THE EFFECTIVENESS OF USING PICTURES TO TEACH VOCABULARY ABOUT OBJECTS AROUND SCHOOL ENVIRONMENT

**(A Case of Fifth Graders of SDN Manyaran 03 Semarang
In the Academic Year of 2008)**

A Final Project

**Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English**

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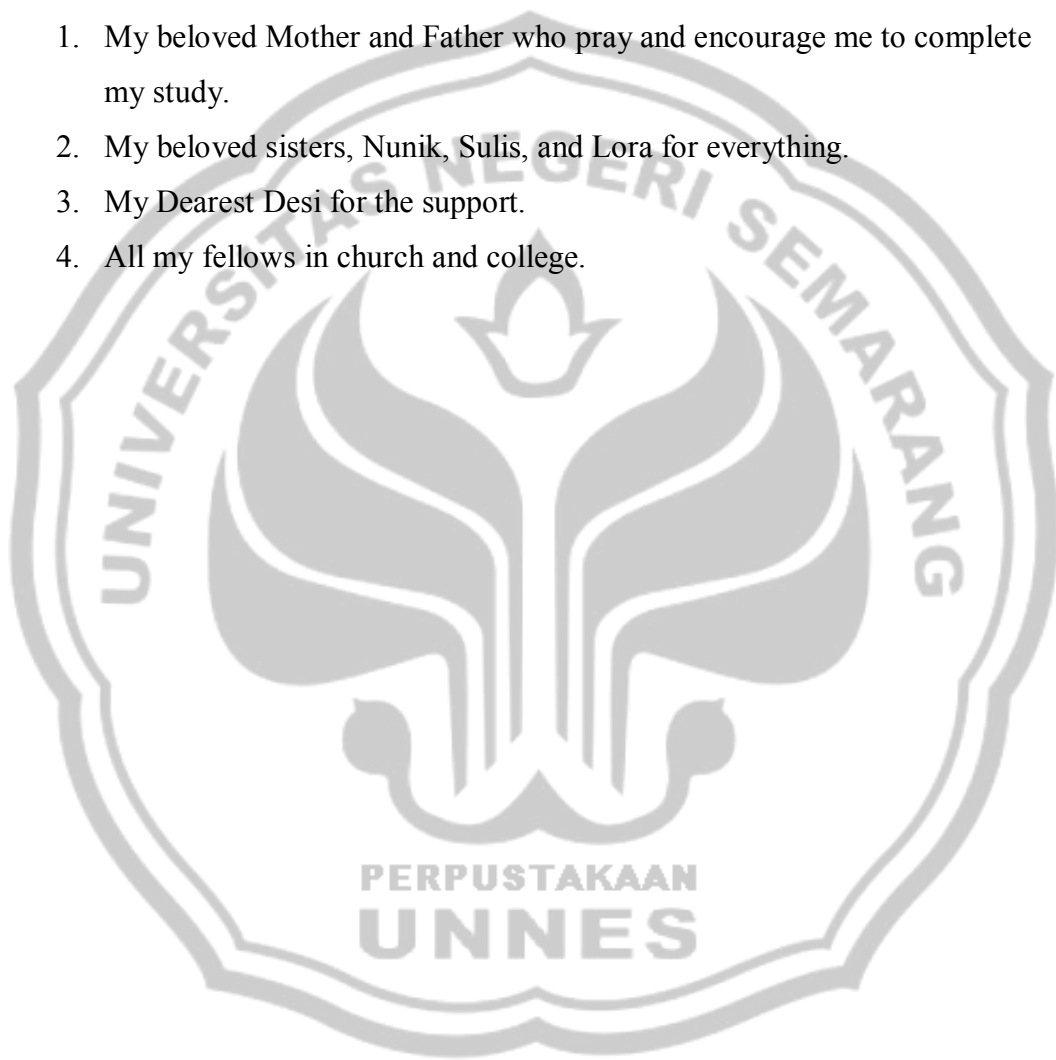
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"Just do the best, and let Jesus do the rest"

Dedicated to:

1. My beloved Mother and Father who pray and encourage me to complete my study.
2. My beloved sisters, Nunik, Sulis, and Lora for everything.
3. My Dearest Desi for the support.
4. All my fellows in church and college.

PERNYATAAN

Dengan ini, saya:

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THE EFFECTIVENESS OF USING PICTURES TO TEACH VOCABULARY ABOUT OBJECTS AROUND SCHOOL ENVIRONMENT (A Case of Fifth Graders of SDN Manyaran 03 Semarang, in the Academic Year of 2008)

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ABSTRACT

Icuk Harjuno, 2009. The Effectiveness of Using Pictures to Teach Vocabulary (Object Around School Environment) (A Case of Fifth Graders of SDN Manyaran 03 Semarang in Academic Year of 2008). English Department. Faculty of Languages and Arts. Semarang State University.

Mastery of vocabulary is not an easy thing for students, especially for young learners. Because young learners have limited ability in learning and memorizing the vocabulary.

It is not an easy task for teacher to teach vocabulary, because of the limitation of students' ability. So, the teacher needs to apply appropriate technique in his classroom. Using pictures in teaching vocabulary are appropriate technique to applied in class because pictures are one kind of media that can help teacher draw students' interest and arouse their motivation in the teaching learning process more effective. The objective of the study is to investigate the effectiveness of pictures as media to improve students' ability in vocabulary at the fifth graders students of Elementary School. The problem of the study is teaching English by using pictures more effective than without using pictures in improving the students' ability in vocabulary.

The population of the study was the students of the fifth grades of SDN Manyaran 03 Semarang in the Academic Year of 2008/2009. The sample of the study was class VA as the experimental group and class VB as the control group. Each of the two classes consisted of 40 students. Class VA was taught using pictures, and VB taught without using pictures. In the research, the writer used pre-test and post-test in getting data. Before giving the treatments, the writer conducted the pre-test for both classes. After giving material in 3 weeks, the writer conducted post-test to know the development of the students' ability in vocabulary. The writer used test as an instrument of the study.

The working of hypothesis of this study is that there is significant difference grades between students who are taught by using pictures and the students who are taught not using pictures. The difference of the development meaning that pictures was effective as teaching media in improving students' ability in vocabulary. So, it is suggested for English teacher to teach using pictures in improving the students' ability in vocabulary.

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The Writer

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

In this chapter, the writer will present the background of the study, reason for choosing the topic, statement of the problem, objective of the study, the significance of the study, and the outline of the presentation.

1.1 Background of the Study

English as an international language is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played an important role in the development of Indonesia; it is used as a means of communication when Indonesian people communicate and cooperate with a people from other countries. It shows that English in Indonesia is very important.

Because of its important position, in the Indonesian educational system, English has been taught at school from the first of junior high school up to third grade of senior high school and some semesters at universities.

According to 2006 curriculum, an elementary school may consider any additional subject as far as it is not contradictive to the goals of the national education. The additional lesson should be in line with the need of the local community. There are some additional lessons, which are called "local content". In Central Java, one of them is English, as stated in the local content curricula. The goals of teaching English in Elementary School are as follows:

a. Introduce simple English patterns, accompanied by very simple vocabulary item which are related to children's world, and

b. Develop their knowledge about English terms derived from their environment toward a positive direction, by GBPP in Elementary School (GBPP, 1994:3)

Based on the goals above, the English learning means that English is introduced as a new subject. The writer thinks that vocabulary is a major concern in Elementary Schools materials because vocabulary is an essential means in conducting communication. Nation as quoted by Sudadi (2005) says that vocabulary of a word can be divided into knowledge concerning its form, its position and its meaning. Those points are also very important to get the intention of a word.

Learning English is not easy for students. They often find difficulties to express their idea or catch the meaning of words in paragraph because of their lack of vocabulary. Nagaraj (1996:183) stated that in many ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. So they need to choose one of the techniques which are the best for students in order that students get more effective vocabulary learning.

In writer's opinion using a variety of media in learning vocabulary is one of the techniques that can be used. By using media, it is hoped that the students will be able to learn and pay attention to the material, which the teacher presents. Brown,et .al(1973: 1) stated that using a variety of media will increase the probability that students will learn more and retain better what they are expected

to develop And it is also stated by Hamalik (1993: 18) that Media are used to motivate students in learning.

From the statement above, we know that the existence of media is so important.

There are several kinds of media. In this final project the writer will try to present one of several media or techniques that can be used by the students in learning English vocabulary; this is called pictures. The writer's consideration is supported by the statement of Finocchiaro and Bonomo which says:

"The students understand and retain the meaning of a word better when they have been shown or have touched some object associated with it." (Finocchiaro and Bonomo, 1973: 163).

The writer is interested in investigating the effectiveness of pictures in developing the elementary school students' mastery of vocabulary.

1.2 Reason for Choosing the Topic

Vocabulary is one of the important things in language skills and language components. Vocabulary is a possible material that should be taught to students, but improving vocabulary is not easy for the teachers. Teachers should be able to create or choose a technique or use media, which are good for the students. In this final project, the writer has chosen the topic the use of pictures to teach vocabulary for the following reasons:

a) Students of elementary school have problems in mastering the vocabulary items they learn. They cannot communicate their ideas clearly because of their limited vocabulary.

b) Most students have difficulties in learning vocabulary. They feel bored and not pay attention because there is nothing interesting in the material, which the teacher presents.

c) Picture is an interesting approach. It will be more effective, efficient, and helpful in learning process.

1.3 Statement of the Problem

The problem that will be discussed in this study is

"How can picture improve the students' achievement in learning English vocabulary?

1.4 Objective of the Study

The objective of the study can be stated as follows:

"To discuss how pictures can motivate children to learn English vocabulary."

1.5 The Significance of the Study

The result of the study is expected to give the following benefits:

a) The students.

Learning English by using pictures can improve their understanding about English words. They have to develop vocabulary easily by doing much practice.

b) The English teacher.

It will give him/her better insight that using pictures is also worth trying in teaching vocabulary. Hopefully, the teacher can apply it in their teaching. And finally they can achieve the objectives of teaching vocabulary as effectively as possible.

c) Candidates of English teacher.

The candidate, hopefully, could know a more detailed way how to teach Elementary School students. And finally, they can apply it in teaching.

1.6 Outline of the Presentation

This final project consists of five chapters. Chapter I present an introduction, which contains the general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline.

Chapter II presents the review of related literature. It comprises learning vocabulary by children, pictures and action research.

Chapter II talks about method of investigation which consists of data of the study, subject of the study, instruments of the study, the cycles of the action research and the criterion of the assessment.

Chapter IV discusses data analysis.

