TEACHING ENGLISH VOCABULARY USING PICTURES TO THE FIFTH GRADE STUDENTS OF SDN TUGU JEBRES NO. 120 SURAKARTA

FINAL PROJECT REPORT

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TEACHING ENGLISH VOCABULARY USING PICTURES TO THE FIFTH GRADE STUDENTS OF SDN TUGU JEBRES NO.120 SURAKARTA

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ABSTRACT

This final project is written based on the job training which has been done by the writer in SDN Tugu Jebres No.120 Surakarta. The purpose of this final project is to describe the process of using pictures in teaching English vocabulary and to explain the influences of using pictures in teaching English vocabulary pictures to the fifth grade students of SDN Tugu Jebres No.120 Surakarta.
The class activities consisted of four steps based on the lesson plan that was made before. They are: Warming up that was done to make students interested in learning and to introduce the materials. Presentation in which the writer presented the materials by using pictures as visual media in order to explain the material clearly and easily to understand. There are many activities in this part, such as Listening, Writing, Speaking and Reading. Skill practice is used to know the students’ progress in the material that has been explained before, and the assessment to evaluate the students’ understanding about the lesson and the writer’s way of teaching.
The writer found out the positive effects of using pictures in teaching English vocabulary, these are: the pictures could improve the students’ motivation, the pictures could attract the students’ attention, the pictures help the students to memorize the vocabulary and the pictures make the teaching and learning activities interesting. To improve the quality of English teaching and learning in SDN Tugu Jebres no.120 Surakarta, it is suggested that the English teacher had to create the suitable technique in improving the students’ motivation in learning English vocabulary. SDN Tugu Jebres No.120 surakarta should also provide the teaching media that are useful to support the English teaching process.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language. As we know that English is a way to get through the international communication in globalization era. It is spoken by many people all over the world. English is also a key to open doors to scientific and technical knowledge which is needed for the economic, politic, social, culture, tourism and many other fields. Another fact of the importance of English is a top requirement of those seeking jobs, because many occupations require people who have an English competence. From the facts above, it is obvious that everybody needs English to greet the global era.

Nowadays, mastering English language is very important for most people, especially students. In recent years, a number of elementary schools have begun to introduce English into their curriculum. At elementary schools, English is introduced to the students’ though learning its vocabulary because it is the most important element that will become the basic competence in order to get other competences like listening, speaking, reading and writing. Vocabulary is also as the fundamental component to enable the students to speak English.

In teaching English to children, the teacher should pay attention not only on how the right implementation the techniques used but also on how these
techniques are suited to the elementary students’ characteristics. It is the target to create the teaching learning process more interesting to the children.

Every teacher wants to run the teaching learning process effectively. The use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in classroom to encourage the students’ motivation and students’ interest to the lesson.

Pictures are very helpful media especially to avoid misunderstanding of the questions since the students can relate the questions to the pictures given. Pictures have an important role in the understanding of meaning. They give illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily.

Based on the previous explanation the writer decides to write a final project entitled:

“Teaching English Vocabulary Using Pictures to the Fifth Grade Students of SDN Tugu Jebres No.120, Surakarta.”
B. The Objectives

Based on the background explanation above, the objectives of this final project are:

1. To describe the process of teaching English Vocabulary through pictures at the fifth grade students of SDN Tugu Jebres No.120, Surakarta.
2. To explain the influences of using pictures in teaching English vocabulary to the fifth grade students of SDN Tugu Jebres No. 120, Surakarta.

C. Benefits

The writer hopes that the final project result can give some benefits for several sides they are:

1. SDN Tugu Jebres
   
   It is expected that the final project can give useful input to the teachers in improving its quality of teaching learning process to elementary students.

2. English Diploma Students
   
   It is expected that the final project can give some advantages to the students who need additional information about teaching vocabulary to elementary students.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning Process

1. Teaching

According to Wright, “Teaching is essentially social activities, implying role relationship between the teacher and learners, learners and learners. (Wright, 1987:10)

According to Brown, Teaching may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” (Brown, 2000:7)

The improvement of student’s quality depends on the quality of the teacher. A good relationship between a teacher and learners will support teaching learning process. This condition gives positive contributions for the improvement or progress in teaching activity.

