

**LEARNING VOCABULARY THROUGH PICTURE  
DICTIONARY**

**(A Pre Experimental Study at The Fourth Year Students of MI Al-  
Fakhriyah Jakarta Barat)**

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers Training

In Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan Strata 1



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1430 / 2009**

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The Writer hopes that this Skripsi would be beneficial to those interested in this field of the study, particularly fellow English teachers, may Allah SWT the almighty bless us all, Amin.

Jakarta,  
The Writer

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# CHAPTER I

## INTRODUCTION

### ***A. The Background of Study***

According to *Importance of English in International Business* at <http://www.exforsys.com/career-center/english-vocabulary.html>:

English is the ideal language for many people around the world, and it is also prominent in business, education, world news, and communication. If you wish to be successful in International business, learning English is incredibly important. In many places such as Asia, Africa, and South America, the ability to learn English will determine who will increase their living standards, and who will remain in poverty. There are a number of powerful tools that have allowed more people to learn English than ever before.

Based on the theory mentioned above we may say that English, as an international language becomes more and more known by people in most countries in the world. People speak English as a way to communicate each other for many purposes such as business, trade, etc. According to the reason why many people want to study English (or another foreign language) basically because they think it offers a bigger chance for advancement in their professional lives and also they think that by having two languages they will get a better job than they only know their mother tongue.

English is also a language used everyday in daily conversation in most countries, for instance in USA, UK, Canada, etc. Based on the statistic shown in [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language) (see appendix VI), it can be concluded that most countries use English as the first language as well as the second language.

Vocabulary learning is one of the stages in language learning process. Moreover, learning the vocabulary is essential in early language program, as stated by Walter T. Petty and Julie M. Jensen:

...all group activities enrich children's experiences and ideas. Each new experience introduces new words and meaning to describe and explain it. Since knowledge of words and word meaning is essential in both the expressive and receptive aspects of language, vocabulary building is vital the early language program. Therefore, program planners should design all of the children's activities to teach new vocabulary and new meanings for familiar words...<sup>1</sup>

Learning English is difficult but in the process of learning the vocabulary, the teacher can use visual aids, such as a picture dictionary. It will assist and make the children memorize and understand the word easier. Nasr claims, " As visual aids, pictures.....provide both the situations which make the use of language and the subjects on which language is used."<sup>2</sup>

The learning English will be more interesting for children by using picture dictionary because it will assist the children more. Also Allen suggests :

English teacher prepares himself before he starts to teach by providing definitions in English, using words that the students can understand and also the English vocabulary lessons for the students at the first stage of English instruction are the best to use pictures for showing the meaning. With an interesting way of teaching English hopefully, the students will be motivated to learn more and they also can improve their English vocabulary especially when these students eager to use the visual aids that is provided<sup>3</sup>

So, it is important for the teachers to teach vocabulary in the classroom by using visual aids. In this case, students can enhance their abilities in English through meaningful activities. The teacher applies valuable strategies for getting the language. Therefore, the writer will use picture dictionary as a teaching aid in teaching vocabulary in the classroom.

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<sup>1</sup> Walter T Petty & Julie M Jensen, *Developing Children's Language* (Boston : Allyn & Bacon. Inc., 1980), p. 76

<sup>2</sup> R.T. Nasr, *Teaching and Learning English* (London : Longman Group Limited, 1975), p. 114

<sup>3</sup> V. F. Allen, *Techniques and Teaching Vocabulary* (Oxford : Oxford University, 1983), p. 23

In this case, the writer is trying to research the learning English through picture dictionary of the fourth grade students of MI Al-Fakhriyah.

## **B. The Objective of Study**

The writer points out some objectives of this study as follows:

1. To present a type of teaching vocabulary in the classroom.
2. To make the children interested in learning more about English vocabulary through picture dictionary.
3. To encourage the use of picture dictionary in teaching vocabulary to basic level students.
4. To help the students learning vocabulary better with the use of picture dictionary.
5. To find out whether the teaching vocabulary through picture dictionary has significant result.

## **C. The Limitation of Problem**

In this Skripsi, the writer limited to the discussion on teaching vocabulary by using picture dictionary focused to the fourth grade students at MI Al-Fakhriyah in dealing with their English lessons at school without discussing tenses, stories, grammar, songs and other.

## **D. The Formulation of Problem**

Based on the description above, the problem is formulated as : *“Is there any significant improvement on students’ achievement in teaching vocabulary through picture dictionary”* at MI Al-Fakhriyyah Jakarta Barat.

## **E. The Significance of Study**

The finding of this study is expected to give information and alternative way in teaching vocabulary. It will provide with insight on meaningful activities of using picture dictionary. It also enriches English teachers of how to improve students’ ability in vocabulary.

It is hoped that the result of the study will give input to the teacher, the students and other researchers, and the writer expects this skripsi will be a great help to him and to other English teachers in general.

## **F. The Organization of Skripsi**

Systematically, this skripsi is divided into four chapters..

The first chapter is introduction, it consists of the background of study, the objective of study, the limitation of problem, the formulation of problem, the significance of study, and the organization of Skripsi.

The second chapter is theoretical framework. This chapter talks about vocabulary, the definition of vocabulary, the types of vocabulary, the definition of picture, the kinds of pictures, the advantages and disadvantages using pictures, picture dictionary as the teaching aids, the problems in teaching vocabulary, the techniques on teaching vocabulary, teaching English vocabulary to children, teaching vocabulary through Picture Dictionary, and the hypothesis

The third chapter is the profile of school. This chapter talks about the background of school, the curriculum, the total of students and teachers, and the English instruction at MI Al-Fakhriyah; the teacher qualification, the instructional material used at MI Al-Fakhriyyah, the method of teaching and the media used by the English teacher in teaching English.

The fourth chapter is research methodology and finding. The first is research methodology involves the purpose of study, the place and time of study, the population and sample, the method of Study, the techniques of collecting data and the techniques of analyzing data. The second is research finding, it discusses about the description of data, the test of hypothesis, and the interpretation of data.

The fifth chapter consists of conclusion and suggestion.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Vocabulary

Vocabulary as one of the language aspects is learned when people are learning a language. Good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing and reading, besides grammar as stated by Huebener at [http://www.englishraven.com /articleheory\\_piaget.html](http://www.englishraven.com/articleheory_piaget.html): “The **mastery** of **vocabulary** is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies.”

When a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary or at least that part of its vocabulary that he needs.<sup>4</sup>

There are three major components of languages, as Gleason says “ The three major components, as far as language lies within the scope of linguistics, the structure of expression, the structure of content and vocabulary.”<sup>5</sup>

And even Norbert Schmith and Michael Mc Cartley say “ Vocabulary is one of the most important skills in language. We cannot speak well if we do not master it. No matter how well the students learn grammar, no matter how successfully the sound of foreign language is mastered. Without words to express a wider range of meaning, communication in a foreign language perfectly just cannot happen...<sup>6</sup>

So it is clear that vocabulary is as a basic element in language. It is not only in English, but also in other languages. Everyone cannot master a language if he or she does not learn its vocabulary. In this case a teacher could provide a good foundation

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<sup>4</sup> Cellier-MacMillan International : *How to Teach and Learn English*, ( New York: A Devision of MacMillan Ltd, 1971), p. 4

<sup>5</sup> H.A. Gleason, *An Introduction to Descriptive Linguistics*, (New York: Holt, Rinehart and Winston Inc, 1961), p. 6

<sup>6</sup> Norbert Schmith & Michael Mc Cartley, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 1997), p. 40

for vocabulary development through meaningful approach in order that the student can understand every word which is taught.

## **B. The Definition of Vocabulary**

We can find various definitions of vocabulary that have been given by authors. However, it is impossible to discuss all of them in this chapter. Therefore, the writer only chooses several of them.

According to Webster Dictionary, vocabulary is:<sup>7</sup>

- a. A list of words and often phrases, abbreviations, inflectional forms, etc. usually arranged in alphabetical order and defined or otherwise identified as in a dictionary of glossary.
- b. An interrelated group of non-verbal symbols, signs, a particular art, skill, etc.

In Oxford Advanced Dictionary, we find that:<sup>8</sup>

1. Vocabulary can simply be defined as the total number of words that make up a language.
2. (Range of) words known to or used by a person, class, or profession.

