THE USE OF PICTURES IN TEACHING VOCABULARY TO THE FIFTH GRADE OF SDN 01 BOLON COLOMADU

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University

By:

IIN AFIAANTI
C9306057

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2009
Title : THE USE OF PICTURES IN TEACHING VOCABULARY TO THE FIFTH GRADE OF SDN 01 BOLON
Name : Iin Afianti
NIM : C9306057

Approved to be examined before the board of examiners,
English Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University

Supervisor

Agus Dwi Priyanto, SS, MCALL (______________________)

Supervisor
NIP: 197408182000121001
APPROVAL OF THE BOARD OF EXAMINERS

Report Title: THE USE OF PICTURES IN TEACHING VOCABULARY TO THE FIFTH GRADE OF SDN 01 BOLON

Students’ Name: Iin Afianti
NIM: C9306057
Examination Date: August 6th, 2009

Accepted and approved by the board of examiners
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

The Board of Examiners:

1. Dr. Tri Wiratno, MA
   Chairman
   NIP. 196109141987031001

2. Dra. Endang Sri Astuti
   Secretary
   NIP. 195208141981032001

3. Agus Dwi Priyanto, SS, M.CALL
   Examiner
   NIP. 197408182000121001

Faculty of Letters and Fine Arts,
Sebelas Maret University
Dean,

Drs. Sudarno, M.A
NIP 195303141985061001
MOTTO

- Learn from mistakes of others,
  and you don’t need to make them all yourself

- Happiness only real when shared
DEDICATION

I would like to dedicate this final project to:

♥ My parents, pak joko and Ibu’
♥ My big family
♥ My self
PREFACE

First of all, I would like to thank Allah SWT who has given me everything. Also, I would like to thank to all people for giving me support, guidance, and spirit in finishing this final project entitled “The Use of Pictures in Teaching Vocabulary to the Fifth Grade Students of SDN 01 Bolon”.

In this final project report, I am interested to discuss the use of pictures in teaching vocabulary. This final project report also contains some pictured exercises which suitable for the elementary students, especially for the fifth grade.

Finally, I realize that this final project report is far from being perfect. Therefore, I need suggestion from many sides to improve this report. I hope this final project will be beneficial for the readers to improve their knowledge about teaching vocabulary using pictures.
ACKNOWLEDGEMENT

Alhamdulillahirrabbi’alamin. Praise to Allah, due to his mercy and aid, I have been able to complete this final project. However, this final project would not have finished without the assistance of many individuals. Therefore, I would like to express my great thanks to:

1. The dean of Faculty of Letters and Fine Arts, Sebelas Maret University, **Drs. Sudarno, MA**
2. The head of English Diploma Program, **Yusuf Kurniawan, SS, MA**
3. My supervisor of final project, **Agus Dwi Priyanto, SS, MCALL** for his time, guidance, advice, suggestion, correction and motivation during the process of finishing this final project.
4. My academic supervisor, **Drs. Mugijatna M.Si** for his guidance and suggestion during my study.
5. The headmaster of SDN 01 Bolon, **Sumirah Ama. Pd** for the permission and opportunity to have the job training in SDN 01 Bolon
6. All the teacher, (especially **miss nunik**) and the students of SDN 01 Bolon for accepting me well. I do apologize if I made mistakes during the job training.
7. All the lecturers of English Diploma Program for sharing their knowledge.
8. My beloved parents, **Pak Joko and Ibu’** for love, support, and pray. I hope I have made them proud. In whatever condition, I love both of them always!!!
9. My younger sister and my younger brother Gerry “Lithi” for his innocence.

10. My man, Oedien who always saves me both in happiness and sorrow, especially when I was depressed with this final project.

11. My senior Mbak Dila, she is so helping me a lot.

12. Mbak Rita and mbak Devi SLC for their suggestions and assistance.

13. All my friends in campus area especially for the B class. Thousands thanks for them, especially Nungki “Genthong”, Rifka “Unta”, Deje “Walang”, for the mad friendship and mbakyu Harma for accompanying me walk around in campus nowadays.

14. My old friend Dewix, for support and pray.

15. All friends in GSM Fm, especially my sister mbak Virda.

At last but not least, I would like to thank everyone whom I can not mention, for the help in accomplishing this final project. Hopefully, this final project can be useful for all readers. Amin.
This final project report was written based on the job training in SDN 01 Bolon. The aims of this final project are to describe the use of pictures in teaching vocabulary to the fifth grade of SDN 01 Bolon, to show the problems from the use of pictures, and to give the solution for the problems.

I did some activities during the use of pictures in teaching vocabulary to the fifth grade students of SDN 01 Bolon. The activities consisted of: warming up, presentation, skill practice, and assessment. In teaching vocabulary, I used pictures in every teaching and learning process. I also used songs and games too containing some pictures to make the students did not feel bored during studying.

