THE EFFECTIVENESS OF USING PICTURES FOR TEACHING VOCABULARY
(A Case Study at the Fourth grade of “SDN” Pamulang Permai - Pamulang)

A skripsi
Submitted to English Teacher’s Training Program in a Partial Fulfillment of the Requirements for the Degree of Strata-I

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A “Skripsi”
Presented to the English Department of Tarbiya Faculty and Teacher’s Training as a partial fulfillment of requirement for S-1

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ABSTRACT

Aniqotul Milah, The Effectiveness of Using Picture for Teaching Vocabulary at the fourth Grade of “SDN” Pamulang Permai – Pamulang, Tangerang.

This research is to find out the answer from the question about the effectiveness of using picture for teaching vocabulary. This research was done at the Fourth Grade of “SDN” Pamulang – Permai Pamulang on September – November 2007. The research shows that the use of picture for teaching vocabulary is effective compared teaching vocabulary without using picture. It can be seen from the result calculation; it is obtained the value of to 2.11. the degree of freedom (df) is 48 (obtained N1 + N2 – 2) = (25 + 25 -2 =48). The writer used the degree of significant of 5% and 1%. In the table of significant it can be seen that on the df = 50 and on the degree of significant of 5% and 1%, the value of degrees significant 2.01 and 2.68. Comparing the to with each value of the degree significance, the result are 2.01 < 4.73 > 2.68. it has been found that “to” is bigger that “t” table. Since to score obtained from the result of calculating, the alternative hypothesis ( Ha) is accepted and the null (Ho) is rejected.

It means that teaching vocabulary using pictures is effective. This is because using pictures in teaching English motivates the students to learn English language. They were interested in pictures. If they are interested in picture, it will be easier to make them interested in learning a foreign language especially in English.
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Jakarta, June 5th 2008
The Writer
Aniqotul Milah
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CHAPTER I
INTRODUCTION

A. Background of Study

Today English has become a major priority language all over the world, there are many reasons that make it as alternative language between two different languages, or English also central in intellectual development in particular sciences and technology.

In Indonesia English language becomes the first target language among other foreign languages for example Arabic, Japanese, Mandarin, etc. English is also taught from pre-elementary school until university. This is because of the need this language each year. To answer this need, school as the basic of formal education has organized curriculum that at the end students are expected to have a language competence to express idea and feeling. Through language 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 such as Grammar, sound, 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, students must continually be learning words 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. Michael convinces that

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vocabulary is important through his statement “Vocabulary like Grammar, it is essential components of all uses of language”

Teaching cannot be separated from psychological aspects, especially when the pupils are kids. The children need special treatment or special way to deliver the language, so students can acquire the language, which offers special challenges. Schinke and Rebecca stated “young L2 learners may vary greatly in their aptitude for L2 learning, their motivation for experience and their interest in language learning in general and individual language activities”

One way in teaching vocabulary is by using visual aids which the writer chooses in this research are the use of pictures, because the pictures are more effective and helpful tools to motivate student in language learning and to clarify the meaning of a word that cannot be brought into the classroom.

As Robert J Nelson stated, “Pictures not only worth a thousand of words, it can be used in wide variety of teaching activities.”

It shows that pictures have an important role in learning process, they can improve the motivation and teaching learning process will not be successful without motivation. It suggests that using the pictures will be more effective to motivate the students in learning vocabulary. Alwasilah stated “the teacher suggested to use visual media, pictures, and real object in order to be alive in the class.”

Teacher can use various visual sources in teaching language using tape recorders, pictures, flashcard, television etc.” By using suitable way determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition).

Based on this case, the teacher gives an alternative way to enrich students comprehension by using pictures in teaching vocabulary is effectively and helpfully. So the students become easy in understanding and studying English.

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3 Linda Schinke Lliano and Rebecca Rauff, New Ways in Teaching Young Children, 1996. Illonis USA p. Vii
5 Chaedar Alwasilah, Politik Bahasa and Pendidikan (Bandung : PT Remaja Rosda Karya, 2000), P.91
6 William Francis Mackey, Language Teaching Analysis, p. xi
By using pictures in teaching English vocabulary, it will make the students or learner speak or see what the object and action, which would be impossible to produce their class. Students need something fun and easy to access the vocabulary quickly when it is required for use. By using a suitable method, the subject matter will be more interesting in teaching learning process can be more effective and efficient; therefore the purpose of teaching can be achieved.

Some of the advantages explained at the framework to increase our knowledge and our income or our production. It is clear that the advantages of using pictures in teaching English vocabulary are indisputable. They add variety, providing a change of pace important in maintaining at beginner level of interest, every teacher hoped to find activities which make the students feel comfortable in learning English. The pictures are effective from a practice because they are easy to learn, to remember and easy to prepared.

The teacher wants to propose a technique that can improve students’ ability to learn language. The propose technique is using pictures to increase students vocabulary. It can help to motivate the students to learn English. By using pictures students are encouraged to active in memorizing the words and the meaning.

Based on the description mentioned above, the writer wants to write this skripsi entitled: “The Effectiveness of Using Pictures for Teaching Vocabulary” (A Pre-experimental study at the fourth grade of “SDN Pamulang Permai - Pamulang, Tangerang”).

B. Limitation and Formulation of study

1. Limitation of Problem

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 using pictures for teaching English vocabulary especially in noun, appropriated with the handbook of student, which is used at “SDN Pamulang Permai”.

