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**THE EFFECTIVENESS OF PICTURE IN TEACHING
VOCABULARY TO THE FORTH GRADE STUDENTS AT
SD NEGERI 45 MANGGUL, LAHAT**

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2010**



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THESIS

**Presented to
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in partial fulfilment of the requirements
for the degree of *Sarjana* in English Language Education**

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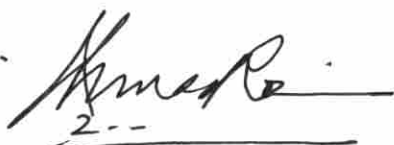
This is to Certify Sarjana's thesis of Citra Dewi Natalia, which has been approved by the Board of Examiners as the requirement for the Sarjana degree in English Language Education



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The Dean of
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Drs. Haryadi, M.Pd.

Motto:

- ❖ *Hard work and prayers are the keys to get successful.*
- ❖ *Do the best for our life.*

This Thesis Dedicated To:

- ❖ *Allah SWT and Prophet Muhammad SAW.*
- ❖ *My beloved father and mother, Sehadi and Yusna. Thanks for your great love, care, prayer, and support, so that I could finish my study.*
- ❖ *My beloved sister, Sendi Yulisa Fitri, thanks to your great love, prayer, and support, you are always in my heart.*
- ❖ *My beloved aunty, Yurmianah, thanks for your great love, care, prayer, and support, you are my best aunty in my life.*
- ❖ *My beloved nephew, Rizky Ramadhan Putra Widjaya, thanks to your great love, prayer, and support, I love you.*
- ❖ *My brother in law, Toto Widjaya, thanks to your support and prayer.*
- ❖ *My beloved family, thanks to geat love, prayer, and support.*
- ❖ *My sweetheart, thanks for your great love, care, prayer, and support, I love you.*
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ABSTRACT

Fitriani, Serli. 2010. The Effectiveness of Picture in Teaching Vocabulary to the Forth Grade of SD Negeri 45 Manggul, Lahat. Thesis, English Education Study Program, Sarjana Degree (S1). Faculty of Teacher Training and Education Muhammadiyah University Palembang. Advisors (I) Prof. Dr. Rusman Roni, M.Pd, (II) Tri Rositasari, S.Pd., M.Pd.

Key words: vocabulary, pictures, and teaching.

The topic of this study was "The Effectiveness of Picture in Teaching Vocabulary to the Forth Grade of SD Negeri 45 Manggul, Lahat". The objective of this study was to find out whether or not there was a significant difference in vocabulary achievement between the students who were taught through the pictures and those who were taught through conventional technique. In order to achieve the objective of this study, the writer designs a quasi - experimental research using pre test technique. The population of this study is the fourth grade students of SDN 45 Manggul, Lahat. The number of the subject was 32 students. There were four meetings during the experimentation. Before the experiment was conducted, a pretest was given. A post-test was given after the experiment was done. The test was on vocabulary consisting of 20 matching the pictures items.

Before the test was used, it has been tried out first the purpose of conducting the tryout was to find out the validity and reliability of the test as an instrument. The writer has also revised some test items before they are used as the instrument of this study.

The result of this study shows that the post-test scores are better than the pre-test scores. It can be seen by comparing their means. The means of the pre-test score is 66.41 while the post test score is 81.09. The difference between the two means is 14.68. The result of applying one sample t-test reveals that the obtained value (12.23) is higher than the table value (2.03). It means that there is a significant difference in grade in vocabulary test achieved by students after they have been taught using pictures.

In line with the result, the writer suggests that a teacher must be able to create her own way to arise her students' interest in following her teaching. The use of picture is one way to achieve this goal. However, the teacher must select the suitable materials for the topic she is going to teach.



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In the name of Allah the Beneficent, the Merciful.

Praise and gratitude is to Allah, the lord of universe. Without his blessings, help, mercy, this research paper will not complete. Peace and blessing be upon our prophet Muhammad SAW, his families, his companion, and his followers.

This thesis was written on the basis of the research that the writer conducted from May to July 2010 at SDN 45 Manggul, Lahat. The writer would like to express her appreciation to the Headmaster of the school, Khairunnisa, A.Ma.Pd. For all of teachers and staff, and the students for their cooperation. This thesis was written to fulfill one of the requirements for sarjana degree at English Education Study Program, Language and Arts Education Department. Faculty of Teacher Training and Education Muhammadiyah University.

