

TEACHING VOCABULARY THROUGH PICTOGRAPHICS
(a case study at 3rd grade SDN Cempaka Baru II, kp.Utan, Ciputat)

*This skripsi is presented to the English Department of Tarbiya Faculty as a partial
fulfillment of the requirement of S-1*



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**ENGLISH DEPARTMENT
FACULTY OF TARBIYA AND TEACHER' TRAINING
STATE ISLAMIC UNIVERSITY
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The Writer

Muji Y.

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CHAPTER ONE INTRODUCTION

A. Background of the study

Today English has become a major priority language all over the world, there are many reasons for this. It is English as Lingua Franca that make it as alternative language between two different languages, or English is also central in intellectual development in particular sciences and technology. Or Indonesia will face free trade commitment in 2010. Whatever the reason the fact will be conclude that English is crucial in our live.

In Indonesia English language becomes the first target language among other foreign languages for example Arabic, French, Japanese, Mandarin etc. English is also taught from pre-elementary school until university. This is because of the increase of need this language each year. To answer this need, school as the base of formal education has organized curriculum that at the end student is expected to have a language competence to express idea, feeling, and thought through language and to understand thought, ideas and feelings of others which are conveyed in English

While English in Elementary school is aimed to increase interest in the language, it also functions as preparation for the students to go on studying at Junior High school.

In learning English there are language skills to be acquired, they consist of Listening, Speaking, Reading, and Writing, and also there are language components they are Grammar, Pronunciation, Spelling, and Vocabulary

Vocabulary is one of the important aspects in teaching a language, Edward states in his book " Vocabulary is one important factor in all language teaching, student must continually be learning word as they learn structure and as they practice the sound system"¹. Students know the foreign language starts from vocabulary, it is the front line to learn a language, eventhough teaching language cannot be separated or be divided into pieces. Michael convinces that vocabulary is important through his statement " Vocabulary like Grammar, it is essential components of all uses of language"²

Teaching cannot be separated from psychological aspects, especially when the students are children. Children need special treatment or special way to deliver the language, so students can acquire the language, it offers special challenges Schinke and Rebecca stated " Young L2 learners may vary greatly in their aptitude for L2 learning, their motivation for the experience and their interest in language learning in general and individual language activities"³ that show the writer that teaching is a complicated process especially when the objects are children.

Pictograph is one alternative technique to enrich student's vocabulary, because Pictographics can direct student to move their motoric system that fills their cognitive, so

¹ Edward David Allen and Rebecca M. Valette, *Classroom Technique; Foreign Language and English as Second language* (New York: Harcourt Brace Javanovich, 1977) p. 149

² Michael H. long and Jack C. Richards, *Methodology in TESOL: a book of Reading* (New York: New Bury House publishers, 1987), p. 305

³ Linda Schinke Llano and Rebecca Rauff, *New Ways in Teaching Young Children*, 1996. Illonis USA p.Vii

that they can memorize the vocabulary for longer period of time. Schinke and Rebecca said "Teacher must accomplish the children through activities that are appropriate for both chronological age and the cognitive development of students"⁴. Another reason is teaching Vocabulary through Pictographics will be more effective and helpful, because it is fun and makes them easier in learning English. Fun is one thing that should be emphasize in teaching a language, because if they like it will make opportunity for children to talk about it and make it as experiences for them, Fisher and Terry said " The children need many of experiences with language that all children need opportunities to do or to see or hear something and talk about it they need an environment rich in English language structures and vocabulary and opportunities to use language in various ways"⁵. This experience will fill the students' cognitive.

B. Limitation of the study.

To avoid misunderstanding and to clarify the problem, it is necessary to make a limitation of the problem. The writer will limit the problem in Teaching Vocabulary through Pictographics in Noun, appropriated with the hand book of student which is used at SDN Cempaka Baru II. So from the aspect of language it will only cover one component, that is Vocabulary and for the level it is focused on Elementary School.

C. Formulation of the Problem.

⁴ *Ibid.* p.Viii

⁵ Carol J. Fisher and C. Ann Terry, *Children's Language and the Language Arts*. 1977, Mc. Grow Hill, Inc. USA p. 49

This study is not intended as a comparative experiment in which they are experiment group and control group. On the contrary this research is only an Endeavour to find out the workability of the concept.