The final chapter is Chapter V that offers some conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to describe about picture, vocabulary (related to objects around school environment), and English for Elementary School in Central Java.

2.1 Media (Picture)

It is clear that media play an important role in a teaching and learning process. The use of media is very needed to reach the purposes of teaching and learning and it should be various as stated by Harmer (2001: 134) that "the use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity."

2.1.1 General Concept of Media

Gerlach and Elly (1980: 241) propose, "A medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills, and attitudes." While, Brown (1977: 2-3) defines media as the tools or the physical things used by a teacher to facilitate the instruction.

Based on the definition about the media above, the writer makes a conclusion that medias is the tools, materials, or events that is used to facilitate the instruction to acquire knowledge, skills, and attitudes and engage the learner in a topic or as the basis of a whole activity.

7

The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process, according to Gerlach and Elly (1980: 297) the media to teach are classified into six general categories:

a) Picture

Picture consists of photograph of any object or event, which may be larger or smaller than the object or event it represents.

b) Audio recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack. These are reproductions of actual event or soundtrack.

c) Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d) Television

This category includes all types of Audio Video electronic distribution systems, which eventually appear on television monitor.

e) Real things, simulation and model.

This category includes people, events, objects, and demonstration real things, as constructed with other media, are not substituted for the actual object or event. They are in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can be used for simulation. A model is

representation of reality. It is often in scale and may be miniature, exact size or a larger size.

f) Program and computer- Assisted instruction.

Program is sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common example are programmed text books or instructional programs prepared for computers.

2.1.2 Pictures as Media

Pictures are found everywhere. They can be drawn either on the blackboard or chart paper or even cutouts (Nagaraj G, 1996: 188).

According to Gerlach and Elly (1980: 273), a picture may also be worth a thousand years or a thousand miles. Through pictures, learners can be shown people, places, and things from areas for outsides their own experiences. Pictures can also represent images from ancient time or portray the future. We will support this statement if we realize that every time we see pictures, there must be something we want to say about the pictures.

For most people, Brown et al (1977: 179-180) stated, pictures provide feeling that they make contacts with the real world. Perhaps, there are million of individuals all over the world who have never seen an ocean except in some kind of pictures. The picture may be used to clarify their imagination about ocean. They will show how the real ocean looks like.

2.1.3   Picture as Aid

Harmer (2001: 3) explains that pictures are clearly indispensable for the language teacher since they can be used in so many ways. We can teach vocabulary easily through the pictures. A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand miles. Gerlach and Ely (1980: 273 - 308) states that through pictures, learners can be shown people, places and things from areas outside of their own experiences. Pictures can also represent images from ancient times to the future. They also assert about pictures which are called "Opaque still pictures", two dimensional visual representation of person, place, or thing. Photographic prints are most common but sketches, cartoons, murals, cut out, charts, graphs and maps are widely used.

From the explanation above, through pictures the students of elementary school can catch and memorize the lesson faster, especially in vocabulary. Teacher just shows the pictures about objects, places, people, etc to them so that the teaching learning process can be reached.

2.1.4   Types of Pictures

Mary and Michael state that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the foreign language. Mary and Michael (1973: 164) state that there are three kinds of pictures:

a) Pictures of individual persons and of individual object.

b) Pictures of situations in which people do something in which the relationship of objects and/ or people can be seen.

c) A series of pictures on one chart.

Types of pictures are:

a) Charts

Simple charts which can be kept permanently, displayed in the classroom, which can be taken out of the closet as needed or carried under your arm from room to room, will be found extremely valuable.

b) Flash cards, Words cards, Number chards

Cards with individual words (either printed or manuscript) can be prepared and in the same order as the individual pictures. The cards should be about twelve inches long and four inches wide.

c) The Pocket Chart

The pocket chart can be used, for example, to teach negatives, interrogatives, and relative clauses.

d) The Flannel or Felt Board

This inexpensive device is an excellent way of presenting and practicing structures and vocabulary and of clarifying the social-cultural situations in which language is used.

e) The Magnetic Board

This can be used in much the same ways as the flannel board. Small magnets are needed to keep the materials in place.

f) The Opaque Projector

It is such flat materials as sheets of paper or written material to be proofread, pages still bound in a book, pictures, photographs, small maps, graphs or stamps can be affectively shown to a large class by means of the machine.

g) The Overhead Projector and Transparencies

It permits the teacher to face the class in a fully lighted room while writing or making quick line drawings on the transparencies used with the machine.

h) Kodachrome Slides

These are especially suitable for giving students cultural insight and appreciation.

i) Filmstrips

Filmstrips (slides which are arranged in sequenced and which can be projected by a filmstrips projector on a wall or on a screen) can be used effectively to practice vocabulary and structures while taking the pupils out of the confines of the classroom

j) Miscellaneous Materials

A cardboard clock with moveable hands and a puppet stage (made from an old crate or box).

2.1.5 Advantages of Using Pictures in English Teaching

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved (Gerlach and Ely, 1980: 12-15). However, in teaching-learning process, a teacher must bring all components into a classroom and apply them.

Pictures are one kind of media that can help the teacher draw the students' interest and arouse their motivation. If the students are motivated, they will participate actively and will learn hard during the teaching-learning process.

According to Gerlach and Ely (1980: 277), there are advantages of the pictures as follows:

a) Pictures are inexpensive and widely available.

b) They provide common experiences for an entire group.

c) The visual detail makes it possible to study subjects which would otherwise be impossible.

d) Pictures can help to prevent and correct misconceptions.

e) Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool.

f) They help to focus attention and to develop critical judgment.

g) They are easily manipulated.

From the explanation above that pictures have an important role and advantages in teaching learning process in order to make the students be

more active in teaching learning process, especially vocabulary, so that the teaching-learning process can be reached.

2.2 Learning English Vocabulary

In learning language, especially English, it means learning the components of language. Vocabulary is one of the components of language. So, the mastery of vocabulary is important because it supports the speakers in communication.

2.2.1 General Concept of Vocabulary

Language is used to communicate ideas and experiences, and vocabulary is an element in language that expresses units in our experience.

The writer will present several definition of vocabulary:

a) Vocabulary is "an alphabetical list of the words used in a book often including their translation or definition." (Holt, 1966:803)

b) Vocabulary is "the sum or set of words employed by a language, group, individual or work, or in relation to a subject." (Webster, 1976:914)

c) Vocabulary is "a list or group of word and phrases, usually in alphabetical order." (Webster, 1993: 327)

Webster states that vocabulary is:

a) A list of words and sometimes, phrases, usually arranged in alphabetical order and defined; a dictionary glossary or lexicon.

b) All the words of a language.

c) All the words used by particular person, class, profession, etc: sometimes all the words recognized and understood by a particular lesson, although not necessary used by him in full, passive vocabulary.

Based on the definition above, the writer comes to a conclusion that vocabulary is a stock of words, written or spoken that have certain meanings for a certain group of people. It is used and essential in conducting communication.

2.2.2 The Elementary School Students Learning of English Vocabulary

The choosing of appropriate vocabulary is important for the elementary students. They are introduced English pattern with simple vocabulary.

Increasingly, there is also need to limit the vocabulary that is introduced to the students. Haycraft (1978: 44-47) suggested some guidelines on which the choice of vocabulary can be based. They can be summarized as follows:

a) Commonest words

It is important to choose the words that are commonly used or the words that the students need. The students will often find them and it will easy to understand and to memorize.

b) Students' needs

The students motivation will help them to remember a special word that they want to know.

c) Student's language

If the students are from a language group, knowledge of their language can be very helpful. The words that are similar to their language and English will

learn easily. For example, the word "same" in Indonesia will become "sama", "ice" will become "es" and so on.

d) Word building

It is often useful to choose a word because a general rule can be formed. For example: drive-driver, teach-teacher, sing-singer, etc.

e) Cross reference

A lot of words are applicable to different situation / specializations. For instance, choose the words that have a relation with the first word. The word "mango", it is better to choose words that are common to other fruits, such as orange, apple, melon, etc.

f) Related structure

The introducing of new words should have connected with the structure of material given.

From the explanation above, the writer comes to conclusion that it is important in taking the right technique in the teaching learning process especially the technique to deliver the material, so that the learners will create a sense of need to use the words taught.

Furthermore, the vocabulary should be selected in such a way that they start from the easier to the more complex and difficult ones. The vocabulary should also be classified into groups, for example: fruits, colors, vegetables, government, weather and season, library, etc. besides, the limitation of the vocabulary may help the students in completing the topic that is taught without being confused.

2.2.3 Various Types of Vocabulary Mastery

The type of vocabulary that needs to be considered in education can be discussed in four types:

a) Understanding vocabulary

Understanding vocabulary can be divided into two items:

1. Listening: the words an individual recognizes and comprehends through listening.

2. Reading: the words an individual recognizes and comprehension through reading.

b) Speaking vocabulary

c) Writing vocabulary

d) Potential or Marginal vocabulary

2.2.4 Teaching Vocabulary

Teaching English as a foreign language for Indonesian is not an easy thing to apply. The teacher are demanded to be successful. An effective teaching is the basic factor to the success of teaching-learning process. To prepare an effective teaching, it is necessary for teacher to make a theory that account for effective language teaching, including a specification of the key variables in effective teaching and how they are interrelated. Such a theory is the study of the teaching process itself.

Therefore, it is important to develop principles for the preparation of language teachers, especially for vocabulary teaching.

For an English teacher to young learners, vocabulary teaching also invites notable reactions. Some people believe that in learning a foreign language, teaching vocabulary is a waste of time since the vocabulary is an unlimited number. These ideas are reasonable, if the participants of the teacher-preparation program had received emphasis on vocabulary in the classroom. Students' progress in their vocabulary learning can be gained through experience. Without special classes on vocabulary, the participants in the programs would master a number of words. In addition, several specialists in methodology believe that the meaning of words could not be adequately taught. Therefore, as a result, a little attention was directed to techniques for vocabulary teaching.

However, different from the above ideas, a number of research studies have recently dealt with lexical problems (problem related to word). Through research, the scholars are finding that the lexical/problem frequently interfere with communication; communication breaks down when people do not use the right words.

2.3   The Elementary School Students in Indonesia

Learning foreign language involves many factors. The crucial factors may influence language learning. They are: "age, ability, aspiration and need, native language, and previous language experience" (Finocchiaro, 1974: 14). From the crucial factors above, age is the important one in learning foreign language, especially at the young ages.