Based on the discussion, I found the problems during the use of pictures in teaching vocabulary to the fifth grade students of SDN 01 Bolon. The problems are: The clarity and pictures’ size, the limitation of the time and the limitation of teaching material equipments. I also gave the solution to solve the problems. From the discussion in this final project report, the readers would know the use of pictures in teaching vocabulary to the primary level especially elementary students.
TABLE OF CONTENTS

TITLE PAGE................................................................. i
APPROVAL OF SUPERVISOR........................................... ii
APPROVAL OF THE BOARD OF EXAMINERS................. iii
MOTTO........................................................................ iv
DEDICATION................................................................ v
PREFACE...................................................................... vi
ACKNOWLEDGEMENT................................................. vii
ABSTRACT.................................................................... ix
TABLE OF CONTENTS.................................................. x
CHAPTER I : INTRODUCTION................................. 1
   A. Background......................................................... 1
   B. Objectives...........................................................2
   C. Benefits..............................................................2
CHAPTER II : LITERATURE REVIEW.................... 4
   A. Teaching English to Young Learners............... 4
   B. Teaching English Vocabulary to
       Young Learners............................................. 6
   C. Pictures........................................................... 8
   D. The Current Problems..................................... 12
CHAPTER III : DISCUSSION................................. 15
   A. Description of SDN 01 Bolon......................... 15
       1. Description and Brief History of SDN 01
2. Vision and Missions of the School
3. Extracurricular Activities and Students

B. Job Training Activities

1. Class Observation
2. Making Lesson Plan

C. Discussion

1. The Use of Pictures in Teaching Vocabulary to the Fifth Grade of SDN 01 Bolon
   a. Warming up
   b. Presentation
   c. Skill Practice
   d. Assessment
   e. Ending the Lesson

2. The Problems in the Use of Pictures in Teaching Vocabulary to the fifth Grade of SDN 01 Bolon

3. The Solution for the Problems

CHAPTER IV : CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestions

BIBLIOGRAPHY

APPENDICES
CHAPTER I
INTRODUCTION

A. Background

Since English is interesting for the learners, Indonesian government tries to introduce English in their childhood. Through formal education, Indonesian government makes curriculum or syllabus to help the young learners in mastering English. Some elementary schools become the first place where young learners start to learn English formally. That is why some elementary schools have to maximize its role in providing the basic lesson to young learners, hopefully in the future the young learners will not find difficulties in studying English.

In elementary school, children just study basic English. They study about English vocabularies and English basic grammar. In learning those items, pictures will helpful for the children in the development of their learning. They will understand better when they have something (object) associate with. Picture is one of effective media to introduce English to young learners. “Most activity for younger learner should include movement and involve sense. You will need to have plenty of objects and picture to work with.” By using pictures, students will be motivated more to learn English. Scott and Ytrebeg; (1990).

Considering the situation above, I was interested and decided to complete the job training in SDN 01 BOLON which is located in Colomadu district, Karanganyar regency. In this Elementary school, English is taught as a compulsory subject. I focused on my teaching experience in the fifth grade as the source of data used in the final project. I found that the used of pictures in highly effective in teaching English skills, therefore I am interested to discuss “THE USE
OF PICTURES IN TEACHING VOCABULARY TO THE FIFTH GRADE OF SDN 01 BOLON.”

B. Objectives

The objectives of this final project are:

1. To describe the use of pictures in teaching vocabulary to the fifth grade of SDN 01 BOLON.

2. To show the problem from the use of pictures in teaching vocabulary to the fifth grade of SDN 01 BOLON.

3. To show the solution for the problems.

C. Benefit

I hope this final project will give advantages to:

1. SDN 01 BOLON

   I expect that the result of this final project can be used as additional information to improve the quality of English teaching there, especially in improving the use of pictures in teaching English vocabulary.

2. English teacher of Elementary School

   Hopefully, this final project is useful for the English teacher of elementary school to develop her/his teaching creativity. The teacher can use this final project to know how to teach English vocabulary using pictures.

3. Students of English Diploma Program majoring in Teaching
Hopefully, this final project will be useful for the teaching major students of English Diploma Program. Therefore, they can improve their knowledge about teaching vocabulary by using pictures.
CHAPTER II
LITERATURE REVIEW

A. Teaching English to Young Learners

Teaching English to children is different from teaching it to adult. Adult learners English grammar and apply it into complex sentences. However, teaching English to children focuses on teaching vocabulary and simple sentences. “More than anything else, children are curious, and this in itself is motivating. At the same time their span of attention or concentration is less than of an adult.” (Harmer: 1991). It means that the teacher should understand first about the student’s curiosity and give an interesting method to teach. Realizing that condition, the introduction of pictures is the appropriate method for the teacher to face the learner who categorizes into early learner. Through pictures, the teacher can balance the curiosity of children, because usually, children are more interest with objects, especially colorful pictures. In other words, children need exciting activities used to stimulate their curiosity. “They need to be involved in something active. (They will usually not sit and listen!)”. (Harmer: 1991). Pictures can also change the class situation to become alive. While teaching, when teacher shows pictures, the children will try to guess the name of the picture, because mostly, they like them. It means that pictures give a feedback and make the students response to the teaching process. Besides, that method made the children active and very stimulates their mood.

