

**TEACHING VOCABULARY THROUGH PICTURE TO THE FIFTH YEAR
STUDENTS OF SD NEGERI 360 PINTOE KECAMATAN BAJO**



A THESIS

*Submitted to the English Study Program of Tarbiyah Department
States College for Islamic Studies in Partial Fulfillment for Degree
of S.Pd in English Study Program*

**By,
H A S R U L
07.16.3.0015**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PALOPO
2013**

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Palopo, 30 November 2012

The Writer,

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ABSTRACT

Hasrul, 2013. “Teaching vocabulary through picture to the fifth year students of SD Negeri 360 pintoe Kec. Bajo”. Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, consultant 1 Dr. Masruddin, SS., M.Hum. and consultant 11 , Syamsudarni, S. Pd.I., M.Pd.

Key Word: teaching vocabulary through picture.

This thesis studied about teaching students' vocabulary through picture to the fifth year students of SD Negeri 360 pintoe Kec. Bajo. The problem statements are the use of picture effective in teaching students' vocabulary to the fifth year students of SD Negeri 360 pintoe Kec. Bajo, how are students' interest in learning vocabulary by using picture. Scope of the research, this research is about teaching vocabulary through through picture to the fifth year students of SD Negeri 360 pintoe Kec. Bajo. The picture used funny picture. The researcher also focuses on the use of nouns in the picture. The population in this research is the fifth year students' of SD Negeri 360 pintoe Kec. Bajo, this research employed experimental method which consists of 25 students' from one class'. Students' and take the fifth year class. The person was taken by picture these research method uses of this research were analyzed by percentage technique.

The instrument uses in this research was vocabulary test which consist of on the use of nouns in the picture and questionnaires analysis. In collecting data, the writer used subject test where consisted 20 point. To answer this hypothesis above the writer collected data by using a test namely pre-test and post-test. The test functioned to determine the students' vocabulary improvement after given treatment.

The result of $t_{table}(t_t)$ with significant 4 % we got 2,06. With comparing t_t and t_0 which is got in pre-test and post- test, the researcher gives interpretation “ t_0 ” is bigger than “ t_t ” $15,44 \geq 2,06$.

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English language regards as the main foreign language and taught as an important subject from elementary school up to university level. It is important to be mastered by the students because English plays an important role in developing and spreading the technology and science.

English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

In English there are many sides that have to be learnt such as listening, writing, reading and speaking. Listening includes listen to the tape recorder, the native or the teacher in the classroom and the students must understand what the speaker says. Writing includes make a sentence or paragraph; in writing the students must really understand about grammar and structure because in written form the mistake will be appeared clearly. In reading the students must have many vocabularies or words so they can understand about the reading. And finally about speaking, it is one of the most important skills in English. It is always used in communication. In it, vocabulary is the main important aspect because it consists of words.

Vocabulary is one of important aspects in teaching language, as stated by Edward in his book:

Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.¹

Vocabulary is one of language aspects, it is very important to be mastered by the students. It is also useful in the process of building sentences. Someone cannot speak and build sentences, without mastering it. Automatically someone cannot speak, read, write and listen well. The English students who have lack of vocabularies will get difficulties to speak to the other, especially to foreigner language.

Vocabulary will support other skills such as speaking, reading, writing and listening are considered to be essential as a basic of language learning. On the other words, students who learn English need to master of word as basic as possible especially for the beginner level.

Before concentrating on the other of English skills, basically, learning vocabulary is easy but teacher realizes that many students still have problem in increasing and mastering vocabulary. It caused the people who study English cannot

¹Edward, David Allen and Rebecca M, Vallete. *Classroom Technique. Foreign Language and English as a Second Language*, (New York: Harcourt Brave Javanovich 1997), P.149

understand the meaning of the words. It is very impossible to the students to read English with good pronunciation and fluently.²

Vocabulary is, according to Hatch & Brown the list of words that speakers of a particular language use. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids that teachers depend on in their teaching.

Harmer states that “Teachers have always used pictures or graphics whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning”. In my experience, English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils’ attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the word with a concrete object makes these words easier to remember.

Harmer states that “one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for example, is to have a picture of one”. Of course, not all new words can be taught using pictures but most concrete vocabulary can.³

Anything which can be seen while the language is being spoken a visual aid Pictures will helpful students a lot in understanding the situation and memorizing

²<http://peunebah.blogspot.com/2011/02/Teaching-Vocabulary-by-Using-Picture.html>, Sabtu, 11 February 2012

³(<http://www.moe.gov.om/portal/sitebuilder/sites/EPS/Arabic/IPS/Importa/tesol/6/Using%20picture%20teaching%20vocabulary%20in%20grades%20and%206%class.pdf>), Sabtu, February 2012

vocabularies. Actually, when teacher used the pictures as their media in teaching they have activated two from five senses. And it betters that explanation, because the pictures can explain clearly the teacher's explanation.

Based on the preliminary observation in SD Negeri 360 Pintoe Kec. Bajo, the writer found that there are still many students lazy to learn of vocabulary, because learning English is very difficult and boring.

Based on the statement above the writer is interested to conduct a research on the use of picture in teaching vocabulary for his thesis the title of this study is teaching vocabulary by using picture. Teaching vocabulary by picture will give an easy way to the students to remember what they have been studied. Besides, pictures can be used to remind the students to the real life, real experience, and real situation.⁴

B. Problems Statement

Based on the above background the writer focuses the problem statement as follows:

1. Does the use of picture develop students' vocabulary of the fifth class at SD Negeri 360 Pintoe Kec. Bajo?
2. How are the students' interests in teaching English vocabulary through picture of the fifth class SD Negeri 360 Pintoe Kec. Bajo ?

⁴Ibit, <http://peunebah.blogspot.com/2011/02/Teaching-Vocabulary-by-Using-Picture.html>, Sabtu, 11 February 2012

C. The Objective of Study

The main purposes of this study are looking for an appropriate concept that can be considered by teachers who want to teach English at SDN 360 Pintoe which will include:

1. To find out whether the use of picture in teaching vocabulary develop vocabulary of students' of the fifth class at SD Negeri 360 Pintoe Kec. Bajo
2. To find out the students interests in teaching English vocabulary through picture of the fifth class SD Negeri 360 Pintoe Kec. Bajo

D. Scope of the Research

The study overviews the teaching of English vocabulary through pictures to young learners in this case to elementary school students. This will be a report of an observation conducted at the five semester SD Negeri 360 pintoe Kec Bajo. Which was involving 25 students. The researcher focuses on the use of noun in the learning vocabulary through picture. This research employed experimental method in teaching vocabulary through picture.

