VOCABULARY TEACHING THROUGH PICTURES AND SONGS
AT KINDERGARTEN
(A Pre-Experimental Study at Ketilang Kindergarten Komplek UIN Syarif
Hidayatullah Jakarta)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
In a Partial Fulfillment of the Requirements for the Degree of Strata 1 (SI)

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
UIN SYARIF HIDAYATULLAH
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ENDORSEMENT SHEET

The examination committee of the faculty of Tarbiya and Teachers’ Training certifies that the “skripsi” (scientific paper) entitled “Vocabulary Teaching Through Pictures and Songs at Kindergarten (A Pre-Experimental Study at Ketilang Kindergarten Komplek UIN Syarif Hidayatullah Jakarta)”, written by Iman Abdurrahman, student’s registration number 10301402696, and was examined by the committee on October 20th 2008, and was declared to have passed and, therefore fulfilled one of the requirements for the academic title of “S. Pd” (Bachelor of Arts) in English Language Education at Department of English Education.

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CHAPTER I
INTRODUCTION

A. Background of the Study

When a Preschool-aged child enters an environment where second language is used, it is necessary for that child to adjust this new environment. At this time, the child is supposed to realize that the entire new language is required with a new set of role for grammar and morphology, and a new set of social conventions.¹

Nowadays, the developments of children grow quickly, especially the ability of thinking. The children are able to study and understand even to know everything behind them. The parents realize that it will be better to send their children to preschool in playgroup than leave them playing at home.

Many people are willing to spend all what they have for sending their children to recognizable school and even Government school, private school and even foreign school. These recognized schools are classified as international school.

The quality of a school today depends on its organization. A good organization is needed in order to run the school, satisfy the students and parents, and improve the human resources. If this is successful, this can give a great contribution to the national development.
Nowadays bilingual language systems in many kindergartens are a new challenge for teachers. Because they need to find simple method or excellent system improving their teaching to the children.

Learning one language means learning how to use that language in our daily life. Students especially the kindergarten students who start learning English as a foreign language often find it difficult to understand the language. It is because they meet new vocabulary, new spelling and new structure in the language. To overcome this problem, the teacher tries to enable the students to understand and use the necessary vocabulary by using the creative and interesting ways.

Vocabulary is one of important aspects in teaching language, as stated by Edward in his book, “Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.”^2

Based on the writer’s experience and point of view, there are many English teachers who teach vocabulary in kindergarten by using teaching techniques such as explaining, translating the words directly, responding to the students’ questions, and asking the students to memorize a list of words and their meaning. Consequently, the students often find that learning English is uninteresting, boring, and difficult. Therefore, all the words they have learned will soon be forgotten.

A good teacher is supposed to have initiative in creating the most effective and efficient way to help the students to understand the lesson. He has to be able to prepare the lesson in such a way so that he can both motivate the students and release barriers such as fear and anxiety by creating a good and interesting class atmosphere.\(^3\) This is may be a way for new language learners such as Kindergarten Students, to acquire the language.

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One way of doing this is by varying teaching techniques and providing teaching aids such as songs and pictures. And concerning the teaching of vocabulary for Kindergarten Students, teacher can use songs and pictures. Fai Li says, “Learning English using songs provides a non-threatening atmosphere for students, who are usually tense when speaking English in a formal classroom setting.”\(^4\) Songs also will help students to memorize the learner vocabulary.

To solve this problem of course is not easy; it needs a good method and even using the latest research how to teach children in earlier age.

For that reason the writer chooses topic “Vocabulary Teaching through Pictures and Songs at Kindergarten: A Pre-Experimental Study at Ketilang Kindergarten Komplek UIN Syarif Hidayatullah Jakarta”

B. Objective of the Study

The objective of the study is to find out the effectiveness of using pictures and songs in teaching vocabulary to kindergarten students at Ketilang Kindergarten, Jl. Ibnu Batutah Komplek UIN Syarif Hidayatullah Jakarta.

C. Scope of the Study

The study overview the using pictures and songs in teaching vocabulary to young learners in this case to kindergarten students. This will be a report of an observation conducted at Ketilang Kindergarten Komplek UIN Syarif Hidayatullah Jakarta.

D. Significant of Research

The study is aimed at giving an alternative method to the teaching of English vocabulary in Kindergarten School, and to make teaching easier and interested in the children in everyday learning, since the writer is working as a teacher at one of kindergartens, hopefully by having this research, the writer could

\(^4\) Regina Lo and Henry Chi Fai Li, Songs Enhance Learner Involvement. (English
find a better method. In addition, the writer expects that this paper will be useful for himself and other people in general.

E. Problem Statement of the Study

The writer conducts the study to see how well the pictures and songs encourage students' vocabulary mastery. The statement of the problem can be formulated into research question: “Is the use of pictures and songs effective in teaching vocabulary to kindergarten students?”

F. Organization of the Study

This “skripsi” is divided into five chapters. Chapter one deals with the introduction consisting of background of the study, objective of the study, scope of the study, significant of research, statement of the study, organization of the study.

Chapter two presents, the theoretical framework, is divided into four divisions; the first is vocabulary consisting of the meaning of vocabulary, kind of vocabulary, teaching English vocabulary for children. The second is picture consisting of definition of picture and type of picture. The third is song consisting of definition of song and the function of song. The fourth is the kindergarten students consisting of definition of kindergarten and the age and characteristics of kindergarten Students. And the fifth is research hypothesis.

Chapter three and four related to research methodology and research finding. Research methodology consists of time and location, population and sample, teaching procedure, research method, and technique of analysis data. Research finding divided into two division, they are data description and interpretation of data.

Finally, the conclusion and suggestion will be discussed in chapter five.
A. Vocabulary

One thing that differentiates a human from animal is a verbal language or speaking. Humans can communicate with others through verbal language, either to give or to receive the information, the animal cannot do. To communicate one is supposed to have enough words. "Words are the basic unit of the language form. Without a sufficient vocabulary, we cannot communicate effectively or express ideas. Having limited vocabulary is also a barrier that prevents students from learning a foreign language."  

Vocabulary plays an important role because it appears in every language skill. Vocabulary building is important in any language leaning. He realizes how important the mastery of vocabulary is, particularly for people who study English as a foreign language. As stated by Jean-Claude Corbeil and Ariane Archambault:

"Once, student has mastered the fundamental grammatical patterns of a language, his next task into master its vocabulary that he need. Nobody ever learns all the words in any language. We know and use the words that suit our particular purpose, and we continue to learn new words as long as we live."  