In teaching, it is very important for us to know the characteristics of the learners. When we know the characteristics of our students, it means that we
understand our students’ educational background. (Harmer: 2001) explains that there are some characteristics of good learners, such as:

1. A willingness to listen

   Good learners listen to what’s going on, not just in the sense of paying attention, but also in terms of really listening to the English that is being used, soaking it up with eagerness and intelligence.

2. A willingness to experiment

   Many good learners are not afraid to ‘have a go’. They are prepared to take risks, to try things out and see how it works.

3. A willingness to ask question

   Although some teachers can become irritated by students who are constantly asking difficult (and sometimes irrelevant) questions, the urge to find out why is part of successful learner’s equipment.

4. A willingness to think about how to learn

   Good learners bring or invent their own study skills when they come to a lesson (and/ or when study on their own).

5. A willingness to accept correction

   Good learners are prepared to be corrected if it helps them. They are keen to get feed-back from the teacher and act upon what they are told.
So, studying those characteristics above, we can analyze and decide what the appropriate method to teach them. In this case, the use of pictures is really encouraging majority of the students to be those characteristics. Through pictures, they will more interest to listen what the teacher says, they more creative when the teacher gives them a game with pictures and of course they also more curious to ask the teacher’s question if he/ she asks them what the picture is. Moreover, by realizing the characteristics of good learners, we can measure our ability. If we use the appropriate method, automatically our students have those characteristics above.

B. Teaching English Vocabulary to Young Learners

Vocabulary is very important to be learned if we want to learn a foreign language. “Vocabulary is central to language teaching and learning.” (Taylor: 1990). From the context above, it means that learning vocabulary is necessary as the first skill to learn English deeply. Understanding that importance, therefore the teacher must focus in teaching vocabulary. The success in teaching vocabulary has a big role. In knowing that condition, the role of pictures can be a tool as the media to make easier in teaching vocabulary, so the students can see especially the nouns in a real object of pictures. Besides, by learning vocabulary, the learners can show the improvement of their new language clearly.

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” (Thornbury: 2002). It explains that learning vocabulary is
more important than learning anything else especially grammar. By improving our knowledge about vocabulary, we can say anything within it and those statements above exactly convince the English teacher to teach vocabulary first before grammar.

To get maximum result, teacher should manage how many vocabularies given in a meeting. “As a few as eight to twelve new items may be appropriate (eight for elementary, twelve for advance) per sixty minutes lesson for truly productive learning to take place.” (McCarthy: 1990). It means that in teaching vocabulary to children, teacher must give them new vocabulary at least ten vocabularies.

Teaching vocabulary to young learners is different from teaching vocabulary to adult, so the teacher needs teaching aids in presenting the meaning of the words. One of teaching aids is picture. “Since the physical word is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom.” (Scott and Yterberg: 1990). Those words emphasizes that teaching aids have a role to succeed the teaching and learning process. Picture is the example of simple teaching aids. It means that it is necessary for teacher to bring pictures in his/ her teaching.

C. Pictures

Picture is a visual media that is very helpful in introducing objects and motivating children to learn English as a second language. “Bringing a pen into the classroom is not a problem. Bringing a car, however is. One solution is the use of pictures.” (Harmer: 1991). It means that pictures are helpful in the teaching and
learning process of elementary school students. The pictures will help the teacher in introducing the objects to the students.

The use of visual aids is extremely important in the teaching of second language to younger learners. (Vale and Feunteun: 1995) state that teacher can use the visual aids to:

1. Support understanding when the children are listening
2. Put across the meaning of vocabulary
3. Prompt and support reading
4. Provide a topic or visual focus to prompt speaking or writing
5. Provide a visual link between L1 and English
6. Provide support and motivation for early reading and writing in English
7. Provide ways around communication barriers.

Picture belongs to visual aids, therefore the use of picture has the same benefits such Vale and Feunteun say above. Teacher can use pictures in order to make communication in the foreign language class more lively, natural and stimulating. “Pictures are useful for presenting, practicing and revising vocabulary. “ (Haycraft: 1978).

Before using pictures in our teaching, we have to consider some cases to fix that our pictures are appropriate and understanding by the students. (Bowen: 1994) defines five criteria before selecting picture, they are:

1. Appeal
The content of the picture should capture the interest and imagination of the class members.

2. Relevance
The picture should be appropriate for the purpose of the lesson.

3. Recognition
The significant features of the picture should within the students’ knowledge and cultural understanding.

4. Size
A picture to be held up before the class should be large enough to be seen clearly by all. The details of the picture should be visible from the back of the room.

