

**“Effectiveness of using Pictures in Teaching and Learning English
Vocabulary to the 4th grade students of SDN I AMPEL
BOYOLALI”**



Submitted as a Partial Requirement in Obtaining Degree in the English Diploma
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VOCABULARIES TO THE 3RD GRADE OF ELEMENTARY
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MOTTO

“just do it....”

DEDICATION

From the Deepest of my heart, this Final Project is dedicated to:

- *Jesus*
- *My beloved Father and Mother*
- *My beloved Sisters*
- *My Lovely Friends*

PREFACE

This final project report is written based on the job training that the writer did in SDN 1 Ampel Boyolali, entitled **“Effectiveness of using Pictures in teaching English Vocabulary to the 4th grade students of SDN 1 Ampel Boyolali** The writer is interested in discussing the process teaching English vocabularies to the young learners because learning English vocabularies is very important for the students in early age. This final project discussed of teaching English vocabularies, and the effectiveness of using pictures in teaching English vocabularies

I realized that there are still a lot of mistakes in this final project report. Therefore, suggestion and criticism are needed as an evaluation in the future. I hope this final project report will give benefit for everyone.

Surakarta, 10 July, 2009

ACKNOWLEDGMENT

Hallelujah, I would like to express my highest gratitude to the lord of the universe Jesus Kristus, for giving so much blessing and guidance for my live.

I realize that this final project report cannot be conducted successfully with any helps for the individuals and the institution. In this opportunity, I would like to express my highest gratitude and appreciation to:

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13. My old sister Woro, Arik, Epik, Dini, Jihan, Siska and Indah “ *akhirnya tertulis juga nama kalian... ” hehe..*
14. Pak Samidi, Bu Samidi, *Utang’e sewu sukmben ya pak... hahaha.....*
15. All my friends in English Diploma Program, Sebelas Maret University.
16. All people who help me and care of me.

I realize that the final project is still far from being perfect. However, I expect some criticism and suggestions for developing my limited knowledge. I hope this final project will be useful for the English Diploma Program students and all of the readers.

Surakarta, 10 Juli 2009

ABSTRACT

Wahyu Wibowo. 2009.. “ **Effectiveness of using Pictures in teaching English Vocabulary to the 4th grade students of SDN 1 Ampel Boyolali** ”. English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

This report is written based on the job training done by the writer as an English teacher in SDN 1 Ampel Boyolali. There are two objectives stated in this final object report. They are: (1) to describe the process of teaching English Vocabulary using pictures, (2) to explain the effectiveness of using pictures in teaching English vocabularies.

This final project report is divided into four chapters. They are; chapter I: Introduction, chapter II: Literature Review, chapter III: Discussion, chapter IV: Conclusion and suggestion.

The data of this report is obtained from the writers' observation and experience when he taught English lesson. During conducting the job training, the writer used some steps to make the English teaching and learning process run smoothly. The steps covered greeting, motivation strategies, presentation strategies, skill practice, assessment and ending the lesson. The result shows that there are some effectiveness of using picture such as the explaining material during the teaching and learning process of English vocabularies can run better.

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CHAPTER I

INTRODUCTION

A. Background

Everybody knows that English is the most popular language in Indonesia, even in the world. English has an important role as a media of communication in creating relationship, exchanging information and of course in interacting with other people. In globalization era, Indonesian must able to master English both oral and written. They must fluent in four basic skills of English such as speaking, writing, listening and reading. That is why English is essential to teach in early age of children.

Nowadays, English is given in every stage of school in order to make English be familiarized for the beginning to give the basic knowledge to the young learner. English is taught in Elementary school, Junior High school, Senior High school, University and even now in the kindergarten or preschool.

In English language teaching, vocabulary is very essential thing to learn. With a good vocabulary, students can understand well what teacher says during the learning process. As a result, student can receive the material delivered better. Beside this, good vocabulary makes possible to the student to make conversation and can apply it in their daily live.

But in fact, it is not an easy job to teach English to the young learner. The young learners almost have no focus in the lesson and difficult to control. It is due to

their ages that are too young. In learning process, they usually talk with each other, even they joke with their friends. If they were being tough they do not pay attention in the teacher. This problem has to be solved as soon as possible to make the learning process run effectively.