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6 Jean-Claude Corbeil and Ariane Archambault, Collier-Macmillan International, A Division of The Macmillan Company. The Key to The English Vocabulary (London: The
It is clear that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skill. Vocabulary becomes a major problem in learning English. So, the teacher of Kindergarten emphasizes this matter earlier. In teaching vocabulary, generally, the teacher teaches new words taken from reading text. It means that he integrates vocabulary with reading. This integration will lead to integrative lesson plan.

1. Meaning of Vocabulary

In some literatures, we found the meaning of vocabulary. There are some definitions of vocabulary. According to Norbert Schmitt, “Vocabulary is one of the most important elements in a language. We cannot speak the language well if we do not master it. No matter how well we learn grammar, how successfully the sound of a foreign language is mastered, without words to express a wider range of meaning, communication in the foreign language just cannot happen in any meaningful way.”

According to Komariah Hawa, “Vocabulary is basic to communication. If acquirers do not recognize the meaning of the key words used by those who address to them, they will be unable to participate in the conversation.”

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect

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exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. 9

A vocabulary is a set of words known to a person or other entity, or that are a part of a specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person or as the set of all words likely to be used by that person when constructing new sentences 10.

According to Harimurti Kridalaksana, vocabulary is a component of a language that maintains all information about meaning and using word in language. 11

According to Webster’s ninth Collegiate Dictionary, Vocabulary is:
a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
b. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
c. A list or collection of terms or codes available for use. 12

While according to Roget, vocabulary is:
a. An alphabetical list of words often defined or translated; the vocabulary includes idioms and words verb.
b. All the words of language
c. Specialized expression indigenous to a particular field, subject, trade, or subculture. 13

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9 http://www.ldonline.org/article/9943
10 http://en.wikipedia.org/wiki/Vocabulary
In Oxford's Dictionary, vocabulary is defined as follows:\textsuperscript{14}:

a. All the words that a person knows or uses.

b. All the words in a particular language.

c. The words that people use when they are talking about a particular subject.

d. A list of words with their meanings, especially in a book for learning a foreign language.

From the definitions above, it shows that vocabulary is a component of language and number of words used by a person, class, profession, etc. in the communication and every aspect such as in trade, education, business, etc.

2. Kinds of Vocabulary

Almost everyone has at least four basic vocabularies. First, he uses a relatively small number of words which may call the speaking vocabulary. It includes words which will come to the speaker's tongue without his thinking much about them. A dull person is likely to use only a few hundred words in this way; even a moderately articulate speaker uses only a few thousand.

Every literate person has a second vocabulary, a writing vocabulary, which includes the words in the speaking vocabulary, plus other words that he can call up. A good writer may employ a vocabulary of ten thousand, twenty-five thousand, and perhaps fifty thousand words. A poor writer, on the other hand, may suffer from a vocabulary little larger than his speaking vocabulary\textsuperscript{15}.

Every literate person has also a reading vocabulary, made up of words that he would not speak in conversation or use when he writes but which he knows when he sees him or her written. For most people the reading vocabulary is much larger than either the speaking or writing vocabulary-fifty thousand, seventy-five thousand, a hundred thousand words perhaps more.


\textsuperscript{15} Gorrell and Laird, Modern English Handbook, third Edition, (New Jersey: Prentice-
The fourth vocabulary, the largest of all, we may refer to as the *acquaintance vocabulary*. It includes the other three, but it includes, also, a considerable number of words which the owner has seen or heard before but does not know much about. He may remember enough about them so that he can usually guess their meaning in context; he has a nodding acquaintance with the words, not much more. Vocabularies of this sort, of course, can be very large, often much larger than the reading vocabulary.\(^{16}\)

Fries divides vocabulary into two kinds; they are Function and Content Words. The function words are a closed class, we cannot add to the prepositions or auxiliaries or modal or any structure words of the language. The content words, on the other hand, can be added to at any times. As new scientific advances that make new words and communication about new inventions necessary.\(^ {17}\)

The content words can be divided into three general classes\(^ {18}\):
1. Words naming thing, ideas, entities, that we might call them nouns.
2. Words naming action called verbs.
3. Words used to describe the qualities of those things or action called adjectives and adverbs.

According to S. H. Burton, there are two kinds of vocabulary used by the people for communications, namely: General and Special Vocabulary. The General Vocabulary is of the words used in general; there is no limit of fields or users, general in meaning and use. And the special vocabulary is used in certain field, job, profession or special science. For example: politicians, journalists, and lawyers. All these have specialized vocabulary arising from particular

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\(^{18}\) Charles C Fries, *Teaching and Learning English as a foreign Language*, (USA: the
circumstances of their lives and work. Meanwhile Jo Ann Aebersold and Mary Lee Field classified vocabulary into: active and passive vocabulary.

a. Active vocabulary refer to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the student are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often use in speaking and writing skill.

b. Passive vocabulary refer to language items that can be recognized and understood in the context of reading and listening, and are called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by people, when they read and listen. “In the first level of course, the active vocabulary is more prominent. But when the students in higher level of study such as intermediate or advance level passive vocabulary is more useful.”

From the explanations above, we know that every expert in every book is differentiated in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

3. Teaching English Vocabulary for Children

To learn English since a child has many advantages compared with anyone who learns it when he has already grown up. Stern expresses his opinion that: “If children could begin to learn a foreign language much earlier than is

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

21 Gail Ellis Barbara Sinclair, *Learning to Learn English* (Sydney: Cambridge
customary in most education system in more or less the same way as they learn their native tongue, much more words be achieved." 22

Nevertheless, teaching to children is not easy. It needs extra patience and hard work because children still like to play and cannot be serious about learning something. Besides, they do not have a strong desire to learn a second language and it is a new vocabulary as they learn as their native language. This can happen since the mastery of their language is a basic need for them in order to communicate while in learning the second language they can always count on their native language if they have trouble.

Based on the theory, it is known that teachers have a great influence in stimulating children’s motivation to learn a new language. It can be done by presenting the lesson in an enjoyable and relaxed atmosphere as well as possible without forgetting the aims of the lesson because such atmosphere of learning can make children happy to what they learn.

B. Picture

The use of picture in language teaching is as ancient as the *orbis pictus* of Comenius (1658), it was above all the picture which could be most easily impressed upon the mind, giving the most real and lasting of impression. It was only toward the end of nineteenth century that pictures seem to have come back into language teaching. 23

1. Definition of Picture

Picture is a painting, drawing, or photograph, that which strongly trembles another; an image. 24 According to Mario Pei, paint is a painting,

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drawing, photograph, or other visual representation, as of a person, object, or scene; any visual image, however produce; a mental image; a motion picture; a graphic or vivid description or account; the image or counterpart of; to describe graphically.\(^{25}\)

From description above, it can be said picture has many meanings. Picture is defined as a drawing, a painting, or photograph, an image of someone or something. The meaning can motivate presenting a sequent of even, story and thing like the real life.