2. Formulation of Problem
The writer formulates the problem of study as follows: Is it effective teaching vocabulary through pictures?

C. Use of the Study
The writer hopes this research will be useful especially for the writer and the readers. For the teachers and students at this school, the writer expects:
1. To help the teacher, to help him/her to increase the students interest through picture, in order that they can recognize vocabularies easily.
2. The use helps the teacher in use of pictures to help him/her students to improve their capability to master English vocabulary

D. Method of Study
For this “skripsi”, the writer used the data from the field research, supported by library study to find out the relevant theory, and the method that is used for the investigation of descriptive analysis method.

E. The Hypothesis
In hypothesis the writer gets more information to find some techniques in teaching vocabulary through pictures, which would be more simple, easy and cheaper to prepare to use about visual aids or tools for teaching and learning process. So, according to the writer “Teaching vocabulary through pictures is effective” especially for students that use English as a foreign a second language.

F. The Organization of Writing
This organization of “skripsi” writing is intended to enable the writer herself to discuss the problem, and to help the readers to understand what they read. Here is the explanation chapter by chapter.

The first chapter explains the introduction, which consist of six parts. They are background of study, the limitation and the formulation of the problem, use of study, method of study, the hypothesis, and organization of “skripsi” writing.
The second chapter is divided into parts of discussing theoretical framework. They are the meaning of vocabulary, types of vocabulary, teaching English vocabulary, the meaning of picture, the types of pictures, the criteria for good picture, the advantage of using picture, approaches and techniques in presenting vocabulary, using picture in teaching vocabulary, motivation used in teaching vocabulary, some techniques on teaching vocabulary, teaching vocabulary through pictures.

The third chapter discuss on the profile of the school. They are the English curriculum, the English materials and the book that is used, the English teacher(s) and the educational background and the experiment, the methodology of English teaching and the use of pictures in teaching vocabulary.

The fourth chapter discuss on the procedures of the experiment and research findings. The procedures of the experiment. They are the methodology, purpose of study, place and time of study, population, data collecting, test of hypothesis, and the analysis of experiment result.

The fifth chapter contains the conclusion and suggestion. It consists of output of the research about teaching English vocabulary through pictures and without picture.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. Meaning of Vocabulary

Yan Zhihong said in his 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 learn a foreign language.”

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

In Webster’s Dictionary, vocabulary is defined as follows:
   a. A list a collection of words and phrases usually alphabetically arranged and explained of defined.
   b. (a) A sum or stock of words employed by language group individual or work or in a field of knowledge.
      (b) A list or collection of terms of codes available for use

A mother who 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 Finochiaro and Michael Bonomo in their book, “vocabulary divided into two, namely; function words and contents words. The function words 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 be added to any time at any scientific advances make new words and communication about new invention necessary,

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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)  

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

a. **Active Vocabulary**_ This is used in speaking or writing, and in reading or writing appropriately. It is also called *productive Vocabulary*.

b. **Passive Vocabulary**_ all of the words heard or read by students. It refers to language items that can be recognized and understood in context or reading or listening, in listening and speaking and it is also called as *receptive Vocabulary*.

3. **The Principle of Teaching Vocabulary**

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

1) Teaching vocabulary should be based on the students ability
2) Teaching vocabulary should be suitable with students capability
3) The words are learned from the easiest to the difficult

One of the principles that have been found 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.

C. **Picture**

1. **Definition of Picture**

Pictures are kinds of visual instruction materials that might be used more effective to teach or to reinforce language. Some experts gave the explanation of pictures, as follow:

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

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

“Pictures are two dimension visual representation of person, or things, photograph prints are most common, but sketches, cartoon, murals, cut out, charts, graphs and maps are widely used …” 11 A picture may not only be worth a thousand words, it may also be worth a thousand of years or a thousand miles. Through pictures learners can be seen people, places and things from areas for outside their own. Picture also can represents images from ancient times or portray the future 11

The kind and numbers of pictures that the teacher should take with his/her to carry out the activities in class can be taken from magazine, articles, or others and should be attractive and interesting to capture the students attention. The purpose of using pictures for the students are to give them an opportunity to practice the language in real context or in situation in which they can use it to communicate their ideas.

Pictures in the non-verbal sources information. The non-verbal help us to predict what the next might be about, in this ability to predict help us to recognize more meaning, more quickly that if we had to short it out solely from what we heard and read. Picture can represent these non-verbal sources information. Indeed, they and what they represent are centrally bound up with the nature communication it self. What we see affects how we interpret what we heard and vice versa 12. Gairns and Redmann added in his book “all of them can be used for presentation, practice, revision, and testing. These visual aids are also very useful basic for language practice and we have tried to show how communicative practice can be achieved from elines, diagrams, and guidance as well as pictures. 13 On this book, they also said “they are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary, such as food or furniture, and certain areas of vocabulary such as places, professions, description of people, action and activities. They often lend themselves easily to practice activities involving student interaction, for example: a set of picture illustrating sporting activities could be used as means of presenting items such as football, climbing, badminton etc. 14

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14 Ibid.
2. The Types of Pictures

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

a. **Picture of individual persons and objects**

Picture of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items, example: *a man* and *a car*. Portraits, picture showing people in close detail, are useful for intermediate and advance learners. The students can be asked question about the age and the profession of the model.

b. **Picture 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.  

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 the class, teacher needs some media to make students easier in understanding material, picture is one 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:  

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.