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The writer,

S.F

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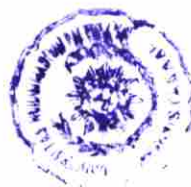
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CHAPTER I

INTRODUCE

This chapter describes the background, the problem, objective, and hypotheses.

1.1 Background

Language is very important in human life, it is used in human daily communication. People use the language to express their emotion, feeling, and idea. There are various languages in the world, such as Indonesian, English, Arabic, and others. English is one of international languages which are important to be learned, because it is used for scientific books. English as a foreign language taught at schools in Indonesia started from the kindergarten up to university.

According to the Saleh (1997:ii) strategies for learning and teaching English as a foreign language are devised and used to achieve particular objectives. Different learning objectives by necessity demand the use of different strategies. Moreover, in the process of teaching and learning, the teacher's strategies are directed to the facilitating student learning, whereas the students' strategies are geared to the developing linguistic competence, knowing the features and rules of target language as well as the communicative competence, using the language. Therefore, to ensure learning success teaching objectives ought to be compatible with learning objectives.

There are four language skills, listening, speaking, reading and writing. In addition to the four language skills, language components are crucially taught in order

to support the students' language skill. The students are able to understand what are said and to express ideas successfully due to sufficient knowledge of grammar and mastery of vocabulary. They can write well because they know grammar and have sufficient vocabularies. They are grammar, pronunciation, spelling, and vocabulary.

In Indonesian school, vocabulary is one of the language component that undirected teaching learning. It includes in four language skills; listening, speaking, reading, and writing. In 2004 curriculum the standard competency stated that "Kemampuan komunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing)." Communicative competence include with listening, speaking, reading and writing.

Large vocabulary helps to express an idea precisely in communication, it is often believed that a large numbers of words to master English language are needed. Sometimes, some difficulties are in understanding the meaning of words, in differentiating the words form, and in applying the words in sentence. Some words are sometimes difficult to know its form grammatically, such as, noun, verb, adjective, or adverb. There are many ways in teaching English vocabulary as a solution for teacher's problems. Exactly, he/she usually use the easiest and simplest ways in teaching learning process. He/she can combine the social interaction with physical action by visiting the museum, playing badminton, or having a tour. In the classroom the teacher usually gives simple words and the visual aids to give an alternative technique of teaching and learning process.

One of ways teaching vocabulary is by using visual aids which the writer choices in this research is the use of pictures, because it is particularly more effective and helpful tools to motivate students in language learning and to clarify the meaning of word that cannot be brought into the classroom. Pictures can also help the teacher to make the class more activity and lively, so the students have a lot of fun during the lesson. It is hoped that this way can help the teachers make their students interested in learning vocabulary.

There are two advantages of picture: (1) picture can motivate the students and make them pay attention and take apart, (2) picture are very interesting. Talking about pictures as one of the educational media. It's better to know what the word " picture " means. Rudolf (1992:308) cited in Kartini (2006:2) defines a picture as a specific item or material, presentation by photograph, drawing, models, or live exhibition of thing to be studied, does not guarantee a thoughtful grasp of the subject.

The teacher can make the students interest in what they are learning by using media, because through media the students can acquire and develop their skill. There are many kinds of teaching media that the teacher use. According to Brown et al (1977:2) cited in Kartini (2006:3), states that there are four kinds of media namely (1) audio materials (radio and tape recorder), (2) visual materials (models, picture, and transparencies), (3) audio visual materials (film, projector, video-tapes, and television), (4) the realia (real thing, object and specimens).

Based on the statements above, the writer is interested in teaching vocabulary by the title **“The Effectiveness of picture in Teaching Vocabulary to the Fourth Grade Students at SD N 45 Manggul, Lahat”**.

2. The Problem of Research

2.1 Limitation of the Problem

In order to make a focus of this research, the problem is limited to the teaching vocabulary in the theme fruit through picture to fourth grade students of SD N 45 Manggul, Lahat.

2.2 The Formulation of the Problem

The formulation of the problem study in the research paper is as follow, “is it effective to use the picture in teaching vocabulary to the fourth grade students of elementary school?”

1.3 Objective of Research

The objective of this research is to invite the students to improve their vocabulary in the easiest way that picture language. So in their mind, their do not have any difficulties again in practicing English vocabulary in order to use the easiest way to improve the students' ability. And they will contribute that vocabulary easier by using this way.



1.4 Significance of the Research

The result of this study are hopefully useful for teachers of English and the prospective teachers to improve the quality of their teaching and improve the students' English mastery. For the writer, by conducting this research the writer can enhance her knowledge how to teach English in general and especially to teach vocabulary in particular.



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