Furthermore John Read states that vocabulary has been defined in separated meaning such as a word. He explains that a word is individual word form or a word family consisting of a base form together with the inflected and derived forms that share the same meaning<sup>9</sup>.

From these definitions, we can see that vocabulary is all the words which are used by people in order to express their ideas or feelings.

## **C. The Types of Vocabulary**

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<sup>7</sup> Meriem Webster's Ninth New Collegiate Dictionary, *Webster Dictionary* (New York : Meriem Webster, Inc., 1984), p. 1494

<sup>8</sup> A. S. Hornby, *Oxford Advanced Dictionary English* (New York: Oxford University Press, 1995), p. 1331

<sup>9</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000) p.25

The type of vocabulary is called content words. It is a brief explanation of content words; these words named and described as the infinite number of things, person, and even process that speakers of English want to talk about.<sup>10</sup>

According to Marry Finaccharo and Micheal B<sup>11</sup>, vocabulary is divided into: function words and content words. The function words are a closed class. We cannot add the preposition, auxiliaries, modals, or any structure words of the language. The content words, on the other hand can be added to any times a new scientific advances make new words and communication about new inventions necessity. The content words can be divided into three general classes:

1. Words naming things, ideas, entities, that we might call them noun.
2. Words naming action called verbs
3. Words used to describe the qualities of those things or actions adjectives and adverbs.

Meanwhile Nation has divided vocabulary into :

a. *Receptive Vocabulary* : Knowing a word involves being able to recognize it when it is heard ( what is the sound like?) or when it seen (what does it looks like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with similar form and being able to judge if the word form sound right or look right.

b. *Productive Vocabulary* :knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word usually collocates with, it also involves not using the word too often it is typically a low – frequency word, and using it in a suitable subtitles for the word if there any.<sup>12</sup>

Based on Jack C Richards and Theodore S Rodge, there are two kinds of vocabulary. They are abstract and concrete vocabulary. In this regard, “concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas”.<sup>13</sup>

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<sup>10</sup> Cellier-MacMilan, *How to Teach and Learn English ...*, p. 4

<sup>11</sup> Marry Finnochiaro and Micheal B, *The foreign Language Learner: A Guide for teachers*, ( New York: Regent Publishing Company, 1973)p. 86.

<sup>12</sup> Nation, *Teaching and Learning Language* ( New York : New Burry House, 1990 ), p. 3

<sup>13</sup> Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching; a Description and Analysis* ( Cambridge: Cambridge University Press, 1995 ), p. 10

According to the opinion above, concrete vocabulary can be defined as the real vocabulary, such as car, house, flower and so on. Abstract vocabulary, however, can be defined as the conceptual vocabulary, like law, day, months and others.

From the explanation above, we know that every expert in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling his or her opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. Even the classifications of the kinds of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and aspects, for instance, Marry Finaccharo and Micheal B divide vocabulary into function and content, meanwhile Nation divided vocabulary into receptive and productive. In addition Jack C Richards and Theodore S Rodge divided vocabulary into abstract and concrete.

#### **D. The Definition of Pictures**

The definition of pictures based on Essential English dictionary is lines and shapes that are drawn, painted or printed on a surface that shows a person, thing or scene.<sup>9</sup>

According to Amir Hamzah Sulaiman, “gambar adalah alat yang mudah didapat dan sangat penting dalam pembelajaran karena gambar memberikan gambaran nyata mengenai masalah yang dijelaskan. Gambar membuat orang memahami ide atau informasi secara jelas bahkan lebih jelas dari kata-kata yang diungkapkan melalui ucapan maupun tulisan.”<sup>10</sup>

While pictures according to Mariana Karim and Fatmi Ahmad “are the visual aids, which can give information more clearly than thing which are expressed by words.”<sup>11</sup> Moreover, pictures according to Arief are the simplification or imitation from the real things.”<sup>12</sup>

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<sup>9</sup> *Essential English Dictionary* (London: William Collin Sons & Co, Ltd., 1994), p. 590

<sup>10</sup> Amir Hamzah Sulaiman, *Media Audio Visual* (Jakarta : PT. Gramedia, 1985), p. 27

<sup>11</sup> Mariana Karim and Fatmi Ahmad, *Language Teaching Media* (Jakarta : Depdikbud UT, 1986), p. 31

So, from the definitions above, it show that pictures are imitation from the real things which can give a clear description about the problem described.

### **E. The Kinds of Pictures**

There are many pictures that we can see in life, according to William Frances Mackey, there are some different types of picture namely:

a. Thematic Pictures

Thematic Pictures are those used simply to illustrate a theme or a text. It most often comes in the form of crowded scenes, illustrating a single theme, etc.

b. Mnemonic Pictures

Mnemonic Pictures are those designed to remind the learner of certain words or sentences. They may represent situations broken up into sequences and presented in a short comic-strip technique.

c. Semantic Pictures

Semantic Pictures are those whole sole function is to get a specific meaning across.<sup>13</sup>

Mary Finochiaro and Michael Bonomo said in their book, that pictures divided into three kinds, as follows:

a. Pictures of individual persons of individual objects, there are single pictures of object or persons, such as pictures vary in size and can be maintain single or in sets.

b. Pictures of situations in which persons are doing something with objects and in which relationship of object and/or people can be seen.

c. A series of pictures (six to ten) on the chart as a number of related composite pictures linked to form a series or sequence.<sup>14</sup>

### **F. The Advantages and Disadvantages of Using Picture**

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<sup>12</sup>Arief S. Sadiman, *Media Pendidikan : Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta : CV. Rajawali, 1986), p. 4

<sup>13</sup> William Frances Mackey, *Language Teaching Analysis* (London : Indiana University Press, 1971), p. 245-246

<sup>14</sup> Mary Finochiaro and Michael Bonomo, *The Foreign Language Learner: A Guide for Teacher* (New York: Regents Publishing Company, 1973), p.164

## ***1. The advantages of using pictures***

Pictures are the most appropriate media we can use in teaching vocabulary because they can give a clear description about the vocabularies that are being learnt as mentioned by W.F. Mackey, “pictures could be most easily impressed upon the mind, giving the most real and lasting of impressions.”<sup>15</sup>

Furthermore, the use of pictures in teaching vocabulary according to Raja T. Nasr is, “to reduce the necessity of using translation at the same time.”<sup>16</sup>

Besides that, the use of pictures can also make the vocabulary learning become enjoyable and interesting as stated by Maja Rijavec, “Pictures can be employed to enrich the context, add consequently more interesting, giving additional information, creating an atmosphere and stimulating the imagination.”<sup>17</sup>

G. Szkye also expresses her opinion about the advantages of using pictures as follows, “The advantages of using pictures are indisputable. They add variety providing a change of pace important in maintaining a high level of interest. To give a clear concept of what a word or structure may mean, they are much simpler and more vivid than a long explanation would be.”<sup>18</sup>

In short, the use of pictures is very important to learn vocabulary since they can make the meaning clear and memorable, give the feeling of reality so that learning becomes enjoyable and interesting. Next, it will be discussed about criteria for good pictures.

## ***2. The Disadvantages of Using Pictures***

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

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

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<sup>15</sup> W.F. Mackey, *Language Teaching Analysis* ...,p. 245

<sup>16</sup> Raja T. Nasr., *Teaching and Learning*..., p. 115

<sup>17</sup> Maja Rijavec, “Using Visual Aids Appropriately”, *English Teaching Forum XXIX/I* (January, 1991), p. 50

<sup>18</sup> G. Szkye : “Using Pictures as Teaching Aids”, *English Teaching Forum XIX/4* (October, 1981), p. 46

## G. Picture Dictionary as the Teaching Aids

In teaching English Vocabulary to students at Elementary School, it will be good if the teacher used a kind of teaching aids to present the words. As Nasr observes, “one of the fundamental principles of modern language, teaching in a new language should come by way of the ear first and then the eye...None of the senses has been developed as has been the sense of sight, more than seventy percent of our impressions come through the visual organs.”<sup>19</sup>

According to a research done by Yulianti to observe the impact of using the aid by Harvard Business School in 1980's. The result indicated that any kind of information received by our brain comes through our five senses.<sup>20</sup>

Table 1.1 The percentage of using the aid for our five senses

Senses	Percentages
Taste	1%
Touch	1,5%
Smell	3,5%
Hearing	11%
Sight	83%
Total	100%

It is taken from Yulianti, *The Use Of Visual Aids in Teaching English Vocabulary to Pre School Pupils at Bina Nusantara* (Harvard: Harvard Business School, 1999), p.90

The writer can see from the table above that sight has the highest percentages.