2.3.1   The Characteristics of Elementary School Students in Indonesia.

The learning process of elementary school students is not the same as the learning process of adults because they have different characteristics as stated by Helaly (1987):

> *"Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with job or university degrees that require knowledge of English. Their world is their daily game, events or interest to them, new knowledge that may come across and question that their inquisition minds may ask (Helaly, 1987: 49)"*

Young learners mean the children from 11 to 13 years old. In my experiment, the sixth grade of elementary school was taken as the population. The following are some characteristics of the children of that group according to Wendy Scott:

a)   They are competent users of mother tongue.

b)   They can tell the difference between fact and fiction.

c)   They love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work.

d)   They are enthusiastic and positive about learning.

e)   They rely on the spoken word as well as the physical word to convey and understand meaning.

f)   They are able to work with others and learn from others.

g)   Their own understanding comes through eyes, hands, and ears. The physical word is dominant at all times.

h)   They have very short attention and concentration span (Scott,1990: 2-4)

In Indonesia, the characteristic of elementary school student are not far from those in general. Based on the book of "Psikologi Perkembangan", written by "Tim Pengembangan MKDK IKIP Semarang", there are several characteristics as follows:

a) The elementary school students are the children at the age between 7 to 12 years old.

b) They are in the smart age. It means that they often show what they know from school and they are really proud of it.

c) There is a strong correlation between physical condition and school achievement.

d) They intend to praise themselves.

e) At the end of this phase, they begin to have an interest in special subjects (IKIP Semarang Press, 1989: 102).

Therefore, the writer concludes that the elementary school students still need a specific guide from the education components (teacher and parents). Besides, the enjoyable, comfortable and cheerful situation in the classroom may determine students in learning English especially vocabulary.

2.3.2 The Functions and the Objective of Learning English in Elementary School.

In Elementary School, English is taught as one of local contents. Here the students learn English for the first time. So, they just learn simple English pattern including vocabulary.

The function of learning English in Elementary School are as follows:

a) By studying English, students are expected to have a means to develop their knowledge of science, technology and culture so that they can grow up with Indonesian personality. It means that Indonesian whose manner and behavior are in their daily life reflect the values contained in Pancasila.

b) The students are expected to be able to support the development of tourism (GBPP Mulok SD, 1995: 1).

It has been stated in the KTSP English Head of Education and Culture Department policy on the KTSP English Curriculum (2006 :4), that:

"English is an international language that is necessary to teach the purpose of absorbing and developing the science technology and arts, and also developing the countries' relationship".

English teacher not only concerned in developing the students' knowledge of structure, grammar and pronunciation, but we need to teach them how to practice using the language.

Assessing linguistic competence is not enough for practical or educational purpose; we are interested not just in the fact that someone knows the language but that he knows how to use it.

Besides its functions, English at Elementary School also has the objective. The objective of learning English in Elementary School as a local content is "The students are expected to have the skills of the language in simple English, with the emphasis to have speaking skills using selected topics related to their environmental needs such as tourism industry" (GBPP Mulok SD, 1995).

2.3.3 General Concept of Elementary Students Problems in Learning English.

Because learning foreign language is different from learning a native language, so, the elementary school students as beginners also find some problems in learning English especially vocabulary. Those problems are:

a)   Students are surrounded by the first language at home, at school or even in communication with the people in their society where foreign languages are not used as a means of communication.

b)   Students do not know how to read or write at the time they are learning their mother tongue, but they learn English though expressions and reading.

c)   Students may be interfered by their first language system which has been well established in their mind. (Wahyuni, 1997: 15).
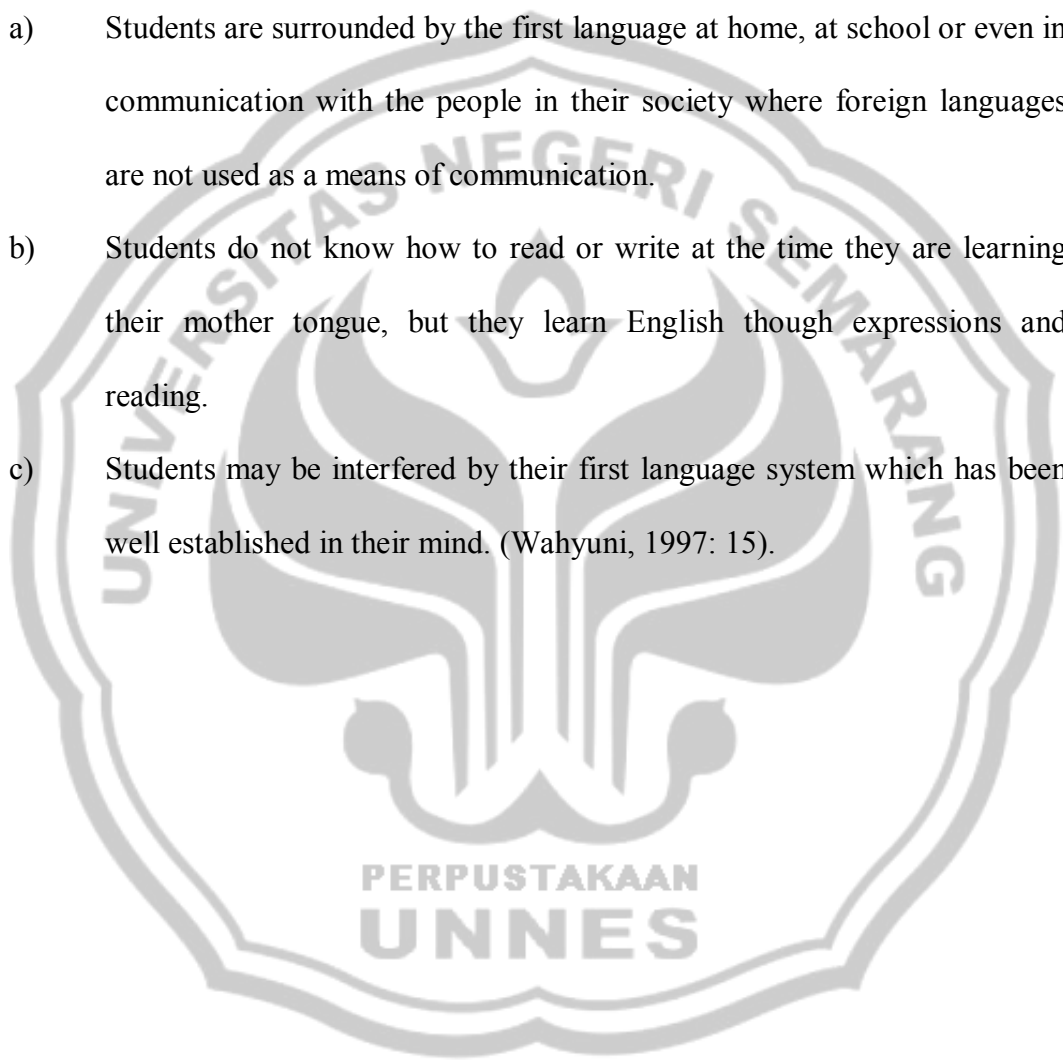
CHAPTER III

METHOD OF INVESTIGATION

The discussion of this chapter covers data collection, subjects of the study (population and sample), and instruments of the study, experimental research (procedure of the experimentation), variables and the criterion of the assessment.

3.1   Data Collection

According to Elliot (1991: 77-83) the techniques and methods which can be used to gather evidence in experiment are as follows: diaries, profiles, document analysis, tape or video recording and transcript, interviewing, running commentary, shadow study, check list, questionnaires, inventories, triangulation, and analytic memos.

In addition, Mcniff (1997: 76) states that there are some comprehensive survey data collection methods. They are field notes, audio tape recording, pupil diaries, interviews and discussions, video tape recording, questionnaires (test), sociometry, documentary evidence, slide/tape photography, and case study.

The several techniques above have some advantages and disadvantages. They have different ways and different characteristics. So, the choosing of these techniques for the teaching-learning process is very important. Therefore, to make it clear McNiff (1997: 77) presents the taxonomy of these techniques:

Techniques	Advantage (s)	Disadvantage (s)	Use (s)
Field Notes	Simple; on going; personal; aide memory	Subjective; needs practice	1. Specific Issues 2. Case Study 3. General Impression
Audio Tape Recording	Versatile; accurate; provide sample data	Transcription difficult; time consuming; often inhabiting	1. Detailed evidence 2. Diagnostic
Pupil diaries	Versatile; pupils perspective	Subjective	1. Diagnostic 2. Triangulation
Interviews and Discussions	Can be teacher-pupil, observer-pupil, or pupil-pupil.	Time consuming	Specific in depth information
Video tape recorder	Visual and comprehensive	Awkward and expensive; can be distracting	1. Visual material 2. Diagnostic
Questionnaires (test)	Highly specific; easy to administer, comparative	Time consuming to analyze; problem of right answer.	Specific information and feedback.
Sociometry	Easy to administer; to provides guide to action	Can threaten isolated pupils.	Analyze social relationships.
Documentary evidence	Illuminative	Difficult to obtain, time consuming.	Provides context and information.
Slide/tape photograph	Illuminative; promote discussion	Difficult to obtain; superficial.	Illustrates critical incidents.
Case study	Accurate; representative; uses range of techniques	Time consuming	1. Comprehensive overview of an issue. 2. Publishable format.

In this research, the writer used one of them appropriate to the students'
environment. The writer used the most appropriate techniques for the Elementary
School students. It is questionnaire (test).

a. **Subject of the Study (Population and Sample)**

Subject of the study play an important role on any experiment. They are the main factor to check and measure whether the experiment is success or not.

i. **Population**

According to Anderson as adapted in "Prosedur Penelitian", population is a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 1998). In other words we can mention that a population is the whole research subject. Tuckman adds that the population (or target group) used in a questionnaire or interview study is that group about which the researcher is interested in gaining information and drawing conclusions. Similarly, Best says that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.

There are so many public elementary schools in Semarang. Therefore, SDN Manyaran Semarang was chosen here for the research, with a consideration that the students in each class consist of heterogeneous students. It can be said that the students can represent complexity of young learners. (different culture, economical background, social background, educational level, etc.)

ii. **Sample**

Arikunto (1998: 117) states that "sample is a part of the population". Tuckman adds that sample is the representative group from this population to serve as respondents (1978: 226).

To determine the sample of this study, purposive sampling technique is used. Purposive means that the writer picked the sample of the population based on the group of participants.

This study aims to describe how pictures motivate children to learn English vocabulary for that reason, the subject that was observed in this study are the students themselves. The writer held the experiment at SD Negeri Manyaran 03. It is located on Jl. W.R. Supratman 178 – 180 Semarang. The classes which are taken for the writer's research were the fifth class. They are 40 students from V A and 40 students from V B.