E. The Significance of the Study

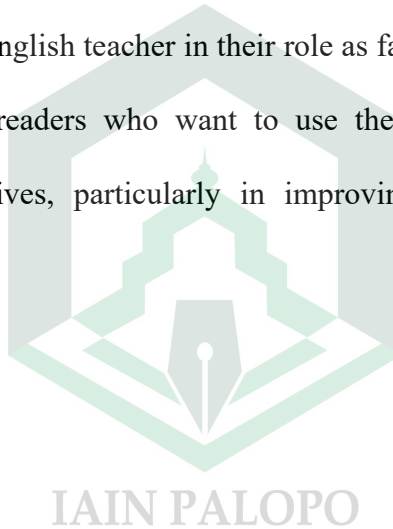
The researcher hopes that this research has some significance in English teaching and learning process, especially in improving students' vocabulary by using picture. There are two kinds of significance in this research: Theoretically and Practically

1. Theoretically

Theoretically, the institution where the research took place (SD Negeri 360 Pintoe Kec. Bajo) can use this step as a reference strategy in the learning ability of students' vocabulary, to stimulate other related issues. Researchers hope that the results of this research to useful information for all teachers to use images in teaching skills to enrich students' vocabulary easy to understand vocabulary.

2. Practically

Practically, an English teacher in their role as facilitators of learning. Also it is can be useful for all readers who want to use the word image as a subject in delivering their objectives, particularly in improving students' understanding of vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The author takes some of the thesis in the example reference previous studies about teaching vocabulary, are:

1. Inal in his research entitled “improving students’ vocabulary through drama game at the first semester of English department At stain palopo ” It can be concluded that the use of the drama game method in teaching vocabulary skill is effective to improve students’ vocabulary achievement at the first semester of English Departement at STAIN Palopo in 2011/2012 academic year. The result of t_{table} (t_t) with significant 5 % we got 2,09 With comparing t_t and t_0 which is got in pre-test and post- test, the researcher gives interpretation “ t_0 “ is bigger than “ t_t ” as showed as follows $7,03 \geq 2,09$, it means that there was significant difference before and after used drama game method.¹

2. Marlina in her research entitled “the effectiveness of the use picture of traffic sign terms in teaching vocabulary of SMPN 8 Palopo”. Based on the finding and discussion of data analysis in the previous chapter, the researcher describes the conclusions as follow:

¹ Inal skripsi, *Improving Students’ Vocabulary Through Drama Game at The First Semester of English Department At STAIN Palopo*, (STAIN Palopo:2011)

a. The result of the research indicates that the score of the students' vocabulary in the pre-test was 3,42 and the score of the students' vocabulary in post-test 7,37. It means that the difference of two variables was significant difference.

b. The result indicates that traffic sign can improve the students' vocabulary at the eighth year of SMPN 8 Palopo. It can be seen on the result of the research where the value of was 31, 646201 while the value of t table (tt) with standard of significant 5% and 1% are 2,04 and 2,76. We can see the result as follows: 2.04-31, 646201-2,76.

c. The result shows the null hypothesis was rejected because there was significant difference of before giving treatment and after giving treatment through traffic sign.²

3. Adila Zainuddin in her research entitled "Developing students' vocabulary through bilingual comic in learning English at SDN 81 langkanae Palopo". Based on the findings, data analysis and discussion of the findings, it can be conclude that:

a. By bilingual comic is more significant in developing vocabulary of students' sixth class at SDN 81 langkanae. It can be proven by students' result in pre-test with mean score 4,56 and 8,8 in post-test.

b. Bilingual comic are attractive media in learning English especially in learning vocabulary at the beginner student in elementary school because can create the good situation, interesting and students feel enjoy this material.³

² Marlina. Skripsi, in her research entitled "*The Effectiveness of The Use Picture of Traffic Sign Terms in Teaching Vocabulary of SMPN 8 Palopo*". (STAIN Palopo: 2010)

³ Adila Zainuddin. Skripsi in her research entitled "*Developing Students' Vocabulary Through Bilingual Comic in Learning English at SDN 81 Langkanae Palopo*" (STAIN Palopo: 2009).

Similarities and differences in the three previous studies as follows:

The equation is third on the previous studies focus on students learning vocabulary development, and the three previous studies on each of the methods that researchers use to get better results in learning vocabulary. While the difference is the three previous studies on urban development in teaching students English words, using different methods

B. Vocabulary

One thing that differentiates human from animals is verbal language or speaking beside mind to think. Humans can communicate with others through verbal language, either to apply or to receive the information the animal cannot do. When we observed a child first acquiring speech, we talk of this progress as a matter of learning new words; we are also likely to feel that the adult speaker with the largest vocabulary has the best command of English. To think of a language as just a stock of words is, however wrong quite. Words alone do not make a language; a grammar is needed to combine them in some intelligible way.

Yet it is true that the vocabulary is the focus of language. It is in words that sounds and meaning interlock to allow us to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. Thus we have a paradox in that the most ephemeral part of language is also the center where meaning, pronunciation and grammar come together.⁴

⁴Pyles Thomas and Algeo John, *English an Introduction to Language* (Harcourt Brace Jovanich, inc.1 1997),p.159

Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning. She realizes how important the mastery of vocabulary is, particularly for people who study English as a foreign Language as stated in the Collier- Macmillan International:

Once a student has mastered the fundamental grammatical patterns of language, his next task into master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live.⁵

It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabulary becomes a major problem in learning English, the teachers emphasizes on this matter earlier. Teaching vocabulary, generally the teacher teaches new words taken from reading text. It means that she integrates vocabulary with reading. This integration will lead to integrative lesson plan.