It means that picture dictionary as the visual aids is very important for the students especially at Elementary School. Sesnan says:

The definition of visual aids is the name we give to something extra to use to make your teaching more effective, the word visual is connected with other words for 'sight', and visual aids include maps, charts, and pictures. However, there are many objects which also can be brought into the classroom for the pupils be touch or listen to, so although we sometimes call there 'visual aids' as well, a better term may be teaching aids, some teaching aids are sold in bookshop.<sup>21</sup>

<sup>19</sup> Nasr, *Teaching and Learning English ...*, p. 123

<sup>20</sup> Yulianti, *The Use of Visual Aids in Teaching English Vocabulary to Pre-School Pupils at Bina Nusantara* (Harvard : Harvard Business School, 1999), p. 90

<sup>21</sup> B. Sesnan, *How to Teach English* (Oxford : Oxford University Press, 1997), p. 208

In this regard to the case, Nasr argues that in teaching visual aids (such as picture dictionary) is the name we give to something extra in preparing some aids in teaching vocabulary by using picture dictionary, as follows:

1. Each aid must make clear the purposes for which it is introduced, (otherwise it may lead to confusion in the mind of students).
2. The aid must represent one point and only one point at a time, not a combination of several. (thus, it creates a clear impression, avoid confusion and is likely to become a permanent equipment of the learners).
3. The aid must draw attention not to itself, but to the purposes for which it was intended. (For example, pictures, or photographs, which attract more attention to them than the activity which they are explaining, should seldom use).
4. The aid should tie in with previous experiences. (in this way, a minimum of explanation is needed and pupils move from one point to another).
5. The aid must be excellent from the technical point of view. (Neat printing and cleanliness are absolute essentials).
6. The aid must be of a size that is convenient to handle. (It should be big enough to be easily seen, but not too big for easily use).
7. The aids must be fit in with the best principles of education. (It should be presented at the right time and in such manner that is used would disturb as little as possible, it most useful when it is attractive enough to stir up interest)<sup>22</sup>

Teaching aids influence the success of teaching and learning process. The teacher will get the best goal in teaching English vocabulary if he uses the best teaching aids. Since the students give their much attention to the teaching and learning process.

But, based on Nasr's opinion above we have known that when the teacher uses teaching aids, he should consider seven principles above such as teaching aids must be fit with the principles of teaching:" teaching aids are important because they have certain features in common with real communicative events-there is a purpose to the exchange. Having students learn through visual aid maximizes the amount of words they receive."

It means that the teacher cannot use any teaching aids that disturb the principles of education. For example, the teacher cannot use 'vulgar movie' as visual aids in teaching English because it will disturb the students' ethics.

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<sup>22</sup> Nasr, *Teaching and Learning English ...*, p. 124-125

## **H. The Problems in Teaching Vocabulary**

In learning vocabulary people need special time, good memory, some diligence, more patience and the first important thing is practicing. Feeling lack of excitement can be the big trouble in learning vocabulary.

According to the writer, there are some problems that can occur in teaching vocabulary as follows:

1. Students feel confused because most English words writing is different from the way it is pronounced.
2. Students feel bored when teaching and learning process made him difficult to memorize word by word.
3. To understand the meaning of sentences is not easy.
4. Students will face difficulties when his vocabulary is not often practiced because it can reduce or lose his vocabulary.

To develop the ability of students in their vocabulary, teachers need some strategies in teaching English. So, creative teaching is one of the most important to solve the problem of teaching vocabulary. In this regard, "Creative teaching is success-rather than failure oriented. Many children may have had a failure experience, but all were eventually resolved so they experienced success. There is difference between failure experiences and failure. Failure experiences help children understand the true condition of life and help build character..."<sup>23</sup>

In this case, to realize creative teaching, teacher should help students maintain their vocabulary has been taught, and picture dictionary can be used as teaching aid.

## **I. The Techniques on Teaching Vocabulary**

In presenting meaning of words to the students, there are three possible techniques to make easy the comprehension of a word by the students. The following are techniques in teaching English vocabulary that can be implemented in class<sup>24</sup>.

1. Demonstration technique

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<sup>23</sup> James A Smith, *Creative Teaching of the Language Arts in the Elementary School* (Boston : Allyn & Bacon Inc, 1973), p. 13

<sup>24</sup> I.S.P. Nation, *Teaching and Learning Vocabulary* (New York : Newbury House Publisher, 1990), p. 51

Demonstration technique is a vocabulary teaching technique that is done by presenting or demonstrating the words in order to explain the meaning. The presentation can be done by using gestures, physical movement, or by using pictures or direct object. For examples, to explain the word table, the teacher can directly point a table, or teacher can demonstrate all words in this way.

#### 2. By using songs

Songs can be used to teach English to students because almost everyone likes to sing and song that can make the English class more enjoyable and more effective. Through the use of songs, listening comprehension can be practiced and new vocabulary can be introduced.

#### 3. By using puppets

Students will love to learn by using puppets, because they consider it as their friends. Puppets can be used to introduce vocabulary simply by moving or using it as teaching aids. For example, when the teacher wants to explain animals, he can show the animal puppets to the students.

### J. Teaching English Vocabulary to Children

To learn English since a child has many advantages compared with someone who learns it when he has already grown up. Stern expresses his opinion about that as follows, “If children could begin to learn a foreign language much earlier than is customary in most education system in more or less the same way as they learn their native tongue, much more would be achieved”.<sup>26</sup>

In accordance with that Jean Brewster also said, “Young children have greater facility for understanding and imitating than adults.”<sup>27</sup> A quick understanding and imitating toward children who are learning a language are influenced by their left – brain which is still in process of developing as stated by Theo Van Ells. “The child’s greater ability to learn a language could be explained by the greater plasticity of the brain.”<sup>28</sup>

Nevertheless, teaching English to children is not easy as Halliwell stated at [http://www.englishraven.com /articleheory\\_piaget.html](http://www.englishraven.com/articleheory_piaget.html). 19 Nov 2008 11:25:17 :

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<sup>26</sup> H.H. Stern, *Foreign Language in Primary Education* (London : Oxford University Press, 1974), p. 1

<sup>27</sup> Jean Brewster, Gail Ellis and Dennis Coirrad, *That Primary English Teacher’s Guide* (London : Penguin English, 1992), p. 15

<sup>28</sup> Theo Van Ells, (et. al), “*Applied Linguistic Foreign Language*”, *Psychological Stages of Development* (London : Oxford University Press, 1970), p. 17

Teaching **vocabulary** to children is not easy. There is a difference between teaching children and teaching adults. The children have certain characteristics and need a certain treatment. Young children do not come to the language classroom empty handed but they bring with them an already well- established of instinct, skill and characteristics in which will help them to learn another language. In this case, teachers need to develop, support, motivate and dig up their basic ability in improving it by providing a conducive environment, useful resources, and carefully structured input and practice opportunities.

Moreover, Vale and Feunteun at [http://www.englishraven.com/articleheory\\_piaget.html](http://www.englishraven.com/articleheory_piaget.html). **19 Nov 2008 11:25:17** add that:

children have many special characteristics in learning. They as young learners have specific learning needs. They learn best when they are involved and their works are valued, and they have opportunity to experience and experiment for themselves. Children's attention span is limited. Therefore, tasks should be short, varied, motivating and interesting and should offer "concrete perceptual support". The experience and environment at school and how language is taught and practiced play a vital role in language acquisition.