Based on the explanation above, the writer decides to write a final project entitled: **“Effectiveness of using Pictures in teaching English Vocabulary to the 4th grade students of SDN 1 Ampel Boyolali”**

B. Objectives

The objectives of this project report are:

1. To describe the process of teaching and learning English Vocabulary using pictures
2. To explain the effectiveness of using pictures in teaching and learning English vocabularies

C. Benefits

This report is expected to be beneficial for:

1. The teacher in SDN 1 Ampel Boyolali

The writer hopes that this project report will be beneficial for the teacher to improve their vocabulary teaching methods to raise the desire of the young learners, especially the elementary student, to learn English

2. The readers

This final project is expected to be beneficial for the readers to increase their knowledge about vocabulary teaching methods

3. The language learner

This final project is beneficial for the language learner to make them know that learning English is fun, so it can raise their willingness to learn English vocabularies.

CHAPTER II

LITERATURE REVIEW

A. Teaching

The word teaching has been familiar in our ears since long times ago. Teaching is an activity to give and transfer some information and knowledge to the learner. It is very important part in learning process for the students in understanding what they are learnt. Therefore, teaching cannot be separated from the education work.

According to the book of Principles of Language Learning and Teaching written by Douglas Brown, teaching means “showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand” (Brown, 2000:7).

Teaching is one of the key activities in learning process. People whose jobs are teaching called teacher. His/her roles are as the leader and the controller of the class. Jeremy Harmer stated” The behavior and the attitude of the teacher are the most important factors in the class room” (Harmer, 1991:249). In the other word, the effectiveness of the learning process is depended on the teacher. So, if there is no good teacher, there will no good teaching and learning activities. There are some policies to be a good teacher. They are;

1. A teacher should make an interesting lesson

2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have much of knowledge
5. A good teacher is an entertainment in a positive sense not in negative sense

(Harmer, 1998:1-2)

Beside these, a teacher should have guidelines of work in doing his/her job in order to create a good teaching and learning process. There are some points that teacher should apply to realize a good teaching activities;

- a. Creating a relaxed and enjoyable atmosphere in the class room
- b. Retaining control in the class room
- c. Presenting work in an interesting and motivating way
- d. Providing conditions so pupils understand the work
- e. Making clear what pupils are to do and achieve
- f. Judging what can be expected of a pupil
- g. Helping pupils with difficulties
- h. Encouraging pupils to raise their expectations of themselves
- i. Developing personal mature relationship with pupil
- j. Demonstrating personal talents and knowledge

(Williams and Burden 1992:48)

B. Learning

Learning is an activity which is done by someone during the teaching and learning process to get some knowledge. As stated above, teaching and learning can not be separated. They are couple and they have same role in making the success of learning process. Both of them are essential in accepting new knowledge for the students.

According to Harmer, learning is defined as “the process of accepting the knowledge” (Harmer, 1998:237). Kimble and Garmezy also state, “Learning is relatively permanent change in a behavioral tendency and result of reinforced practice” (Kimble and Garmezy, 1963:133).

Someone who learns is called learner. According to Johnson and Paulston, learner’s roles in an individualized approach to language learning are in the following terms:

- a. Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom
- b. Learners monitor and evaluate their own progress
- c. Learners are members of a group and learning by interacting with others
- d. Learners tutor other learners
- e. Learners learn from the teacher, from other students, and from other teacher sources.

(Johnson and Paulston, 1976:5)

From the statement above, we can summarize that learners are active of getting knowledge through practices or reinforced practice. As a result, they can get the maximum advantages of learning process.

C. Young Learners

Young learners are students in kindergarten and elementary school. As Philips stated, young learners mean “children from the first years of formal schooling (5 or 6 years old) to eleven or twelve years of age” (Philips, 1996:2).

According to Wendy A Scott and Lisbeth H Yterberg in their book *Teaching English to Children*, young learner is classified into two main groups. They are:

1. The five to seven years old (beginning stage)
 - They can talk about what they are doing
 - They can tell about what they have done
 - They can plan activities
 - They can use logical reasoning
 - They can understand direct human interaction

2. The eight to ten years old
 - They can understand abstract
 - They can understand symbol (beginning with words)
 - They can generalize and systematize

(Scott and Yterberg, 2001:2)

They also state, “Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scott and Yterberg, 2001:2).

In these age, their physical and mental development grow fast and their brain grow faster compared with the ages after it.