5. Clarity
Students should be able to see the relevant details clearly. Strong outlines and contrast in tone and colour are important in avoiding ambiguity.

(Scott and Yterberg: 1990) state that most activities for the younger learners should include movement and involve the sense. The teacher or tutor in this case will need to have plenty of objects and pictures to work with. Pictures can be used to explain the meaning of vocabulary items. Here are some sources of pictures stated by some experts:

1. Board drawing
We can use the board in many ways in the classroom, not just for writing up new vocabulary. You can use your board for giving instructions, reinforcing oral instructions. For example, just writing up the page number and the exercise on the board in a large class saves a lot of repetition! When doing group work or project work use the board to organize your class - write up a list of who is doing what in each group.

- You can write up messages, exercises, short texts or items for correction from oral activities. Colored chalks or pens are very useful for writing up dialogue parts.

- Use your board to provide records of new words, structures, how a word is used. Or brainstorm new vocabulary with the class in a spider gram. With more advanced classes you can provide a record of a class discussion, or give help with planning for writing e.g. for exam tasks. (Clarke: 2008)

2. Flashcards

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. (Budden: 2004)
3. Magazine pictures

Even lower levels can do tasks describing pictures and finding pictures in a magazine even if they are not yet proficient enough to read a real English magazine.

Students bring in a copy of their favorites magazine and describe it to the rest of the class next lesson, saying why they like it. (Lavery: 2008).

**D. The Current Problems**

In teaching English vocabulary for the elementary school, according to (Thornburry: 2002), there are some problems that may occur in teaching and learning process. Those problems are stated as follows:

1.) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Pronunciation errors may result from the wrong choice of sound (leave for live), addition of sounds (eshool for school), omission of sounds (poduk for product) or misplaced word stress (comFORTable for comfortable).

2.) Spelling

Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. Spelling
mistakes result from the wrong choice of letter (shell for shall), the omission of letters (studing for studying), or the wrong order of letters (littel for little).

3.) Meaning

When two words overlap in meaning, learners are likely to confuse them.

(Ardiyani: 2007) experiences some similar problems in her teaching about English vocabulary to the fifth grade of Elementary school. Her problems are follows:

1.) Students get difficulties in pronouncing and spelling the English words correctly.
2.) Students are getting bored in the middle of teaching and learning process.

She states that there are some cases which cause those problems. The cases came from the teacher, the students and the school. The cases are identified as follows:

1.) Teacher is less creative, too monotonous, when he/ she is teaching or delivering the material.
2.) Students are passive during the teaching and learning process.
3.) Students are less curious in knowing the new words that introduced by the teacher, and the last is,
4.) The limititation of time and teaching material.
To solve the problems, Ardiyani uses pictures. The implementation of using pictures on her teaching gives some positive effects, such as follow:

- Using pictures in explaining the topic attracts the students’ curiosity. The students frequently asked the teacher the name of the pictures. Using pictures when teaching also gives solution from her problems, the students do not bored if she asks them to repeat how to pronounce the vocabulary.

- There is an improvement of students’ learning activity during the teaching and learning process. Students become more active especially when teacher showing pictures, they will very enthusiastic.

- There is also an improvement of students’ vocabulary. Because after using pictures on her teaching, the scores of the students also increase.

(Rufaida: 2008) states that she finds four problems from the students in teaching English to the fifth grade of elementary school. The problems are:

1.) The students get difficulties in pronouncing words correctly
2.) The students get difficulties in remembering and grasping the words meaning correctly
3.) The students get difficulties in writing words or group of words correctly
4.) The students’ attention to learn is not optimal.
To solve the problems, Rufaida also uses pictures. She states that pictures make the students easier in understanding the form and meaning of the words. Pictures attract the students’ curiosity and make them more active to ask to the teacher. The students also motivated to answer the question of pictured storytelling. It makes the students to raise their hands, opens the book to find the correct answer, tries to pronounce the words correctly, tries to make simple sentences, and tries to practice dialog with their friend. The teaching and learning process more active than before.

(Fitriyani: 2008) in teaching English vocabulary to the fourth grade of Elementary school informs that she has some problems too. Her problems are:

1.) Before using any visual aids, the students get low vocabulary.

2.) The students get difficulties in pronouncing and writing the English words correctly

3.) The students are bored during the teaching and learning process.