The research problems are formulated as follows:

1. What is the conceptual idea of teaching Vocabulary through Pictographic?
2. How is the class procedure suggested to be planed?
3. After being applied for three times, how is the average achievement of the students?
4. How do the people perceive this technique of teaching?
5. What problems do the teachers encounter in implementing this technique?
6. In which kind of Vocabulary is this technique difficult to be used?
7. Are there any Phenomenon which is revealed in this experiment which needs further investigation?

D. The Significance of the Study

The result is expected to be useful for English teachers especially those of Elementary School to improve their teaching, the outcome of this research will also be useful for English instructional book writers and curriculum designers.

E. Organization of the Study

This thesis is consist of five chapters as follows : the first chapter is introduction which consist of Background of the study, Limitation of the study, Formulation of the Study, the Use of the Study and Organization of the Study.

The second chapter is theoretical framework consist of Vocabulary, meaning of Vocabulary, kind of Vocabulary, and the Use of the Vocabulary, then Pictographics, meaning of Pictographics, The Use of Pictographics, and Picture and Pictographics. Then English Instruction in the Elementary school.

The third chapter is research methodology consist of the objective of the study, the type of the study, place and time of the study, population and sample and data collection.

The fourth chapter is teaching design and outcome; consist of classroom implementation of the teaching design and research outcome.

The fifth chapter is conclusion and suggestion

CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

I. The Meaning of Vocabulary

Yan Zhihong said in this article :”Words are the basic unit of language form, without a sufficient vocabulary, we cannot communicate effectively and also express idea. Having limited vocabulary is also a barrier that prevents the students to learn a foreign language.⁶

To master a language is not easy, because some aspect of language are needed. It is impossible to learn a language without mastering vocabulary.

A word is a smallest segment of speech that can be used alone. Word is defined as a sound or group of sound that expresses a meaning and forms an independent unit of language⁷. So, word is smallest unit that possesses individual meaning and can be used by itself.

In Webser’s Dictionary, vocabulary is defined as follows :

- a. A list or collection of words and phrases usually alphabetically arranged and explained or defined
- b. (a) A sum or stock of word employed by language group individual or work or in a field of knowledge.

⁶ Yan Zhihong, “Learning Word”, *English Teaching Forum*, Vol.38, No.3, july 2000, p. 18

⁷ AS Hornby, *Oxford Advanced Learner’s Dictionary* (Oxford University Press, 1995) p.1374

(b) A list or collection of terms or codes available for use.⁸

A mother who only works in the kitchen has small amount of vocabulary, it is a different from a driver who always works In the street. Each person has the size of vocabulary which is varies with the ability and experience.

2. Types of Vocabulary

According to Mary Finocchiaro and Michael Bonomo in their book, “Vocabulary is divided into two, namely; function words and contents words. The function words are closed class; which be added on the prepositions or auxiliaries or modals or any other structure words of the language. The content words; on the other hand, can the added to any time at any scientific advances make new words and communication about new invention necessary, for example; a word of quantity or measure is usually preceded by “a” and followed by “of” in English. (a piece of bread, a head of lettuce, a pound of bananas)⁹

Jo Ann Aeborsold Mary Lee distinguishes vocabulary into active and passive vocabulary.

- a. **Active Vocabulary** _ All of the words produced during ay lesson or event in later lessons. This term is used in speaking or writing appropriately. It is also called *Productive Vocabulary*.

⁸ Merriam, *Webster's Ninth Collegiate Dictionary* (New York: Merriam Webster's Inc. 1938)p. 1320

⁹Mary Funicchiaro & Michael Bonomo, *The Foreign Language Learner : A Guide for Teacher*, (New York : Regent Publishing Company, Inc. 1973), p.86

- b. **Passive Vocabulary** _ All of the words heard or read by the students. It refers to language items that can be recognized and understood in the context or reading or listening, and are also called as *receptive vocabulary*¹⁰

3. Teaching English Vocabulary

a. The Principle of Teaching Vocabulary

The writer has an assumption to fit explanation on some principle of teaching vocabulary, there are :

- 1) The teaching of vocabulary should be based on the students' ability
- 2) The teaching of vocabulary should be suitable with student's capability.
- 3) The words are learned from the easiest to the difficult

One of the principle that has been found useful in all methodological decision is the principle of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they continue to use once they leave the classroom.