Table 3.2.2 Number of the Sample

No	Class	Male	Female	Number of students
1	V A	24	16	40
2	V B	23	17	40

3.3   Instrument of the Study

An instrument plays an important role in research in the sense that the reliability of the instrument will influence the reliability the data obtained. Picture and test were used as the instruments to collect data in this research.

According to Harold (1983), there are two basic kinds of test. Those are objective and subjective test. Therefore, the writer use an objective test in the form of multiple-choice test with four options A, B, C, and D. The writer used a multiple-choice test in his study based on the following considerations:

a) Multiple-choice helps the students see the full meaning of words by providing natural context.

b) Scoring is easy and consistent.

c) Multiple-choice is a sensitive measure of achievement.

3.3.1 Pictures

In introducing new vocabulary to students, the writer tried to select some pictures which are considered authentic, interesting, and based on the students' need and level. They must be also related to the theme in the English syllabus material.

For this action research, the pictures are taken from English for Elementary School which is published by Media Wiyata, *Start with English 1, 2, 3* which is published by Erlangga, *Fokus* which is published by CV Sindhunata.

3.3.2 Tests

The test used as the research instrument consisted of 30 items in the form of multiple-choice items with four options A, B, C, and D. The test should be done in 45 minutes. The test covered two topics on things inside the class and school equipments.

3.4 Experimental Research (Procedure of the Experiment)

In this experiment, the writer took the fifth graders of SDN Manyaran 03 Semarang. He decided to use class V A as the experiment group and class V B as

the control group. Each of the classes consisted of 40 students. The chosen of the fifth graders based on the fact that the fifth grader is the most appropriate grade for the experiment. With the consideration that the fourth graders are not complete the English language understanding. They are in the basic level of the study. And the sixth graders are not allowed, because they are in the intensive period to face the National Examination.

Before giving treatment, the writer conducted the pre-test for both the experiment group and the control group. The vocabulary test consisted of 25 multiple-choice items. Both groups were asked to do them in 30 minutes by crossing the letter A, B, C, or D for the multiple choice items on the answer sheet.

After doing the pre-test, the writer conducted the experiment. The researcher gave the vocabulary lesson twice a week. He taught the same topic to both groups about things inside the class and school equipment, but applied different methods of teaching. In the experiment group, the students learned about the meaning of words through pictures. The control group was taught by using explanation. Both groups had the same material. The procedure of the experiment was as follows:

1) Topic   : Things inside the classroom

    Time   : First and second meetings

    The words taught were: blackboard, door, window, vase, flower, table, chair, picture, broom, pail, desk, bookshelf, etc.

The steps of teaching to the experiment group:

a) The teacher gave questions about the name of objects, example: "Do you know about this picture?"

b) Then, the teacher showed many kinds of pictures about the named objects inside the class. Students were asked to pay attention to the pictures. For example: the teacher held two pictures "table" in the right hand and "chair" in the left hand.

c) Then, the teacher asked the students to answer "what is this picture?" which was shown by the teacher.

d) Then, the teacher pronounced the word of this picture and he asked the students to repeat it after him twice. Next, he raised the two pictures in turn and asked some students to say it.

e) After the students were able to memorize the two pictures, he took another picture, "it is blackboard". He did the same thing until he presented all the pictures.

f) Then, the teacher put the pictures on the blackboard and just wrote down the English writing.

g) Before ending the class, the teacher checked the students' understanding by showing the pictures and called on some students to mention the name in English.

The steps of teaching to the control group were:

a) The teacher wrote the words to be taught on the blackboard.

b) The students pronounced the words correctly after the teacher.

c) The teacher gave the meaning of the words to the students.

d) Then, the teacher gave explanation about the words.

e) The students were asked to answer some questions from the teacher.

2) Topic: School equipments

Time: Third and fourth meetings

The words taught were: uniform, shoes, socks, belt, book, hat, bag, tie, pen, eraser, ruler, pencil, dictionary, etc.

The steps of teaching to the experiment group:

a) The teacher gave explanation about the school equipment, example: "What do you wear to go to school?"

b) Then, the teacher showed many kinds of pictures about school equipments in front of the class. Students were asked to pay attention to the pictures. For example: the teacher held two pictures "uniform" in the right hand and "shoes" in the left hand.

c) Then, the teacher asked the students to answer "what is this picture?" which was shown by the teacher.

d) Then, the teacher pronounced the word of this picture and he asked the students to repeat it after him twice. Next, he raised the two pictures in turn and asked some students to say it.

e) After the students were able to memorize the two pictures, he took another picture, "it is a pen". He did the same thing until he presented all the pictures.

f) Then, the teacher put the pictures on the blackboard and just wrote down the English writing.

g) Before ending the class, the teacher checked the students' understanding by showing the pictures and called on some students to mention the name in English.

The steps of teaching to the control group were:

a) The teacher did not use pictures. He used a set of words which was written on the blackboard.

b) The students pronounced the words correctly after the teacher.

c) The teacher gave the meaning of the words to the students.

d) Then, the teacher gave explanation about the words.

e) The students were asked to answer some questions from the teacher.

From the explanation above we can see that both groups have the same topics, but different methods of presentation.

At the end of the experiment, the writer conducted the vocabulary post-test to both groups. The test results are used as the data in this study.

3.5 Variables

A variable is the object of the experiment or the focus of an experiment (Arikunto, 1998: 91). In this experiment, the two variables mentioned above were an independent variable and a dependent variable. An independent variable is the presumed cause of the dependent variable and a dependent variable is the

presumed effect of the independent variable. In this experiment, the independent variable was the using of pictures as a teaching media and dependent variable was the students' ability in vocabulary.

3.6   The Criterion of the Assessment

The students' success and failure in doing the activities planned above would be assessed by referring to the criterion issued by Department of Education and Culture. The criterion says that a student can be said to pass the test if he/she can solve 65% of the whole problems and a class is said to be successful if 85% of the members pass the test (Depdikbud, 1994: 29).

3.7   Try Out

The writer had tried out the vocabulary test before using it as an instrument. There were 40 students in the try out group. The students had to complete the test consisting of 30 multiple-choice items in 45 minutes.

3.8   Condition of the Test

Harris (1969: 13) stated that all good tests possessed three qualities: validity, reliability, and practicality. That is to say, any test that we used had to be appropriate in terms of our particular situation. Those characteristics of a good test would be explained further below.

3.8.1 Validity of the Test

Tuckman (1978: 163-165) states that validity of a test represents the extent to which a test measures what it purports to measure. He also states that there are four types of validity, i.e.:

a) Predictive validity

Validity can be established by relating a test to some actual behavior of which the test is supposed to be predictive. If a test can be used to predict an outcome in terms of some performance or behavior criterion, then the predictive validity of that test can be obtained by relating test performance on the related criterion.

b) Concurrent validity

A test is said to have concurrent validity if its result relates with performance on another, well-reputed test.

c) Construct validity

Construct validity refers to the extent to which the test measure the "right" psychological constructs.

d) Content validity

A test is said to have content validity if the sample of situations or performance measured is representative of the set from which the sample was drawn (and about which generalizations are too made).

Based on the theory above, instrument was examined for its content validity to find out whether the test had content validity or not. Arikunto (1998: 158) asserts, there is another kind of validity, i.e. item validity, which is the index of validity of each item. In the research the writer used the formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

description:

r_{xy} = reliability of the test

N   = number of the students

X   = odd number-number of correct items

Y   = even number-number of correct items

To be considered valid, an item should have a higher validity test (r_{xy}) compared with r- table. If r_{xy} of an item is lower than the r- table, the iutem is considered invalid.

3.8.2 Item Analysis

After the answer sheets were collected, all items were examined from the point of view of their difficulty level of discrimination.

3.8.2.1 Difficulty Level

The index of difficulty or the facility value of an item simply shows how easy or difficult the particular item proved in the test. It is calculated by using the formula:

$$P = \frac{B}{JS}$$

where:

P = the facility value (index of difficulty)

B = the number of students who answered correctly

JS = the total number of the students

Criteria

Interval	Criteria
$0.0 < P < 0.30$	Difficult
$0.30 < P < 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

(Arikunto as quoted by Sudadi, 2005: p.25)

3.8.2.2 Discriminating Power

According to Heaton, the discrimination index of an item indicates the extent to which the item discriminates between testers, separating the more able testers from the less able (Heaton, 1975: 173). It is calculated using the formula:

$$D = \frac{B_A}{J_A} - \frac{B_b}{J_B}$$

where:

D   = the discrimination index

BA = the number of students in upper group who answered the item correctly

JA = the number of students in lower group who answered the item correctly

BB = the number of students in upper group

JB = the number of students in lower group

Criteria

Interval	Criteria
D ≤ 0.20	Poor
0.20 < D ≤ 0.40	Satisfactory
0.40 < D ≤ 0.70	Good
0.70 < D ≤1.00	Excellent

(Arikunto as quoted by Sudadi, 2005: p.25)

The correlation of the variables to show the reliability of the test used this formula:

$$r_{11} = \frac{2 \times r_{½½}}{}$$

where:

$$r_{\frac{1}{2}\frac{1}{2}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

The computation of the correlation of the variables of the reliability of the test is presented in the next chapter.

CHAPTER IV

DATA ANALYSIS

In this chapter present the analysis of the data. The process of the analysis can be seen in the explanation below.

4.1 Reliability of the Test

Tuckman (1978: 160) states that test reliability means that a test is consistent.

The computation of the correlation of the variables showing the reliability of the test was :

$$r_{\frac{1}{2}\frac{1}{2}} = \frac{40[4898] - [415][451]}{\sqrt{\{40[4663] - [415]^2\}\{40[5339] - [451]^2\}}}$$

$$= \frac{195920 - 187165}{\sqrt{\{186520 - 172225\}\{213560 - 203401\}}}$$

$$= \frac{8755}{\sqrt{\{14295\}\{10159\}}}$$

$$= \frac{8755}{12050.847}$$

$$= 0.727$$

$$r_{11} = \frac{2x0.727}{(1 + 0.727)}$$

$$r_{11} = \frac{1.453}{1.727}$$

r_{11} = 0.841

For α = 5% and number of subject 40, r- table = 0.312.

Because r₁₁ > r- table, then the instrument was reliable. Or the critical value for N = 40 at s percent (.05) alpha level of significance was 0.312. because the obtained coefficient of the correlation was higher than the critical value for product moment (0.841- 0.312), it means that reliability of the test was high.