To solve the problems, Fitriyani decides to bring up the new technique by using pictures as a visual aid in presenting and practicing new vocabulary. One of the implementation of pictures in her teaching is when she sings a song, she shows the pictures relates to the lyrics of the song. So, the students know some vocabularies meaning of that. It makes the students to pronounce the word easily too. Fitriyani also states that by using pictures, the students will learn a new language easily and enjoyably. The students will not assume that English is a frightening subject to be learned. The visual material or pictures can also improve
the students’ motivation in learning new vocabulary because the visual material or pictures will result in less teacher talking time and more students participation.
CHAPTER III
DISCUSSION

A. Description of SDN 01 Bolon

1. Description and brief history of SDN 01 Bolon

SDN 01 Bolon is one of elementary school in Colomadu. It is located at Bolon village Rt. 06 Rw. 01, Colomadu. SDN 01 Bolon was established in 1925. SDN 01 Bolon was led by a headmaster, she is Mrs. Sumirah Ama. Pd

SDN 01 Bolon occupies a charity land with 2139 m$^2$ in wide. Besides the building, there is a mosque which is free to be used by public. The school building consists of the headmaster room, teachers’ room, and six classrooms. There are also other rooms such as: library, computer laboratory and bathrooms.

SDN 01 Bolon has 14 teachers. Six teachers are classroom teacher, each of them has a class to be handled and they teach most of the subjects in their class. Other 7 teachers are responsible for teaching particular subjects such as: religion, English, computer, sport, also arts and one teacher as a reserve teacher.

The total number of the students in SDN 01 Bolon is 174 students. 82 students are boys and 92 students are girls. Most of them are native villagers. The teaching and learning process in SDN 01 Bolon is held six days a week. From Mondays to Saturdays, begins at 07.00 to 11.00 for first and second years students and 07.00 to 12.30 for third to six years students.
2. Visions and Missions of the school

a. Vision

“With belief and piety we will reach achievement”

b. Missions

Based on the vision above, the missions of the school are:

- Held the effective teaching and learning process to optimize the students’ potential
- To increase the experience religion to the fullest and to form the glorious behavior
- Create the conducive atmosphere for the effectiveness of all the school activities
- To increase the competitive culture for the students to increase their achievements
- Optimize the cooperation to finish the education and the matters pertaining to teacher’s task
- To perpetuate and increase sport, art and culture
- To increase and form the personality that love their country]

3. Extracurricular activities and student achievements

a. Extracurricular activities

SDN 01 Bolon is holding some extracurricular activities to gain the students potential outside the academic potential. The extracurricular are:

- Boy and girl Scouts
- Art (traditional dancing)
- Football
- English

b. Students achievements

Almost in every competition, the students of SDN 01 Bolon are active to join the competition although only reach the sub district appreciation. Some achievements that were reached are:

- The first winner in 2004 for reading poems
- The first winner in 2005 for football competition
- The third winner in 2006 for reading Javanese poems
- The first winner in 2006 for Pesta Siaga competition
- The first winner in 2006 for Gerak Jalan HUT RI 60
- The second winner in 2006 for Pildacil competition.

B. Job Training Activities

1. Class observation

During the job training, I did a class observation including the class conditions and teaching activities done by the English teacher. It is necessary to help me in collecting any information needed about the school to support the research.

The English lesson is taught from first year students to sixth year students as a compulsory lesson. It is taught for 70 minutes once a week for every class. Before entering the class, all of the students were made a line up lead by the class captain, after the ranks were orderly, they entered the classroom one by one.
It is done every time they will enter the classroom, in the morning or after the 
break time. In this job training, I focused on the fifth year class as the main 
observation. There are 27 students on the fifth year class. In this class, English is 
taught on Wednesday in the seventh lesson or at 11.00-12.10.

The fifth class is a noisy class. Some of the students were often busy with 
their own activity so that the class becomes noisy. But some of them were active 
and always paid attention when the teacher explained the lesson. Moreover, 
however it is they had different interest to the lesson. Some of them were liked 
writing session, the others were liked questioned and answered session.

In this observation, I found that the fifth year class had the basic facilities 
to support the teaching and learning process such as: a white board, markers, 
eraser, teacher’s desk, teaching media, tables and chairs for the students. 
Physically, the condition of the classroom was good enough and very conducive 
for the teaching and learning process. The class was clean, had good air 
circulation and got enough light.

In observing the way the English teacher taught English, I found that the 
English teacher used “Grow with English book 5” published by Erlangga as the 
source book but the students do not have it yet, it is only used by the teacher. The 
students given an exercises book entitled “Focus” but some students have their 
own other English books.

Before the teacher began the lesson, the English teacher greeted the 
students first. The teacher began the lesson by reviewing the previous lesson and 
correcting homework if there was. After that, the teacher gave the new material. 
When she found vocabularies that were unknown by the students, she wrote them
on the white board. Then, together with the students, she discussed and told the meaning of the word, and then she asked the students to listen the way she pronounced the words and asked to repeat after her. In explaining the material, the teacher was rarely using pictures, because she had to cover all material quickly. Some school activities, such: the teachers’ meeting and the school competitions made her time to teach did not optimal. For example, in a session, she had to teach for 70 minutes, but because she attended teachers’ meeting or handled the school competition, she can not teach for 70 minutes. Indeed, the teacher had to cover the left material so that the students did not left behind with materials. In using pictures, the teacher used picture only in the beginning of the new material to familiarize the new material but it was not always too, because of the limitation about the time to teach.