2. Types of Picture

In teaching language by picture may differ in two essential respects: (1) in Type, and (2) in Media.\(^{26}\)

1. Type

The Language-teaching pictures have three types there are: (a) Thematic, (a) Mnemonic, and (c) Semantic.

a) Thematic Picture

Thematic pictures are those used simply to illustrate a theme or a text. Their use in getting meanings can only be incidental to their function as illustration. They may give the learner a desire to read to understand the significant of the illustration, or they may furnish an occasion to comment on a theme. Thematic pictures most often come in the form of crowded scene, illustrating a single theme, like the family leaving on a holiday, the countryside, in winter, etc. although they usually do not give the meaning of everything, especially that of the concrete nouns, is conveyed through the picture.

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\(^{26}\) www. the引发了.
b) Mnemonic Pictures

Mnemonic pictures are those designed to remind the learner of certain words or sentences. They may be pictures of situation, presented simultaneously with sentences about these situations, and used letter to remind the learner of these sentences. They may represent situation broken up into sequences and represented in a short of comics-strip technique. Here, too, a certain amount of meaning is likely to be conveyed by any sequence of pictures used in this way.

c) Semantic Pictures

Semantic Pictures are those sole functions to get a specific meaning across. If the pictures are all intentionally semantic, that is, if they are exclusively a means of teaching meaning. We may examine them for the amount of meaning they teach and for they efficiency in teaching it. The Function of the picture in the pictorial sequence and the amount of linguistic, cultural and general knowledge it assumes in the learner.

Where a picture used for teaching of meaning, it is important to make sure that the picture is not ambiguous.

2. Media

Any of these types of pictures may appear (a) in the text, (b) in separate class picture, and (c) on films.

a) Text Pictures

What types of pictures are used in the text? To what extend is each type used?

Some methods teach all meaning through pictures. Some use pictures to teach content words only; others teach all structural meaning through pictures. One teaching method uses a number of pictures to teach the meaning of single word; in very first lesson of it beginner's text it has ten different of heads of persons and animals, all of which teach the word head. Another method has a
picture for almost every sentences; it makes the structure of the picture parallel to the structure of the sentence. Every word which will be taught is replaced by the picture. For example: I have a beautiful 🐝. The picture 🐝 means butterfly.

b) Class Pictures

A series of separately printed pictures for classroom use may be supplied by the method in the form of (a) Picture card, and (b) Wall Pictures.

a) Picture Cards

Picture cards may be uncaptioned or captioned, in the front or on the reverse side. They may depict only objects, or they may show actions as well.

b) Wall Pictures

Wall pictures, with detail large enough for the entire class to see, may be used in place of thing such as clouds, the sea, mountain, the sun, and the sky, which are impossible to bring into the classroom.

c) Films

The entire course, or part of it, may be available on films of the thematic, mnemonic, or semantic type. These may be supplied in the form of (a) fixed film-strips or slides, and (b) motion-picture films.

a) Fixed Film-Strips or Slides

Pictures may be supplied in the form of slides or film-strips, either to convey meaning, to teach reading, or as aids in oral and written composition. But in this case, it is concern only with those which teach meaning. Slide or film-strips may be in the form of photograph or drawing, with or without caption.28

b) Motion-Picture Films

Motion-picture films are not only visual aids; if specially designed, they may be the chief means of presenting both the meaning and the form of a
language. They can teach more in short time because of the high degree of attention which they compel, partly through isolation of context, partly through movement. Gestures, looks, and movements of lips may help the viewer to interpret what is said.

A picture is not only worth a thousand words but it can also be used in a wide variety of teaching activities. In our daily life, pictures are often used to remind us of a real experience of life or to suggest an experience to us.

There are some categories of pictures such as:

1) Motion Pictures
   They are moving pictures, such as pictures in television, in the video, and so forth.

2) Still or Ready-Made Pictures
   They are printed pictures, such as pictures in the magazine, book, brochure, etc.

3) Drawings
   They are pictures drawn by the teacher, student, or someone else, such as pictures that are drawn on the board, on the wall, in drawing a book, etc.

Szyke divides pictures into two categories. They are:

1) Pictures of Individual Persons and Objects
   Pictures of individual persons or things may be used to introduce or test vocabulary items such as ‘a man’, ‘a car’.

2) Pictures of Situations in Which Persons and Objects are ‘in action’
   Situational pictures that show or suggest relationship between object and or people can be perfect teaching aids for introducing, practicing or reviewing grammatical structure, from the simplest to the most complex.

3. The Advantages and Disadvantages of Using Pictures

The cultural advantage that pictures offer is tremendous. They add variety and maintain a high level of children interest. Szyke states: “Pictures gives

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clear concept of what a word or structure may mean, they are much simple and
more vivid than a long explanation would be. They can also introduce and teach
aspects of the target language.”

In addition, Nielsen states; “Pictures are available in any exercise or
drill because they are able to add variety to classroom activities, to force the
students verbalize what they see, to reduce the quantity of teacher talk, and
allowing the students more opportunities both to reflect and to speak”. However,
there are some disadvantages of using pictures in the teaching learning process,
such as:

1. Students pay attention on the picture more than on the learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning
   process since the students may misunderstand about the pictures.

Possible ways to overcome them are:

1. Teacher should avoid using pictures or photographs attack more attention
to them than to the activity. He also should control the students’ activities
including their attention during the teaching learning process.
2. Teacher should make or choose attractive simple pictures to avoid wasting
time and money.
3. Teacher should make or choose big and clear enough pictures in order to
   avoid misunderstanding about the pictures.

C. Song

No one ever knows when and where songs were created for the first
time. Music has existed since thousand years age, from ancient times to the
present; man has expressed his history, his feeling, his aspiration, and fears
through music and song. Some ritual ceremonies sometimes use it to express

30 Grazyna Szyke, *Using Pictures as Teaching Aids*. English teaching Forum, 1981,
p. 46
themselves to praise their God or to give as a present for their believed to superstitious things.

Besides, it has been used in human behavior for ritual ceremonies, commercial or political purposes, such as advertisement in the radio or television. In education, songs take part too. Beside song is fun and encourage harmony, **song** is highly motivating, especially for the children, adolescent and young adult learner, and for the most people, one of the reasons they heard music is for fun.