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According to MAC M. Ramziner the pictures should be directly relevant to a specific teaching objective and should be identify by the lesson with which it is to be used. Besides that, the picture should be simple graphic and easy to use or manipulate. From the explanation above, 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 some opinions are concerning with the advantages of using pictures in teaching.

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

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 disadvantage or limitation. Vernon S. Gerlach said:

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

In teaching vocabulary, teachers have different ways in approach and technique. In theory they almost take from books or opinions of scholars but in practice sometimes the teacher must have techniques and approaches by themselves because the background and situation of the students are different.

D. Using Pictures in Teaching Vocabulary

In the text The Informed Reading Teacher: Research-Based written by Bill Harp and Jo Ann Brewer states that; “Students learn approximately 3.000 to 4.000 words each

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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
19 Vernon S Gerlach and Donald P.Elly, Op. Cit p.227
year, resulting in a vocabulary of approximately 25,000 words by the end of elementary school and approximately 50,000 words by the end of high school” 20 Those are some pretty impressive statistics, but a teacher is not able to teach each student 25,000 words to each and every student. What are different ways that a teacher can teach vocabulary?

In discussing the use of pictures in teaching vocabulary, it has several items used in teaching vocabulary, some techniques on teaching vocabulary, and teaching vocabulary through pictures. All of these items will be explained below.

2. Some Techniques in Teaching Vocabulary

In teaching vocabulary, teachers have different ways in approach and technique. In theory they almost take from books or opinions of scholars but in practice sometimes the teacher must have techniques and approaches by themselves because the background and situation of the students are different. One of the techniques in “Teaching English” Adrian Doff writes some techniques for teaching vocabulary, especially new words, there has seven technique items:

- a. Say the words clearly and write on the board
- b. Get the class to repeat the word in chorus
- c. Translate the word into the student’s own language
- d. Ask the students to translate the word
- e. Draw a picture to show what the word means
- f. Give English word example to show the word is used
- g. Ask question using the new word 21

From statement above the writer gives a little clarification that some basic techniques for showing the meaning of words, she will explain how to use the pictures in teaching learning process. In this case many ways to explain about that. For example:

- The teacher gives the students warming up guessing about the material that going to be taught by pictures or gesture.
- The teacher ask the students to open their book and pay attention to the pictures after several minutes, the teacher orders the students to close their book

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20 Sarah Ryan, Continue Reading” Vocabulary Expanding Children’s knowledge of Words”
• The teacher shows some pictures that have been discussed and ask the students to guess, it is used to review or reinforce the students understanding about the material discussed.

• Write verb words on the board, like as: “close”, “open”, “touch” etc. The question is, how the students can easily understand about these words. For this case the teacher can not show to the students the things because this isn’t a noun, so the teacher shows the students by practicing the words or the teacher can show the pictures about activity that related to the words of “close”, “open”, “touch”.

• Write adjective words on the board, likes as: “happy”, “sad”, etc. so, how do the students can understand these words easily? In this case the teacher use the mime or the teacher can give to them example (some one is crying, it mean sad). Or the teacher can show the pictures about activities that related to the words of “happy”, “sad”.

From explanation above the general points about presenting vocabulary visual is using real objects, pictures or mime, but from all of the explanation above using pictures is more effective, because the teacher can explain something, as noun, verb or adjective.

Of course, not all words can be presented in this way; vocabulary may be presented visually if it can be presented visually, quickly, easily, and clearly.
CHAPTER III
THE PROFILE OF THE SCHOOL

A. Background of the School

“SDN Pamulang Permai” is located in komplek Pamulang Permai blok A No. 43 Pamulang - Tangerang. H. Taswin S.pd as the headmater of “SDN” Pamulang Permai built it at 1990, now it is lead.

“SDN” Pamulang Permai is always in the development process. At this time the school has 580 students from first grade until sixth grade, wide of the school is 9,540 m2, there are two building consist of 10 classrooms, 1 headmaster room and 1 teachers office.

Based on the result of the research done by the writer, there are seventeen teachers. Most of the teachers at “SDN” Pamulang Permai are experienced in teaching; most of them have teaching experience more that three years.

B. The English Curriculum

In the curriculum development there is several other definitions of curriculum, Nasution supported by Harold Abert Alberty, John Kerr etc said,

“The curriculum of the school is all experiences that pupils have under the guidance of the school” 22

The writer underlines that the curriculum is a plan for teaching that the activities and pupils experiences in the school that should be planned in order to achieve the goal. The curriculum discussed here is about the curriculum used in “SDN” Pamulang Permai.

22 S. Nawution, Pengembangan Kurikulum, (Bandung, PT Citra A ditya Bakti, 1993), P.9
Teaching English at “SDN” Pamulang Permai is based on “Kurikulum Tingkat Satuan Pendidikan” (Curriculum for the Level of Unit School). 23

C. English Teaching Material

In teaching English especially at the fourth year students at “SDN” Pamulang Permai the teacher used the textbook integrated English learning for 4th grade. Writes this book Dra. Hj. Evi Shaleha, M.pd based on “Kurikulum Tingkat Satuan Pendidikan” (Curriculum for the Level of School Unit). Published by PT Sarana Panca Karya Nusa Bandung. The workbook is BRILLIANT Bahasa Inggris for 4th grade (semester ganjil). This book is written by Rockie Farizqi, S.S published by Swadaya Murni.