After explaining, the teacher took some exercise in “Focus” and discussed the questions with the students, so the students knew the right answer. Before ending the lesson, she gave homework to the students. She ended the lesson by saying “see you and good bye”.

2. Making Lesson plan

In teaching English to the fifth grade at SDN 01 Bolon, the allocation time was very short, so to get maximum enjoyment and maximum learning for the students, the material must be carefully planned. Lesson plan was also arranged to make the material delivery process easily accepted by the students. Lesson plan is the teacher’s guidance, so it should be arranged as detail as possible so that there were nothing left. Lesson plan consists of:
a. Warming Up
This step was essential in preparing the learners for the lesson. In this step, I asked the students some questions related with the topic. After that, I told the students what they should learn.

b. Presentation/ explanation
In this step, I gave clear explanation about the material. I always introduce vocabularies by showing some pictures related with the material.

c. Skill practice
The students did some exercise in group.

d. Assessment
The students did some exercises again but in individually.

C. Discussion

1. The use of picture in teaching English vocabulary to the fifth year students of SDN 01 BOLON.

The materials taught to the fifth year are taken from “Grow with English book 5”. That book contains 12 units with different themes. Each unit contains pictures, vocabularies, and exercises related to the themes. The exercises in the book are in the various forms, for example: matching, arranging word, completing sentence, etc. All numbers of the exercises are completed with pictures so the students could answer easily and did not feel bored in finishing the exercise which I copied for them.

In teaching English, I completed the process of teaching vocabulary by giving reading, writing, pronunciation, and speaking skills as my focus. In
conveying the materials, I always used pictures to support the teaching and learning process and to motivate the students. Sometimes, I drew the pictures by myself or took the pictures from the internet, magazine or book. The use of pictures in teaching vocabulary consists of some activities. They are:

a. Warming up

b. Presentation/ Explanation
c. Skill practice
d. Assessment

a. Warming up

Before beginning the lesson, I greeted the students first. The greeting usually done between me and the students are:

Me : Good afternoon students?
The students : Good afternoon Miss
Me : How are you today?
The students : I’m fine thank you and you?
Me : I am fine too.

After greeting, I checked the students’ attendances. Then I asked them, whether they had homework or not, if there was homework, I discussed it first with them.

To introduce the lesson, I asked the students some simple questions related to the topic. The aim of this activity is to know the students’ background knowledge about the material. Moreover, it also encourages the students because
the questions were just easy question, so the students are felt optimist that they can do that lesson.

The example of the questions for introducing the material for the topic “clock”, are:

- Do you have a clock at your home?
- What time do you go to school?
- Do you go to sleep at 9 o’clock in the evening?

When I asked the students the questions, some students could not answer that because they did not know the meaning. So, I told them the meaning of the questions first, and then they can answer the questions.

b. Presentation/ explanation

In this part, I introduced some vocabularies related with the topic. After telling the students what they should learn, I showed pictures related with the topic. While showing the pictures, I made an interaction with the students. The interaction as follows:

Me : Do you know what is it? (I show a picture of clock)

Some students : Gambar jam Miss!

Some other students : Clock!

Me : Good! Now repeat after me, it is a clock

The students : It is a clock

Then I wrote it on the blackboard.
In presenting the material, sometimes I used song that relates with the material. While singing, I showed the pictures which contained on the lyrics of the song. This way made the students have fun also gave knowledge about the meaning of the song. I gave them a copied contains the lyrics of the song first, and I wrote it on the whiteboard too then I told them to listen to my singing carefully. After that we sang together for some times. Here is the example of the song from Playway to English Pupil’s Book, Gerngross and Puchta: 2004.

It’s eight o’clock

<table>
<thead>
<tr>
<th>It’s eight o’clock</th>
<th>Hurry up, hurry up I’m coming</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s eight o’clock</td>
<td>It’s a quarter to nine</td>
</tr>
<tr>
<td>Hurry up, hurry up</td>
<td>It’s a quarter to nine</td>
</tr>
<tr>
<td>I’m coming</td>
<td>Hurry up, hurry up I’m coming</td>
</tr>
<tr>
<td>It’s a quarter past eight</td>
<td>It’s nine o’clock</td>
</tr>
<tr>
<td>It’s a quarter past eight</td>
<td>It’s nine o’clock</td>
</tr>
<tr>
<td>Hurry up, hurry up I’m coming</td>
<td>Good bye, John</td>
</tr>
<tr>
<td>It’s a half past eight</td>
<td>Oh no, she’s gone</td>
</tr>
<tr>
<td>It’s a half past eight</td>
<td></td>
</tr>
</tbody>
</table>

