

## ABSTRACT

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Vocabulary is one of the important things that one has to master in learning a language either as a first language or as a second language because vocabulary is acquired first if someone wants to learn a language. People who have more vocabulary will find fewer difficulty in learning a language than those who have less vocabulary. Including children, in learning a language especially English, they must acquire the English vocabulary first. One way that can encourage them in learning English vocabulary is the use of picture. Picture is interesting since it can represent the real objects and situation to be shown to children.

This study attempts to know the influence of picture on the development of children’s English vocabulary and to know whether or not picture can motivate the elementary students in learning English vocabulary. The writer focuses the study on verifying the picture’s influence in developing children’s English vocabulary and knowing whether or not picture can motivate the elementary students in learning English vocabulary. The respondents participating in this study are the first elementary students of SD Hang Tuah XII Surabaya. The researcher divided the students into two groups, the experimental group and the control group.

Data were collected from the pre-test score, post-test score and the questionnaire. The data of pre-test and post-test score, then, were put into tables and analyzed using t-test. From the result of t-test analysis, it can be seen that picture has significant influence on children’s English vocabulary development since the t-value is outside the acceptance region. From the result of the questionnaire, it can be seen that most of the first elementary year students of SD Hang Tuah XII Surabaya were motivated in learning English vocabulary through picture. Based on the result, it can be concluded that picture can give a great contribution to the development of children’s English vocabulary development and motivate them in learning English vocabulary.

# CHAPTER I

## INTRODUCTION