2. Learning

Nana Sudjana says that Learning is process signed with the presence of someone’s changes. The change in performance as a result of study can be shown in various forms, such as change in knowledge, understanding, behavior and attitude, skill ability and other aspect of change that is studied by
the learner. (Nana sudjana, 1996:5). According to Wenden and Rubin Teaching and Learning can be influenced by two factors:

1. Internal Factor
   a. Age
      Language learning will be better to begin under eleven years old, namely during the linguistic period.
   b. Motivation
      The children need motivation to get success in English learning.
   c. Intelligent
      The student's intelligence shows whether the children are able to face the challenge or not.
   d. First Language Background
      The different concept of the first language will make students difficult to learn the second language.
   e. Experience
      The success or failure in the previous learning affects the student’s expectations and attitudes.

2. External Factor
   a. Language Environment
      In learning English, the learner is influenced by the language environment.
b. The Teacher

The success of children’s learning is determined by the roles of the teachers in teaching activities.

(Wenden and Rubin, 1998)

B. The Teaching Vocabulary

1. Vocabulary

The basic unit in learning language is word or vocabulary. Knowing vocabulary has big influence in learning English. There are some definitions of vocabularies. Penny Ur defines that vocabulary as the words that are taught in foreign language. A new item of vocabulary may be more than a single word which are made up of two or three words but express a single idea. (Penny Ur, 1996:60)

According to Hornby in the *Oxford advanced learner’s dictionary of current English*, it is stated that vocabulary is the total number of words in a language, all words known to a person or used in a particular book, subject, etc. (Hornby, 1995:959)

From the explanation above, it can be summarized that vocabulary is the total number of words, including meaning and information.
2. The Importance of Teaching Vocabulary

Vocabulary is one basic component to develop English as a foreign language at elementary, intermediate, or advance levels. It plays important roles to support other language skills such as listening, speaking reading, and writing. Coady and Huckin state “vocabulary is central to language and of critical importance to the typical language learner.” (Coady and Huckin, 1997:5)

McCarthy has a statement about the importance of vocabulary, he states “No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way. (McCarthy, 1990: iii)

Rivers in Nunan says that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication. (Rivers in Nunan, 1991: 117)

From the opinion above, it can be concluded that vocabulary is very important to achieve language skills as listening, reading, speaking and writing.
C. Teaching English Vocabulary to Young Learners

The focus of English teaching learning at elementary schools is on the vocabulary. Students in elementary schools can be called young learners. Sarah Philips defines that young learners mean children from the first year formal schooling (five or six years old) to eleven or twelve year age. (Philips, 1996:5).

Teaching English to young learners are different from teaching adult learners. Related to teaching and learning process, the students as the young learners require the different treatment and situation that is more attractive, various, and interesting. Jeremy Harmer states, 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 that of an adult. (Jeremy Harmer, 1991).

According to Brumfit, it is a commonplace that young children learn better through play or at least can be induced to go along with teaching that is tempered by ‘fun’ activities. The students as young learners need more fun and interesting atmosphere in their teaching and learning process. (Brumfit, 1995:33). As Ytreberg says, most activities for young learners should include movement and involve the senses. The teacher will need to have plenty of objects and pictures. (Ytreberg, 1998:5)

From the explanation above, it can be concluded that young learners have different characteristics from adult learners. Then, the teaching and learning process needs special techniques suitable with the characteristics of the young
learners. The Use of pictures is one of techniques that are appropriate with the characteristics of the young learners

D. Picture

Pictures as a part of visual aids are used as a technique in teaching English vocabulary at elementary schools. Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. According to Webster, picture is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea. (Webster, 1983:1357)

Pictures can be used to explain the meaning of vocabulary items. Virginia French says that for helping students to understand the meaning of a word, a picture is useful. (Virginia French, 1983)

E. The Use of Pictures in Teaching English Vocabulary

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the elementary students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Ur says that visual have an
important function as aids to learning simply because they attract student’s attention and help encourage them to focus on the subject in hand. (Ur, 1948: 30)

Wright states that pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity. (Wright, 1989:2). Wright states some roles for pictures in speaking and writing.

a. Pictures can motivate students and make him or her want to pay attention and take apart.

b. Pictures contribute to the context in which language is being used.

c. Pictures can be described in an objective way or interpreted or responded subjectively.

d. Pictures can cue responses to questions or cue substitutions through controlled practice.

e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

(Wright, 1989:17)

From the explanation above it can be seen that Pictures are useful to focus the students’ attention to imagine on what the text says. Pictures are not ambiguous; a picture should contain only what the word means. Using picture is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding. It means that using picture can be a good technique in teaching English vocabulary to the children.
CHAPTER III
DISCUSSION

A. The Description of SDN Tugu Jebres NO. 120 Surakarta

SDN Tugu Jebres NO. 120 Surakarta is located at kentingan Rt 01 Rw XI, Jebres, Surakarta, side by side with SDN tegalkuniran No. 183. The school is established in the land area of 1.5 hectares. This institution was built on May 20, 1970. The school so far has tried its level best to improve school activities.