4.2   Comparison between Two Means

In order to analyze the result of the experiment, we used statistics. First of all, we computed the result of the vocabulary test for both groups, the experimental and the control group.

After getting them, the way to know the significant difference of the experiment can be found through the difference between two means.

The mean score of the experimental and control group can be determined using the following formula:

$$Me = \frac{\sum Xe}{Ne}$$

$$Mc = \frac{\sum Xe}{Nc}$$

where :

Me   = the mean score of the experimental group

$\sum Xe$ = the sum of all scores of the experimental group

Ne   = the number of the experimental group

Mc   = the mean score of the control group

$\sum$ Xc   = the sum of all scores of the control group

Nc   = the number of the control group

The computation of the mean score of the experimental and the control group based on the Pre-test was as follows :

$$Me = \frac{\sum Xe}{Ne}$$

$$Me = \frac{2388}{40}$$

$$Me = 59.70$$

The score for the experimental group was 59.70

$$Mc = \frac{\sum Xe}{Nc}$$

$$Mc = \frac{2340}{40}$$

$$Mc = 58.50$$

The score for the control group was 58.50

Comparing the two means above, it is clear that the mean of the experiment group was higher than that of the control one. The difference between the two means was 59.70 – 58.50 = 1.20

The computation of the mean score of the experimental and the control group based on the post-test was as follows:

$$Me = \frac{\sum Xe}{Ne}$$

$$Me = \frac{3036}{40}$$

$$Me = 75.90$$

The score for the experimental group was 75.90

$$Mc = \frac{\sum Xe}{Nc}$$

$$Mc = \frac{2708}{40}$$

$$Mc = 67.70$$

The score for the control group was 67.70

Comparing the two means above, it is clear that the mean of the experiment group was higher than that of the control one. The difference between the two means was $75.90 - 67.70 = 8.20$

To make the analysis more reliable, the writer applied the t- test formula. The significant difference between the two means can be seen by using the following formula:

$$t' = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

Criteria   :

Ho is accepted if $\quad -\dfrac{w_1 t_1 + w_2 t_2}{w_1 + w_2} < t' < \dfrac{w_1 t_1 + w_2 t_2}{w_1 + w_2}$

where:

t   = t – test

Me = the mean of the experimental group

Mc = the mean of the control group

Sse = the sum of the squared deviation of the experimental group

SSc = the sum of the squared deviation of the control group

Ne = the number of the experimental group

Nc = the number of the control group

Before applying the formula above, SSe and SSc must be found first. The following is the process of computing the sum of squared deviation of the test. Based on the Pre-test result

$$SSe = \sum \chi e^2 - \frac{(\sum \chi e)^2}{Ne}$$

$$SSe = 149616 - \frac{(2388)^2}{40}$$

$$SSe = 149616 - \frac{5702544}{40}$$

SSe = 149616 – 142564

SSe = 7052.40

The deviation of each value of the experimental group was 7052.40

$$SSc = \sum \chi c^2 - \frac{(\sum \chi c)^2}{Nc}$$

$$SSc = 142608 - \frac{(2340)^2}{40}$$

$$SSc = 149616 - \frac{5475600}{40}$$

$$SSc = 142608 - 136890$$

$$SSc = 5718.00$$

The deviation of each value of the control group was 5718.00

While based on the Post-test result:

$$SSe = \sum \chi e^2 - \frac{\left(\sum \chi e\right)^2}{Ne}$$

$$SSe = 234704 - \frac{(3036)^2}{40}$$

$$SSe = 234704 - \frac{9217296}{40}$$

$$SSe = 234704 - 230432$$

$$SSe = 4271.60$$

The deviation of each value of the experiment group was 4271.60

$$SSc = \sum \chi c^2 - \frac{\left(\sum \chi c\right)^2}{Nc}$$

$$SSc = 185904 - \frac{(2708)^2}{40}$$

$$SSc = 185904 - \frac{7333264}{40}$$

$$SSc = 185904 - 183332$$

$$SSc = 2572.40$$

The deviation of each value of the control group was 2572.40

After getting the SSe and SSc, then the t-test formula was calculated

$$t = \frac{Me - Mc}{\sqrt{\left(\dfrac{(SSe + SSc)}{Ne + Nc - 2}\right)\left(\dfrac{1}{Ne} + \dfrac{1}{Nc}\right)}}$$

the t-test formula of Pre-test was 3.915

$$t = \frac{75.90 - 67.70}{\sqrt{\left(\dfrac{(4271.60 + 2572.40)}{40 + 40 - 2}\right)\left(\dfrac{1}{40} + \dfrac{1}{40}\right)}}$$

$$t = \frac{8.20}{\sqrt{\left(\dfrac{(6844.00)}{78}\right)(0.05)}}$$

$$t = \frac{8.20}{2.95}$$

$$t = 3.915$$

The t-test formula of Post-test was 0.419

$$t = \frac{59.70 - 58.50}{\sqrt{\left(\dfrac{(7052 + 5718.00)}{40 + 40 - 2}\right)\left(\dfrac{1}{40} + \dfrac{1}{40}\right)}}$$

$$t = \frac{1.20}{\sqrt{\left(\dfrac{(12770.40)}{78}\right)(0.05)}}$$

$$t = \frac{1.20}{2.861}$$

$$t = 0.419$$

4.3   Test Significance

To check whether or not the difference between two means of the control group and the experimental group was statistically significant, the t-value

obtained should be consulted with the critical value in the t-table. Before the experiment was conducted, the level of significance should have been decided first so that the decision-making would not be influenced by the result of the experiment.

Best in Tri Antini's Final Project (2001:p, 43) suggest for the subjects which require fixed computation such methematics or physics the percent or (.01) alpha level of significance can be used, whereas for the physchological and educational circles the 5 percent level of significance can be used as the standard for rejection of the null hyphotesis. Since this research deals with the educational circle, the writer used the 5 percent (.05) alpha level of significance.

In this experiment, the number of the subjects of both the experimental and the control group was 80 ($N_e=40$, $N_c=40$). The degree of the freedom (df) was 78 which was obtained from the formula $\sum N_e + \sum N_c - 2$. The critical value in the degree of freedom 78 at the 5 percent alpha level of significance was 1.99. the t-value of Pre-test was lower than the critical value because t-value (0.419) < t-table (1.99) so it was in the Ho accepted area. So, it can be concluded that there was no significant of the Pre-test result between experimental group and control group.

The t-value of post-test was higher than the critical value because t-value (3.915) > t-table (1.99), so t-value was in Ho rejection area, meaning that the Ho was rejected. It can be concluded that there was significant correlation of Post-test result between experimental group and control group.

From the explanation above, the Post-test results at the two classes (VA and VB) can show the comparison results as follows: VA as the experiment group

and taught using picture, showed higher results in the post-test than the pre-test, so Ho was rejected. On the other hand, VB as the control group and taught not using picture or just given explanation, did not show significant difference between the pre-test and the post-test results, so Ho was accepted. From the explanation above, it can be concluded that the picture was effective as teaching media in improving students' ability in vocabulary. As seen from the significant difference of grades between the experiment group and the control group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the investigation and discussion in the previous chapter, the writer draws some conclusions and offers some suggestions.

5.1 Conclusions

Based on the result of the analysis in the previous chapter, the writer can conclude that:

a) The students' progress during the teaching and learning activity by using the pictures was good.

b) Most of the students said that the activities by using pictures could help them in mastering vocabulary. Besides, they can increase the students' motivation in learning English.

c) The main factors affecting this success are the students' interest in the pictures given and the relevancy between the vocabularies offered in this activity and the vocabulary that the students used in daily activities

d) These kinds of activity are necessary for the students and they expected that the program to be regularly and continuously given.

e) Picture is totally interesting. It can entertain students and support the students' imaginary.

f) Picture is effectively helping the students in memorize the words. Picture can support and motivate the students mind in getting the figure of the things and the words.

5.2 Suggestions

Based on the conclusion above, the writer would like to offer some suggestions:

a) Using pictures in teaching English vocabulary is recommended for the English teacher, especially for the Elementary school teacher to attract the students' interest and motivation in learning English.

b) The program should be done regularly and continuously given, because it is the effective way for teacher in teaching and the enjoyable time for students in learning.

c) To get a wider generalization of the result of the study, such activity should be conducted in other classes of other schools, and the writer hopes, there will be many researchers about how to use the pictures in the classroom more effectively in the future.

d) Picture is properly used by teachers to increase the students' achievement. Besides, it makes the teachers' duty get easier.

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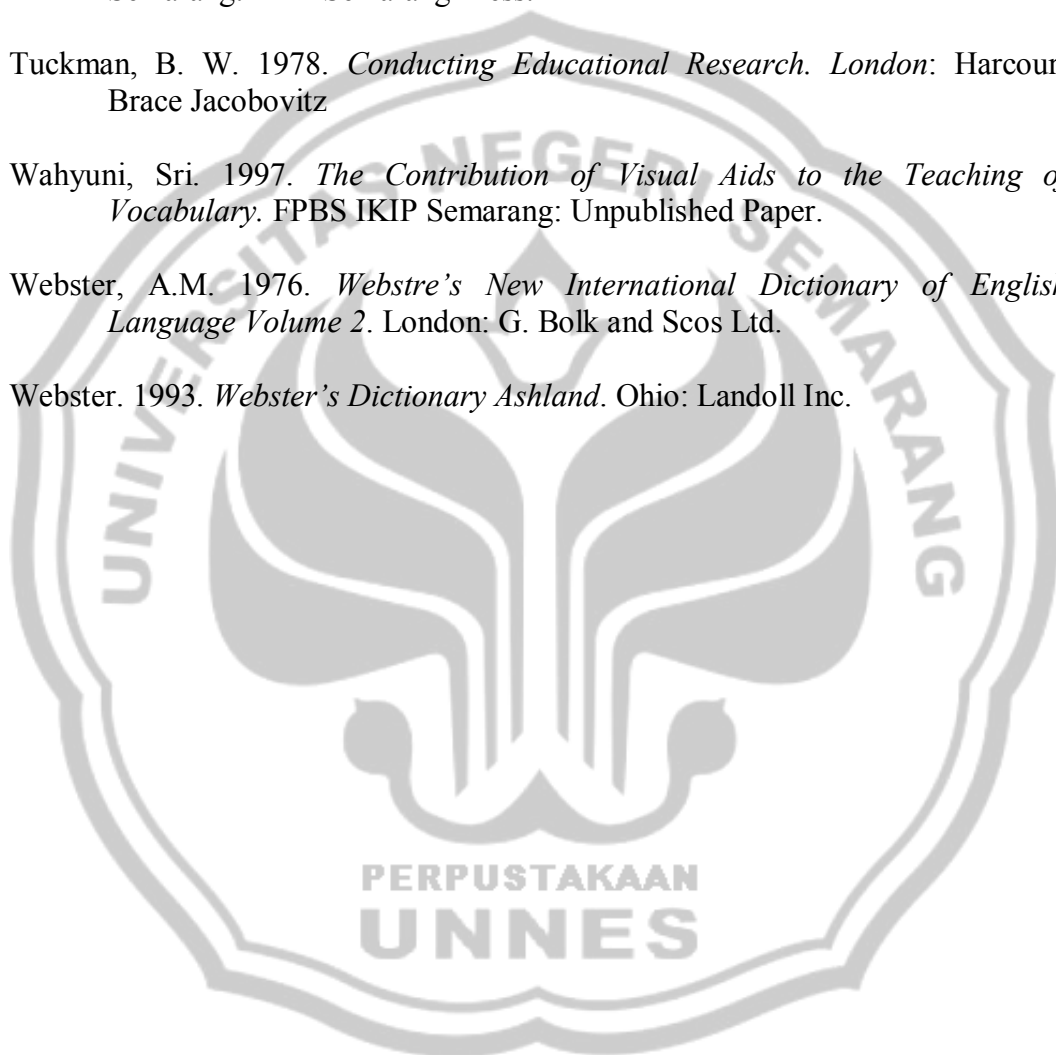
APPENDIX I