According to the assumption above in the book Teaching vocabulary explains :

To know a word in a language as well as the native speaker knows it may mean the ability to :

- 1) Recognize it in its spoken or written form
- 2) Recall it well

¹⁰ Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997) p. 139

- 3) Relate it to an appropriate object or concept
- 4) Use it in the appropriate grammatical form
- 5) In speech, pronounce it in a recognizable way
- 6) In writing spell it correctly
- 7) Use it in the correct collocation
- 8) Use it at the appropriate level of formality
- 9) Aware of its connotations and associations ¹¹

B. Picture

1. Definition of Picture

Picture are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes English and to teach or reinforce language _ language get closer skills. Some experts gave the explanation of pictures, as follow :

In Webster New World Dictionary of American English, it can be seen that :
“ picture is an image or likeness of an object, person, scene procedure on a flat surface, especially by painting, drawing, or photography” ¹²

Vernan S. Garlacha stated :

“Pictures are two dimension visual representation of person, place, or things. Photograph prints are most common, but sketches, cartoon, murals, cut out, charts, graphs and maps are widely used ...” _ “A picture may not only be worth a thousand words, it may also be worth a thousand of years or a thousands of miles. Through

¹¹ Michael J. Wallace.,*Op.cit.* p. 52

¹² Noah Webster, *Webster New Word Dictionary OF American English* (Prentice Hall, 1994),p.1022

pictures learners can see people, places and things from areas far outside their own. Pictures also can represent images from ancient times or portray the future”¹³

The kinds and numbers of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles or others and should be attractive and interesting to capture the students' attention. The purpose of using pictures for the students is to give them an opportunity to practice the language in real context or in situations in which they can use it to communicate their ideas.

Pictures are non-verbal sources of information. The non-verbal helps us to predict what the next might be about, in this ability to predict helps us to recognize more meaning more quickly than if we had to sort it out solely from what we heard and read. Pictures can represent these non-verbal sources of information. Indeed, they and what they represent are centrally bound up with the nature of communication itself. What we see affects how we interpret what we hear and vice versa.¹⁴

2. The Types of Pictures

There are two kinds of picture that Grazyna Szyke finds especially useful as teaching aids, they are :

a. Pictures of individual persons and objects

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items, for example: *a man* and *a car*. Portraits, pictures showing people in close detail, are

¹³ Vernon S Gerlach and Donald P Elly, *Teaching in Media a System Approach*, 2nd (New Jersey Prentice Hall), 1980,p.273

¹⁴ Andrew Wright, *Pictures for Language Learning*, (New York: Cambridge University Press, 1994),p.137

useful for intermediate and advance learners. The students can be asked question about the age and the profession of the model.

b. Pictures of Situation in which persons and object are “in action”

Situation pictures that show or suggest relationship between objects and or people can be perfect teaching aids for introducing, practicing or reviewing grammatical structure.¹⁵

3. The Criteria for Good Picture

The teacher should have the ability to convey the good material to the students, when he/she teaches in class, teacher need some media to make students easier in understanding material, picture is one of visual media that teacher used in teaching process.

According to Andrew Wright. There are some criteria for selecting good pictures for the students, they are :¹⁶

- a. The aid must be easy to prepare and organize by the teacher
- b. The aid must be interesting for the students
- c. The aid must be excellent point of view and sufficient amount of language
- d. The aid must fit in with the best principles of education

According to MAC M. Ramizer the pictures should be directly relevant to a specific teaching objective and should be identify by the lesson with which it is to be

¹⁵Grazna Szyke, “Using Picture as Teaching Aids”, (English Teaching Forum, Vol.XIX,No.4,October,1981)

¹⁶ Andrew Wright, *Picture for Language Learning*, (Longman group Ltd.1983)p.3

used. Besides that, the picture should be simple graphic and easy to use or manipulate.¹⁷

From the explanation above, the writer know that the criteria for good pictures should be clear and big enough to see, relevant with the topic being discussed and appropriate with the students knowledge.