In addition, music cannot be separated from song; song have been part of the human experienced for as long as we can remember, and fortunately, if someone is interested in listening to English songs, usually he can remember the title and lyrics from several song in that language, even he never learned English before. Gilberto Santos Diaz stated, “Listening to song fragment or reading them, make people trigger a reconstruction process in their mind.”

1. Definition of Song

There are some definitions of song, such as:

“Song is relatively short musical composition for the human voice (commonly accompanied by other musical instruments), which features words lyrics, it is typically for a solo singer, though may also be a duet, trio, or for more voices (works with more than one voice to a part, however, are considered choral). And another stated about song definite song is a short musical composition with words.”

The close relation between songs and language is easily recognized: This entity has significant element and similarities. The most important element in songs and language are rhythm, melody and intonation. Song and language are on the same continuum of vocally produced human sounds. In songs, there is

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notation and in language, there is a graphic symbol system. The relation is purely arbitrary and has meaning to the initiated only. The ability to read notation of songs and to read graphic symbol of language is fundamental in learning to sing and in learning a foreign language.

2. Function of Song

Griffie states that songs have their own identity and they function differently from speech or poetry, and according to him the feature of songs is:

1. Songs convey a lower amount of information than poetry. Even though poetry can be heard, we usually read it, which permits longer and more than information.

2. Songs have more redundancy than poetry. They achieve redundancy by devices such as the borrowing of line from other songs, proverb, catchphrases and cliché as well as alliteration. It is high degree of redundancy that makes songs sound so simple. The simplicity of song is not, however, a weak point. Because a song is herd for a short time, simplicity, redundancy, and certain expectedness contribute to our understanding.

3. Songs have a personal quality that makes the listener reacts as if they were being sung for the listener personality.

Griffie also divides song function into two categories:

1. Song as Text
   Song can be use as text in the same way that a poem, short story, or novel or any other authentic material can be used.

2. Song as Supplement
   Song can be used to supplement an English book text or can serve as the text itself a variety of the teaching situation.

3. The Advantages and Disadvantages of Using Songs

The advantages of using songs are indisputable. Eken argues that songs are able to focus on common learner errors in a more indirect way, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, to
bring variety and fun to teaching and learning.\textsuperscript{36} Whereas Grenough states that songs are able to develop listening and reading skills enjoyable, easily, embed new vocabulary and grammatical structures in the conscious and unconscious memory, generate enthusiasm for learning and evoke memories, images and feelings\textsuperscript{37}

Songs are able to create a positive feeling for language learning, awake interest during the lesson and stimulate students to greater oral participation.

However, there are also some disadvantages of using songs in language classroom. Murphey (1992: 8) states that songs may disturb neighboring classes, make the students just want to listen, not to work, and may be time consuming. But there are solutions to the problem, for example:

1. Teacher should lead the students to sing the song at such a volume that it will reduce the possibility of disturbing other classes.
2. Teacher should control the students' attention and their activities by checking their understanding about the lesson taught.
3. Teacher should state the time allocation for the activity clearly in their lesson plan and stick to it when doing the activity in class.

D. Kindergarten Children

1. Definition of Kindergarten

Kindergarten is an educational program-serving child ages from four to six. The educational programs of kindergarten share the common object of helping the young child's social, emotional and academic development. The latter includes the use of language, the development of an initial understanding of mathematic, beginning of learning in the social science and aesthetic appreciation.\textsuperscript{38} In another definition, kindergarten is the text level of education


\textsuperscript{37} Millie Grenough, Why use Songs to Teach English?, Singit@conix.com.
after playgroup before the children enter elementary school. The program helps the children in entering their first formal education. Even though the kindergarten is not the obligation to every child to follow this program, but it will help the children to develop their knowledge, creativity, through their activity in the school. It is same as what is said by Friedrich Froebel (1782-1852). The first educator opened the first kindergarten in Germany in 1837. He understood and respected the nature of young children and believed that they learn best through activity. And respected the nature of young children education before their enter then public school, helping the children education at home but also giving many chance to them to learn their self ability, talent and their environment. So, the kindergarten is the important beginning of a child's school experience.

2. Age and Characteristics of Kindergarten Students

What are kindergarten students like? Each of them, of course, is an individual person. No two of them look alike, and no two of them, even identical twins, behave exactly alike. Each has a unique personality. Each has his own pattern of beliefs, his individual set of skill, his own collection information, and his own potential for growth.

We have known that the age criteria of kindergarten students are between 4 to 6 years old. This is affirmed at the GBPKB 1994 (Garis-garis Besar Program Kegiatan Belajar Taman Kanak-kanak) of education and culture Department of Indonesia that the kindergarten is an Educational program for children between the age of four to six. This also mentioned in the encyclopedia

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40 http://www.saskedgov.sk.ca/docs/kindergarten/kindchild.html.

41 http://kompas.com/kompas%2Dcetak/0105/14dikbud/neor09.html.

American that the kindergarten is an educational program serving for children ages four through six.

So, any child who ages four through six try to join one of educational program for children that is kindergarten to develop their knowledge and their creativity.

The kindergarten students, no matter what their cultural and experiential background, have characteristics in common with other children of their age and characteristics that are particularly their own. According to Heffernan, in describing the characteristics of kindergarten as they are now it is useful to consider them under four aspects: (1) Physical, (2) Mental, (3) Emotional, and (4) Social.\(^4^4\) Moreover, Hibanana add the last aspect that is Intellectual.

1) The Physical Characteristics

Physical activity is one common characteristic of kindergarten students, although children vary a great deal in the development of physical skill abilities. Most Kindergarten Students are full of energy, active in following all activities such as run, swing, climb, jump, etc. this is vary useful to the development their body.\(^4^5\) All of the physical activities are related to the motoric of the children. They continue to develop their large muscle through almost continuous physical activity – running, jumping, and climbing over and crawling through object. They must have freedom to move about.\(^4^6\) According to the development psychology, the motoric of the children includes of three elements, such as muscle, nerves and brain. These elements relate each other in positive interaction that each of them support, complete and related each other in achieving the perfect motoric condition.\(^4^7\)

\(^4^4\) Helen Heffernan, *The Kindergarten Teacher*..., p. 16

\(^4^5\) Hibanana S. Rahman, *Konsep Dasar Pendidikan Anak Usia Dini*, p. 35

\(^4^6\) Helen Heffernan, *The Kindergarten Teacher*, p. 16
2) Mental Characteristics