The buildings consists of 11 classrooms and 6 for other rooms. The school’s facilities support the students including; Library, Mosque, canteen, bathrooms, parking area, health centre, schoolyard, etc.

In academic year, 2008/2009 the number of the students is 270 divided into 6 classes, with the detail below:

Class 1 : 46 students
Class 2 : 48 students
Class 3 : 46 students
Class 4 : 42 students
Class 5 : 50 students
Class 6 : 41 students

Meanwhile the number of teachers is 13 persons, consisting of six class teachers, three religion teachers, one English teacher, one sport teacher, one mulok teacher, and one art teacher. The teachers are responsible for the teaching and learning process.
The vision of SDN Tugu Jebres No.120 Surakarta is “Excellent on quality and noble character. These are five Missions of SDN Tugu Jebres No.120 Surakarta:

1. Implementing the conviction, the belief to one God
2. Creating the students to be good characters and noble characters
3. Creating the students to have broad knowledge and technology
4. Creating the students to have the academic and non-academic achievement
5. Creating the students who ready to use in the academic and non-academic activities

Some extracurricular activities of SDN Tugu Jebres Surakarta are:

1. Scouting
   The Scout activity at SDN Tugu Jebres plays a great role to actualize perfect personality and mentality of the students. The scout activity is held on Friday, at 15.00 pm up to 17.00 pm. This activity is taught for the students of class three up to class six. Through Scout activities, the students train their skills and actualize their creativities to prepare the real life in their own community.

2. Traditional Dance
   This Traditional dance activity held based on the schedule of each class. The aim of this activity is to preserve Indonesia culture. This activity is taught for the students of class four up to class six.

3. Karawitan
   Karawitan is held before the regular academic activity at 6 am up to 7 am. This activity is taught for the students of class three up to class five.
The Organization Structure of SDN Tugu Jebres NO.120 Surakarta

ORGANIZATION STRUCTURE

HEAD MASTER
Drs. BUDI PARYONO, S.H.,M.H.

SCHOOL COMMITTEE
Drs. HENDRAT P.S.H.,M.Si.

ADMINISTRATION

LIBRARY UNIT

1ST GRADE TEACHER
SRI MARYATI
CRISTIAN TEACHER
MARIA DAREA, S.Th
CHATOLIC TEACHER
RETNO W, S.Pd

2ND GRADE TEACHER
SUPRAFIL, S. Pd.
SPORT TEACHER
SUWARSONO

3RD GRADE TEACHER
KRISTANTI SR
ENGLISH TEACHER
SITI RACHMAWATI

4TH GRADE TEACHER
DEWI IRIANINGSIH
MULOK TEACHER
SUTARES

5TH GRADE TEACHER
SRI SUPADMI
ART TEACHER

STUDENTS

SCHOOL GUARD

PARJO

SOCIETY
The explanation of the main duty

- **Headmaster**
  - To undertake and control the whole activities of the school

- **The School Committee**
  - Responsible to give advice in determining the school policy

- **Administration**
  - Giving responsible to the head master about the school administration
  - Managing the school administration

- **Library Unit**
  - Opening library based on schedule
  - Managing the book classification
  - Making a report about the thing and the activities in the library

- **A Teacher Class**
  - Responsible for the teaching the general subjects.

- **The Religion Teacher**
  - Responsible in teaching religion’s subject. SDN Tugu Jebres has three religion teachers; they are an Islamic religion teacher, a Christian religion teacher and a catholic religion teacher.

- **A Sport Teacher**
  - Responsible in teaching sport to the students
  - Control on the sport activities
o An English Teacher
  ▪ Responsible in teaching English’s subject. SDN Tugu Jebres has an English teacher, he teaches the whole class

o Mulok Teacher
  ▪ Responsible in teaching Mulok’s subject.

o An Art Teacher
  ▪ Responsible in teaching art to the students, such as making craft, singing the traditional song, and drawing lessons

o School Guard
  ▪ Keeping the cleanliness of the school environment

B. Job Training Activities

  • Class Observation

  The job training was done from January 30, 2009 up to February 28, 2009. The teaching and learning process takes place in the fifth Grade students of SDN Tugu Jebres. The classroom is situated between the kindergarten and the 6th grade class. There are 50 students: 19 boys and 31 girls. This classroom has 25 tables, 50 chairs, one blackboard, one cupboard, chalk box, eraser, calendar, photo of the president, photo of the vice president, clock, lamp, trashcan, bookshelves, desk, rules, and pictures. The classroom looks very clean.
Before the teaching and learning activities, the class leader always leads them to pray first. English lesson is conducted twice in a week, each student is demanded to have LKS which are provided by the school. The teacher has a very nice relationship with all the students.