TRY OUT GROUP

NO	NAME
1	Nanda
2	Aditya Nugroho
3	Apriliana
4	Andik Agung Prasetyo
5	Bayu Sarwo Utomo
6	Dewi Ta'ati
7	Eggy Bayu Prasetyo
8	Fitriana Dwi
9	Fidia Lisa
10	Fauzi Aji Pratama
11	Guntoro Noel Prayudha
12	Guntur Ade Putra
13	Maharani Muji
14	Muhamad Isa Fathoni
15	Nurika
16	Octaviani Sartika
17	Puput Savitri
18	Rika Puspita Sari
19	Rexy Bagas Pratama
20	Sustriyaningsih
21	Tanto Satrio Wibowo
22	Danang Pamungkas
23	Sri Haryono
24	Wisnu Adi Nugraha
25	Akbar Kanzul Fikri
26	Anita Dewi Anggraini
27	Annisa Hidayati
28	Bayu Mardianto
29	Bayu sena
30	Citra Dewi Octavia
31	Desta Angelia Ramadiningrum
32	Diestama Laras Ati
33	Erma Yulia
34	Holland Reygada Putra
35	Ilmiatun Nafiah
36	Jamaludin aris Munandar
37	Kharisma Ardea Pramesti
38	Mega Nanda Dwi Ramadhani
39	Nurul Hikmah
40	Pratanda Pandeana Putri

APPENDIX II

EXPERIMENT GROUP

NO	NAME
1	Agus Raharjo
2	Danu Pangestu
3	King Dito
4	Mohammad Zulfikar
5	Andika Sandi
6	Bagus Triatmaja
7	Bahtiar Nur Solikin
8	Bayu Kurniawan
9	Dedi Tri Kurniawan
10	Denada Ariyanto
11	Devo Dwi Aprian
12	Dita Eriana Putri Saraswati
13	Edwin Bayu Nur Wibowo
14	Feby Wahyu Farita
15	Frinsca Aulia Diviarani
16	Indra Bagus Candra
17	Indrajit
18	Irfandi Saleh
19	Merlinda Winda Sari
20	Novita Putri Sitoresmi
21	Okky Surya
22	Rizki Eka Saputra
23	Rezqi Kusuma Devi
24	Tri Ariyani
25	Tri Julianto Nur Na'afi
26	Tri Sutrisno
27	Widyawati Cahyaningrum
28	Wulandari
29	Yosi Indah Laksana
30	Agna Alhuda
31	Lintang Nur Ismi Kurniawati
32	Nakita Salsa Billa
33	Ryan Nur Cahyo
34	Selly Ratna Sari
35	Zella Ernilla Vika Puji Astuti
36	Ayu Romdhonah
37	Bondan Vendi Prasetio
38	Thomas Surya Aji Wardana
39	Muhamat Dicky Saputra
40	Dian Novita

APPENDIX III

CONTROL GROUP

NO	NAME
1	Rudilah Hamid
2	Lina Novita Savitri
3	Khalimatus Syadiah
4	Ahmad Qodir
5	Aika Fathur Rohman
6	Alsy
7	Andre
8	Anik Rahmawati
9	Anggaini Safitri
10	Arif Nur Rohman
11	Arnando
12	Deni Agustin
13	Dina Noviyanti
14	Edy Prabowo
15	Krisma
16	Febri Trigawati
17	Galang Anggriawan Susilo
18	Galang Jati
19	Irma Anggita
20	Juliastuti
21	Kurnia Ragil
22	Krisna Bintang
23	Nanang
24	Nur Rochim
25	Pissintya Refna
26	Ravika
27	Reni Febriani
28	Rizki Bagus
29	Sinta Puspita Handayani
30	Ryan
31	Tri Nandiroh
32	Irawan
33	Karunia Ardhy Candra
34	Jonathan
35	Ronaldo
36	Astrid Mavita Sari
37	Laily Dina
38	Achmad Nur Sidik
39	Aditya Bagus
40	Angga Setiawan

APPENDIX IV
TRY OUT OF ITEMS TEST
(Validity, Discriminating Power, Difficulty Index and Reliability)

No	Code	Item number								
		1	2	3	4	5	6	7	8	9
1	T-36	-1	1	1	1	1	1	1	1	1
2	T-07	1	1	1	1	1	1	1	1	1
3	T-06	-1	1	1	1	1	1	0	1	1
4	T-08	1	1	1	1	1	0	1	1	1
5	T-35	1	1	1	1	1	1	1	1	1
6	T-17	1	1	1	0	1	0	1	1	1
7	T-34	1	1	1	0	1	1	1	1	1
8	T-21	1	1	1	0	1	1	1	1	1
9	T-22	1	1	1	1	1	0	1	1	1
10	T-31	1	1	1	1	1	1	1	1	1
11	T-24	0	1	1	1	1	0	0	1	1
12	T-33	1	1	1	1	0	1	0	1	1
13	T-10	1	1	1	1	1	0	0	1	1
14	T-12	1	1	1	1	1	1	1	1	1
15	T-05	1	1	0	1	1	0	1	1	1
16	T-25	1	1	1	0	1	0	0	1	1
17	T-04	1	1	1	0	1	0	1	1	1
18	T-18	1	1	1	0	1	0	1	1	1
19	T-09	1	1	1	1	1	0	0	1	1
20	T-19	1	1	1	1	1	0	1	1	1
21	T-20	1	1	1	1	1	0	1	1	1
22	T-28	1	1	1	1	1	0	1	1	1
23	T-29	0	1	1	1	0	0	1	1	1
24	T-39	1	1	0	1	0	0	0	1	1
25	T-40	1	1	1	0	0	0	0	1	1
26	T-38	0	1	0	1	0	0	0	1	1
27	T-15	1	1	1	0	1	0	1	1	1
28	T-32	0	1	1	1	0	0	1	1	0
29	T-03	1	1	0	1	1	0	0	1	1
30	T-01	0	1	1	1	1	0	1	1	1
31	T-11	1	1	1	0	1	0	0	1	0
32	T-30	1	1	0	0	0	0	1	1	1
33	T-37	1	1	1	0	0	0	0	1	0
34	T-02	0	1	0	1	1	0	0	1	0
35	T-23	1	1	1	0	0	0	0	1	1
36	T-26	0	1	1	0	0	0	0	1	1
37	T-27	1	1	1	0	0	0	1	1	1
38	T-14	1	1	1	0	0	1	0	0	0
39	T-13	0	1	0	0	1	0	0	1	0
40	T-16	0	1	0	0	1	0	1	1	1
Item Validity	$\sum X$	31	40	32	23	29	10	23	39	34
	$\sum X2$	31	40	32	23	29	10	23	39	34
	$\sum XY$	707	866	728	545	665	258	534	853	773
	rxy	0.419	0.000	0.430	0.465	0.406	0.468	0.356	0.270	0.504
	r table	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312
	Criteria	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
Discriminating Power	BA	19	20	19	14	19	9	14	20	20
	BB	12	20	13	9	10	1	9	19	14
	JA	20	20	20	20	20	20	20	20	20
	JB	20	20	20	20	20	20	20	20	20
	D	0.35	0.00	0.30	0.25	0.45	0.40	0.25	0.05	0.30
	Criteria	Sufficient	Poor	Sufficient	Sufficient	Good	Sufficient	Sufficient	Poor	Sufficient
Difficulty Level	B	31	40	32	23	29	10	23	39	34
	Js	40	40	40	40	40	40	40	40	40
	P	0.78	1.00	0.80	0.58	0.73	0.25	0.58	0.98	0.85
	Criteria	Easy	Easy	Easy	Medium	Easy	Difficult	Medium	Easy	Easy
Criteria		Used	Unused	Used	Used	Used	Used	Used	Unused	Used

No	Code	Item number								
		10	11	12	13	14	15	16	17	18
1	T-36	1	1	1	1	1	1	1	1	1
2	T-07	1	1	1	1	1	1	1	1	1
3	T-06	1	1	1	1	1	1	1	1	1
4	T-08	1	1	1	1	1	1	1	1	1
5	T-35	1	1	1	1	1	1	1	1	1
6	T-17	1	1	1	1	1	1	1	1	1
7	T-34	1	1	1	1	1	1	1	1	1
8	T-21	1	1	1	1	1	1	1	1	1
9	T-22	1	1	1	1	1	1	1	1	0
10	T-31	1	1	0	1	1	1	0	1	1
11	T-24	1	1	1	1	1	1	1	1	0
12	T-33	1	1	1	1	1	1	1	1	1
13	T-10	1	1	0	1	1	1	1	1	1
14	T-12	1	0	1	1	1	1	1	1	1
15	T-05	1	0	1	1	1	1	1	1	1
16	T-25	1	0	1	1	1	1	1	1	1
17	T-04	1	1	1	1	1	1	1	1	1
18	T-18	1	0	1	1	1	1	1	0	1
19	T-09	1	1	1	1	1	1	1	1	0
20	T-19	1	1	1	1	1	1	1	1	0
21	T-20	1	1	1	1	1	1	0	0	1
22	T-28	1	1	1	1	1	1	1	0	0
23	T-29	1	1	0	1	1	1	1	1	1
24	T-39	1	0	0	1	1	1	1	1	1
25	T-40	1	0	0	1	1	0	1	1	1
26	T-38	1	1	1	0	0	1	1	1	1
27	T-15	1	1	1	1	1	1	1	0	1
28	T-32	1	1	0	1	1	1	0	1	1
29	T-03	1	0	1	0	0	1	0	0	0
30	T-01	1	0	1	0	1	1	1	1	0
31	T-11	1	1	1	1	1	0	1	1	1
32	T-30	1	1	0	1	1	0	0	1	0
33	T-37	1	1	0	1	1	1	1	1	0
34	T-02	1	0	1	1	1	1	1	0	1
35	T-23	1	0	0	1	0	1	0	0	1
36	T-26	1	0	0	0	1	0	1	0	0
37	T-27	0	1	0	1	0	1	0	0	0
38	T-14	1	0	1	1	0	0	0	0	0
39	T-13	1	0	0	1	0	1	0	1	0
40	T-16	1	0	1	0	1	0	1	0	1