4. The Advantage of Using Picture

Following are some opinions concerning with the advantages of using pictures in teaching.

According to Mary Finnochiaro, the advantages of using pictures in teaching are¹⁸

- a. The picture provided incentive to learn and interesting for the students
- b. The pictures gave necessary variation and provide the classroom
- c. Motivate and stimulate the students
- d. More practice (can be used every time and everywhere)

Besides the advantages, pictures as a teaching aids have disadvantages or limitation.

¹⁷ MAC. M. Raamizer, *The Neglected Tools Can Work For You.* (The Art of TESOL Selected Articles From the Teaching Forum, Part Two.1875)p.268

¹⁸ Marry Finnochiaro, *Visual aids in Teaching English As a Second Language,*(English Teaching Forum Part Two, Vol XXIX,1975)P.266

Vernon S. Gerlach said :

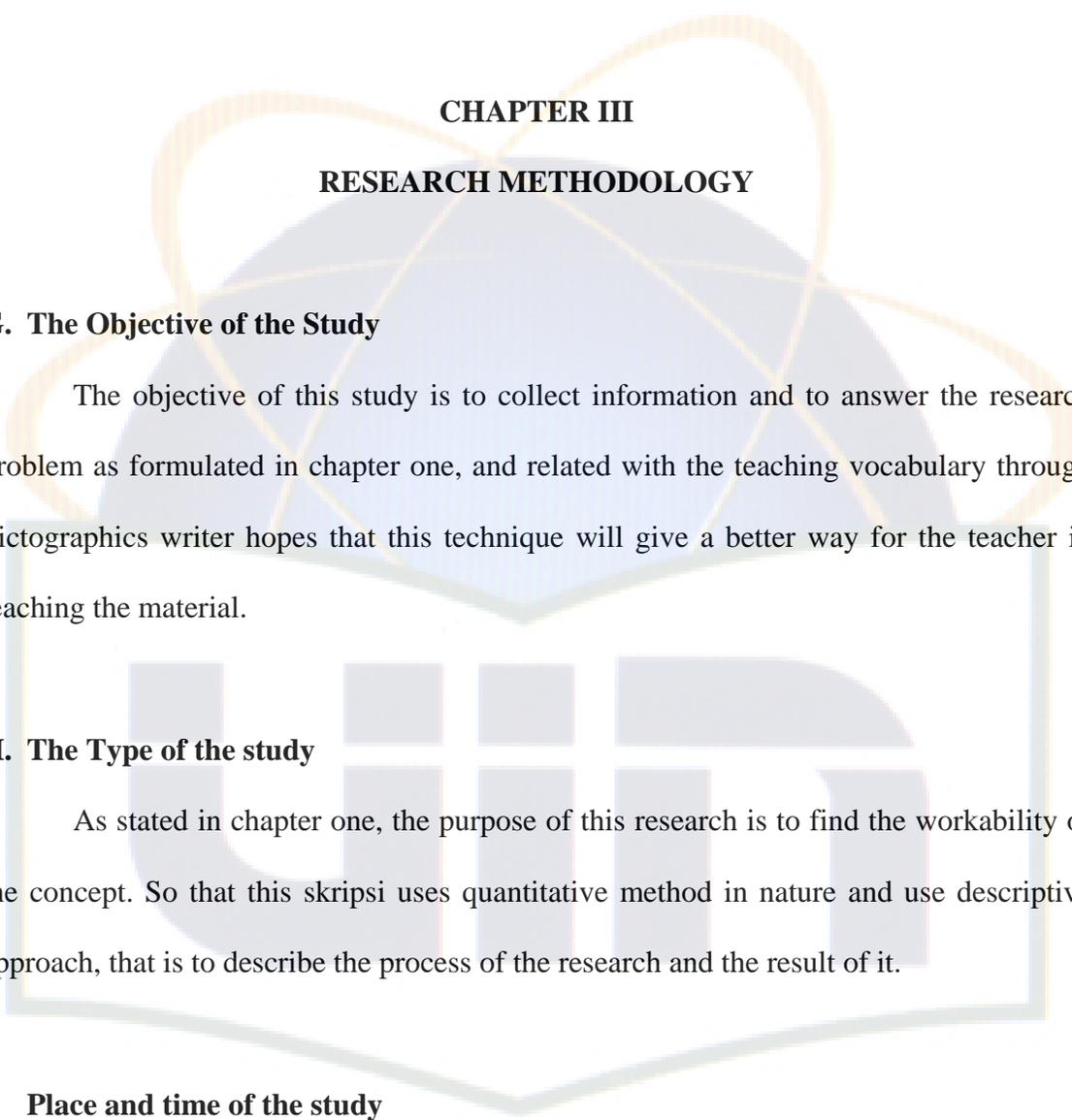
- a. Sizes and distances are often distorted
- b. Lack of color in some pictures limits proper interpretation
- c. Students do not always know how to read pictures¹⁹