**C. Material Preparation**

To support the success of English teaching learning activity needs well-time management. The writer arranged the materials that would be given in a lesson plan. The lesson plan is made to plan the learning activity based on the chapter in the LKS. It means that a lesson plan will help the teacher a lot in conducting teaching learning process. The writer prepared colored pictures as the media to teach the material clearly and easily to understand. In arranging the lesson plan, the writer discussed it first with the English teacher. Then, the lesson plan has to be assigned by the head master.

All of the preparation above was arranged into the lesson plan enclosed in the appendices.

**D. The Teaching and Learning Activities**

After making the lesson plan, the writer applied it in the class. The allotted time for teaching English was 35 minutes for one lesson.
Before beginning the class, both the writer and the students prayed together. This activity is always done before beginning the lesson. After that, the writer greeted the students

Writer : Assalamu’alaikum Wr. Wb
Students : Wa’alaikumsalam Wr. Wb
Writer : Good morning Students
Students : Good morning Miss
Writer : How are you today?
Students : I am fine thank you and you
Writer : I am fine too

This activity was done in the beginning of the class meeting to make the students familiar to say greeting in English. Then, the writer started to explain the lesson.

To start the lesson the writer asked some questions related to the material. She used pictures in order to attract their attention in learning English vocabularies. By using pictures, Students will be stimulated to say something based on what they see.

The writer prepared colored picture series related to the topic to help her present the material and to make the students more interested to learn.

After explaining the material, the writer gave some exercises in order to check whether the students have already understood the material given.
E. Using Pictures in Teaching English Vocabularies

The process of teaching English vocabularies by using pictures to the fifth grade students consists of four steps as follows:

1. Warming up

Warming up is the first step in the teaching process. In this stage, the writer presented the new materials to the students. The writer did it by asking the students some questions related to the material or the topic being discussed, for example, if the topic was about transportation, the writer would ask the students some questions as follows:

   Do you know what transportations are?
   Can you mention another kind of transportation?

   This activity was done to introduce the new topic to the students.

2. Presentation

In the second activity, the writer began to explain the materials to the students. In learning English, there are four skills, which must be mastered. They were listening, speaking, writing, and reading. Then, the writer taught it to the fifth grade students. In this step, the teacher can use some media of teaching to help the teacher explains the material easily.

a. Teaching Listening

In teaching the listening skill by using pictures, the writer gave the materials by asking the students to listen to her and then repeat after her.

For example, when the topic was transportation, the writer showed some
pictures of transportation and mentioned their names, and then she asked the students to repeat saying the names of objects after her. For examples:

Writer : Car
Students : Car

Writer : Motorcycle
Students : Motorcycle

Writer : Helicopter
Students : Helicopter

In this skill, the writer used pictures to make the students interested in learning. After they finished and the students knew the names of all the objects on the pictures, the writer showed the pictures again one by one and asked the students to say the names of the thing to check whether they listened to her well or not.

b. Teaching Speaking

In teaching speaking, the writer led the students to some communicative activities. She used pictures to make her easier in delivering the materials. When the topic is about transportation, she
showed some picture of the transportation. Then, she asked some students to answer the questions about the pictures, for example:

Writer : What is this?
Students : Pedicab
Writer : How do you spell it?
Students : /pie/ /ie/ /die/ /ai/ /sie/ /ei/ bie/

Writer : Desi. What is this?
Desi : Ship
Writer : How do you spell it?
Desi : /es/ /eic/ /ai/ /pie/
Writer : Very good

This activity could make the students understand the objects and help them say the names of the objects properly.

c. Teaching Reading

Reading is important when the learners are learning a new language. In teaching the reading skills by using pictures, the writer read the vocabulary twice to make it more clearly, then asked the students to read it aloud together after the writer did. After that, she randomly pointed a student to read the vocabulary aloud. For example:
d. Teaching Writing

In teaching the writing skill by using pictures, the writer must explain how to write the correct letter. Then, the writer asked students to write the vocabulary on the blackboard. They write the vocabularies based on the pictures. For example:

What is this?

This is a **bus**

What is this?