It needs extra patience and hard work because children like to play and cannot be serious about something. Besides that, they do not have a strong desire to learn a second language as they learn their native language. This can happen since the mastery of their native 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. Theodore explained that:

When a child learns a language, he learns the vocabulary of his native language as quickly as he feels the urgent need to communicative (especially his needs). When he learns a second language later, he does not have such an urgent need to communicate. Since he can always fallback on his native language. Thus, the motivation that is so strong in the acquisition and learning of vocabulary items in the early years of childhood is not as strong as in later life. The teacher is forced to stimulate the student's desire for learning the vocabulary items and the grammar of the new language.<sup>29</sup>

Based on the theory, it is known that teachers have a great influence in stimulating student's motivation to learn a new language. It can be done by presenting

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<sup>29</sup> Theodore A. Liamzon, *a Handbook for Second Language Teaching* (Manila : Ateneo University Press, 1970), pp. 64 – 65

the lesson in an enjoyable and relaxed atmosphere without forgetting the aims of the lesson because for the children the atmosphere of

learning is not a burden as stated by Franz Schimek and Anton Pochazka, “Primary foreign language learning should present the language in an enjoyable and relaxed atmosphere, give the child the sense of joy in learning and thus create positive attitude toward the foreign language.”<sup>30</sup>

In teaching English to children, teachers need a good lesson plan whose activities are simple, varied, and easy to understand by them as mentioned by Susan Holden.<sup>31</sup>

So, the writer knows that teaching English to children is supposed to be: easy to understand, simple, varied, and enjoyable enough for them to study.

#### **K. Teaching Vocabulary through Picture Dictionary**

Teaching Vocabulary through picture dictionary is not a new way in teaching English. It is used by some creative teachers at schools today. By using picture dictionary, teacher considers that the goal of teaching language can be achieved.

Vocabulary is essential lesson for the students at elementary school until higher education. It cannot be avoided because student can say almost anything with words. Zihong Yang states, “words are the basic unit of language form supports it. without vocabulary, one can not communicate effectively or express idea”<sup>32</sup>

In this case, it is important for the teacher to use some teaching aids when he or she teaches vocabulary in the classroom because they provide fun

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<sup>30</sup> Franz Schmich and Anton Prihazha, “English in Primary School”, *English Teaching Forum XXII* (July, 1985), p. 39

<sup>31</sup> Susan Holden, *Teaching Children : Lesson Learn* (Oxford : Modern English Publication Ltd, 1982), pp. 62 - 65

<sup>32</sup> Dellar H & Hocking D in Scott Thornburry, *How to Teach Vocabulary* (London : Blustone Press, 2002), p. 13

activities that make teaching and learning process more interesting and enjoyable. Teacher is hoped to know that the aim of teaching vocabulary is not to gain fun.

The essence of teaching vocabulary through picture dictionary is to teach English vocabulary. It means that picture dictionary is not the aim, but it is just as the tool of teaching to help the students interested in vocabulary lesson. So the students will engage the teaching and learning process and they will understand the lesson easier.

#### **L. The Hypothesis**

$H_0$ : There is no significant improvement on students' achievement in vocabulary by using pictures in the teaching and learning process.

$H_a$ : There is significant improvement on students' achievement in vocabulary by using pictures in the teaching and learning process.



## CHAPTER III

### THE PROFILE OF SCHOOL

#### A. The Background of School

MI Al-Fakhriyah is an educational institution which is located at Madrasah I street No. 4, Jakarta. It was built on the land which is about 841 M2 wide on 27 April 1931. The institution was built by Machdar Daud SH.

#### B. The Curriculum

MI Al- Fakhriyah applies “Kurikulum Berbasis Kompetensi (KBK)” at academic year 2007/2008, but they also begin to use “Kurikulum Tingkat Satuan Pendidikan (KTSP) which was determined by the government.

#### C. The Students and Teachers

There are 212 students which divided into six grades. The First grade consists of 42 students, the second grade consists of 42, the third grade consists of 35 students, the fourth grade consists of 29 students, the fifth grade consists of 39 students, and the sixth grade consists of 25 students. The table below will show about the students of MI Al-Fakhriyah.

Table 1.2: The the Students of MI Al-Fakhriyah

<b>Grade</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I	20	22	42
II	18	24	42
III	16	19	35
IV	11	18	29
V	19	20	39
VI	8	17	25
<b>Total students</b>	92	120	212

There are 24 teachers at MI Al-Fakhriyah. They consists of 8 male and 16 female. Teachers of MI Al-Fakhriyah were graduated from IAIN Jakarta, UHAMKA, and other universities and some of them work as public civil servants.

#### D. The Facilities

The building of MI Al-Fakhriyah consists of two floors. The first floor used for students of MI. Al-Fakhriyah, and the second floor used for students of MTs. Alfakhriyah. there are supporting facilities in MI. Al-fakhriyah

1. Width of land area : 841 m<sup>2</sup>  
 Year of certificate : 1927
2. Number of room
  - a. Principal room : 1
  - b. Vice principal room : 1
  - c. Administration room : 1
  - d. Classroom : 6
  - e. Library : 1 (8X5 m<sup>2</sup>)
  - f. Restroom : 2 (12X5 m<sup>2</sup> for MTs) and (10X5 m<sup>2</sup> for MI)
  - g. Yard : 1 (13X7 m<sup>2</sup>)
  - h. Canteen : 2 (3X4 m<sup>2</sup>) & (3X5 m<sup>2</sup>)

#### E. The English Instruction at MI Al-Fakhriyah

##### 1. The Teacher Qualification

At MI Al-Fakhriyah, in 2006 there was one English teacher namely Mr Nasrullah. He stopped teaching on 2007 because he got a serious accident. Now, there is only one teacher at MI Al-Fakhriyah namely Ms. Ismawati SPd. She teaches all the class from the first until the sixth grade. The table below shows the personal details of the teacher:

Table 1.3: The Teacher Qualification

No.	The Name of Teacher	The Description	
1	Ismawati S.Pd.	Age	27
		Sex	Female

	Latest Education	UNJ
	Year of graduated	2007
	Honorary/public servant civil	-
	Informal Education in English	-
	English teaching at MI Al-Fakhriyah	2 years
	English teaching Experiences beside at MI Al-Fakhriyah	-

## **2. The Instructional Material used at MI Al-Fakhriyah**

The English text book used at MI Al-Fakhriyah is Learning by doing 4. Author Kasihani K. E. Suyanto, Lestari Rahaju, and Sri Rahmajanti, published by PT Multi Printindo Persada, Bandung 2006 by Grafindo Media Pratama. The teacher also uses others books as addition, such as Speed up English 4. Author Dra. Rita Kurniawan a,d Dra. Naning Partini, published by Ghalia Indonesia, Jakarta 2006 by Yudhistira.

## **3. The Method of teaching**

The teacher uses communicative approach to present the material. When she is teaching, she uses only 50% English. The teacher uses simple sentence to make the students understandable.

## **4. The Media used by the English teacher in teaching English**

There are some media as teaching aids that uses by the teacher in teaching and learning process, such as pictures, and real objects. She uses it to make the process of teaching and learning easy. She uses it depending on the conditions of the students and material

## **CHAPTER IV**

### **RESEARCH METHODOLOGY AND FINDING**

#### **A. Research Methodology**

##### **1. The Purpose of Research**

The purpose of this research is to prove some theories whether it is true that picture dictionary can give significant improvement on students' achievement in vocabulary and to get empirical data about the formulated problem.

##### **2. The Place and Time of Study**

The writer was carried out the research at SDI (Islamic Basic School) Al-Fakhriyyah on Jl. Madrasah 1 Sukabumi Utara Jakarta Barat. He conducted the research, on 7-30 September 2006.

##### **3. The Population and Sample**

The writer did the research to the fourth grade of SDI Al-Fakhriyyah that involved in the teaching learning process using picture dictionary. The population of the fourth grade is 29 students. It is only one class. The writer took them all as sample.

##### **4. The Method of Study**

This study uses descriptive evaluative method. This study based on field research. In field research, the writer conducted an observation and an interview with the English teacher of the school the research was done at SDI Al-Fakhriyyah Jakarta.

The teacher gave the achievement tests; pre test and post test. The pre test was done before the class began, and the post test was given at the end of the teaching and learning process.

##### **5. The Techniques of Collecting Data**

The techniques which are used by the writer to collect the Data in this writing are:

1. The Checklist for Observation and experiment

The writer entered the classroom while the students and the teacher did the teaching and learning process. He observed the process of teaching and learning process from beginning until ending. He used the observation sheet to observe the teaching and learning process (see appendix

In the experiment, the writer taught the students using picture dictionary and then gave the tests (pre-test and post-test) for students. The pre-test was done for the students before teaching and learning process, the post-test was done after teaching and learning process.

## 2. The Test

The writer divided the test into two questions for pre-test (some questions about vocabulary without pictures) and post-test (some questions about vocabulary by using pictures).