C. Teaching Vocabulary By Using Picture

Pictures for vocabulary teaching come from many sources. In addition to those drawn by the students (or by the teacher) there are attractive sets, which are intended for school. Pictures which have been cut out of magazines and newspapers are also useful; many inexpensive books for children have attractive pictures, which show the meaning of basic words.

Often a picture will show a situation or scene in which there are several different things and persons. It is good for students to see the total scene or picture to see how its parts are related to the whole. It is also helpful (especially for beginners in English) to see a picture of a single object or person as the only focus of attention.

¹⁹ Vernon S. Gerlach and Donald P. Elly, Op. Cit p.277



CHAPTER III

RESEARCH METHODOLOGY

G. The Objective of the Study

The objective of this study is to collect information and to answer the research problem as formulated in chapter one, and related with the teaching vocabulary through Pictographics writer hopes that this technique will give a better way for the teacher in teaching the material.

H. The Type of the study

As stated in chapter one, the purpose of this research is to find the workability of the concept. So that this skripsi uses quantitative method in nature and use descriptive approach, that is to describe the process of the research and the result of it.

I. Place and time of the study

The research was conducted to the third grade of SDN Cempaka Baru II. It is located at Jln. Jambu Rt.07/05. Ciputat. It took for about four months. From the beginning of August to the middle of December 2006.

J. Population and sample

The writer did the research to the third grade of SDN Cempaka Baru II that involved in the teaching learning process using Pictographics. The population of the third grade class is 48 students. It is only one class. The writer took them all as sample . The writer chooses this class because she teaches in that class and also to make easier in collecting the data.

E. The Type of Data to be Collected

The data to be collected in this skripsi using Quantitative method with descriptive analysis with hypothesis “The Pictographics technique is loved and useful for students”.

This how the data is collected :

1. Test

Students given twenty questions, after the test applied to the students, the writer analyze the data using descriptive analysis, that is the writer mentioned the result of scores from all students, then she calculated the frequency of sores times a hundred then divided by number of students then the answer will in percentage. At the end the writer will compare the result with score's specification from Gronlund and Arikunto

2. Questionnaire

Students were given ten questions, after the question required, the writer observed the data using descriptive analysis; the writer mentioned each question with the option and then calculated the answers with the frequency of the option times a hundred then divided by number of students the answer will be in percentage. At the end the writer compare

the answer with the hypothesis. The greater option that required is the answer of the problem. If the greater option is “yes” so the hypothesis is success, if the greater option is “no” the hypothesis is failed, if the greater number is “usual” so the hypothesis is not success but not fail.

F. Data Collections

To get the data on the research, the writer has done research toward thrid grade SDN Cempaka Baru II . Then the writer observed the result of teaching vocabulary through Pictographics.

In this experiment, the writer used Pictographics in teaching vocabulary and gave the test for the students. The test was done after the teaching learning process finished, this is in order to get the objective data of students' achievement in vocabulary.

a. Research Instrument.