This is **pedicab**

3. Skill Practice

Skill practice is the third step in teaching and learning activity. This activity is used to know the students’ progress in the material that has been explained before.
o The teacher prepares some pictures about transportation, for example:

![Car](image1.png) ![Helicopter](image2.png) ![Ship](image3.png) ![Motorcycle](image4.png)

o The teacher shows the pictures one by one

o Students should write the answer on the board. Then they must pronounce it well.

o If they could answer it well, the writer gave a gift.

4. Assessment

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the writer’s way of teaching as an input to make a better way of learning.

In the assessment step, the writer asked the students to do the exercise in their worksheet related to the material that have been explained. If the time was not enough, the writer asked the students to do it as homework. It would be checked in the next meeting.
F. The Influences of Using Pictures in Teaching English Vocabulary

Based on the activities of teaching English vocabulary through pictures at the fifth grade students of SDN Tugu Jebres, the writer will explain the influences of using pictures in the teaching learning process. They are as follows:

1. To improve the students’ motivation

   The improvement of the students’ vocabulary is quite significant. The students’ motivation to learn English is getting better when they are shown the pictures. The students are very enthusiastic to join the lesson, including answering the question and responding the teacher’ explanation. Then, high motivation makes the improvement of students’ vocabulary.

2. To attract the Students’ attention

   Pictures are useful to focus the attention of the students on what the text says by helping him to imagine it. When using pictures, the students depend on the pictures and neglect to understand the context. When the students are attracted to the pictures, they will pay attention more to learning English. Pictures have an important function as aids to learning simply because they attract students’ attention and help encourage them to focus on the subject in hand.

3. Pictures help the students to memorize the vocabularies

   It is important to make sure that the pictures are not ambiguous; they should contain only what the word means. Using picture is an effort to help
students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding of meaning. It means that using picture has an impact on the memorization of the vocabulary learning.

4. To make the teaching learning activity more interesting

Teaching English vocabularies by using picture is the process of making the students more active and interested in English class.

The use of pictures could give an enjoyable situation in teaching and learning activity, as the students do not get bored in having English class. It could make the teaching learning activities run well.

The explanation above shows that using pictures in the teaching English vocabularies is a good technique to improve the students’ vocabularies. As the result, the score of English is increasing well. It can make a conclusion that using pictures is necessary and effective in the teaching English vocabulary.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusions

Based on the activities of the teaching English vocabulary through pictures at the fifth grade students of SDN Tugu Jebres No.120, there are some conclusions that could be drawn from this final project. Those are:

1. The process of using pictures in teaching English vocabularies consists of four steps. They are:

   A. Warming Up

      In this step, the writer greeted the students first. Then, she introduced new materials to the students by asking some questions related to the material that will be explained. Besides that, the writer gave a short explanation about the material. The writer also used pictures to attract students’ attention.

   B. Presentation

      The second step is presentation. In this step, the writer presented the materials by using pictures in order to explain the material clearly and easily to understand. This activity has done by the writer because the children usually get bored in listening to the teacher’s explanation. Pictures could help the students to focus the attention on the material taught.
C. Skill Practice

Skill practice is the third step, it was used to know the students’ progress in the material that had been explained before. In this step, the writer tried to involve the students by using pictures as media.

D. Assessment

To evaluate the students’ understanding about the lesson, the writer did some evaluation by giving some exercises and homework to the students. The exercise given is based on the materials in the LKS. These assessments are also used to evaluate the writer’s way of teaching, whether it is effective or not.

2. The influences of using pictures in teaching English vocabularies to the fifth grade students are as follows:

   a. Pictures could improve the students’ motivation
   b. Pictures could attract the students’ attention
   c. Pictures help the students to memorize the vocabularies
   d. Pictures make the teaching and learning activities interesting

   Therefore, using pictures is necessary and effective in the teaching English vocabulary especially to the fifth grade students of SDN Tugu Jebres No.120 Surakarta.

B. Suggestions

Based on the conclusions that have been explained previously, the writer would like to give some suggestions directed to the English teacher, SDN Tugu Jebres No. 120, Surakarta, and Other researcher.
1. English teacher

    The English teacher should create the suitable technique in improving the students’ motivation in learning English vocabulary.

2. SDN Tugu Jebres No. 120, Surakarta

    It would be better if SDN Tugu Jebres No. 120, Surakarta provides the teaching media that are useful to support the English teaching process so that the teaching learning process will run effectively.

3. Other researcher

    This study is just one effort in improving the students’ vocabulary, the writer hopes that this final project will be useful to conduct the other research on the similar problems.
BIBLIOGRAPHY