1. The meaning of Vocabulary

In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary. According to Harimurti Kridalaksana, vocabulary is a component of language that maintains all of information about meaning and using word in language.⁶

⁵Collier- Macmillan International, A Division of The Macmillan Company, *The Key to the English Vocabulary* (London: the Macmillan Company, 1991) p.189

⁶Harimurti Kridalaksana, *Kamus Linguistik*, edisi ke-3 (Jakarta; Gramedia PustakaUtama, 1993), p.127

According to Webster .S Ninth Collegiate Dictionary, Vocabulary is:

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- b. A sum or stock of words employed by a language group individual or work Orin a field of knowledge.
- c. A list or collection of terms or codes available for use.⁷

There are some experts who give definition of vocabulary Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.⁸

Furthermore Webster Dictionary noted that, vocabulary is:

A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.⁹

While according to Roget, Vocabulary is:

- a. An alphabetical list of words often defined or translated the vocabulary includes idioms and two words verb.
- b. All the word of Language.

⁷Merriem, *Webster Ninth Collegiate Dictionary* (New York: Merriem Webster. sinc. 1978), p. 1320

⁸Evelyn Hatch and Cheryl Brown. *Vocabulary, Semantic and Language Education* (Cambridge: Cambridge University Press, 1995) p.1

⁹Webster.s, *The Largest Abridgment of Webster.s New International Dictionary of English Language, Webster.s Collage Dictionary*. USA: G&G Merriam co,1935),p.1073

c. Specialized expression indigenous to a particular fields, subject, trade or subculture.¹⁰

From the definition above, that vocabulary is a component of language and numbers of words by a person class, profession, etc. In the communication and every aspects of life such as in trade, education, business, social, politic, etc.

2. The Use of Vocabulary

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other sand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language- teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing).

If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language. Yang Zhihong who say that .Words are the basic unit of language from supports it. Without vocabulary, one cannot communicate to effectively or express idea. He also states that having a limited vocabulary is also a barrier.¹¹

¹⁰Roget.s II, the New Thesaurus: *The American Heritage Dictionary* (Boston198 0),p.1036

¹¹Yang Zhihong, *Learning Words*.English Teaching Forum.Vol.38.No.3 July 2000

3. The Types of Vocabulary

Language students need to learn the lexis of the language. They need to learn what words mean and they are use. Leally some words are more likely to be taught at lower levels than others, a some uses of words may be more sophisticated than others and therefore, more appropriate for advanced students.¹²

Nation has divided vocabulary in the specific reference, such a word.

- a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
- b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable

Situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.¹³

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

¹² Firdal. Skripsi *The Effectiveness of Fun With English Program in Improving English Vocabulary* (STAIN Palopo:2009), p 11

¹³ *Language* (New York: 10 ISP Nation, *Teaching and Learning* New Burry House,1990), p.29

a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary.¹⁴

Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

Types of vocabulary According to hariyanto and haryono that in English grammar the words divided into eight parts (the eight parts) of speech namely: noun, adjective, verb, pronoun, adverb preposition, conjunction, and interjection).¹⁵

¹⁴ Jo Ann Aeborsold and Mary lee Field, *From Reader to Reading Teacher* (New York:Cambridge University Pres,1977), p.139

¹⁵ Hariyanto and haryono, *English Grammar for General A Puplication* (Surabaya : Gita media press, 2003) p 28

In this case, the writer only will give picture about noun, based on the scope of the problem before.

4. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

a. Noun

Para states that noun is the word that can be a name of people, the name of place, and the name of the things or idea.

While hariyanto and haryono state that noun is words that are used to show the name of people, place, animals on name of things

There are two kinds of noun and countable noun. Countable noun is the name of something, which can be counted; it comprises of plural and singular form.

Example:

Singular	plural
-Pen	-two pens
-Pencil	-pencils
-Book	-books
-Box	-boxes
-Radio	-radios

Uncountable noun is the noun, which cannot be counted, and it does not have plural form.

Example:

-Air -sand -Coffee

-Milk -sugar -tea

Manser states that “Noun is word that is the name of a thing quality, person, etc and be the subject of a verb”

Nouns have subclasses. They are pronoun and function nouns. Pronouns comprise eight words namely I, we, you, they, he, it, they and she. All of them have inflectional variants, but they do not have the plural suffix – (e)s, and the possessive suffix ‘s as most nouns do. Function nouns consist of fifteen words which have the following characteristics:

1. They are morphemically identical with or closely related to certain noun determiners.
2. They are unchanging in form, showing neither of the characteristic noun inflections. – as and ‘s
3. They have no noun-marking derivational suffixes.
4. They may appear in mote of the structural positions usually occupied by nouns.

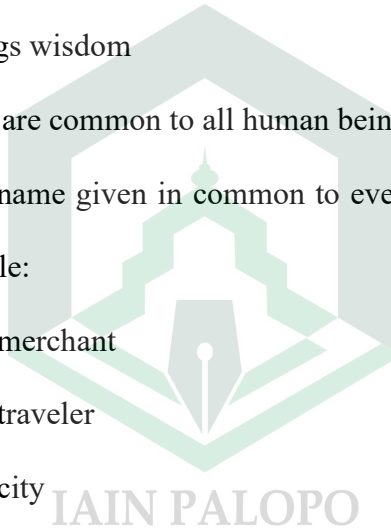
According to J.D Murthy, the meaning or noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.

Example:

- Mother Teresa is a great social worker
- Democracy is a form of government in which everyone has a share in the administration.
- Dictionary is useful for students
- Knowledge brings wisdom
- Love and hatred are common to all human beings.

a Common noun is a name given in common to every person or thing of the same class or kind, for example:

- Boy - merchant
- Woman - traveler
- Teacher - city
- Doctor - village
- Girl - town
- Officer - region
- Poet - district
- Dramatist - place



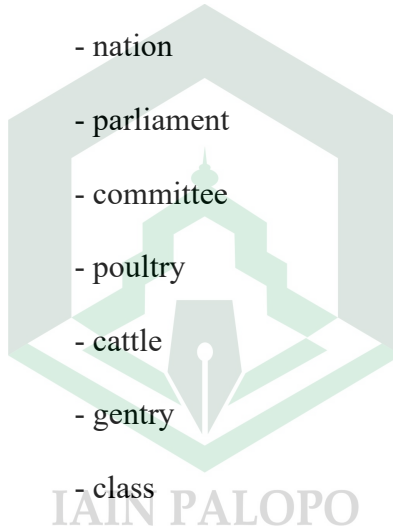
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b. A proper noun is the name of some particular person or place, for example:

- Tagore - Bill Clinton
- Keats - India
- Mother Therese - Japan
- Shelly - America

c. Collected noun is the name of collection of things or person, for example:

- Crowd - family
- Mob - nation
- Team - parliament
- Block - committee
- Heard - poultry
- Army - cattle
- Fleet - gentry
- Jury - class



d. concrete noun is the name of a thing that can be touched or seen, for example:

- Room
- Sun
- Girl
- Boy

e. Abstract noun is the name of a quality, action or state, for example:

- Freedom - kindness
- Liberty - childhood
- Thought - admission
- Jove - justice
- Sorrow - life
- Love - truth
- Death - beauty

f. Countable noun is the name of a thing that can be counted or divided into singular or plural, for example:

- Student - camera
- Book - writer
- Table - man
- Pen - woman
- Photograph - studio

g. Uncountable noun is the name of a thing that is counted or divided into singular and plural, for example:

- Milk - justice
- Rice - truth
- Coffee - beauty
- Tea - democracy
- Ink - iron

- Oxygen - wool
- Liberty - money
- Gold - honesty

h. Material noun is the name of a material or substance our of which things are made, for example:

- Gold - ink
- Silver - money
- Wood - butter
- Air - water
- Clay - paper
- Milk - glass
- Steel - copper



C. Pictures

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It is supposed by Tang Li Shying in His Article that. The Picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.¹⁶

¹⁶Michael H Long and Jack. C. Rhicards, *Methodology in TESOL: a Book of Readings*, (New York: Newburry House Publishers, 1987), p.105

1. The Meaning of Pictures

Jean L. Mckenchnie defines picture in Webster dictionary that. Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.¹⁷

Meanwhile according to Andrew Wright, .Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.¹⁸

Vernon S Gerlach stated:

Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used...A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future.¹⁹

The kinds and numbers of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the students. Attention the purpose of

¹⁷Jean L.Mckenchnie, *Webster New Twentieth Century Dictionary Unabridge* (William Collins Publisher,1980) Second Edition, p.1357

¹⁸AndrewWright, *Picture For Language, Learning: Cambridge Handbook for Language Teacher* (USA: Cambridge University Press,1989), p.29

¹⁹Vernon,S,Gerlach and Donald P. Emily, *Teaching and Media a Systematic Approach 2nd*(New Jersey: Prentice Hall),1980, p.273

using pictures for the students is to give them an opportunity to practice the language in real context or in situations in which they can make it to communicate their ideas.

The use of pictures are more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago.

As it has been explained by Vernon, S.Gerlach and Donald p. Elly Picture may not only be worth a thousand miles. Through pictures, Learner can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.²⁰

According to Ruth Gairns and Stuart Redman. Pictures can be formed such: wall charts, commercially- produced flashcards, hand drawn pictures, and of course illustration from course books and supplementary books.²¹

From the meaning of pictures above, it indicates that the pictures has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences.

2. The Types of Pictures

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures.

²⁰Ibid,p.273

²¹ Ruth Gairns and Stuart Redman, *Working With Words: A Guide to Teaching and Learning Vocabulary* (USA: Cambridge University Press, 1986), p.103

There are two kinds of pictures that BrazynaSzyke finds especially useful as teaching aids, they are:

- a. Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model
- b. Pictures of situations in which person and object are .in action. Between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.²²

Types of Pictures According to Andrew Wright Are:

- a. Pictures of single object
- b. Picture of person: picture of famous person, pictures of several people and pictures of people inaction
- c. Pictures of places
- d. Pictures from history
- e. Pictures with a lot of information
- f. Pictures of maps and symbols.²³

²²BraznaSzyke, *Using Pictures as Teaching Aids*; (English Teaching Forum, Vol.XIX,No.4, October, 1981)

²³John Pread, *Measuring The Vocabulary Knowledge of Second Language Learners.*,REIC Journal, 19. No.2 (December:1988), p.12

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

- a. Wall charts
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence Picture is a series of pictures of a single subject it is function is tell a story or a sequence of events.
- d. Flash cards Word Flash cards; card with printed words on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes. Picture Flash cards; useful for the representation of a single concept, such as an object or in action.
- e. Work cards Includes visual as well as text magazine pictures drawing maps and diagram scan be important part or work cards at all levels used for vanity of purposes.²⁴

Meanwhile, *Noor Azlina Yunus in his book grouped the picture into four groups:*

- a. Composite Picture

These are large single pictures, which show a scene (Hospital, beach, canteen, railway station, street) in Which number of people can be seen doing things

²⁴Betty Morgan Bowen, *Look Here!, Visual Aids In Language Teaching*, (London: Essential Language- Teach Series, 1973), p. 13- 31

b. A Picture Series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.

c. Individual Picture

These are single pictures of objects, person or activities such pictures vary in size from small newspaper pictures and can be mounted singly.

d. Specialized Pictures (Posters, charts, advertisements, brochures)

Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purposes.²⁵

The description above teaching some language- learning skills, which the language teacher helps the student enter to an imaginative experience beyond the classroom.

3. The Use of Pictures

There are five roles of pictures:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

²⁵Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, (Oxford University Press, 1981), p.49

- c. The pictures can be described an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through control practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling beside Horse five roles in using picture, there are six reasons why pictures helpful in teaching learning process.

There are six reasons why using pictorial material:

- a. Pictures are useful for presenting new grammatical and vocabulary items.
- b. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher.
- c. Pictorial material can also provide a stimulus for using the language at their production and manipulation stages to speak, to read and to write.
- d. Pictures can be used for revision from one lesson to another as well as for long term revision of vocabulary and structures.
- e. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Picture, of course can be used to provide more practice of the exercises that students have done using the textbook.
- f. Pictorial material is easy to collect, to make and to transport.