D. Teaching English Vocabularies to Young Learners

Teaching young learners is different from teaching adult. It is absolutely more difficult. It is due to their age that is too young. In teaching them, the teacher should raise their will in joining the learning process.

As stated by M.Williams, “children learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do it.” (Williams, 1991:207). Therefore, the teacher is suggested that he make an interesting learning activity to the student in order that they can understand well and the learning process can run well too.

According to Brown, there are five factors that may help teacher to teach English to the children. They are:

1. Intellectual Developments.

This category helps the teacher to teach children since children are skill in an intellectual stage of what Piaget (1997) called “Concrete Operation”.

2. Attention Span.

It is one of the differences between children and adult. The teacher should not let their students happen this span by boredom, or too difficult in learning process. Moreover, the teacher had better try to make the class more productive and active.

3. Sensory Input.

The teacher should design the teaching process to stimulate the children well beyond the visual and auditory modes.

4. Affective Factors.

Children are so innovative in language form but still have many inhibitions. The teacher should help them, to overcome such potential berries for learning.

5. Authentic, Meaningful Language.

The teacher must know that children are less willing to put up with language that does not hold immediate rewards for them. So, a very special teacher who is able to teach children effectively is needed.

Beside these, to realize an interesting learning activity, a teacher should have a certain techniques of presenting new words to young learner. It will help the teacher to attract the student's attention and it makes young learners respond well to concrete object. It is also stated by Scott and Yterberg, "don't relay on the spoken word only. Most activities of the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surrounding." (Scott and Yterberg, 1990:5). That is why the presentation technique is absolutely needed.

There are several techniques of presentation according to Jeremy Harmer in his book *Practice of English Language Teaching*; one of this is by using pictures. Pictures can be used to explain the meaning of vocabularies item. Teacher can draw things on the board or bring in pictures.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can see the objects at the same time as hearing the new word. This would appeal to a wide range of learner styles.

It can be said that using pictures is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson. It is stated by Michael McCarthy, “we concentrated on vocabulary presentation in the classroom very much from the teacher’s point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners, and of the work the learner themselves put into the assimilation and practicing of new words.” (McCarthy, 1990:121).

By applying this technique, it is expected that the teaching and learning process can run better and the students can get the best result of learning process. So, they can use it as the basic knowledge for their next stage of English learning.

CHAPTER IV

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the discussion in the chapter III above, some conclusions can be drawn. They are:

1. The teaching and learning English vocabularies using pictures consists of five steps. They are:

- a. Greeting

In this section, the writer greeted the students in English sentence to make them enjoy joining the English lesson. Then, she checked the students' attendance by calling their names one by one.

- b. Motivation strategies

This stage is warming up or BKOF. In the warming up, the writer gave some questions related to the topic to introduce the topic and to attract their attention to join the English lesson.

- c. Presentation Strategies

The writer used pictures to make the explaining process easier. By using pictures, the student could see the form of the thing. He took the material from the handbook **Grow with English**. Each topic divided into four subtopics. All of the subtopic can practice their ability. The writer also

kept their interest in joining the lesson by letting them to play with the pictures.

d. Skill Practice

Skill practice is done to drill the students to practice what had been taught by the writer in pair or in group. In this stage, the writer decided to use game. It can make the student excited and increase their motivation to join the lesson and can avoid boredom of the students.

e. Assessment

Assessment is given to measure how far of the students understand the lesson individually. In this stage, the writer gave some assessment based on the four skills.

2. The effectiveness of using pictures can be concluded as follows:

- a. The explaining material during the teaching and learning process of English vocabularies can run better
- b. The students' mind can be stimulated well to create some ideas about something in the pictures.
- c. The students could recognize the things and remember the names easily.
- d. The learning process can be more fun and attractive.
- e. Their interest to the lesson was increased
- f. The boredom during the lesson can be avoided.

B. Suggestions

Based on the conclusion above, the following suggestions are prompted:

1. To SD N 1 Ampel

It would be better if SD N 1 Ampel provide the educational tool, especially for English learning, such as pictures of object, animal dolls, toys that can help the learning process of English and can improve the student understanding of English.

2. To English Diploma Program

a. The students

The students should be more creative in doing the job training, such as; creating some games, preparing some pictures or *realia*, etc.

b. The Lecturer

It is suggested that the lecturer give more training about how to manage the children during the lesson. It is expected that by giving more training to the students, they can apply it and can do the job training better.

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