The writer gave the pre-test for the students before teaching and learning process, and he gave the post-test after teaching and learning process.

## 3. The Techniques of Analyzing the Data

In analyzing data, the writer uses some steps, they are:

- a. Calculating and tabulating the average score of the students' achievement tests from the pre-test and the post-test mean.
- b. Finding out the significant difference between the students' achievement before and after using pictures dictionary by using test result. Here, the writer calculates it by using t-test.

After getting the data either from pre-test or post-test, the writer analyzes it by using statistic calculation of the t-test formula with the degrees of significance 5% and 1%. The formula is as follows<sup>14</sup>:

$$t_0 = \frac{MD}{SE_{MD}}$$

MD = Mean of differences; the average score from the differences gained scores, between X and Y variables, which are calculated with the formula:

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<sup>14</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2004) p. 305

$$MD = \frac{\sum D}{N}$$

$\sum D$  = The total score between X and Y variables. D is gained with the formula:  $D =$

$$X - Y$$

$N$  = Number of Cases

$SE_{MD}$  = The standard error from mean of differences which is gained with the formula :

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$SD_D$  = The standard deviation from the differences between scores of X and Y variables, which is gained with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{[\sum D]^2}{N}}$$

$SE_{MD}$  = The standard error from mean of differences which is gained with the formula :

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

## B. Research Findings

### 1. The Description of Data

As mentioned in chapter one the writer conducted both library research and field research. In the field research, by conducting the experiment. He got the data from pre-test and post-test. The pre-test was given before the lesson began and the post-test was given after the lesson finished in the last meeting.

In pre-test, there are 20 items divided into two tasks: the first is task I, this is multiple question, this question consists of ten numbers, the total score of this type is 50. The second is task II, jumbled words, this question consists of ten numbers, the total score of this type is 50. If the students could answer all of the questions correctly they would get 100. The score for each correct answer is 5.

In post-test, there are 20 items divided two tasks: the first is task I, this is matching the pictures, this question consists of ten numbers, the total score of this type is 50. The second is task II, complete the table, this question consists of ten numbers, the total score of this type is 50. If the students could answer all of the questions correctly they would get 100. The score for each correct answer is 5. (The form of the test can be seen in appendixes).

To know the result of the test, the writer makes the table of student's score for each as follow:

Table 1.4: The scores of student's Pre-test

No	Name of Students	Score
1	Ahmad Maulana	60
2	Ahmad Riyadi	70
3	Andi Kurniawan	50
4	Deni Setiawan	75
5	Imas Siti Sarah	60
6	Nur Aulia	80
7	Nuraini Hayati	65
8	Muhammad Fahri	70
9	Muhammad Lutfi	70
10	Nur Arifin	40
11	Rahayu Nopiyanti	55
12	Rika Umami	85
13	Riki Hanafi	75
14	Sofian Hadi	65
15	Slamet Riyadi	70
16	Siti Nurlaela	60

17	Sifa Fauziah	80
18	Sarifuddin	80
19	Sarifah Lailah	55
20	Shinta Amalia	60
21	Tika	70
22	Tri Handayani	75
23	Ulfah Hasanah	90
24	Winda	50
25	Yuliana	65
26	Yuli Pratiwi	75
27	Zahrah	75
28	Zubaidah	95
29	Zulis Ekawati	70

Based on the table above, the writer concludes that the lowest score of the pre-test is 50 and the highest score is 100.

Table 1.5: The scores of student's Post-test

No	Name of Students	Score
1	Ahmad Maulana	70
2	Ahmad Riyadi	75
3	Andi Kurniawan	60
4	Deni Setiawan	70
5	Imas Siti Sarah	80
6	Nur Aulia	80
7	Nuraini Hayati	75
8	Muhammad Fahri	85
9	Muhammad Lutfi	70
10	Nur Arifin	60
11	Rahayu Nopiyanti	70

12	Rika Umami	90
13	Riki Hanafi	70
14	Sofian Hadi	80
15	Slamet Riyadi	80
16	Siti Nurlaela	70
17	Sifa Fauziah	85
18	Sarifuddin	90
19	Sarifah Lailah	60
20	Shinta Amalia	70
21	Tika	80
22	Tri Handayani	85
23	Ulfah Hasanah	95
24	Winda	65
25	Yuliana	65
26	Yuli Pratiwi	80
27	Zahrah	85
28	Zubaidah	100
29	Zulis Ekawati	75

Based on table above, the writer concludes that the lowest score of post-test is 60 and the highest score is 100 which indicates that the post-test scores are higher than the pre-test scores.

The next table below is the average score for each test that is analyzing student's vocabulary without pictures (variable X/pre-test) and by using pictures (variable Y/post-test).

Table 2.1: The comparison scores between X (pre-test) and Y (post-test)

Students	Pre-test (X)	Post-test (Y)	D (X-Y)	D <sup>2</sup> (X-Y) <sup>2</sup>
1	60	70	-10	100
2	70	75	-5	25
3	50	60	-10	100

4	75	70	5	25
5	60	80	-20	400
6	80	80	0	0
7	65	75	-10	100
8	70	85	-15	225
9	70	70	0	0
10	40	60	-20	400
11	55	70	-15	225
12	85	90	-5	25
13	75	70	5	25
14	65	80	-15	225
15	70	80	-10	100
16	60	70	-10	100
17	80	85	-5	25
18	80	90	-10	100
19	55	60	-5	25
20	60	70	-10	100
21	70	80	-10	100
22	75	85	-10	100
23	90	95	-5	25
24	50	65	-15	225
25	65	65	0	0
26	75	80	-5	25
27	75	85	-10	100
28	95	100	-5	25
29	70	75	-5	25
<b>N= 29</b>	<b><math>\sum X =</math> 1990</b>	<b><math>\sum Y =</math> 2220</b>	<b><math>\sum D = -</math> 230</b>	<b><math>\sum D^2 =</math> 2950</b>

From the table above, the writer looks for the mean, median, and standard deviation of each variable. Based on the result calculation, the writer got the result of mean X variable is 71 and mean of variable Y is 79.

Then the writer tried to find out standard deviation with the formula as follow:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{[\sum D]^2}{N}} \\
 &= \sqrt{\frac{2950}{29} - \frac{[-230]^2}{29}} \\
 &= \sqrt{101,72 - (-7,93)^2} \\
 &= \sqrt{101,72 - 62,88} \\
 &= \sqrt{38,84} \\
 &= \mathbf{6,23}
 \end{aligned}$$

According to the data in table 3 above, the writer try to calculate the mean of differences (MD) between variable X and Y with the formula:

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{-230}{29} \\
 &= \mathbf{-7,93}
 \end{aligned}$$

After gaining the result of  $SD_D = 16.17$  the writer calculated the standard error from mean of differences ( $SE_{MD}$ ) between variable X and Y:

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{6,23}{\sqrt{29-1}} \\
 &= \frac{6,23}{\sqrt{28}}
 \end{aligned}$$

28

6,23

—

5,29

= 1,17

The last procedure of the calculation is determining the result of  $t_o$ :

MD

$t_o$

—

$SE_{MD}$

-7,93

—

1,17

= -6,77

It is concluded that the result  $t_o = -6,77$  is the same as 6,77 from variable X and Y regardless the minus, it does not indicate negative score.

The following step in completing the result of this research, the writer tried to find out the degree of freedom  $df$  with the formula as follows:

$$\begin{aligned} df &= N - 1 \\ &= 29 - 1 \\ &= 28 \end{aligned}$$

According to the table above,  $df$  at significance level of 5% and 1% are:

$$5\% = t_o : t_t = 6,77 > 2,05$$

$$1\% = t_o : t_t = 6,77 > 2,76$$

It concludes that  $t_{\text{observation}} (t_o)$  is higher than  $t_{\text{table}} (t_t)$ .

## 2. The Test of Hypothesis

As mentioned above, the writer assumes that there is significance difference between the result of teaching vocabulary through picture dictionary and without picture dictionary.

To prove the hypothesis, the data obtained from by using the t-test formula with assumption as follows:

$t_o > t_t$  : The alternative hypothesis is accepted. It means there is significant difference between the result of teaching vocabulary through picture dictionary and without picture dictionary.

$t_o < t_t$  : The alternative hypothesis is rejected. It means there is no significant difference between the result of teaching vocabulary through picture dictionary and without picture dictionary.