4. The Advantages and Disadvantages of Picture Used

a. The Advantages of Pictures Used

Following are some opinions concerning with the advantages of using pictures. According to Vernon, S. Gerlach:

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct disconcertion.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.²⁶

b. The Disadvantages of Pictures Used

There are some disadvantages of pictures used in teaching and learning Process, such as:

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

²⁶Vernon,S.Gerlach and Donald P. Elly, Op.cit.p.277

Possible ways to overcome them are:

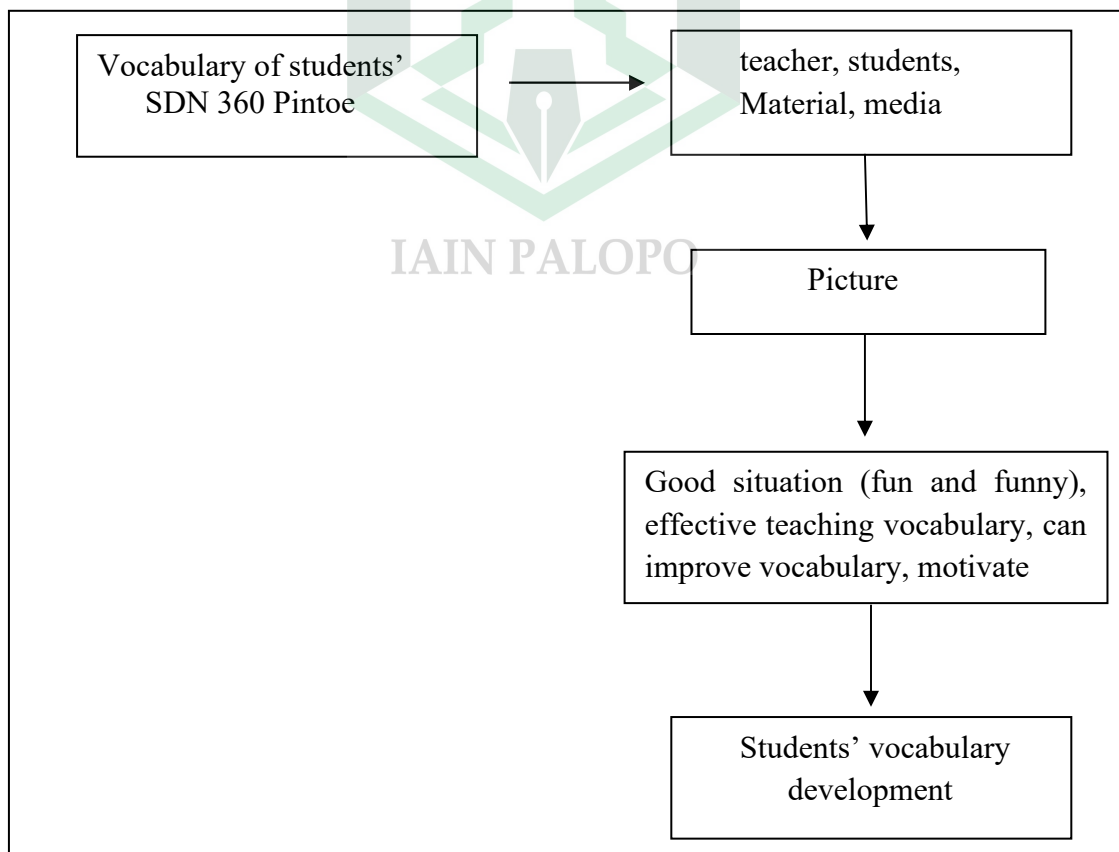
1. Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students. Activities including their attention during the teaching learning process.

2. The teacher should make or choose attractive simple pictures to avoid wasting time and money.

3. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures

D. Theoretical Framework

The theoretical framework of this research is presented as follow:



In the diagram above will classify in the following:

There are some aspects to teaching students' vocabulary such as teacher, students, material and media. In connection with the importance of vocabulary expansion in the students in beginner learner study as English teacher should look for some effective way teaching vocabulary. One way for effective learning teaching vocabulary is considered to be useful if students-teacher create a good situation and cooperation. Affective function of media can be showed from the level of students enjoy when they learn or read a text that have picture media and material provide for students. With used picture in teaching process made good situation (fun and funny), effective teaching vocabulary, can improve vocabulary, motivate. The students teaching vocabulary through picture can improve students' vocabulary.

E. Hypothesis

Base on problem above the researcher formulated the hypothesis as follow:

$H_0 \leq H_1$ = There is no significant difference after treatment

$H_0 \geq H_1$ = There is significant

CHAPTER III

RESEARCH METHOD

A. Method and Design

This research was applying a pre experimental method. It aims at finding out about the students' skill and interest towards the use of picture in teaching vocabulary. It was being gained through test and questionnaire.

B. Population and Sample

1. Population

The populations of this research were the fifth year students of SD Negeri 360 Pintoe in 2012 / 2013 academic year. The fifth year students consist of one class there are 25 students.

2. Sample

The writer used total sampling to take one class as the respondents. It was done choosing the sample. The writer focuses to one class' fifth year student of SD Negeri 360 Pintoe. So, there will be 25 students as sample in this research.

C. The Instrument of the Research

In this research, the writer gives pre test and post test and questionnaire to gain data about the students' improvement and interest in teaching vocabulary through pictures. The instruments of this research are:

1. Test

a. Pre Test

The test applied to know students' vocabulary of the pre-test, pre-test was done in order to know students' vocabulary before teaching through picture.

b. Post Test

The test applied to know students' vocabulary of the pre-test, pre-test was done in order to know students' vocabulary after teaching through picture.

2. Questionnaire

The questionnaire was applied in this research to find out the students' interest in the teaching vocabulary.

D. Procedure of Collecting Data

To collect the data the writer distributed the questionnaire to all samples. They were given 45 minutes to finish the questionnaire. Then the last, the writer collect the questionnaire.

1. pre-test

Pre-test give to students to check they know or do not know the words before the treatment by providing a picture. Researcher set up some pre-test preparation in meeting their:

a. Research was conducted on students to perform tests on the picture says to check how the students knew or did not know the familiar words that are always found in the picture. The number of tests given were 20 points.

b. The researcher asked students to choose words from the images they see.

c. Researcher showed a picture for the students

2. Treatment

In medicine, the authors conduct a class in the five meetings, on the basis of treatment the following steps:

a. First meeting.

1. The researcher showed some pictures to the students and the researchers asked the students whether this picture.

2. Then the researcher described the material or vocabulary by using pictures after the investigator read the vocabulary and students to repeat.