		10	11	12	13	14	15	16	17	18
Item Validity	$\sum X$	39	26	28	35	34	34	31	29	27
	$\sum X2$	39	26	28	35	34	34	31	29	27
	$\sum XY$	852	613	643	786	774	774	709	678	624
	r$_{xy}$	0.239	0.513	0.392	0.417	0.518	0.518	0.442	0.548	0.411
	r table	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312
	Criteria	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
Discriminating Power	BA	20	16	18	20	20	20	19	19	16
	BB	19	10	10	15	14	14	12	10	11
	JA	20	20	20	20	20	20	20	20	20
	JB	20	20	20	20	20	20	20	20	20
	D	0.05	0.30	0.40	0.25	0.30	0.30	0.35	0.45	0.25
	Criteria	Poor	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Good	Sufficient
Difficulty Level	B	39	26	28	23	29	10	23	39	34
	Js	40	40	40	40	40	40	40	40	40
	P	0.65	0.65	0.70	0.58	0.73	0.25	0.58	0.98	0.85
	Criteria	Easy	Medium	Easy	Medium	Easy	Difficult	Medium	Easy	Easy
Criteria		Unused	Used	Used	Used	Used	Used	Used	Unused	Used

No	Code	Item number								
		19	20	21	22	23	24	25	26	27
1	T-36	1	1	1	0	1	1	1	1	1
2	T-07	1	1	1	1	0	1	1	1	1
3	T-06	1	0	1	1	1	1	1	1	1
4	T-08	0	1	1	1	1	1	1	1	1
5	T-35	1	1	0	1	1	1	1	1	0
6	T-17	0	1	1	1	1	1	1	1	1
7	T-34	1	1	0	1	1	1	1	1	0
8	T-21	0	0	1	1	1	1	1	1	1
9	T-22	1	1	1	1	1	1	1	1	0
10	T-31	1	1	0	1	1	1	1	1	1
11	T-24	1	1	1	1	1	1	1	1	1
12	T-33	1	0	0	1	1	1	1	1	0
13	T-10	1	1	1	1	1	1	1	1	0
14	T-12	0	1	1	0	0	1	1	1	0
15	T-05	0	1	1	1	0	1	1	1	0
16	T-25	0	1	1	1	1	1	1	1	0
17	T-04	0	1	1	0	0	1	1	1	0
18	T-18	1	0	0	1	1	1	1	1	1
19	T-09	1	0	0	0	0	1	1	1	0
20	T-19	1	0	0	0	0	1	1	1	0
21	T-20	0	0	1	1	1	1	1	0	0
22	T-28	1	0	0	1	1	1	1	1	0
23	T-29	1	0	0	1	1	1	1	1	1
24	T-39	0	1	1	1	1	1	1	0	0
25	T-40	0	1	1	1	1	1	1	0	0
26	T-38	1	1	0	1	0	1	1	1	0
27	T-15	0	0	0	0	0	1	1	0	0
28	T-32	1	0	0	0	0	1	1	0	0
29	T-03	1	0	1	0	1	1	1	0	0
30	T-01	0	0	0	0	0	1	0	0	0
31	T-11	0	1	0	0	1	1	0	0	0
32	T-30	0	0	0	1	0	1	0	1	0
33	T-37	1	0	0	0	0	1	1	1	0
34	T-02	0	0	0	0	1	1	0	1	1
35	T-23	0	0	0	0	0	1	1	0	0
36	T-26	0	1	1	1	0	1	1	0	0
37	T-27	0	1	0	0	0	1	1	0	0
38	T-14	1	0	0	0	0	1	1	0	0
39	T-13	0	1	1	1	0	1	1	1	0
40	T-16	0	0	1	1	0	0	0	0	0
Item Validity	$\sum X$	20	21	20	25	23	39	35	27	11
	$\sum X2$	20	21	20	25	23	39	35	27	11
	$\sum XY$	471	489	463	580	549	854	789	645	282
	r_{xy}	0.371	0.336	0.293	0.391	0.504	0.302	0.461	0.630	0.479
	r table	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312	0.312
	Criteria	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid
Discriminating Power	BA	13	14	13	15	14	20	20	20	9
	BB	7	7	7	10	9	19	15	7	2
	JA	20	20	20	20	20	20	20	20	20
	JB	20	20	20	20	20	20	20	20	20
	D	0.30	0.35	0.30	0.25	0.25	0.25	0.25	0.65	0.35
	Criteria	Sufficient	Sufficient	Sufficient	Sufficient	Sufficient	Poor	Sufficient	Good	Sufficient
Difficulty Level	B	35	34	34	31	29	27	35	27	11
	Js	40	40	40	40	40	40	40	40	40
	P	0.88	0.85	0.85	0.78	0.73	0.68	0.88	0.68	0.28
	Criteria	Easy	Easy	Easy	Easy	Easy	Medium	Easy	Medium	Difficult
Criteria		Used	Used	Used	Used	Used	Used	Used	Used	Used

No	Code	Item number						
		28	29	30				
1	T-36	1	1	1				
2	T-07	1	1	1				
3	T-06	1	1	1				
4	T-08	1	1	1				
5	T-35	1	1	1				
6	T-17	1	1	1				
7	T-34	1	1	1				
8	T-21	1	1	1				
9	T-22	1	1	1				
10	T-31	1	1	1				
11	T-24	1	1	1				
12	T-33	1	1	1				
13	T-10	1	0	1				
14	T-12	1	1	1				
15	T-05	1	1	1				
16	T-25	1	1	1				
17	T-04	1	1	1				
18	T-18	1	1	1				
19	T-09	1	1	1				
20	T-19	1	1	1				
21	T-20	1	1	1				
22	T-28	0	1	1				
23	T-29	1	1	0				
24	T-39	1	1	1				
25	T-40	1	1	1				
26	T-38	1	1	1				
27	T-15	1	0	1				
28	T-32	1	1	1				
29	T-03	1	1	1				
30	T-01	1	1	1				
31	T-11	0	0	1				
32	T-30	1	1	1				
33	T-37	0	0	1				
34	T-02	0	0	0				
35	T-23	1	1	1				
36	T-26	1	1	0				
37	T-27	1	1	0				
38	T-14	1	1	1				
39	T-13	0	0	0				
40	T-16	0	0	0				
	$\sum X$	34	33	34				
Item Validity	$\sum X2$	34	33	34				
	$\sum XY$	770	749	775				
	r_{xy}	0.395	0.444	0532				
	r table	0.312	0.312	0.312				
	Criteria	Valid	Valid	Valid				
Discriminating Power	BA	20	19	20				
	BB	14	14	14				
	JA	20	20	20				
	JB	20	20	20				
	D	0.30	0.25	0.30				
	Criteria	Sufficient	Sufficient	Sufficient				
Difficulty Level	B	34	33	34				
	Js	40	40	40				
	P	0.85	0.83	0.85				
	Criteria	Easy	Easy	Easy				
Criteria		Used	Used	Used	Reliable			