From the result of statistical calculation, it is obtained the value of  $t_o$  is 6.77 and the *degree of freedom* ( $df$ ) is 28. In the table of significance it can be seen that on the  $df$  28, and on the degree of significance  $5\% = 2,05$  and  $1\% = 2,76$ . so the writer made conclusion of the hypothesis that  $t_o$  is bigger than  $t_{table}$  namely  $2,05 < 6,77 > 2,76$ . so the alternative of hypothesis ( $H_a$ ) ia accepted and the null hypothesis ( $H_o$ ) is rejected.

From the result of experiment, it means that teaching vocabulary through pictures dictionary is more effective than without pictures dictionary. The writer concludes that teaching vocabulary through pictures dictionary have positive effective influence for the fourth grade of MI Al-Fakhriyyah, Jakarta Barat.

### **3. The Interpretation of Data**

Based on the data collected from the pre and post-test gained for the experimental class by using pictures in vocabulary learning, it shared the mean scores of pre-test was 71 while the mean scores of the post-test was 79.

From the explanation about the analysis of the result on the table 4 above, we can see that the teaching vocabulary through picture dictionary is adequate success. It can be seen on the table above that the students who were taught by picture dictionary generally get bigger than without picture dictionary. It means that the influence of using pictures in teaching English vocabulary after looking at the result of post-test is higher than the result of pre-test. It can draw the conclusion that teaching vocabulary through picture dictionary has a great influence at the fourth grade students of SDI Al-Fakhriyyah Jakarta Barat.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

With reference to the data analysis and the discussion in the previous chapter, the writer would like to make a conclusion.

Based on the data which has been processed, the writer can see that there is significant difference between English pre-test and post-test scores of the fourth grade students of MI Al-Fakhriyah. Finally the writer comes to the conclusion that teaching vocabulary through picture dictionary is effective and helping the students ability and achievements in English vocabulary at the fourth grade students of MI Al-Fakhriyah Jakarta.

### **B. Suggestions**

Following are some suggestions that might be useful to the students and the teachers as well

1. The teacher should use teaching aids in teaching vocabulary since they make students interested in learning vocabulary.
2. Although it is difficult to get the perfect result in teaching vocabulary through picture dictionary, the teacher has to do something that make his students always learn in every where, not only in the classroom but also in their house.
3. The teacher must know that picture dictionary is not the aim or the objective of teaching vocabulary, but it is just as the tool to gain the goal of teaching vocabulary.
4. If the teacher uses picture dictionary in teaching vocabulary, he should consider the effectiveness of time in order not wasting time or time consuming.

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## APPENDIX I

### LESSON PLAN

(Pre-test)

Object : Vocabulary  
School : MI. Al- Fakhriyah  
Class : 4<sup>th</sup> year students  
Time : 60 minutes  
Topic : Pets and farm animals  
Terminal Objective : Students can master vocabulary by using available words  
Enabling objectives : After completing the lesson, students are able:  
- to mention the name of animals especially pet and farm animals  
- to know the meaning of words  
- to arrange the jumbled words  
Source : 1. The Oxford Picture Dictionary  
2. Classic Classroom Activities from the Oxford picture dictionary

No	Activities	Main Activities	Times
1.	Opening	1. Teacher greets the students 2. Teacher checks on the students' attendance 3. Teacher gives the preview about the topic which be learned with the question 4. Teacher explain the aim of learning	15 minutes
2.	Main Material	1. Teacher introduces some animals in English by writing on the blackboard 2. Teacher teaches how to pronounce the names of animals in English and names of animals from picture dictionary in English and to be followed by the students	55 minutes

		<p>3. The teacher gives the students a sheet of paper containing some pictures of animals from picture dictionary</p> <p>4. The teacher asks the students related to the pictures of animals from picture dictionary, for example: Teacher: <i>What is this? This is a cat. The cat is a pet animal. This is a goat.</i> The teacher continuous explaining with other pictures <i>This is a goat. The goat is a farm animal</i></p> <p>5. The teacher divides the students into ten groups. First, each group has to classify the pictures of animals which are the pets or farms animals by cutting the pictures give and pick into peace of blank paper</p> <p>6. The teacher monitors each group</p>	
3.	Closing	<p>1. The teacher gives exercise related to the topic</p> <p>2. The teacher finishes the lesson</p>	10 minutes

APPENDIX II

LESSON PLAN

(Pre-test)

Object : Vocabulary  
 School : MI. Al- Fakhriyah  
 Class : 4<sup>th</sup> year students  
 Time : 60 minutes  
 Topic : Pets and farm animals  
 Terminal Objective : Students can master vocabulary by using available words  
 Enabling objectives : After completing the lesson, students are able:

- to mention the name of animals especially pet and farm animals
- to match the words with the pictures of animals
- to classify the animals into pet and farm animals

Source : 1. The Oxford Picture Dictionary  
 2. Classic Classroom Activities from the Oxford picture dictionary

No	Activities	Main Activities	Times
1.	Opening	2. Teacher greets the students 2. Teacher checks on the students' attendance 3. Teacher gives the preview about the topic which be learned with the question 4. Teacher explain the aim of learning	15 minutes
2.	Main Material	1. Teacher introduces some animals in English by writing on the blackboard 2. Teacher teaches how to pronounce the names of animals in English and names of animals from picture dictionary in English and to be followed by the students 3. The teacher asks the students relates to the words on the blackboard, for example Teacher:	55 minutes

		<p><i>What is this? This is a cat. The cat is a pet animal.</i></p> <p><i>This is a goat. The goat is a farm animal</i></p> <p>The teacher continuously explaining with other pictures</p> <p>5. The teacher divides the students into ten groups. First, each group has to classify the words of animals list, which are the pets or farm animals</p> <p>6. The teacher monitors each group</p>	
3.	Closing	<p>1. The teacher gives exercise related to the topic</p> <p>2. The teacher gives feedback and finishes the lesson</p>	10 minutes



**A Test Item in Teaching Vocabulary Through Picture Dictionary  
(Pre-Test)**

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

1. What do you call “Katak” in English?  
a. frog                      b. horse                      c. cat                      d. goat
2. What do you call “Kelinci” in English?  
a. fish                      b. goose                      c. pig                      d. rabbit
3. What do you call “angsa” in English?  
a. cat                      b. goose                      c. pig                      d. horse
4. What do you call “babi” in English?  
a. pig                      b. dog                      c. cow                      d. duck
5. What do you call “Anak Anjing” in English?  
a. turtle                      b. dog                      c. puppy                      d. parakeet
6. What do you call “Duck” in Bahasa Indonesia?  
a. babi                      b. katak                      c. sapi                      d. bebek
7. What do you call “Sheep” in Bahasa Indonesia?  
a. kerbau                      b. anjing                      c. ikan                      d. ayam
8. What do you call “Kitten” in Bahasa Indonesia?  
a. ikan                      b. anjing                      c. kura-kura                      d. anak kucing
9. What do you call “donkey” in Bahasa Indonesia?  
a. ayam jantan                      b. ayam betina                      c. keledai                      d. kambing
10. . What do you call “horse” in Bahasa Indonesia?  
a. anak anjing                      b. kuda                      c. kelinci                      d. kucing

**II. Arrange these jumbled words!**

1. R-S-O-T-O-E =
2. S-P-E-H-E =
3. H-R-E-O-S =
4. R-A-B-B-T-I =
5. D-N-O-K-E-Y =
6. C-W-O- =
7. G-L-F-D-I-H-S-O =
8. C-T-A =
9. M-S-E-O-U =
10. G-T-A-O =