3. The latter researcher asked the students about the words they do not understand the picture.

b. The second meeting

1. The researcher gave some pictures to the students

2. Then the researcher asked them to pronounce words correctly.

3. After that, students guess the meanings of words based on pictures that have been prepared by the researcher.

c. The third meeting

1. Research conducted on the students to repeat the words they have learned.

2. Researcher ensures that students know the meaning of the words.

d. The fourth meeting

1. The researcher divided the students into three groups.
2. Researcher gave some of the pictures that accompanied his vocabulary to the students and ask them to read it.
3. The researcher asked each group to write the words that they still do not know the meaning in the closet.
4. After the researcher asked each group to write the answers (the word) in the closet. Rather than asking students to write words on their books. Lastly, the study mentioned a word and asks students to the meaning of the word.

3. Post Test

Post-test conducted by the researcher's to know the vocabulary of students after delivering the 45-minute treatment. The students expect the equivalent of Indonesia to the words that will be memorize by the students after they receive treatment. The type and content of give equipment similar to the pre-test. Post-test conducted to determine the increase in students with test vocabulary.

E. Data Analysis Technique

The data collected from the test was analyzed qualitatively, while the data tabulated from the questionnaire was analyzed qualitatively.

To analyze the data, the researchers apply the steps as follow:

1. Scoring the student answer

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total Number of item}} \times 100$$

2. The classification of the students' score into seventh level base on the following classification :

- a. Excellent = 9,5 – 10 is classified as excellent
- b. Very Good = 8,6 - 9,5 is classified as very good
- c. Good = 7,6 - 8,5 is classified as good
- d. Fairly Good = 6,6 - 7,5 is classified as fairly good
- e. Fairly = 5,6 - 6,5 is classified as fairly
- f. Fairly poor = 3,6 – 5,5 is classified as fairly poor
- g. Poor = 0 - 3,5 is classified as poor¹

3. Calculating the mean score of the students

$$\bar{X} = \frac{\sum x}{N}$$

Where:

X = Mean Score

$\sum x$ = Total Score

N = Total Sample.

4. Calculating rate percentage of the students' score

$$P = \frac{n}{N} \times 100$$

Where: n is frequency

N is the total numbers of samples

¹ Alfiana Djafar. 2007. *Teaching vocabulary to the Students at SMP Antam Pamala Through the Use of Word Network*. Thesis STAIN Palopo. p.48

5. Looking for D (difference) between score variable I (X) pre-test and score variable II (Y) post-test.

$$D = X - Y$$

6. Looking for mean different (MD)

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

7. Looking for standard deviation from difference (SD_D)

$$SDD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

8. Looking for error standard from mean of difference (SE_{MD})

$$SDD = \frac{SD_D}{\sqrt{a^2 + b^2}}$$

9. Looking for “t_o” by using the following formula:

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

Notation:

D : difference

X : pre-test

Y : post-test

MD : mean difference

N : total sample

SD_D : standard deviation from difference

$\sum D$: total difference

SE_{MD} : error standard from mean difference

t_o : observation test

t_t : t table

10. Criteria of hypothesis acceptability, by using the following formula.

$T_o > t_t =$ reject null hypothesis

$T_o < t_t =$ receive null hypothesis

11. Hypothesis

h_o : here is not significant difference between picture and Students' vocabulary.

H_1 : here is significant difference between picture and Students' vocabulary.²

12. The classification of the students' interest in teaching vocabulary through pictures can be seen in the following criteria:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

² Alfiana Djafar, op.cit.p.49

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections the first dealt with finding of the research and the second dealt with discussion. The finding of the research cored the description of the result of the data analysis then discussed them into the discussion section research.

A. Findings

1. Finding through test

Based on the description in the previous chapter about finding the writer makes score of student in pre-test and post-test or the score before the students were given the treatment. The result of the student is presented in tables as follows:

Table 1
The mean score of the students' in the pre-test

Students	Correct answer	Score
A1	12	6
A2	11	5.5
A3	4	2
A4	14	7
A5	11	5.5
A6	13	6.5
A7	14	7

A8	14	7
A9	14	7
A10	13	6.5
A11	14	7
A12	14	7
A13	13	6.5
A14	10	5
A15	13	6.5
A16	11	5.5
A17	13	6.5
A18	4	2
A19	10	5
A20	5	2.5
A21	5	2.5
A22	15	7.5
A23	15	7.5
A24	8	4
A25	13	6.5
N=25		Total score= 141.5

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{141.5}{25} \\ &= 5.54\end{aligned}$$

From table above we can see the mean score of students before giving treatment (teaching vocabulary through picture) is 5.54

Table 2

The mean score of the students' in the post-test

Students	Correct answer	Score
A1	19	9.5
A2	20	10
A3	18	9
A4	19	9.5
A5	18	9
A6	19	9.5
A7	20	10
A8	19	9.5
A9	20	10
A10	18	9
A11	20	10
A12	20	10

A13	20	10
A14	18	9
A15	19	9.5
A16	20	10
A17	19	9.5
A18	19	9.5
A19	19	9.5
A20	18	9
A21	11	5.5
A22	20	10
A23	20	10
A24	18	9
A25	20	10
N=25		Total score = 235.5

$$\bar{x} = \frac{\sum x}{n}$$

$$= \frac{235.5}{25}$$

$$= 9.4$$

The table above shows that the mean score of students after giving treatment (teaching vocabulary through picture) is 9.4

The next table shows comparison the student' result and mean score in pre-test and post-test

Table 3

The students' result and mean score in pre-test and post-test

NO	Students	The Result of	
		pre-test	post-test
1	A1	6	9.5
2	A2	5.5	10
3	A3	2	9
4	A4	7	9.5
5	A5	5.5	9
6	A6	6.5	9.5
7	A7	7	10
8	A8	7	9.5
9	A9	7	10
10	A10	6.5	9
11	A11	7	10
12	A12	7	10
13	A13	6.5	10
14	A14	5	9
15	A15	6.5	9.5

16	A16	5.5	10
17	A17	6.5	9.5
18	A18	2	9.5
19	A19	5	9.5
20	A20	2.5	9
21	A21	2.5	5.5
22	A22	7.5	10
23	A23	7.5	10
24	A24	4	9
25	A25	6.5	10
	Mean	5.54	9.4

The table above shows the result of pre-test and post-test. It also shows mean score which is different significant between pre-test and post-test. In pre-test, the mean score is 5.54 (fairly poor) and the post-test, the mean score is great increase become 9.4 (very good).