The English textbook consists of twelve themes. These themes are for the first semester. They are:

1. Good Morning
2. My Name is
3. Touch Your Book
4. Can You Help Me?
5. Give Me Your Pen
6. Thank You
7. Don’t Come Late
8. I’ am Sorry
9. Let’s Study
10. Excellent
11. Excuse me, and
12. Good Bye

23 Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 Tentang Standar Isi Untuk Satuab Pendidikan Dasar dan Menengah
The work book consist of four themes, these are for the first semester, there are:

1. Animal, Fruits, Sport
2. Numbers
3. Greetings
4. Days and Month

D. The English Teacher’s Profile

It is important to know about the teacher’s profile, about her education background and teaching experiences. The writer describe as follows:

Name : Eliyah Ss

Formal Education :

S1 Sastra Inggris UIN Syarif Hidayatullah Jakarta (2007)

Madrasah Aliyah Daar el Hijrah Bekasi (1999)

Madrasah Tsanawiyah Daar el Hijrah Bekasi (1999)

Sekolah Dasar Pebayuran 1 Bekasi (1993)

Teaching Experience

Privat SD Pamulang Mas

TPA Asyifa Bekasi (2004)

TPA Alhidayah Pamulang (2006)

SDN Pamulang Permai (now)

E. The Use of Picture for Teaching Vocabulary
Based on Indonesian National Education Affairs rules No. 22 year 2006 about English instruction in the Elementary mentioned that the purpose of English teaching in Elementary is able to communicate and respond to discourses in a certain English “Mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut (Mendengarkan, Berbicara, Membaca dan Menulis) agar lulusan mampu berkomunikasi dan berwacana dalam Bahasa Inggris pada tingkat literasi tertentu”

The writer concludes the word “in such level” mean the situation that is appropriate with the students level on the other word is the nearest environment surrounding the students such as school, family, animals, foods, occasion, etc.

On that book stated that English lesson is started at class 4, in the fact is even started in class 1. Based on Kurikulum Tingkat Satuan Pendidikan (Curriculum for the Level of School Unit) the school has autonomy to decide from the early class.

In teaching learning process everyone has seen English textbooks where meanings are shown in the students’ mother tongue. In such book, the English word appears first, then the word in the students’ language. In books without translations, the teacher is expected to provide a definition after reading aloud each English word. In classes where all the students know no one language, the teacher needs particular skill. The teacher must provide definitions in English, using words the class can understand. Vocabulary lessons for the first stage of English instruction use pictures for showing many meanings. In some classes for beginners, the teacher use all three ways to showing the meaning of vocabulary words:

1. Pictures
2. Explanations in the students’ own language
3. Definitions in simple English, using Vocabulary that students already know

At this point, it is worth nothing something about common kinds of vocabulary presentation. In all three cases teacher call attention to the meaning after calling attention

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24 Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 Tentang Standar Isi Untuk Satuan Pendidikan Tingkat Dasar dan Menengah P. 40
25 Virginia French Allaen, Techniques in Teaching Vocabulary (Oxford University Press), P. 12
to the English word, but let’s think about that order of presentation. It is really best to draw students’ attention first to the new word and then to its meaning. It is interesting to compare this order with the order of even in the learning vocabulary in one’s mother tongue.

During a child’s early years, what happens first in this: the child has an experience with some object (perhaps a new toy truck). While his attention is on the truck, the child then hears the name of the object, which has attracted his interest. (Perhaps some adult says: “what a nice truck!” or “put away that truck and come to dinner”). First the child attention is drawn to the truck, and then the child gets the word that names it.

In second language classes today, some teachers are trying to apply what has been discovered about the acquisition of first language vocabulary. Whenever possible, teachers offer their students some sort of experience with an object for which the English word will be taught. The teacher draws students’ attention to an object before spending much time on the English name for it.

Let’s see how this might apply to our sample vocabulary lesson in drawing attention to meanings before drilling words.26

As the teacher prepares to teach from the textbook lesson, the teacher looks at the list of new words: boy, clock, floor, wall, window, person, room, and girl. The teacher decided that there are at least two groups of related words here. One group contains words for people: person, boy, girl. And the other group is things in the classroom: clock, floor, wall, window, room.

The teacher thought about ways of drawing students’ attention to the ideas represented by those words (not to the words themselves). The teacher considers a few possibilities and rejects some. For instance, the teacher could point a boy and a girl in class as a way of preparing students to learn the words boy and girl. In some cultures, however, this procedure would produce discomfort, and a less personal way of demonstrating the meaning would be required.

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26 Virginia French Allen, Techniques in Teaching Vocabulary (Oxford University Press), p12
If the textbook has a picture that shows a boy and a girl, the teacher can direct give attention to that picture to focus attention to the blackboard, however, the teacher may want to draw a set of illustrative stick figure there:

notice that, this picture is not a family group. These are persons, most of them boys and girls (its include pictures of men and women to show that not all males are usually called boys, not all females are called girls).

If the English words **man/men, woman/women** have not already been taught, the teachers do not to introduce those words now. It is very possible, however, that the students will *request* the English words when they see the pictured men and women. When that happens, of course, the teachers are delighted to supply those words; that is the perfect condition for learning vocabulary. It is also possible that some students in the class already knows the word **man or woman**. When the students offer word, many of his classmate will quickly learn it. ²⁷

In teaching learning process that run, there is an interaction between teacher and students, students and students, and the teacher also used TPR (Total Physical Respond) as a teaching method.

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²⁷ *Ibid* p.14
CHAPTER IV
RESEARCH METHODOLOGY AND RESEARCH FINDING

A. METHODOLOGY

1. Purpose of Study

The purpose of study is to collect information and to answer the research and to know the effectiveness of teaching English vocabulary through pictures. The writer hopes that this technique will give a better way in teaching the material.