#### APPENDIX IV

### **A Test Item in Teaching Vocabulary Through Picture Dictionary (Post-Test)**

**I. Match the left side of the following words into right side**

1. Goat ( )

2. Donkey ( )

3. Puppy ( )

4. Goldfish ( )

5. Hen ( )

6. Sheep ( )

7. Parakeet ( )

8. Rooster ( )

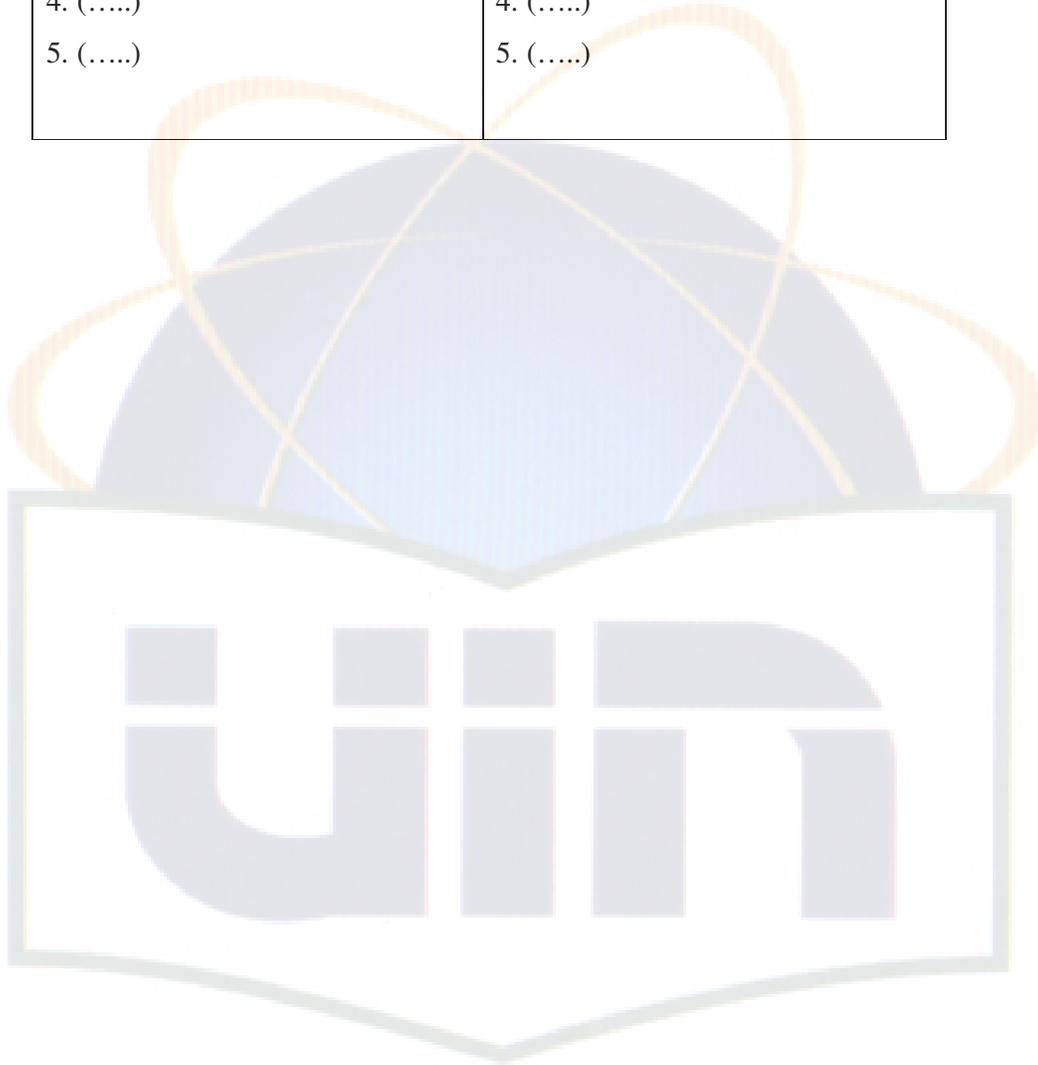
9. Rabbit ( )

10. Cat ( )

**II. Fill this table with suitable animals: pet or farm animals based on the pictures above!**

Pet animals	Farm animals
-------------	--------------

1. (.....)	1. (.....)
2. (.....)	2. (.....)
3. (.....)	3. (.....)
4. (.....)	4. (.....)
5. (.....)	5. (.....)



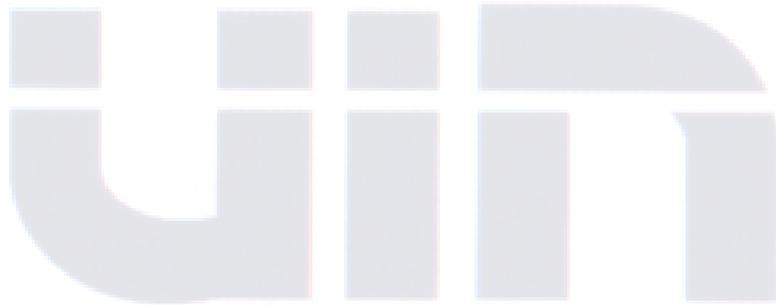
**ANSWER SHEET  
(Pre-Test)**

- |                |      |                       |             |
|----------------|------|-----------------------|-------------|
| <b>I.</b> 1. A | 6. D | <b>II.</b> 1. Rooster | 6. Cow      |
| 2. D           | 7. A | 2. Sheep              | 7. Goldfish |
| 3. B           | 8. D | 3. Horse              | 8. Cat      |

4. A      9. C      4. Rabbit      9. Mouse  
5. C      10. B      5. Donkey      10. Goat

**ANSWER SHEET  
(POST TEST)**

<b>I.</b> 1. I	6. F	<b>II.</b> 1. Cat	1. Hen
2. J	7. D	2. Goldfish	2. Sheep
3. E	8. G	3. Parakeet	3. Rooster
4. C	9. H	4. Puppy	4. Goat
5. A	10. B	5. Rabbit	5. Donkey



## Appendix V

<http://sobatbaru.blogspot.com/2008/09/pengertian-kurikulum-berbasis.html> Arianto Sam di [9:26:00 AM](#)

### **Pengertian Kurikulum Berbasis Kompetensi (KBK)**

Sebelum membahas lebih lanjut tentang kurikulum berbasis kompetensi (KBK), terlebih dahulu peneliti menjelaskan arti dari kurikulum dan kompetensi.

1. Kurikulum menurut Prof. S. Nasution setelah melihat kamus Websber tahun 1812, kurikulum diberi arti “A course esp a specified fixed course study, asin a schoolor college, as on leading to degree b. the whole body of courses affored in an education institution, or department there of, the usual sense”. Di sini kurikulum khusus digunakan dalam pendidikan dan pengajaran, yakni sejumlah mata pelajaran di sekolah atau mata kuliah di perguruan tinggi yang harus ditempuh untuk mencapai suatu ijazah atau tingkat. Kompetensi merupakan pengetahuan, keterampilan dan nilai-nilai dasar yang direfleksikan dalam kebiasaan berfikir dan bertindak.
2. Mapenda (2003) memberi pengertian bahwa kompetensi yaitu suatu pengetahuan, keterampilan dan nilai-nilai yang refleksikan dalam kebiasaan berfikir dan bertindak dan kebiasaan-kebiasaan itu harus mampu dilaksanakan secara konsistwn dan terus menerus serta mamapu untuk dilaksanakan secara konsisten dan terus menerus serta mampu untuk melakukan penyelesaian-penyelesaian dengan berbagai perubahan yang terjadi dalam kehidupan baik profesi, keahlian maupun lainnya.

3. Departemen pendidikan nasional menyebutkan bahwa kompetensi merupakan perangkat standar program pendidikan yang dapat mengantarkan siswa untuk menjadi kompeten dalam berbagai bidang kehidupan yang dipelajarinya. Bidang-bidang kehidupan yang dipelajari tersebut memuat sejumlah kompetensi siswa sekaligus hasil belajarnya (learning outcomes).

Dalam pembelajaran yang dirancang berdasarkan kompetensi. Penilaian tidak dilakukan berdasarkan pertimbangan yang bersifat subyektif. Penilaian terhadap pencapaian kompetensi perlu dilakukan secara obyektif, berdasarkan kinerja peserta didik, dengan bukti penguasaan mereka terhadap pengetahuan, keterampilan, nilai dan sikap sebagai hasil belajar.

Kurikulum dalam kurikulum berbasis kompetensi merupakan pernyataan apa yang diharapkan dapat diketahui, deskripsi atau dilakukan siswa dalam setiap tingkatan kelas dan sekolah dan sekaligus menggambarkan kemajuan siswa yang dicapai secara bertahap dan berkelanjutan untuk menjadi kompeten.