The next table shows the classification of the students' score in the pre-test.

Table 4

Classification of the students score in the pre-test

Classification	Score	Frequency	Percentage
Excellent	9.5-10	-	-
Very good	8.6-9.5	-	-
Good	7.6-8.5	-	-
Fairly good	6.6-7.5	8	32%
Fairly	5.6-6.5	7	28%
Fairly poor	3.6-5.5	5	20%
Poor	0-3.5	5	20%
Total		25	100%

The table above shows there were twenty five students observed before giving the treatment. There were 8 students (32%) who got fairly good score, 7 students (28%) who got fairly score, 5 students (20%) who got fairly poor score, and 5 students (20%) who got poor score.

Table 5

Classification of the students score in the post-test

Classification	Score	Frequency	Percentage
Excellent	9.6-10	10	40%
Very good	8.6-9.5	14	56%
Good	7.6-8.5	1	4%
		-	-

Fairly good	6.6-7.5	-	-
Fairly	5.6-6.5	-	-
Fairly poor	3.6-5.5	-	-
Poor	0-3.5	-	-
Total		25	100%

In the table above shows that after giving treatment through picture score of students was better than before giving treatment. There were 10 students (40%) who got Excellent, 14 students (56%) who got very good, 1 student (4%) who got good, none students got fairly, fairly poor and poor.

The next table shows the difference of pre-test and post-test.

Table 6

The difference of pre-test and post-test

NO	Students	The result of vocabulary test		D = x-y	D ² = x-y
		Pre-test	Post-test		
1	A1	6	9.5	-3.5	12.25
2	A2	5.5	10	-4.5	20.25
3	A3	2	9	-7	49
4	A4	7	9.5	-2.5	6.25
5	A5	5.5	9	-3.5	12.25
6	A6	6.5	9.5	-3	9

7	A7	7	10	-3	9
8	A8	7	9.5	-2.5	6.25
9	A9	7	10	-3	9
10	A10	6.5	9	-2.5	6.25
11	A11	7	10	-3	9
12	A12	7	10	-3	9
13	A13	6.5	10	3.5	12.25
14	A14	5	9	-4	16
15	A15	6.5	9.5	-3	9
16	A16	5.5	10	-4.5	20.25
17	A17	6.5	9.5	-3	9
18	A18	2	9.5	-7.5	56.25
19	A19	5	9.5	-4.5	20.25
20	A20	2.5	9	-6.5	42.25
21	A21	2.5	8	-5.5	30.25
22	A22	7.5	10	-2.5	6.25
23	A23	7.5	10	-2.5	6.25
24	A24	4	9	-5	25
25	A25	6.5	10	-3.5	12.25
	Total	141.5	235.5	$\sum D = 96.5$	$\sum D^2 = 412.75$

a. looking for mean difference (MD)

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

$$\overline{MD} = \frac{96.5}{25}$$

$$\overline{MD} = 3.86$$

b. Looking for standard deviation from difference (SD_D)

$$SDD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

$$SDD = \sqrt{\frac{412.75}{25} - \frac{(96.5)^2}{25}}$$

$$SDD = \sqrt{16.51 - 3.86^2}$$

$$SDD = \sqrt{16.51 - 14.89}$$

$$SDD = \sqrt{1.62}$$

$$SDD = 1.27$$

c. looking for error standard from mean of difference (SE_{MD})

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

$$SE_{MD} = \frac{1.27}{\sqrt{25-1}}$$

$$SE_{MD} = \frac{1.27}{\sqrt{24}}$$

$$SE_{MD} = \frac{1.27}{4.89}$$

$$SE_{MD} = 0.25$$

d. Looking for t_o by using the following formula:

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{3.86}{0.25}$$

$$t_o = 15.44$$

e. Given interpretation based on criteria of hypothesis acceptability. In order to know whether the difference is significance or not, the researcher gives interpretation toward to:

$$df = N - 1$$

$$= 25 - 1$$

$$= 24$$

After finding df , we consult df by using the table t_t standard of signification 4% ($\alpha 0.04$) with $df = 24$. We will get 2.06.

From the result above, the researcher gives interpretation that “ t_o ” higher than “ t_t ” ($t_o > t_t$) = 15.44 > 2.06

The researcher is indicated that $t_0 \geq t_1$, so that null hypothesis (h_0) is reject while alternative hypothesis (h_1) was accepted.

2. Findings through questionnaire

Strengthening the previous data, the writer employed another instrument in this research, questionnaire. The questionnaire was administered to the students in order to find out whether or not picture interested to the students to learning English. The result of the students' response of the questionnaire is presented in the following explanation.

Table 7

Using vocabulary picture, the students pleased in learning vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	19	76%
2	Agree	6	24%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students pleased in learning vocabulary. It was found that 19 (76%) out of 25 students chose strongly agree, 6 students (24%) agree.

Table 8

**By using vocabulary picture, the students were enthusiastic in learning
vocabulary**

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	21	84%
2	Agree	4	16%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students were enthusiastic in learning vocabulary. It was found that 21 (84%) out of 25 students chose strongly agree, 4 students (16%) agree.

Table 9

By using vocabulary picture, the students were easier to be understood the meaning of vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	14	56%
2	Agree	11	44%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students were easier to understand the meaning of vocabulary. It was found that 14 (56%) out of 25 students chose strongly agree, 11 students (44%) agree.

Table 10

By using vocabulary picture, the students weren't boring in learning vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	20	80%
2	Agree	5	20%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students weren't boring in learning vocabulary. It was found that 20 (80%) out of 25 students chose strongly agree, 5 students (20%) agree.

Table 11

By using vocabulary picture, the students were faster in remained the vocabulary in learning English.

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	18	72%
2	Agree	6	24%
3	Undecided	1	4%
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students were faster in remained the vocabulary in learning English. It was found that 18 (72%) out of 25 students chose strongly agree, 6 students (24%) agree, 1 student (4%) undecided.