*Exploration.* Depending on his individual abilities and past experience, children explore something at length but most things rather briefly. *Language.* The kindergarten child is still perfecting his speech and his auditory acuity. He has been listening to the speech pattern of his family and friend for several years and has been imitating what he hears. *Egoism.* A child understands things by establishing their relation to him. It takes a multitude of personal experience before a child can move very far from his egoistic concepts. The kindergarten child say, “I have a kitty at home,” “Mine is pink,” or “I can do that.” When he was younger, he had to possess object before he could learn to share them. Now at five years he must still experience ideas before he can talk about them or learn to do anything else with them.\(^{48}\)

3) The Socio-Emotional Characteristics

The five-year-old runs the full gantlet of emotions. He gets excited about a forthcoming event. He is afraid of what he does not understand and is afraid when others are afraid. He gets angry when frustrated. But mostly he is happy person with only a few emotional outbursts in the course of a day. And he has an elementary sense of humor.\(^ {49}\) The kindergarten child is a social person. He like to play freely with other children his own age, and does best in playing with them one at a time.\(^{50}\) Children develop socially and emotionally during the kindergarten year. The development of socio-emotional involves the human interaction that will stimulate socio-emotional between the children and their peers.\(^{51}\) The children can show considerable empathy toward people and animals when their own needs do not conflict with the needs of others. When helpfulness is noticed, modeled and encouraged by the teacher, helpful behavior is likely to

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\(^{48}\) Helen Heffernan, *The Kindergarten Teacher*..., p. 18

\(^{49}\) Helen Heffernan, *The Kindergarten Teacher*..., p. 19

\(^{50}\) Helen Heffernan, *The Kindergarten Teacher*..., p. 20
become more common in the classroom. Kindergarten Students are developing a sense of independent but are also learning to work cooperatively with others.\textsuperscript{52}

4) The Intellectual Characteristics

The children intellectual characteristic is reflected in the rapid growth of vocabulary and the power to express ideas. They are developing visual and auditory memory and the ability to listen to others. In one of the educational book says that the cognitive development increase rapidly, to the children curiosity in learning from their surrounding environment.\textsuperscript{53}

E. Research Hypothesis

Based on the problem, the hypothesis can be formulated as The Experimental Hypothesis: The vocabulary score of children who learned by using pictures and songs is higher than those who learned without using pictures and songs.

\textsuperscript{52}http://www.saked.gov.sk.ca/docs/kindergarten/kindchild.html.
CHAPTER III
RESEARCH METHODOLOGY

A. Time and Location

The study took place in Ketilang Kindergarten Jl Ibnu Batutah Komplek UIN Syarif Hidayatullah Ciputat, South Jakarta, for two weeks, April 27th – May 4th, 2008. The lesson was held twice a week, 40 minutes for each lesson. The research was conducted in the second semester in the academic year of 2007 – 2008.

B. Population and Sample

The population in this research is all of the students of Ketilang Kindergarten consisting of B4 and B1 classes. Each class consists of 19 students of 4 – 6 years old. So, the sample of this research is 38 students, which is divided into two classes, B4 class as the experimental class and B1 class as the controlled class.

C. Teaching Procedure

The teaching procedures are developed based on the theoretical framework and the analysis in the previous chapter. The purposes in teaching vocabulary teacher must have good system and good preparation. Teaching procedures are elaborated in three stages, they are:
1. Presentation Stage

First of all, the teacher greets the students and asks about their condition, such as “Good morning students, How are you?” The purpose of this stage is to warm up the situation. Then she narrates the aim of the lesson as example, “Students, today we are going to learn about transportation in English.” (Starting the aim of the lesson). Next, he asks some question about the topic to trigger students’ knowledge. For example, “Do you know what the name of this in English is?” (Teacher shows the picture of “car”). The teacher also explains a bit about the topic. After that, the teacher drills the students’ pronunciation and the meanings transportation by letting the students repeat what the teacher pronounced and answering the questions given about transportation. Here, the teacher uses songs and pictures for supporting the learning.

The method which was used in this stage presentation is discourse method that is submitting or description concerning root of the matter verbally. Presentation stage needs a good skill from teacher for explaining the subject. The steps that the writer used in teaching vocabulary:

Generally, in Ketilang Kindergarten Komplek UIN Syarif Hidayatullah Jakarta, “Assalamu’alaikum wr. wb” and “Good Morning” is used in greeting between the teacher and the students. Such as following short conversation:

Teacher : Assalamu’alaikum wr. wb
Students : Wa’alaikum salam wr. wb
Teacher : Good morning students
Students : Good morning, Sir
Teacher : How are you this morning?
Students : I am fine, thanks. (or we are fine thanks) and you?
Teachers : I am very well, thanks.
... ... ... : etcetera

Starting lesson with show the picture of transportation/occupation (the theme of occupation is held in another time)

1.1. The teacher puts on the big picture of transportation/occupation with their
1.2. The teacher reads aloud each of the names of transportation/occupation in the picture charts and students repeat after the teacher twice. After the students repeat after the teacher, then she asks the student to pronounce the words without repeating the teacher but by themselves according to the words that teacher points to.

1.3. To make the students pronunciation and memorizing the words better, teacher asks the students some questions about transportation/occupation and then teaches the students the songs of “My Car and My Job”. Teacher puts on the songs chart on the board. Then she asks the student to listen to her singing aloud the songs.

1.4. The teacher then asks the students to repeat each song after her first, then, she asks the students to sing the songs themselves together twice.

1.5. The teacher asks the students to look at her singing the song again using gesture.

1.6. The teacher asks the students to stand up beside their tables and sings the songs together using gesture twice.

1.7. Directly, practice walking sided on 1-2 meters distance.

2. Practice Stage

In this stage, the teacher gives students two kinds of exercises. In the first exercise, the students have to draw “a car”; the second exercise the students have to color the picture of car given by teacher. Then they have to mention the color of their pictures.

The method which was used in this practice stage is experimental method to make students able to find various answers by him.

2.1. After the teacher feels satisfy with students’ pronunciation, the teacher begins to give the exercises about transportation/occupation to know their ability in spelling and memorizing words. In the first exercise, the students have to draw a car.

2.2. The teacher distributes the exercises sheet to all students, and explains for
2.3. The teacher monitors the students' activities and after the time is over, the teacher collects the students' worksheets.

2.4. The teacher evaluates their ability in feedback of exercise 1 and 2.

3. Production Stage

The teacher must give an evaluation in listening test. The Children listen to the words given by teacher giving a thick on the picture. For pronunciation exercise, the teacher must give lesson to them systematically and continually. Then, give her feedback directly to the students. In the last part of this stage, the teacher concludes and closes the lesson by singing the new songs that the students learned ("My Car") again.