While the students were singing, when they sang the words “it’s eight o’clock”, I showed them the picture of the clock that shown eight o’clock, when they sang the words “it’s quarter past eight”, I showed the clock picture that showed quarter past eight, and so on. Then I underlined the words of the song which needed to explain, for example: past, quarter and a half. Then I explained
the differences how to use them to make the students more clearly with the material also to know the meaning of the song. When there was an inactive student, I would come closer to him/her showed the picture for him/her and asked what the picture was. When the students are active, they would not be bored and would understand the lesson clearly and faster to memorize the material.

c. Skill practice

Having presented to the lesson, I continued the lesson by giving exercise. The exercise for this step was usually done in groups. The member of the group was decided by me since the students were too choosy. If they choose their partner by themselves, it would take a long time and caused a problem. The form of the exercise was depending on the skill focus. For example:

- Question for reading skill

![Image of a clock]

a. It is a clock

b. It is ten to two o’clock

- Question for writing skill

![Image of a pocket watch]
* What time is it?
* It is…….

- Exercise for speaking skill
  I showed a picture of the clock then the group said the right answer what time is it together orally.

- Exercise for listening skill
  I gave a group some pictures of clock. When I said for example, “it is ten to eleven o’clock”, every group should raise the right picture.
  To do the writing and reading skill exercise, the students had time limit. They got 15 seconds to answer each question.

d. Assessment
In this part, I gave the students individual exercise. This exercise was to measure the students’ individual understanding about the material. The material of the exercise should content of the materials which were given. Before doing the exercise, I always gave the instruction to the students how to do the exercise orally. The form of the exercise was just similar to the exercise in the practice but it was more complex. The exercise given I arranged based on the material of “Grow with English book 5” and I copied some pages for them to do the exercise. Sometimes, I gave them exercises which I wrote in the whiteboard, if I would attach pictures, I drew them by myself on the whiteboard. I wrote the questions on the white board first and then told to the students to write the questions on their own book. In each number of the question I drew a picture related with the
question. Usually, the questions were not more than 10 numbers. Moreover, the book of “Grow with English book 5” consists of four basic skills of English; they are reading, writing, speaking, and listening skill.

1. Reading and writing

- Comprehending the pictured questions

In this activity I asked the students to read the sentences first, then to write the best answer for each question just like the example that given. Sometimes, I combined with the previous material which I gave. The questions are:

Look at the example!

A: What time does Mira help her mother in the kitchen?
B: She helps her mother in the kitchen at ten to seven o’ clock.
1). A: What time does Tessa study?  
B: ........................................

2). A: What time does Latifa go to sleep?  
B: ........................................

3). A: What time does your mother cook?  
B: ........................................

4).
A: What time does Mira feed her dog?

B: .................................

- Completing the sentences

In this activity, I asked the students to see the pictures then fill in the blank statements. For example:

2. Speaking

- Practice the dialogue
I asked the students to practice dialogue available in the book. They should practice it in front of the class. For example:

Vian : Does Dony get up at six o’clock?
Fajar : No, he does not. He gets up at 5 o’clock.

- Question and answer

I chose the students randomly and asked him/her to answer what picture I was showed. For example:

Me : Indah, what time is it? (While showing picture of clock)
Indah : It is a quarter to eight.

Other question,

Me : Koko, is it a half past six o’clock?
Koko : Yes, it is.

3. Listening

In this activity, I asked the students to listen what the picture I said then the students put a tick to the proper picture. For example: when I said “Indra goes to school at 6:15”, the students should put a tick to the suitable picture. The exercise form is as follow:
4. Ending the lesson

Before ending the lesson, I reviewed all of the material generally. Then I gave the students time for asking questions if there was something which they had not understood. I also gave the students homework sometimes, so the students would review the lesson at home. I closed the lesson by saying “good bye and see you next week” the students replied by saying “see you too Miss”.

2. The problems from the use of pictures in teaching vocabulary to the fifth Grade of SDN 01 Bolon.

In using pictures when teaching vocabulary to the fifth grade of SDN 01 Bolon, I found three problems. The problems are:

1. The clarity and the pictures’ size

Some of the students were often misunderstood about the pictures in an exercise which they did. They complained that the pictures in the
exercise were too small and not clear. Therefore, that case made the learning process of the students was not optimal because it obstructed by the problem of the clarity and the pictures’ size.

2. The limitation of the time

Showing pictures in explaining vocabulary needs more time. Indeed, the allocation time was only 70 minutes. Sometimes, some students were also often answered the question about the picture spontaneous without thinking when I showed the picture, indeed their answer were absolutely incorrect. That case made the class condition become noisy, so some of the times were wasted in vain because I had to talk more to the students to calm down the situation.

3. The limitation of teaching material equipment

Teaching vocabulary using pictures makes the teacher needs more teaching material equipment. Indeed, the teaching material equipments in SDN 01 Bolon were limited. The teacher did not have much sufficient time to make pictures by herself.