2. Place and Time of Study

This study is carried out at “SDN” Pamulang Permai - Pamulang Tangerang. This has built at 1990. The writer decided to choose the school, because the writer wants to know how English language is taught in this school. The research was held a period of time September to November 2007.

3. Population

The object of the research is the fourth level of “SDN” Pamulang Permai. The fourth level of “SDN” Pamulang Permai has 43 students in the class A as an experiment class and 42 students for class 4B as control class. For the observation the writer takes random as sample from class 4A and 4B.

4. Data Collections

The data to be collected in this “skripsi” using Quantitative method by descriptive analysis using hypothesis “The Pictures is effective and useful for students”.

To get the data on the research, the writer has done the research toward Fourth grade “SDN” Pamulang Permai. Then the writer fined the result of the effectiveness in teaching English vocabulary through pictures.
In this experiment, the writer observed the teacher in using pictures in teaching English 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 the student’s achievement in vocabulary.

**a. Research Instrument**

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

1. **Observation**
   Before doing the research, the writer observed the location where the research was carried out. The purpose of this step is asking permission from the headmaster, getting necessary information from English teacher about her interview with the English teacher and to know whether the population and sample available or not.

   The observation was done at fourth grade of “SDN” Pamulang Permai.28

2. **Pre-test**
   The writer did the pre test when the teacher for the first time entered the class. It was held before the teaching-learning process and it's aimed to know their first students ability in mastering vocabulary.29

3. **Post-test**
   Post test was done after the teacher finished presenting the content of vocabulary material by using pictures and without pictures.30

**5. Technique of Data Analysis**

After getting the data either from the experiment and control class, the writer used comparative technique.31 The comparative technique is a technique to evaluate hypothesis concerning the differences between the two examined methods in teaching learning process by using pictures and without using pictures.

28 Appendix I p. 37
29 Appendix 2 p. 40
30 Appendix 3 p. 45
The formula is as follows:

Lebihin 1 lembar untuk nempelin rumus
B. Research Finding

1. Description of the Data

As It has been mentioned; the writer conducted the library research and field research. The writer held field research observes the teaching-learning process and the writer got the data from pre-test and post-test. The pre-test was given before the lesson begins and the post-test was given after the lesson finished.

In this chapter the writer gives the report concerning the data description. The writer compares the achievement of pre-test and post-test; to know whether using pictures effective in teaching vocabulary. The scores will calculated and analysis the data.

2. Analysis of the Data

To know the result of the research, the writer makes the table of the students’ scores to each test. In the following, the writer gives the report concerning the score of students’ test.

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
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<tr>
<td>12</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 2

The score of the individual students of the control class

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>70</td>
<td>20</td>
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<tr>
<td>2</td>
<td>60</td>
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<td>10</td>
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<td>12</td>
<td>50</td>
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</tr>
<tr>
<td>13</td>
<td>50</td>
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</tr>
<tr>
<td>14</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 3
The comparison of scores of each student of the experimental class and control class

<table>
<thead>
<tr>
<th>No</th>
<th>Gained Score (X1)</th>
<th>Gained score (X2)</th>
<th>X₁</th>
<th>X₂</th>
<th>X₁²</th>
<th>X₂²</th>
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<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>20</td>
<td>3.2</td>
<td>13.2</td>
<td>10.24</td>
<td>174.24</td>
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<td>3.2</td>
<td>-6.8</td>
<td>10.24</td>
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<td>10</td>
<td>10</td>
<td>-6.8</td>
<td>3.2</td>
<td>46.24</td>
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<td>10.24</td>
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<td>3.2</td>
<td>282.24</td>
<td>10.24</td>
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<tr>
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<td>10</td>
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<td>46.24</td>
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<td>10.24</td>
<td>46.24</td>
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<td>282.24</td>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong> = 25</td>
<td><strong>ΣX1</strong> = 420</td>
<td><strong>ΣX2</strong> = 170</td>
<td><strong>Σx1</strong> = 0</td>
<td><strong>Σx2</strong> = 0</td>
<td><strong>Σ X1^2</strong> = 1944</td>
<td><strong>Σ X2^2</strong> = 744</td>
</tr>
</tbody>
</table>

\[
M1 = \frac{\sum X1}{N} = \frac{420}{25} = 16.8 \\
M2 = \frac{\sum X2}{N} = \frac{170}{25} = 6.8
\]

\[x1 = X1 - M1\]  
\[x2 = X2 - M2\]

To =
\[
\begin{align*}
16.8 - 6.8 &= \frac{(1944 + 744)}{(25 + 25)} \\
&= \frac{25 + 25 - 2}{25 \times 25} \\
&= 10 \\
&= \frac{(2688)}{(50)} \\
&= \frac{(48)}{(625)} \\
&= \frac{10}{(56) \times (0.08)} \\
&= \frac{10}{4.48} \\
&= \frac{10}{2.11} \\
&= 4.73
\end{align*}
\]

df = N1 + N2 -2 \\
= 25 + 25 - 2 \\
= 48
\[ df = 48 \] (see the table of “t” values at the degree of significant 5% and 1%). Because the value of 48 is not mention on the table, the writer uses that more close to 48 is 50 as \( df \) (degree of freedom)

At the degree of significant 5% = 2.01
At the degree of significant 1% = 2.68

3. Test hypothesis

To prove the hypothesis, the data obtained from pre test and post test are calculated by using t-test formula with assumption as follows:

If \( t_o > t_t \) the alternative hypothesis (Ha) is accepted. It means that teaching vocabulary by using pictures is effective more than without pictures

If \( t_o < t_t \) the alternative hypothesis (Ho) is rejected. It means that teaching vocabulary without using pictures is not less effective than using pictures.