The research instruments used by the writer in collecting data are:

1. Checklist for Observation and experiment

The observation was done at third grade of SDN Cempaka Baru II. To observe something concerning with the teacher and students who deal with teaching – learning through Pictographics approach. And in the experiment, the writer used Pictographic in teaching vocabulary and then gave the test for students.

2. Questionnaire

The questionnaire is given to know how far the technique influence the students' interest in English and also to know students point of view about the technique offered to them.

3. Test

To get the data, the writer in her experiment developed the test and applied it to the group of sample. This test was given after the material was delivered. The topic is chosen based on the student's material book. This test consists of three types of questions: the first is task I, this is multiple question, consist of five numbers. Second is task II, this is matching picture, this is consists of ten numbers. And task III is Fill in question, this is consists of five numbers.

b. Test Result

The technique of data analysis used in this research is descriptive analysis (percentage), which is described on the table of percentage, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of the number

N = Number of sample²⁰.

CHAPTER FOUR

TEACHING DESIGN APPLICATION

A. Classroom Implementation of the Teaching Design

The writer will report the teaching learning process of Teaching Vocabulary through Pictographics at third grade of SDN Cempaka Baru II Ciputat.

The procedures of teaching Vocabulary through Pictographics are:

1. Greeting

- The teacher enters the class and greets the students.
- The teacher checks the students' attendance list by calling the students name one by one.

2. Lead In

- The teacher informs the students the topic of the lesson
- The teacher stimulates the students about the topic by asking some question to few of them.
- The teacher draws some pictograms on the white board then asks the students to pay attention on it. This is to give them example how to make pictograms

3. The lesson

- The teacher writes some of words on the board related to the material, they are :
eye, nose, mouth, ear, neck, shoulder, arm, hand, finger, leg, knee, foot, head

- The teacher explain what the function each part of those body
 - Then, the teacher tell them to imagine Those part of bodies, this is lead by the teacher
 - After that, the teacher asks the student to make the pictograms as the teacher said, such as” eye” they draw eye on their note book and so on
 - The teacher remain the students again to remember those parts of the body
4. The classroom implementation of the teaching
- The teacher divides the students into four teams
 - The teacher writes a list of vocabulary on a paper which students can choose
 - Teacher explains that players from each team will take turn drawing a picture on the board which represents one of these words
 - The teacher asks the first player on team one to choose the vocabulary to draw.
 - The teacher set a time limit of 60 second to guess the correct word
 - If they guess correctly, they get a point and the second person on that team can come up and draw another picture for team to guess. If they do not guess correctly in 60 seconds, it’s another team to try.
 - The largest point is the winner²¹
5. Closure

B. Research Outcome

1. Data description

²¹ Claire Maria Ford, *101 Bright Ideas (ESL Activity for All Ages)*, (USA : Addison – Weasley Publishing Company, Inc., 1997), p. 29

As previously stated above, the writer conducted the field research at the third grade SDN Cempaka Baru II Ciputat. To get the data, the writer gave vocabulary test for the students. The test consist of 20 items.

2. Data Analysis

a. test

The writer made a table that shows the students scores on the test, this is their percentage :

Table 1
The students' scores on the test

No	Score	Number of students	Percentage
1	100	5	10,41 %
2	95	1	2,08 %
3	90	4	8,33 %
4	85	3	6,25 %
5	80	5	10,41 %
6	75	7	14,58 %
7	70	9	18,75 %
8	65	3	6,25 %
9	60	6	12,5 %
10	55	2	4,16 %
11	50	2	4,16 %
12	45	1	2,08 %

From the data above we can get description concerning to the students achievement in the test. There were 10,41 % of the students who get the highest score (5 Students), 2,08 % of students who get 95(1 Student), there were 8,33 % who get 90(4 Students), there were 6,25 % who get 85(3 Students), there were 10,41% who get 80(5 Students), there were 14,58 % who get 75(7 Students), there were 18,75 % who get 70(9 Students), there were 6,25 % who get 65(3 Students), there were 12,5 % who get 60(6 Students), there were 4,16 % who get 50 and 55(each of them 2 Students), and there were 2,08 % who get 45(1 Student).