The method which was used here is dialogue method, to know their ability in understanding the subject.

3.1. To know the students ability in understanding vocabularies, the teacher must give some pictures about transportation/occupation in form of question, students are able to answer the question correctly and mention the kinds of transportation/occupation, etcetera.

3.2. The teacher directs feedback of the evaluation test.

3.3. The teacher concludes the study in that day.

3.4. The teacher asks his students some questions about transportation/occupation to know their ability.

3.5. The teacher and students sing the song of "My Car" and "My Job".

3.6. The teacher closes the lesson by praying together.

D. Research Method

This is the pre-experimental research investigating the use of picture and song on the achievement of vocabulary of kindergarten students. The experimental method differs from the naturalistic method because the essence of the experimental method is use of control and manipulation of variables. The group in which the variable is manipulated is called the experimental group. In
pictures and songs, while, the controlled group does not use pictures and songs during teaching-learning process. The controlled group serves as a standard for judging the effect of a manipulation you will introduce in the experimental group.

Suppose that for the experimental group we now introduce a change in one of the variables. The variable that is changed is teaching using pictures and songs. The researcher wants to find out the result of this change of variable compared to the usual method of teaching (teaching without using pictures and songs).

E. Technique of Analyzing Data

To analyze the data, the writer uses the comparative technique. He compares the score between experimental class and controlled class. This technique is useful to prove statistically whether there is significant difference between two variables, in case between teaching vocabulary by using pictures and songs and without using pictures and song. In this study, the writer focuses on the achievement of kindergarten students' vocabulary. To measure the achievement she uses oral and individual test at the end of each topic. The teacher makes the test materials refer to a book of "Pintar Psikotes, untuk anak 3-6 tahun"54.

To know the score, the writer used t-test formula as below:

\[
t_0 = \frac{M_x - M_y}{SE_{mx-ay}}
\]

Where:

- \( t_0 \) = t observation
- \( M_x \) = Mean of Variable X (Variable I)
- \( M_y \) = Mean of Variable Y (Variable II)
- \( SE_{Mx} \) = Standard Error of Mean Variable X
- \( SE_{My} \) = Standard Error of Mean Variable Y55

---

The procedure of calculation as follow:

a. Determining mean variable X (Variable I) with formula:
\[ M_x = \frac{\sum X}{N} \]

b. Determining mean variable Y (Variable II) with formula:
\[ M_y = \frac{\sum Y}{N} \]

c. Determining derivations standard 1 with formula:
\[ SD_x = \sqrt{\frac{\sum X^2}{N}} \]

d. Determining derivations standard 2 with formula:
\[ SD_y = \sqrt{\frac{\sum Y^2}{N}} \]

e. Determining standard errors mean variable 1 with formula:
\[ SE_{mx} = \frac{SD_x}{\sqrt{N-1}} \]

f. Determining standard errors mean variable 2 with formula:
\[ SE_{my} = \frac{SD_y}{\sqrt{N-1}} \]

g. Determining the differences of mean variable 1 and mean variable 2 with formula:
\[ SE_{mx-my} = \sqrt{SE_{mx}^2 + SE_{my}^2} \]

h. Determining t0 with formula:
\[ t_0 = \frac{M_x - M_y}{SE_{mx-my}} \]

i. Determining the degrees of freedom with formula:
\[ df = (N_x - N_y) - 2 \]

M : The average of score
X : Experimental Class
Y : Controlled Class
N : Total of Student
A. Data Description

To know the result of the experiment, the writer calculates the result of the test of both classes, where variable \( X \) is the test result of the experimental class and variable \( Y \) is the test result of the controlled class.

Table 1
The Result Calculation of the Test both Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>SCORE</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>82</td>
<td>3,7</td>
<td>2,4</td>
<td>13,7</td>
<td>5,8</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>74</td>
<td>1,7</td>
<td>-5,6</td>
<td>2,9</td>
<td>31,4</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>75</td>
<td>-4,3</td>
<td>-4,6</td>
<td>18,5</td>
<td>21,2</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>75</td>
<td>0,7</td>
<td>-4,6</td>
<td>0,5</td>
<td>21,2</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>71</td>
<td>9,7</td>
<td>-8,6</td>
<td>94,1</td>
<td>74,0</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>80</td>
<td>-12,3</td>
<td>0,4</td>
<td>151,3</td>
<td>0,2</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>84</td>
<td>5,7</td>
<td>4,4</td>
<td>32,5</td>
<td>19,4</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>77</td>
<td>9,7</td>
<td>-2,6</td>
<td>94,1</td>
<td>6,8</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>74</td>
<td>11,7</td>
<td>-5,6</td>
<td>136,9</td>
<td>31,4</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>84</td>
<td>-11,3</td>
<td>4,4</td>
<td>127,7</td>
<td>19,4</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>72</td>
<td>-14,3</td>
<td>-7,6</td>
<td>204,5</td>
<td>57,8</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>85</td>
<td>11,7</td>
<td>5,4</td>
<td>136,9</td>
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<td></td>
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<tr>
<td>92</td>
<td>92</td>
<td>5,7</td>
<td>12,4</td>
<td>32,5</td>
<td>153,8</td>
<td></td>
</tr>
</tbody>
</table>
It shows that the score of both classes are on average level, it means that the students’ vocabulary achievement is generally high. However, there is a difference in minimum and maximum standard of each class. The table shows that the experimental class has higher standard.

From the table above, the writer got \( \Sigma X = 1639; \ \Sigma Y = 1512; \ \Sigma x^2 = 1439,7; \ \Sigma y^2 = 710,64; \) as for \( N = 19 \) and the calculation using the \( t \)-test formula:

a. Determining mean variable \( X \) (Variable I) with formula:

\[
M_x = \frac{\Sigma X}{N} = \frac{1639}{19} = 86,3
\]

b. Determining mean variable \( Y \) (Variable II) with formula:

\[
M_y = \frac{\Sigma Y}{N} = \frac{1512}{19} = 79,6
\]

c. Determining derivations standard \( X \) with formula:

\[
SD_x = \sqrt{\frac{\Sigma X^2}{N}} = \sqrt{\frac{1439,7}{19}} = \sqrt{75,8} = 8,7041
\]

d. Determining derivations standard \( Y \) with formula:

\[
SD_y = \sqrt{\frac{\Sigma Y^2}{N}} = \sqrt{\frac{710,64}{19}} = \sqrt{37,4} = 6,1131
\]

