$
1	35	2,75	7,56
2	10	-7,25	52,56
3	15	-2,25	5,06
4	35	2,75	7,56
5	35	2,75	7,56
6	35	2,75	7,56
7	10	-7,25	52,56
8	15	-2,25	5,06
9	15	-2,25	5,06
10	10	-7,25	52,56
11	10	-7,25	52,56
12	15	-2,25	5,06
13	35	2,75	7,56
14	35	2,75	7,56
15	35	2,75	7,56
16	15	2,25	5,06
17	35	2,75	7,56
18	35	2,75	7,56
19	35	2,75	7,56
20	35	2,75	7,56
21	10	-7,25	52,56

22	15	-2,25	5,06
23	35	2,75	7,56
24	35	2,75	7,56
25	35	2,75	7,56
26	10	-7,25	52,56
27	15	-2,25	5,06
28	15	-2,25	5,06
29	10	-7,25	52,56
30	10	-7,25	52,56
31	15	-2,25	5,06
32	35	2,75	7,56
33	35	2,75	7,56
34	35	2,75	7,56
35	10	-7,25	52,56
	$\sum Y_1 = 345$		$\sum (Y_1 - M_y)^2 = 319$

Based on the calculation of the tables above, the following formula is implemented to find out the critical value of both groups as the basis to the hypothesis of this research:

2. Testing the Hypothesis

a. SD variable X

$$SDx = \sqrt{\frac{\sum X^2}{N_x}}$$

$$SD_x = \sqrt{\frac{364}{35}}$$

$$SD_x = \sqrt{10,4}$$

$$SD_x = 3,22$$

b. SD variable Y

$$SD_y = \sqrt{\frac{\sum Y^2}{N_y}}$$

$$SD_y = \sqrt{\frac{319}{35}}$$

$$SD_y = \sqrt{9,114}$$

$$SD_y = 3,02$$

Therefore, the following formula is implemented to find out the standard error as follows:

$$SE_{M_x} = \frac{SD}{\sqrt{N-1}}$$

$$SD_{M_x} = \frac{4,26}{\sqrt{35-1}}$$

$$SD_{M_x} = \frac{4,26}{\sqrt{34}}$$

$$SD_{M_x} = \frac{4,26}{4,35}$$

$$SD_{M_x} = 0,979$$

$$SE_{M_y} = \frac{SD}{\sqrt{N_y-1}}$$

$$SD_{M_y} = \frac{3,99}{\sqrt{34}}$$

$$SD_{My} = \frac{3,99}{4,35}$$

$$SD_{My} = 0,917$$

Next the following formula is implemented to find out the error of derivation between M1-M2:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

$$SE_{Mx-My} = \sqrt{(0,979)^2 + (0,917)^2}$$

$$SE_{Mx-My} = \sqrt{0,958 + 0,840}$$

$$SE_{Mx-My} = \sqrt{1,798}$$

$$SE_{Mx-My} = 1,340$$

The result was applied to test hypothesis as follows:

$$t_0 = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

$$t_0 = \frac{11,5 - 10}{0,979 - 0,917}$$

$$t_0 = \frac{1,5}{0,062}$$

$$t_0 = 24,19$$

After measuring the data above by using t-test formula, it shows that t-critical value is 24,19. Then after seeking the table of distribution of critical as a basis of counting t-critical in certain degree of freedom (df), the calculation showed that:

$$df = n_1 + n_2 - 2$$

$$df = 35 + 35 - 2$$

$$df = 70 - 2$$

$$df = 68$$

With the significant level=95%, so the error =100%-95%=5%. The error or alpha (α)-0,05. With the two-tailed test, so the alpha value is divided with 2, so $0,05/2=0,025$

$$T_{table(0,025;68)} = 1,668$$

From the research, it was found that the value of t_0 (24,19) > t-table (1,668).

3. The Students's Achievement Taught by Using Actioal Functional Model (Pictoral Dictionary) on the Students' Achievement Based on Communicative Approach

Next, for knowing how many the effect of “ Pictoral Dictionary “ on the students' achievement Based on Communicative Approach was used pattern of index determinant below:

$$r^2 = \frac{b\{n\sum xy - (\sum x)(\sum y)\}}{n\sum y^2 - (\sum y)^2}$$

$$r^2 = \frac{-0,19\{20(55676) - (1120)(1000)\}}{40(50900) - (1000)^2}$$

$$r = \frac{-0,19\{1113500 - 1120000\}}{1018000 - 1000000}$$

$$r^2 = \frac{-0.19\{-6500\}}{18000}$$

$$r^2 = \frac{1235}{18000}$$

$$r^2 = 0,068$$

Determining percentage of the effect of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$D = 0,068 \times 100\%$$

$$D = 6,8\%$$

$$X = 100 - 6,8$$

$$= 93,2\% = 93\%$$

$$Y = 6,8\% = 7\%$$

It means the effect of X variable toward Y variable or the effect of applying “Pictorial Dictionary” on the students’ achievement Based on Communicative Approach is 93% % and 7 % was conventional method.

C. Findings

Based on the research and data analysis, there were some conclusion that can be described as follow:

1. From the research, it was found that the value of $t_{observed}(24,19) > t_{table}(2,024)$.

It shows that the students at the second class of SMP Bina Satria Medan who were taught by using Pictorial Dictionary could learning speaking effectively, than those were taught by using conventional method.

2. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using Pictoral Dictionary.
3. The student who were taught learning speaking by using Pictoral Dictionary got 93% higher scores than those who taught without Pictoral Dictionary.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussions, there were some conclusions that could be described as follow:

1. There is significant effect 95 % of using Pictoral Dictionary on the students' achievement in speaking .
2. The student's achievement taught by using Pictoral Dictionary on the students' achievement in speaking is better before using using Pictoral Dictionary.

B. Suggestion

In this case, the researcher would like to give some suggestions to people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and learning process:

1. The English teacher of SMP Bina Satria Medan should consider carefully teaching and learning activity to be more effective and efficient so the students will have better ability especially Based on Communicative Approach.
2. The English teacher of SMP Bina Satria Medan should be able to choose the suitable method in teaching and learning process.
3. In improving students ability Based on Communicative Approach the researcher suggests that the students have to study English anytime and

anywhere. They are hoped to be more active in following the teaching and learning process, especially English.

4. In studying the similar topic in the future, the researcher suggests other researchers to take other variables that influence speaking.

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