3. The solution for the problems the use of pictures in teaching vocabulary to the fifth grade in SDN 01 Bolon.

Dealing with the problems that I have mentioned above, I should have good strategies to handle that problems. I had tried some strategies. They were:
1. The clarity and the pictures’ size

I gave the students the pictures which were not too small and make sure that the students can see the pictures clearly before doing the exercise. In explaining the material, when I showed a picture to the students, I showed it not only from the front of the class but I walked around to the class from the front to the behind until all of the students were answered the name of the picture correctly.

2. The limitation of the time

In teaching vocabulary using pictures, I just showed few pictures to the students when I explained/presented the material, it were not more than five pictures. I attached more pictures in the students’ exercises, so the students more concentrate about the pictures because that was their exercise and in doing exercise, the students have time limit.

3. The limitation of teaching material equipments

To complete the material equipments, especially for pictures, I gave the students homework which done in groups. I asked them to draw pictures about particular material, and then their pictures can be used as the media in presenting the material at the class. Beside can complete the material equipments, the students were felt proud if I showed their pictures in presenting the material.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, there are some conclusions that can be drawn from this final project. The conclusions are as follows:

1. The use of picture in teaching vocabulary to the fifth grade students of SDN 01 Bolon

The use of picture in teaching vocabulary to the fifth grade students of SDN 01 Bolon consist of some activities. They are:

a. Warming up

Before beginning the lesson, I greeted the students first. After that I checked the students’ attendance and discussed the homework if they have homework. I began the lesson by asking some simple questions to know the students’ background knowledge about the material. In this part, I did not use pictures yet in order to save the time.

b. Presentation

In introducing the vocabulary I always used pictures and sometimes used songs too.

c. Skill practice

In this part I gave the students some exercises. The exercises were done in group. The forms of the questions adjusted to the skill focus, which are reading skill, writing skill, speaking skill, and listening skill. For doing each skill the
students have to pay attention with the pictures I gave or I attached and to answer each question, the students only had time 15 seconds.

d. Assessment

I checked the students’ individual understanding by giving them exercise done individually. The exercise consist specified skills, such as:

- **Reading and writing**
  
The students practiced reading skill by reading the questions also comprehend the pictures which contain in each question, and then they should write the answers according to the instruction.

- **Speaking**
  
The speaking activities included practicing the dialogue also question and answer activity. In practicing the dialogue, the students should do that in front of the class. In question and answer, I showed a picture and asked the students what the picture it was then the student should answer that in English.

- **Listening**
  
In this activity, I said a word then the students should show the picture which I said by putting a tick on their answer sheet.

- **Ending the lesson**

In the end of the lesson, I did some activities, they are:

  - reviewing all material quickly
  - giving homework
  - saying good bye
2. The problems in the use of pictures in teaching vocabulary to the fifth grade students of SDN 01 Bolon

a. The clarity and the pictures’ size

b. The limitation of the time

c. The limitation of teaching material equipments

3. The solutions for the problem in the use of picture in teaching vocabulary to the fifth grade students of SDN 01 Bolon

a. The clarity and the pictures’ size

In giving the pictures I make sure that the students can see them clearly before they would do the exercise. When I showed a picture to the students, I walked around to the classroom from the front to the back.

b. The limitation of the time

In explaining the material, I just showed few pictures and did not more than five pieces. I gave more pictures in doing the exercise to manage the time as efficiently as possible.

c. The limitation of teaching material equipments

I asked the students in group to draw some pictures related with the material at home. Then when explaining, I used their pictures.

B. Suggestion

Based on the observation that I did in SDN 01 Bolon, I have some suggestions which may be useful for SDN 01 Bolon itself, the English teacher
of SDN 01 Bolon, and for the students of SDN 01 Bolon. The suggestions are such as follows:

1. SDN 01 Bolon

   SDN 01 Bolon should complete the English teacher with more source books, pictures, colorful chalks, or imitation object to help her/ him in explaining the material.

2. The English teacher of SDN 01 Bolon

   In teaching young learner, the teacher is suggested to be creative. The teacher should use pictures on his/ her explanation especially colorful pictures to make the students interest with the material. The teacher also should create an enjoyable situation when teaching to avoid the students’ boredom.

3. The students of SDN 01 Bolon

   When the teacher gives pictures to the students, the students should pay attention to the pictures seriously. The students also have to complain to the teacher if the pictures showed by him/ her were not clear.
BIBLIOGRAPHY


Ardiyani, Dini. 2007. *Improving Students’ Vocabulary Using Pictures and Games*. Teacher Treaining and Education Faculty: Sebelas Maret University


http://www.teachingenglish.org.uk/about-us. Visited on April, 18th 2009


Visited on April, 18th 2009


Rufaida, Ani. 2008. *Improving vocabulary master by using pictures and storytelling*. Teacher Training and Education Faculty: Sebelas Maret University