e. Determining standard errors mean variable \( X \) with formula:

\[
SE_{mx} = \frac{SD_x}{\sqrt{N-1}} = \frac{8,7041}{\sqrt{18}} = \frac{8,7041}{4,25} = 2,048
\]

f. Determining standard errors mean variable \( Y \) with formula:

\[
SE_{my} = \frac{SD_y}{\sqrt{N-1}} = \frac{6,1131}{\sqrt{18}} = \frac{6,1131}{4,25} = 1,438
\]
g. Determining the differences of mean variable X and mean variable Y with formula:

\[ SE_{mx-my} = \sqrt{SE_{mx}^2 + SE_{my}^2} \]

\[ = \sqrt{2,048^2 + 1,438^2} = \sqrt{4,194 + 2,068} = \sqrt{6,262} = 2,5024 \]

h. Determining the degrees of freedom with formula:

\[ df = (N_x - N_y) - 2 = (19 + 19) - 2 = 38 - 2 = 36 \]

df = 36 (see the table of t-scores at the degree of significance of 5% and 1%). Because the score is not mentioned in the table, the writer uses the closer score to 36 that is 35 as degree freedom (df).

The writer gained t-table:

- t-table \((t_0)\) at significance 5% = 2,03
- t-table \((t_0)\) at significance 1% = 2,72

j. The comparison between t-score with t-table:

- 5% = \( t_o > t \) = 2,677 > 2,03
- 1% = \( t_o < t \) = 2,677 < 2,72

Form the comparison above, it shows that t-score or t-observation \((t_o)\) is higher on the degree of significance of 5% than t-table \((t)\). It shows that the treatment given (using pictures and songs) is accepted.

B. Interpretation of Data

Based on the data collected from the test gained from experimental class taught by using pictures and songs and controlled class without using pictures and songs showed the mean scores of the test in experimental class is 86,3. While the mean scores of the test in controlled class is 79,6.

From the explanation about the analysis of the result on the table above, we can see that the teaching vocabulary through pictures and songs is successful.
in learning vocabulary get higher scores than the students who do not. It can be concluded that pictures and songs have influence in teaching vocabulary for Kindergarten Students at Ketilang Kindergarten Komplek UIN Syarif Hidayatullah South Jakarta.

C. Test of Hypothesis

To prove the hypothesis, the data obtained from the experimental class and the controlled class is calculated by using the $t$-test formula with the assumption as follow:

$t_0 > t_1$: The alternative hypothesis ($H_a$) is accepted and the null hypothesis ($H_0$) is rejected. It means there is significance difference between the result of teaching vocabulary using pictures and songs at kindergarten.

$t_0 < t_1$: The alternative hypothesis ($H_a$) is rejected and the null hypothesis ($H_0$) is accepted. It means there is no significant difference between the result of teaching vocabulary using pictures and songs at kindergarten.

From the result above of the statistic calculation, it is obtained that the score of $t_0$ is 2.677 and df is 36. In the table of significance, it can be seen that on the degree of significance of 5% and 1% the scores of degree of significance are 2.03 and 2.72. By comparing the score of $t_0$ 2.677 and $t_1$ 2.03 and 2.72, so the writer made a conclusion of the hypothesis that $t_0$ is higher on the degree of significance of 5% than $t_1$ namely 2.03 < 2.677 < 2.72. So, $H_a$ is accepted and $H_0$ is rejected. It means that there is significant difference between the result of teaching vocabulary using pictures and songs at kindergarten.

As Drs. Anas Sudijono states that:

1. “Jika $t_0$ sama dengan atau lebih besar dari pada harga titik $t_1$ yang tercantum dalam table, baik itu pada taraf signifikan 5% ataupun 1%, maka hipotesa nihil yang menyatakan tidak adanya perbedaan mean dari kedua sample ditolak, berarti perbedaan mean kedua sample itu adalah perbedaan yang signifikan. ‘‘(If the result of calculation $t_0$ or $t$ observation is bigger than $t_1$ or $t$ table, so the null hypothesis is rejected; it means that the difference mean of the sample is significant).’’

2. “Jika $t_0$ lebih besar dari pada harga titik $t_1$ yang tercantum dalam table, maka hipotesa nihil yang menyatakan tidak adanya perbedaan mean dari kedua sample ditolak, berarti perbedaan mean kedua sample itu adalah perbedaan yang signifikan. ‘‘(If the result of calculation $t_0$ or $t$ observation is bigger than $t_1$ or $t$ table, so the null hypothesis is rejected; it means that the difference mean of the sample is significant).’’
tidak adanya perbedaan mean dari kedua sample yang bersangkutan disetujui, berarti perbedaan mean kedua sample itu bukanlah perbedaan mean yang signifikan, melainkan perbedaan yang terjadi hanya kebetulan saja (by Chance) sebagai akibat sampling error. “(If the result of calculation $t_o$ or $t$ observation is smaller than $t_1$ or $t$ table, so the null hypothesis is accepted; it means that the difference mean of the sample happen by chance for the sampling error effect).”

It means that vocabulary teaching using pictures and songs technique has a significance influence to the students’ vocabulary achievement as seen from the result of statistic calculation from both experimental class and controlled class. It can conclude that using pictures and songs technique has higher influence in teaching vocabulary for Ketilang Kindergarten Komplek UIN Syarif Hidayatullah South Jakarta.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion
Vocabulary is very important in language learning but most of students find that it is not interesting and motivating at all. Therefore, the writer uses pictures and songs as one of the strategies in teaching that benefits the students in many ways.

Based on the research, the writer concludes that:

1. Pictures and Songs help the students to understand the difficult word easily by looking at the pictures and singing the songs.
2. The use of pictures and songs make the vocabulary learning become enjoyable and interesting because they can memorize the meaning of the difficult words by singing the songs with the help of pictures as key words without asking another person or looking them up on the dictionary.
3. Pictures and Songs can also be used in teaching pronunciation and structure

B. Suggestion
The followings are suggestion given by the writer for Model of Teaching Vocabulary Using Pictures and Songs to Kindergarten Students. There are so many approaches and methods may be developed by teachers for having an enjoyable class situation, so the target of curriculum can be reached out.
1. The teacher should choose the appropriate techniques and materials with the student needs and experiences so that learning becomes enjoyable and interesting.