Table 12

**By using vocabulary picture, the students had high motivation in learning
vocabulary**

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	16	64%
2	Agree	8	32%
3	Undecided	1	4%
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, in using Vocabulary picture, the students had high motivation in learning vocabulary. It was found that 16 (64%) out of 25 students chose strongly agree, 8 students (32%) agree, 1 student (4%) undecided.

Table 13

By using vocabulary picture, the students could have full attention in learning vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	17	68%
2	Agree	8	32%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, in using Vocabulary picture, the students could have full attention in learning vocabulary. It was found that 17 (68%) out of 25 students chose strongly agree, 8 students (32%) agree.

Table 14

**By using vocabulary picture, the students had long retention in learning
vocabulary**

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	18	72%
2	Agree	6	24%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	1	4%

By seeing the result of the questionnaire analysis above, the use of Vocabulary picture, the students had long retention in learning vocabulary. It was found that 18 (72%) out of 25 students chose strongly agree, 6 students (24%) agree, 1 student (4%) Strongly disagree.

Table 15

By using vocabulary picture, the students weren't afraid in learning vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	20	80%
2	Agree	4	16%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	1	4%

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By seeing the result of the questionnaire analysis above, the use of Vocabulary picture, the students weren't afraid in learning vocabulary, It was found that 20 (80%) out of 25 students chose strongly agree, 4 students (16%) agree, 1 student (4%) Strongly disagree.

Table 16

By using vocabulary picture, the students could know much new vocabulary

NO	Classification	Test	
		Frequency	Percentage
1	Strongly agree	18	72%
2	Agree	7	28%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

By seeing the result of the questionnaire analysis above, by using Vocabulary picture, the students could know much new vocabulary. It was found that 18 (72%) out of 25 students chose strongly agree, 7 students (28%) agree.

By seeing the result of the questionnaire analysis above, the writer concludes that picture has great advantage toward student vocabulary. Those advantages are the students were pleased, enthusiastic, high motivation, full attention, interested, active stimulate in learning vocabulary. Picture in learning English is an effective media in learning English because the students' don't feel divorce but they enjoy and nice for studying vocabulary.

B. Discussion

The Data Collected Through the Test

The test was employed to the students in order to know the development of students' vocabulary after learning English through picture.

Before giving the treatment there was 8 student (32%) who got fairly good score, 7 student (28%) who got fairly score, 5 students (20%) who got fairly poor score, and 5 students (20%) got poor.

After giving treatment there were 10 students (40%) who got excellent, 14 students (56%) who got very good, 1 student (45%) who got good and none student got fairly good, fairly, fairly poor and poor, so it shows that after giving treatment trough picture score of students was better than before giving treatment. It can be said that there was a significant result of the vocabulary through picture.

The means score of the students: post-test (9.4) was higher than the mean score of the students, pre-test (5.54) this the alternative hypothesis there in significant improve picture is accepted, this test value is higher (15.44) than T-table value (2.06) for degree of freedom.

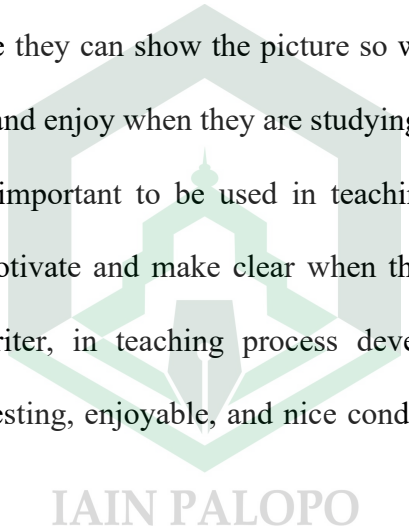
Based on the result of data analysis, the researcher found out that using picture in learning vocabulary is significant.

Based on the student' response, all of the students gave a positive response of using picture. In studying vocabulary shows that it is a good method in teaching vocabulary for the beginner first class at elementary school.

Based on the students' picture can help teacher to get the instructional aim, because picture as a media that is very easy and available to used in teaching learning process. It means that to make high value in learning with picture, the students experience and their understanding is large clear and it is no easy to forget and more concrete in writing procedure text.¹

Picture can be finding everywhere because it can describe what message of the picture or what is the picture means, automatically when the students see it they will guess well, because they can show the picture so with picture the students more understanding are well and enjoy when they are studying.²

Picture is very important to be used in teaching, is especially in teaching. Writing, Picture can motivate and make clear when the students seen that picture.³ From the result of writer, in teaching process developing students' vocabulary through picture is interesting, enjoyable, and nice condition. In the classroom, it can create fun classroom.



¹ Rusnaeni *The Effectiveness of Using Picture Improving Students Ability in Writing Procedure Text to The Ninth Year of SMPN 8 Palopo*, (Palopo: STAIN, 2010). P.14

² Rahma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walendrang* p. 10

³ Arief S. Sadiman, *Media Pendidikan*, Jakarta: Grafindo, S. 2005.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis and discussion of the findings, it can be concluding that:

1. By picture is significant in developing vocabulary of students, fifth class at SDN 360 Pintoe Kec. Bajo. It can be proven by students' result in pre-test with mean score 5, 54 and 9, 4 in post-test.

2. Teaching vocabulary by picture are attractive media in learning English especially in elementary school because can create the good situation, interesting and students feel enjoy this material.

B. Suggestions

Based on the conclusion above, the researcher would like to put forward some suggestion as follows:

1. In the teaching vocabulary, the teacher should apply suitable method that can help to reach the goal of teaching and learning process.

2. In teaching vocabulary, the teacher should present material which can stimulate students' to learn vocabulary.

3. In teaching vocabulary, the teacher should give gouda situation (fun and funny), positive motivation and use some media so student can be interested in learning vocabulary

4. All readers especially English teachers improving their quality of education

CURRICULUM VITAE



Hasrul was born in Salu Bone, a small village in south Luwu, south Sulawesi on mart 27, 1988. His tribe is luwu. He is the second child from seven child his family. At the age of six, he entered elementary School in SD Negeri Pintoe and graduated in 2001. When he graduated, he continued his Study Madrasah Tsanawiyah Bajo and graduated in 2003.

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