If the writer analyze the whole data, there were 89,58 % who get good score, and that is 43 students from 48 students.

b. Questionnaires

The questionnaires were given to know whether the students like to the teaching technique or not. It consist of 10 items with three options agree, disagree, and usual. Agree means the students agree with the statement given. Disagree means the students did not agree with the statement. Usual means between agree and disagree, students feel not sure about the statement.

The data was used as comparison data in order to get the valid data. The description of each statement as follows:

Table 2
Question number 1

No	Question and option	F	%
1	Saya lebih suka dengan cara mengajar guru Bahasa		

	Inggris akhir –akhir ini (menggunakan gambar kasar)		
	a. ya	23	47.91%
	b. tidak	12	25%
	c. biasa saja	13	27.08%

From the table above

Table 3
Question number

ber 2

No	Question and option	F	%
2	Cara mengajar guru Bahasa Inggris baru-baru ini lebih menyenangkan		
	a. ya	41	85.41%
	b. tidak	-	0%
	c. biasa saja	7	14.53%

From the table above, we know that the students who choose the option Yes are 41 students (85.41%), No is blank (0%), Usual 7 person (14.5%). It can be concluded that the students feel the technique is fun, this is one think that the writer try to be applied in her classroom.

Table 4
Question number 3

No	Question and option	F	%
3	Cara mengajar guru Bahasa Inggris lebih mudah untuk diingat		
	a. ya	32	66.66%
	b. tidak	6	12.5%

	c. biasa saja	10	20.83%
--	---------------	----	--------

It can be seen from the table above, the students who answer Yes are 32 persons (66.66%), No 6 persons (12.5%), and Usual 10 persons (20.83%). It can be concluded that this technique can help them to study, because this technique make them easier to remember the lesson.

Table 5
Question number 4

No	Question and option	F	%
4	Saya mendapat Kosakata Bahasa Inggris baru setelah mempelajari pelajaran tersebut		
	a. ya	25	52.08%
	b. tidak	5	10.41%
	c. biasa saja	18	37.5%

It can be seen from the table above, the students who answer Yes 25 persons (52.08%), No 5 persons (10.41%), and Usual 18 persons (37.5%). It can be concluded that students feel this technique is useful for them to help them to acquire the lesson, so that they can get the new vocabulary.

Table 6
Question number 5

No	Question and option	F	%
5	Menurut saya Kosakata Bahasa Inggris sangat memebantu		

	ketika mengerjakan soal Bahasa Inggris		
	a. ya	33	68.75%
	b. tidak	7	14.58%
	c. biasa saja	38	16.66%

From the table above, we know that 33 persons (68.75%) choose Yes, No 7 persons (14.58%) and 38 persons (16.66%) choose Usual. It can be concluded students agree that English Vocabulary is important for them to help them do the assignment from English teacher and this shows that they already know English Vocabulary is important for themselves.

Table 7
Question number 6

No	Question and option	F	%
6	Saya suka dengan mata pelajaran Bahasa Inggris		
	a. ya	39	81.25%
	b. tidak	1	2.08%
	c. biasa saja	8	16.66%

From the table above, it can be seen that the students who choose Yes 39 persons (81.25%), No 1 person (2.08%), and Usual 8 persons (16.66%). It can be concluded that most of students like English lesson, this shows that they have good motivation in learning English.

Table 8
Question number 7

No	Question and option	F	%
7	Menurut saya Bahasa Inggris sangat bermanfaat untuk saya		
	a. ya	40	83.33%
	b. tidak	2	4.16%
	c. biasa saja	6	12.5%

From the table above, we know that there are 40 students (83.33%) answer Yes, 2 students (4.16%) answer No, and 6 persons (12.5%) answer Usual. It can be concluded that most of students know that English is very useful for them.

Table 9
Question number 8

No	Question and option	F	%
8	Kini saya dapat mengingat pelajaran Bahasa Inggris dengan lebih baik		
	a. ya	39	81.25%
	b. tidak	3	6.25%
	c. biasa saja	6	12.5%

It can be seen from the table that 39 persons (81.25%) choose Yes, 3 persons (6.25%) answer No, and 6 persons (12.5%) answer Usual. It can be concluded that most students think that this technique really help them because at the present time they feel they can remember the English lesson better than before.