From the result calculation, it is obtained the value of “to” is 4.73. The degree of freedom (\( df \)) is 48 (obtained \( N1 + N2 - 2 \) = (25 + 25 -2 =48). The writer used the degree of significant of 5% and 1%. In the table of significant it can be seen that on the \( df = 50 \) and on the degree of significant of 5% and 1%, the value of degrees significant 2.01 and 2.68. Comparing with each value of the degree significance, the result are \( 2.01 < 4.73 > 2.68 \). It has been found that “to” is bigger that “t” table. Since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null (Ho) is rejected.

It means that teaching vocabulary using pictures is effective. This is because using pictures in teaching English motivates the students to learn English language. They were
interested in pictures. If they are interested in picture, it will be easier to make them interested in learning a foreign language especially in English
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter is devoted to drawing the conclusion, especially in the data analysis. Based on the Chapters some suggestions are given.

A. Conclusion

From the result calculation, it is obtained the value of to 4.73. The degree of freedom \((df)\) is 48 (obtained \(N1 + N2 - 2\) = \((25 + 25 - 2) = 48\)). The writer used the degree of significant of 5% and 1%. In the table of significant it can be seen that on the \(df = 50\) and on the degree of significant of 5% and 1%, the value of degrees significant 2.01 and 2.68. Comparing with each value of the degree significance, the result are \(2.01 < 4.73 > 2.68\). it has been found that “to” is bigger that “t” table. Since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null (Ho) is rejected.

It means that teaching vocabulary using pictures is effective. This is because using pictures in teaching English motivates the students to learn English language. They were interested in pictures. If they are interested in picture, it will be easier to make them interested in learning a foreign language especially in English.

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 teacher who actually the actor behind the teaching learning process, therefore the teacher also are suggested to use varies activities or strategies in teaching to overcome the students boredom and making class a live especially in learning vocabulary that usually make bored the students.

One thing that almost teacher forgot, the teacher only teach the material without think how the material is acquired by the students. English is a language; need many practice and exercise rather that theory

By using pictures in teaching learning process, the teacher can make the class situation more live. This situation is appropriate with the students expectation when they study, because students at elementary school likes to do something what the students likes, the students always do act all the time at class than inactive and listen to the teacher explanation

In addition, enhancing the students motivation to study English, the teacher are suggested to explain the students importance of English give them praise, reward and assign them some work.

Based on the observation, the teacher is successful in apply the technique in teaching learning by pictures, the students are involved in teaching learning process and more enjoy the class.

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 the profession by taking part in seminars, workshop etc.
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*Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 Tentang Standar Isi Satuan Pendidikan Dasar Dan Menengah*, P. 404

Allaen, Virginia French, *Techniques In Teaching Vocabulary*, Oxford University Press, P. 12


Wikipedia.Com, Continue Reading, *Vocabulary Expand Children’s Knowledge Of Words*
Before doing the research, the writer by observing directly to the location where the research carried out in two times. The purpose is to ask permission from the headmaster to do the research at his school and to know whether the populations are available or not.

The writer did field research in completing the research. The research is an observation research, which is aimed at getting to know the effectiveness of using pictures in teaching vocabulary.

Before doing the research, the writer formulated the observation. They are:

H. The book that used by teacher and students
I. The capacity of students vocabulary
J. The students memory in memorizing vocabulary

The observation was done at fourth grade of “SDN” Pamulang Permai - Pamulang in four meeting. In each meeting the writer observed the teaching -learning process by pictures.

Based on the observation was done, these are the result of the observation

1. The first, the writer observes about the textbook that teacher and students used. Dra writes the textbook. Hj. Evi Shaleha, M.pd based on “Kurikulum Tingkat Satuan Pendidikan” (Curriculum for the Level of School Unit). Published by PT Sarana Karya Nusa Bandung.

   All the materials of the book is using pictures, and for the teacher is easier in teaching learning English. The teacher taught the students based on the material by using pictures.

2. The second is the writer observed the capacity of students in vocabulary. Based on the observation, the writer can conclude that students have much vocabulary in learning English by pictures.

   It can be seen from 43 students of class 4A, there are all the students who get good score. It mean, all of the students get good score when the test are given and analyze

3. The third, the writer observed about the students memory in memorizing vocabulary.
The writer enters to the class with the teacher on every Tuesday, the writer also observed the class activities and follows the students’ prosperity especially in learning vocabulary. Firstly the teacher give the lesson to the students and to discuss based on the material and the teacher give some explanation to the students about the lesson. Then, at the end of time, teacher gave some question as a review from the material that was given before by pictures or by pointed the object (realia). At that time the class situation is very noisy, because every students tried to become the first one who answer the teacher question. Then, teacher pointed one of them to answer the question, and before leave the class the teacher also gave the announcement to the students about the test in the next meeting based on the material that was given at that time. And in the next meeting, the writer and teacher enter to class. The teacher has already given the test to the students. There are some questions that should answer by the students for English lesson. After the test was done, the teacher analyze and gave the score to the students worksheet.

From the teacher analyze of the students score, it can be conclude that almost of the students could answer the question correctly by using pictures.