2. The teacher should give short, clear and simple instructions.

3. The teacher should keep controlling the students’ activities.

4. The teacher should present the language in an enjoyable and relaxed atmosphere. It can be done by using pictures, songs, games, and etcetera.
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http://en.wikipedia.org/wiki/Vocabulary


SURAT PERNYATAAN KARYA SENDIRI

Yang bertanda tangan di bawah ini:

: Iman Abdurrahman

ttl/Tgl.Lahir : Bandung, 14 April 1985
: 103014026996

/Prodi : Pendidikan Bahasa Inggris / S1

/ Skripsi : VOCABULARY TEACHING THROUGH PICTURES AND SONGS AT KINDERGARTEN

Pembimbing : Drs. H. AM. Zaenuri, M. Pd

Ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya menggubung jawab secara akademis atas apa yang saya tulis.

Ini dibuat sebagai salah satu syarat mengikuti wisuda.

Jakarta, 13 November 2008

Mahasiswa Ybs.

Iman Abdurrahman

NIM. 103014026996
**Pendaftaran Peserta Wisuda**

<table>
<thead>
<tr>
<th>Nama</th>
<th>Iman Abdurrahman</th>
</tr>
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<tbody>
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<td>Bandung, 14 April 1985</td>
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<td>Reguler</td>
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<td>Skripsi (Huruf Balok)</td>
<td>VOCABULARY TEACHING THROUGH PICTURES AND SONGS AT KINDERGARTEN</td>
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<td>Pembimbing</td>
<td>1. Drs. H. A. M. Zenuri, M.Pd</td>
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<td>Pengujian</td>
<td>1. Prof. Dr. Hadjid Harnawidagda, M.Pd</td>
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<td>2. Drs. Sunardi Katowisastro, Dipl. Ed</td>
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<td>Tanggal Lulus</td>
<td>20 November 2008</td>
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<td>Nomor Ijazah (diisi oleh Bag. Akademika)</td>
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<td>3.07/Amat Baik</td>
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<td>Sekretaris DPP Partai Reformasi Mahasiswa</td>
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<td>Alamat Asal</td>
<td>Jl. Pataruman No. 58 Rt. 10/08 Kec. Pataruman Pemkot Banjar Jawa Barat 46322</td>
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<td>0265-744291 / 085215014410</td>
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<td>Jl. Semangi II RT 03/03 No. 17 Cempaka Putih Ciputat Tangerang Banten 15412</td>
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<td>E. Sunaryo</td>
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<td>Pendidikan Terakhir Ayah</td>
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<td>Guru Swasta</td>
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Jakarta, 13 November 2008
Calon Wisudawan/Wati

(Iman Abdurrahman)
Appendices

WAKING UP

Every morning I wake up early
Ta-king a bath and brushing my teeth
After dressing, I will help mom-my
Making the bed and sweeping the floor

MY HAT IS ROUND

My hat is a round one
Round one is my lovely hat
If its shape is not round
It will not be my hat

HOME LIZARD

There is a small home lizard
Creeping very silently
Then a big mosquito comes
Hap, it is being caught

CLIMB UP TO THE MOUNTAIN TOP

Climb up climb up to the mountain top it’s high,
It is very high climb up climb up to the mountain top it’s high,
It is very high Turn left, turn right
I see scenery There are many high pine trees Turn left,
Turn right I see scenery There many high pine trees
Climb up climb up to the mountain top it’s high,
It is very high climb up climb up to the mountain top it’s high,
RAINBOW
The wonderful rainbow, how beautiful you are How
Red, ye-low, and green you are in the blue sky Who
Is your Great Painter? Tell me who make you so The
beautiful rainbow, creation of God

LOVING EVERYBODY
One and one, I love my mommy
Two and two I love my daddy
Three and three I love brother sister
One, two, and three I love everybody

MY BALLOONS
I have five pretty balloons
They are very colorful
They are green yellow and grey
Also pink as well as blue
When it burst the green balloons boom!
My heart is very painful
Now I have just four balloons
I hold them tight in my hand

SEE MY GARDEN
Let’s see my garden you can find some flowers
They are white flowers and also the red ones
So every morning I always water them
Roses and jasmines, how beautiful you are
Choose the correct answer by crossing (x) the letter “A, B, C, or D”!

A. Boat
B. Car
C. Bicycle
D. Truck

A. Boat
B. Car
C. Bicycle
D. Truck

A. Boat
B. Car
C. Bicycle
D. Truck

A. Boat
B. Car
C. Bicycle
D. Truck

A. Boat
B. Car
C. Bicycle
D. Truck
Which one is the picture of Boat?
Which one is the picture of Car?

A

Which one is the picture of Motorcycle?

G

Which one is the picture of Airplane?

D
Match the statement into the picture. 
Put "F" for false and put "T" for true.

This is a Car  
This is a Boat

A  
B

This is a Motorcycle  This is an Airplane

C  
D
Match the picture below!
Match the pictures with a suitable one!

STAGE

SCHOOL

AIRPLANE
Choose the correct answer of the activities below:

A. Playing
B. Teaching
C. Singing
D. Painting

A. Playing
B. Teaching
C. Singing
D. Painting
Kepada Yth.
Drs. A.M. Zaenury, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama: Iman Abdurrahman
NIM: 10301402696
Jurusan: Pendidikan Bahasa Inggris
Semester: X
Judul Skripsi: Using Picturete and Songs in Teaching Vocabulary to Kindergarten Students


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

a.n. Dekan
Ketua Jurusan Bahasa Inggris,

Drs. Nasrun Mahmud, M.Pd
NIP. 150 041 070
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : Un.01/FI/TL022/10/2008
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth:
Kepala TK Ketilang Komp. UIN Jakarta
Di
Tempat

Assalamu’alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Iman Abdurrahman
NIM : 10301402696
Jurusan : Pendidikan Bahasa Inggris
Semester : X
Judul Skripsi : Using Picturer and Songs in Teaching Vocabulary to Kindergarten Students

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian di instansi/sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

An. Dekan
Kahag Tata Usaha

Drs. Anas Darwis
NIP. 156 236 356

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
TAMAN KANAK-KANAK
KETILANG

Alamat: Jl. Ibnu Batahat Komplek UIN Syarif Hidayatullah Ciputat - Jakarta Selatan Telp. 7407411

SURAT KETERANGAN
No.: 17/TK-Ketilang/V/2008

Yang bertanda tangan dibawah ini Kepala Taman Kanak-kanak Ketilang Komp. UIN Jakarta menerangkan bahwa:

Nama : Iman Abdurrahman
NIM : 10301402696
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris
Universitas Islam Negeri Syarif Hidayatullah Jakarta


Demikian surat keterangan inidibuat untuk dipergunakan sebagaimana mestinya.

Jakarta, 22 Mei 2008
Kepala TK Ketilang