Table 10
Question number 9

No	Question and option	F	%
9	Sekarang saya dapat mengerjakan soal-soal Bahasa Inggris tanpa ada kesulitan yang berarti		
	a. ya	23	47.91%
	b. tidak	7	14.58%
	c. biasa saja	18	37.5%

From the table above, we know that 23 persons (47.23%) answer Yes, 7 persons (14.58%) choose No, and 18 persons (37.5%) choose Usual. It can be concluded that the students think that they can do the test (Vocabulary test) well. This mean the technique help them to strong their memory and minimize the problem when do the test.

Table 11
Question number 10

No	Question and option	F	%
10	Saya suka dengan cara mengajar guru Bahasa Inggris		
	a. ya	41	85.41%
	b. tidak	4	8.33%
	c. biasa saja	3	6.25%

From the table above, we see that 41 persons (85.41%) who answer Yes, 4 persons (8.33%) answer No, and 3 persons (6.25%) choose Usual. It can be concluded that the students like with the technique.

3. Data Interpretation

Gronlund in *Measurement and Evaluation in Teaching* makes the interpretation of scores achieved by students as follows²²:

Table 12
Score's classification according to Gronlund

Mark	Letter	Classification
95-100	A	Outstanding
84-94	B	Very good
75-84	C	Satisfactory
65-74	D	Very Weak

²² Gronlund, *Measurement and Evaluation in Teaching*, (New York : Mc Millan Publishing Inc, 1895), fifth edition, p.527.

Below 65	E	Unsatisfactory
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From the whole data show us those who get good mark is 89.58% and according to Gronlund it is “**Very Good**”. While according to Suharsini Arikunto on Marks Classification shows²³ :

Table 3
Score’s classification according to Arikunto

Mark	Classification
80-100	Very good
66-76	Good
56-65	Enough
40-55	Bad
30-39	Fail

On Arikunto table scores classification shows that from the whole data those who get good score is 89.58 % and that is “**Very Good**”. The students supplied nearly all pertinent information and showed very good judgment and understanding.

²³ Suharsini Arikunto, *Dasar – Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 1999), p. 251.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is devoted to drawing the conclusion from all chapters especially for the data analysis. Based on the conclusion some suggestions are given.

A. Conclusion

The conceptual idea of teaching Vocabulary through Pictographics is teaching Vocabulary with fun, students do not feel that they are studying a lesson, no stress or high pressure, at the end they like and feel interested in English. This technique is really competitive process, it is really useful for large class, and they also get involved with the technique.

The average of the student's achievement after the technique was applied shows a great number, it is 89.58% or 43 students from 48 who got good scores.

The students like this technique, it can be seen from the result of questionnaire. The term "yes" always on the top of the option, that occur in 10 numbers of the questionnaire, this indicates that they like this technique.

The problems of teaching Vocabulary through Pictographics in SDN Cempaka Baru II are:

1. Some difficulties happen when draw the pictograms, for some children draw something is really hard.

2. It is really time consuming.
3. Some children bias to draw the Pictograms.
4. Limited ability to draw the Pictograms.
5. Pictograms cannot be used in all kind of Vocabulary. It can use in concrete Vocabulary but quiet difficult in abstract Vocabulary.

B. Suggestion.

After involving with education environment the writer gives some suggestion to:

1. The English Teacher.

Teacher is one of the most important factors in teaching English. It is teachers who actually the actor behind the teaching learning process, therefore they are suggested to use varies activities or strategies in their teaching to overcome the student's boredom at school.

One thing that almost teacher forgot, they only teach the material without think how the material is acquired by students. English is a language; need many practices and exercises rather than a theory. For Elementary students, they like to do something what they like in school even at home without some order from parents, if they like English so they will involve with it without some order from parents or teacher.

In addition, enhancing the student's motivation to study English, the teachers are suggested to explain to the students the importance of English give them praise, reward, and assign them some works.

2. The School's Principal

It is necessary to the school's principal to send the English teacher to join any activities to improve the quality of teaching and enhance the profession by taking part in seminars, workshops etc.



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