Based on the observation that was done by the writer at the students at fourth grade, the writer can conclude that the students has long term memory in memorizing vocabulary

From the statement above, it can be seen that at the end of the time of the lesson the students still has a good memory in memorizing the lesson, especially in vocabulary. It also can be seen from the test that was given in the next meeting after the material was delivered. The students could answer the questions at the test.
APPENDIX II

Senin, 25 february 2008
Hasil wawancara dengan guru bahasa Inggris Miss. Eliyah, S

1. Seberapa sering and menggunakan gambar dalam proses belajar mengajar Bahasa Inggris di kelas 4A?

Saya menggunakan gambar setiap kali saya mengajar pelajaran Bahasa Inggris, apalagi hal-hal yang berkaitan dengan kata benda atau kata kerja yang persiapannya mudah dilakukan. Dengan mencari gambar-gambar yang ada di majalah, koran atau media bergambar apapun yang dapat dipakai dan bisa ditunjukkan kepada siswa dan tentunya masih berkaitan dengan tema pelajaran. Begitu juga pada saat ujian atau tes, saya tetap menggunakan gambar sebagai media untuk mempermudah pekerjaan siswa dalam menjawab soal/pertanyaan yang diajukan.

2. Persiapan apa saja yang anda lakukan dalam proses belajar mengajar dengan menggunakan gambar?

Persiapan yang lakukan tidak rumit hanya mempelajari materi yang akan dibahas dan mencari gambar yang mudah didapat (majalah, koran dll) yang berkaitan dengan tema karena pada dasarnya buku pelajaran yang dipakai siswa pun lebih banyak menggunakan gambar.

3. Apakah siswa menyukai metode pembelajaran anda dengan menggunakan gambar?

Tentu saja, karena siswa tidak tertekan. Belajar dengan gambar pun akan membuat siswa senang, bersemangat dan suasana belajar di kelas pun akan terasa lebih menyenangkan apalagi dibarengi dengan sedikit permainan yang masih berkaitan dengan tema yang baru dipelajari ataupun telah dipelajari.

4. Sejauh mana daya tangkap siswa terhadap pelajaran Bahasa Inggris dengan menggunakan gambar?

Daya tangkap siswa cukup baik melalui metode yang saya terapkan. Bahasa Inggris untuk SD cukup sulit karena Bahasa Inggris adalah bukan bahasa sehari-hari siswa. Tetapi dengan bantuan gambar setidaknya siswa mengetahui hal yang ditanyakan. Hal ini saya ukur dari 5 kosakata Bahasa Inggris yang dipelajari melalui gambar, setidaknya ada 1 kosakata Bahasa Inggris yang tidak diketahui atau terlupakan oleh siswa. Hal ini menandakan bahwa daya tangkap siswa itu sendiri dalam pelajaran Bahasa Inggris sangat baik.
Contoh:

5. Sejauh mana daya ingat siswa mengenai pelajaran Bahasa Inggris dengan menggunakan gambar kemudian di tes kembali.

Dari penjelasan dari pertanyaan nomor 4 daya tangkap dan daya ingat yang dimiliki siswa cukup kuat. Namun tidak semua siswa mampu menjawab pertanyaan yang diajukan melalui gambar dan itu hanya sebagian kecil saja karena kemampuan dan daya ingat siswa berbeda-beda. Score yang mereka capai pun cukup baik dan memuaskan.

6. Kendala apa yang anda hadapi dalam proses belajar mengajar Bahasa Inggris dengan menggunakan gambar?

Kendala yang saya hadapi tidak rumit, hanya saja siswa kurang teliti dalam menulis kata-kata Bahasa Inggris yang baik dan benar.

Contoh: “tas“ = “bag"

Siswa mengetahui bahasa Inggrisnya tas adalah bag, tetapi ada yang menulisnya dengan “beg” sesuai dengan pengucapannya, sedangkan dalam Bahasa Inggris beda tulisan dan amak beda pula pengucapannya.

7. Selama anda menggunakan gambar dalam proses belajar Bahasa Inggris, adakah siswa yang merasa jenuh atau bosan?

selama ini saya belum menemukan siswa yang merasa jenuh atau bosan dalam belajar Bahasa Inggris, akan tetapi sebaliknya, siswa sangat tertarik bila diajukan pertanyaan
8. Setujukah anda bila dalam proses belajar mengajar Bahasa Inggris akan lebih efektif jika menggunakan gambar ? alasannya ?

Ya, karena metode yang saya gunakan tentunya akan sangat mempengaruhi hasil belajar siswa terutama dalam pengembangan kosakata Bahasa Inggris siswa yang bukan bahasa keseharian mereka. Dengan gambar siswa juga dilatihuntuk fokus yang tidak hanya pada gambar itu sendiri tetapi juga pada cara penulisan dan pengucapannya, dengan gambar siswa akan lebih mudah menangkap dan mengingat, dan mengekspresikannya.

9. Menurut anda sejauh manakah keefektifitasan gambar dalam proses belajar mengajar Bahasa Inggris ?

Metode gambar yang saya pakai dalam proses belajar mengajar Bahasa Inggris dan dalam upaya mengembangkan kosakata bahasa Inggris pada siswa tentunya lebih efektif bila dibandingkan dengan tanpa gambar. Hal ini bisa dilihat dari daya tangkap dan daya ingat siswa, nilai-nilai yang dicapai oleh siswa, suasana belajar yang menyenangkan dan factor lainnya yang mendukung bahwa penggunaan gambar dalam mengembangkan kosakata Bahasa Inggris anak itu efektif.