Berdasarkan pengertian kompetensi di atas, kurikulum berbasis kompetensi (KBK) dapat diartikan sebagai suatu konsep kurikulum yang menekankan pada pengembangan kemampuan melakukan tugas-tugas dengan standart performansi tertentu sehingga hasilnya dapat dirasakan oleh peserta didik, berupa penguasaan terhadap kompetensi tertentu.

Kurikulum Berbasis Kompetensi diarahkan untuk mengembangkan pengetahuan, pemahaman, kemampuan, nilai, sikap, dan minat peserta didik agar dapat melakukan sesuatu dalam bentuk kemahiran, ketepatan, dan keberhasilan dengan penuh tanggung jawab.

## APPENDIX VII

*tigaserangkai.co.id/images/File/Seri-A/KTSP%20Dokumen%20I%20SD/ktsp%20dokumen%20I%20sd.pdf –*

# Kurikulum Tingkat Satuan Pendidikan (KTSP) SD dan MI

## MODEL

Berdasarkan Permendiknas Nomor 22 Tahun 2006 tentang Standar Isi dan Permendiknas Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan KTSP dikembangkan dengan mengacu pada Standar Isi (SI) dan Standar Kompetensi Lulusan (SKL), berpedoman pada panduan penyusunan kurikulum yang disusun oleh BSNP, serta memerhatikan pertimbangan komite sekolah/madrasah. Berdasarkan ketentuan tersebut, kurikulum SD/MI ..... dikembangkan dengan prinsip sebagai berikut.

### 1. **Berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik dan lingkungannya**

Kurikulum dikembangkan berdasarkan prinsip bahwa peserta didik memiliki posisi sentral untuk mengembangkan kompetensinya agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, dan mandiri. Selain itu, juga menjadi warga negara yang demokratis serta bertanggung jawab. Untuk mendukung pencapaian tujuan tersebut, pengembangan kompetensi peserta didik disesuaikan dengan potensi, perkembangan, kebutuhan, dan kepentingan peserta didik, serta tuntutan lingkungan.

### 2. **Beragam dan terpadu**

Kurikulum dikembangkan dengan memerhatikan keragaman karakteristik peserta didik, kondisi daerah, dan jenjang. Kurikulum juga dikembangkan berdasarkan jenis pendidikan tanpa membedakan agama, suku, budaya dan adat istiadat, serta status sosial, ekonomi, dan gender. Kurikulum meliputi substansi komponen muatan wajib kurikulum, muatan lokal, dan pengembangan diri secara terpadu. Kurikulum tersebut disusun secara berkaitan dan berkesinambungan yang bermakna dan tepat antarsubstansi.

### 3. **Tanggap terhadap perkembangan ilmu pengetahuan, teknologi, dan seni**

Kurikulum dikembangkan atas dasar kesadaran bahwa ilmu pengetahuan, teknologi, dan seni berkembang secara dinamis. Oleh karena itu, semangat dan isi kurikulum mendorong peserta didik untuk mengikuti dan memanfaatkan secara tepat perkembangan ilmu pengetahuan, teknologi, dan seni tersebut.

### 4. **Relevan dengan kebutuhan kehidupan**

Pengembangan kurikulum dilakukan dengan melibatkan pemangku kepentingan (*stakeholders*) untuk menjamin relevansi di pendidikan dengan kebutuhan kehidupan. Termasuk di dalamnya adalah kehidupan masyarakat, dunia

Model KTSP SD Dokumen I 5

usaha, dan dunia kerja. Oleh karena itu, pengembangan keterampilan pribadi, keterampilan berpikir, keterampilan sosial, keterampilan akademik, dan keterampilan vokasional merupakan keniscayaan.

### 5. **Menyeluruh dan berkesinambungan**

Substansi kurikulum mencakup keseluruhan dimensi kompetensi, bidang kajian, keilmuan, dan mata pelajaran yang direncanakan dan disajikan secara berkesinambungan antarsemua jenjang pendidikan.

### 6. **Belajar sepanjang hayat**

Kurikulum diarahkan kepada proses pengembangan, pembudayaan, dan

pemberdayaan peserta didik yang berlangsung sepanjang hayat. Kurikulum mencerminkan keterkaitan antara unsur-unsur pendidikan formal, nonformal, dan informal dengan memerhatikan kondisi dan tuntutan lingkungan yang selalu berkembang serta arah pengembangan manusia seluruhnya.

#### **7. Seimbang antara kepentingan nasional dan kepentingan daerah**

Kurikulum dikembangkan dengan memerhatikan kepentingan nasional dan kepentingan daerah untuk membangun kehidupan bermasyarakat, berbangsa, dan bernegara. Kepentingan nasional dan kepentingan daerah harus saling mengisi dan memberdayakan sejalan dengan motto Bhinneka Tunggal Ika dalam kerangka Negara Kesatuan Republik Indonesia.

Dalam pelaksanaannya, kurikulum dilaksanakan dengan prinsip sebagai berikut.

1. Pelaksanaan kurikulum didasarkan pada potensi, perkembangan, dan kondisi peserta didik untuk menguasai kompetensi yang berguna bagi dirinya. Dalam hal ini, peserta didik harus mendapatkan pelayanan pendidikan yang bermutu, serta memperoleh kesempatan untuk mengekspresikan dirinya secara bebas, dinamis dan menyenangkan.
2. Kurikulum dilaksanakan dengan menegakkan kelima pilar belajar, yaitu:
  - (a) belajar untuk beriman dan bertakwa kepada Tuhan Yang Maha Esa,
  - (b) belajar untuk memahami dan menghayati,
  - (c) belajar untuk mampu melaksanakan dan berbuat secara efektif,
  - (d) belajar untuk hidup bersama dan berguna bagi orang lain, dan
  - (e) belajar untuk membangun dan menemukan jati diri, melalui proses pembelajaran yang aktif, kreatif, efektif, dan menyenangkan.
3. Pelaksanaan kurikulum memungkinkan peserta didik mendapat pelayanan yang bersifat perbaikan, pengayaan, dan/atau percepatan sesuai dengan potensi, tahap perkembangan, dan kondisi peserta didik dengan tetap memerhatikan keterpaduan pengembangan pribadi peserta didik yang berdimensi ketuhanan, keindividuan, kesosialan, dan moral.

#### **6 Model KTSP SD Dokumen I**

4. Kurikulum dilaksanakan dalam suasana hubungan peserta didik dan pendidik yang saling menerima dan menghargai, akrab, terbuka, dan hangat, dengan prinsip *ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani* (di depan memberikan contoh dan teladan, di tengah membangun semangat dan prakarsa, di belakang memberikan daya dan kekuatan).

5. Kurikulum dilaksanakan dengan menggunakan pendekatan multistrategi dan multimedia, sumber belajar dan teknologi yang memadai, dan memanfaatkan lingkungan sekitar sebagai sumber belajar dengan prinsip *alam takambang jadi guru* (semua yang terjadi, tergelar, dan berkembang di masyarakat, lingkungan sekitar, serta lingkungan alam semesta dijadikan sumber belajar, contoh, dan teladan).

6. Kurikulum dilaksanakan dengan mendayagunakan kondisi alam, sosial, dan budaya serta kekayaan daerah untuk keberhasilan pendidikan dengan muatan seluruh bahan kajian secara optimal.

7. Kurikulum yang mencakup seluruh komponen kompetensi mata pelajaran, muatan lokal, dan pengembangan diri diselenggarakan dalam keseimbangan, keterkaitan, dan kesinambungan yang cocok dan memadai antarkelas dan jenis serta jenjang pendidikan.

Selain itu, pengembangan Kurikulum Tingkat Satuan Pendidikan perlu sesuai dengan Standar Kompetensi Lulusan Satuan Pendidikan (SKL-SP).

APPENDIX VI

**Countries in order of total speakers**

Rank	Country	Total	Percent of population	First language	As an additional language
1.	United States	251,388,301	83%	215,423,557	35,964,744 65,000,000 <i>second</i> language speakers
2.	India	90,000,000	8%	178,598	25,000,000 <i>third</i> language speakers
3.	<u>Nigeria</u>	79,000,000	53%	4,000,000	>75,000,000
4.	United Kingdom	59,600,000	98%	58,100,000	1,500,000
5.	Philippines	45,900,000	52%	27,000	42,500,000
6.	Canada	25,246,220	76 %	17,694,830	7,551,300
7.	Australia	18,172,989	92%	15,581,329	2,590,660