10. Berapa persentase yang telah anda capai dalam menerapkan gambar sebagai media pembelajaran Bahasa Inggris pada anak ?

Metode gambar yang saya terapkan dalam proses belajar mengajar Bahasa Inggris di kelas cukup berhasil. Dari 43 siswa kelas 4A hampir seluruh siswa mampu menjawab pertanyaan-pertanyaan yang diajukan melalui gambar, itu berarti 80 % telah saya capai dalam penggunaan gambar.

The Writer
English teacher
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(Aniqotul Milah) (Eliyah, S)
APPENDIX III

A test item in teaching vocabulary using pictures
“Animals and things in classroom”

Name:

Class:

I. Jawablah pertanyaan di bawah ini dengan menyilang huruf a, b, c atau d!

1. This is .....
   a. a horse   c. a shark
   b. a kangaroo   d. a snake

2. This is .....
   a. a horse   c. a shark
   b. a kangaroo   d. a snake

3. This is .....
   a. a blackboard   c. a cupboard
   b. a chair   d. a map

4. This is ...
   a. a cupboard   c. a blackboard
   b. a table   d. a calendar
5. This is …
   a. a cupboard   c. a calendar
   b. a map       d. a blackboard

6. This is …
   a. a cupboard   c. a calendar
   b. a blackboard d. a book

7. This is …
   a. a book      c. a dictionary
   b. a map       d. a calendar

8. This is …
   a. a chair     c. a table
   b. a cupboard  d. a ruler

9. This is …
   a. a pencil    c. a pen
   b. a ruler     d. an eraser

10. This is …
    a. a pencil    c. a pen
A test item in teaching vocabulary without using pictures

“Animals and things in classroom”
(post-test)

Name:

Class:

I. Jawablah pertanyaan di bawah ini dengan menyilang huruf a, b, c atau d!

1. “Ikan hiu” in English is ….
   a. a horse  
   b. a kangaroo 
   c. a shark 
   d. a snake

2. “Kangguru” in English is ….
   a. a horse 
   b. a kangaroo 
   c. a shark 
   d. a snake

3. “Peta” in English is ….
   a. a blackboard 
   b. a chair
   c. a cupboard 
   d. a map

4. “Papan tulis” in English is …
   a. a cupboard 
   b. a table
   c. a blackboard 
   d. a calendar

5. “Lemari” in English is …
   a. a cupboard 
   b. a map
   c. a calendar 
   d. a blackboard
6. “Kalender” in English is ….
   a. a cupboard   c. a calendar
   b. a blackboard   d. a book

7. “Buku” in English is ….
   a. a book   c. a dictionary
   b. a map   d. a calendar

8. “Kursi” in English is ….
   a. a chair   c. a table
   b. a cupboard   d. a ruler

9. “Penggaris” in English is ….
   a. a pencil   c. a pen
   b. a ruler   d. an eraser

10. “Pensil” in English is ….
    a. a pencil   c. a pen
    b. a ruler   d. a eraser
A test item in teaching vocabulary using pictures

“Things in the classroom”

Name:

Class : IV

1. Choose the best answer by giving them cross (X) in a, b, c, or d!

1. What you called “tas” in English …
   a. a book   c. a pen
   b. a bag    d. a pencil

2. What you called “pen” in Bahasa …
   a. pensil   c. penghapus
   b. pulpen   d. penggaris

3. When I go to school, I use “shoes”, shoes in Bahasa …
   a. sandal   c. topi
   b. sepatu   d. dasi

4. I need a “ruler”, ruler in Bahasa …
   a. penggaris c. papan tulis
   b. penghapus d. peta

5. Saya membaca “buku”, buku in English….
   a. a table   c. a book
   b. a bag     d. an eraser
A test item in teaching vocabulary using pictures
“Animals and Fruits”
(pre-test)

Name:

Class:

Choose the correct answer by giving them cross (X) in a, b, c or d!

1. this is …
   a. an elephant
   b. a shark
   c. a kangaroo
   d. a horse

2. this is …
   a. a fish
   b. a bird
   c. a sheep
   d. a snake

3. Which animal is “elephant”
   a.
   b.
   c.
   d.
4. Which animal is “pig”
   a. ____________________________  c. ____________________________
   b. ____________________________  d. ____________________________

5. This is .....  
   a. a pig  
   b. a horse  
   c. a duck  
   d. a bird

6. Which one is red colored fruit?
   a. ____________________________  c. ____________________________
   b. ____________________________  d. ____________________________

7. A monkey eat .....  
   b. ____________________________  c. ____________________________
   c. ____________________________  d. ____________________________
8. Which one is grape ….
   a. 
   c. 
   b. 
   d. 

9. this is …
   a. a star fruit  c. a durian
   b. a pineapple  d. an apple

10. Do you like
    a. Orange  c. grape
    b. apple  d. durian
Key Answer: Third Test: “Animals and Things in the Classroom”

1. C
2. B
3. D
4. C
5. A
6. C
7. A
8. A
9. B
10. A
Key answer: First Test “Things in the Classroom”

Task I
1. B
2. B
3. B
4. A
5. A

Task II
1. Shoes
2. Hat
3. Tie
4. Bag
5. Door
Key answer: Second Test “Animals and Fruits”

1. D
2. B
3. C
4. B
5. C
6. C
7. B
8. A
9. A
10. D