APPENDIX V

MULTIPLE CHOICE TEST

I. Choose the answer by crossing a,b,c or d!

1. Icha : What do we use to write on the
        blackboard?
    Nael : We use …

    a. chalk
    b. pencil
    c. paint
    d. pen

2. We use … to keep our book.

    a. shoes
    b. socks
    c. pencil case
    d. bag

3. There are three …. in the vase.

    a. chalk
    b. flowers
    c. pencil
    d. pen

4. What it is? It is a ….
    We have to open it to get in the class.

    a. window
    b. wall
    c. door
    d. floor

5. The … is red and white

    a. flag
    b. shoes
    c. shirt
    d. skirt

6   We need a … to bring water.

    a. hat
    b. pail
    c. basket
    d. vase

7. They wear a … in the flag ceremony

    a. helmet
    b. jacket
    c. pyjamas
    d. hat

8. A: Can you see the ….
   B: Yes, I can
   A: What time is it?
   B: It is twelve o'clock

    a. calendar
    b. picture
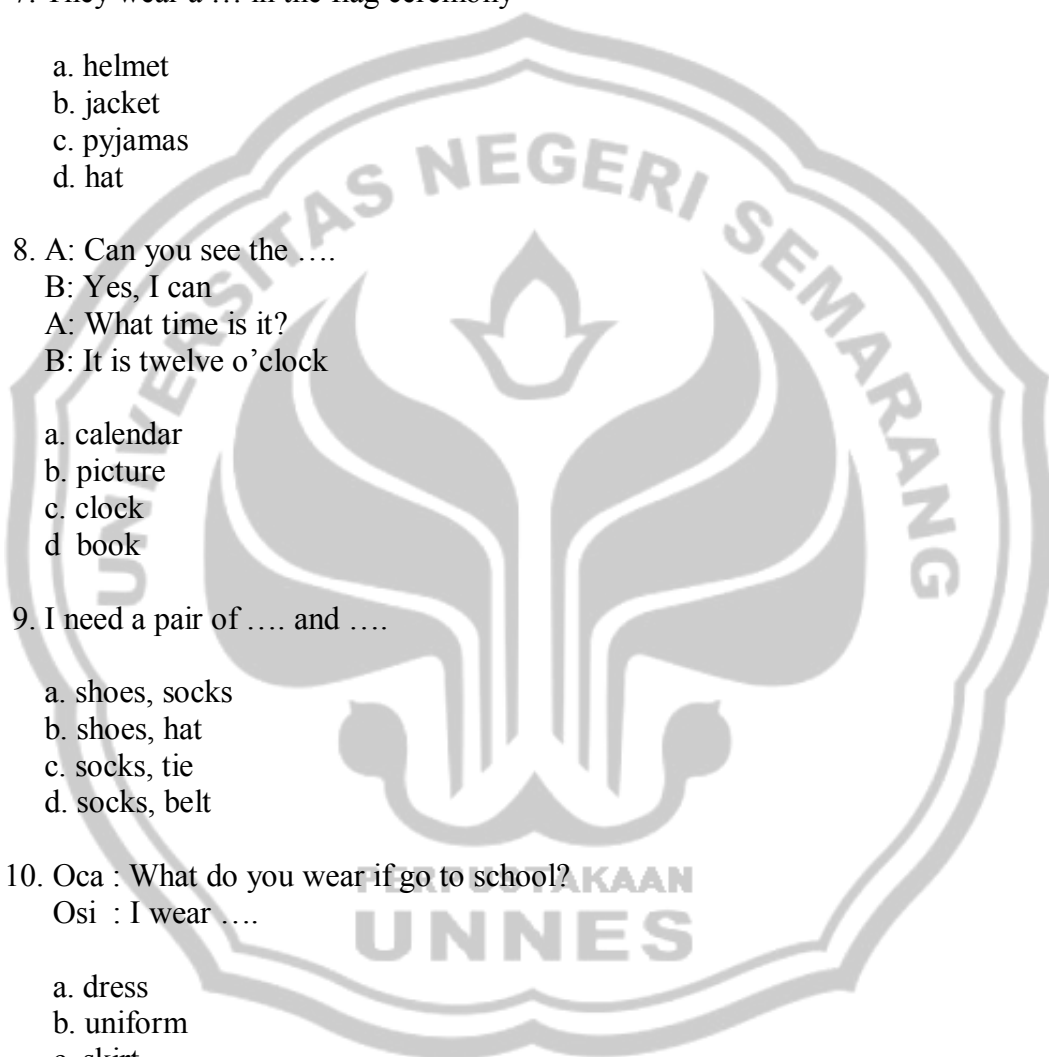   c. clock
    d book

9. I need a pair of …. and ….

    a. shoes, socks
    b. shoes, hat
    c. socks, tie
    d. socks, belt

10. Oca : What do you wear if go to school?
    Osi : I wear ….

    a. dress
    b. uniform
    c. skirt
    d. kebaya

11. What is the shape of …?
     It is cylindrical.

     a. pencil
     b. book
     c. bag
     d. shoes

12. Sinta need a … to sweep the floor.

     a. pencil
     b. eraser
     c. broom
     d. hat

13. Mr. Tono go to office by ….

     a. ship
     b. motorcycle
     c. train
     d. helicopter

14. It's raining. We need a/an ….

     a. umbrella
     b. bag
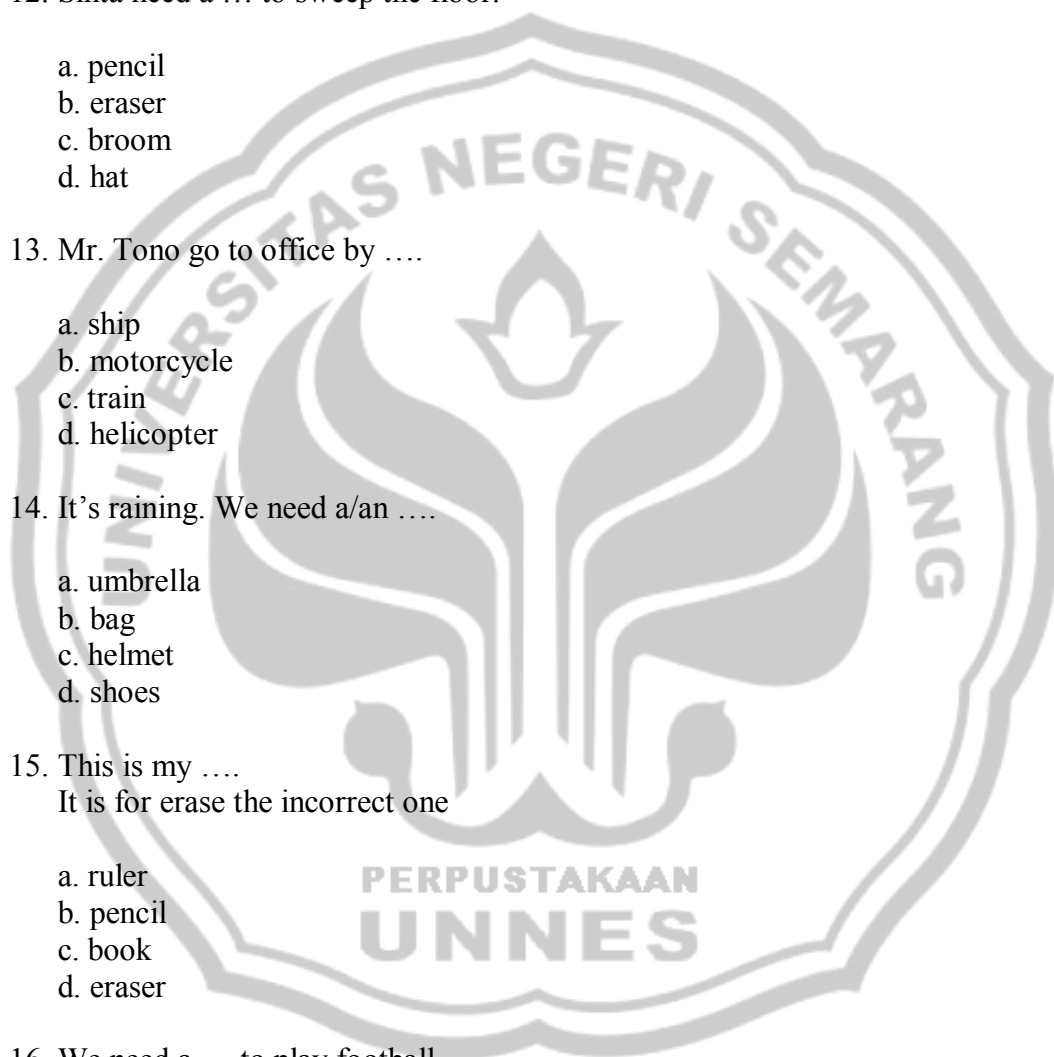   c. helmet
     d. shoes

15. This is my ….
     It is for erase the incorrect one

     a. ruler
     b. pencil
     c. book
     d. eraser

16. We need a … to play football.

     a. ball
     b. racket
     c. shuttlecock
     d. net

17. This is a … of tea.

    a. bowl
    b. pail
    c. glass
    d. basket

18. There is no empty … to be sited.

    a. table
    b. chair
    c. glass
    d. cup

19. The teacher put the book on the …

    a. floor
    b. wall
    c. chair
    d. table

20. Look at the ….
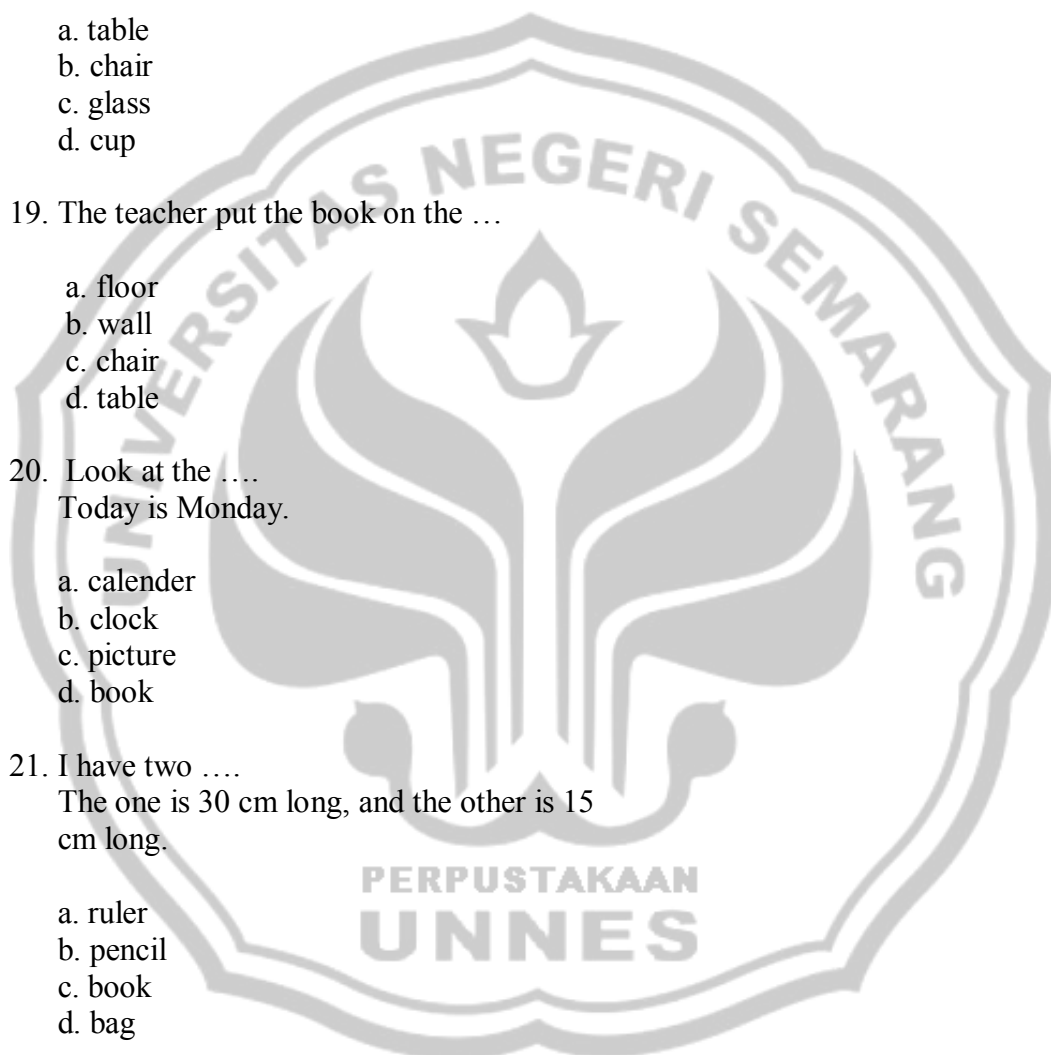   Today is Monday.

    a. calender
    b. clock
    c. picture
    d. book

21. I have two ….
    The one is 30 cm long, and the other is 15
    cm long.

    a. ruler
    b. pencil
    c. book
    d. bag

22. I keep my pencil in the ….

    a. table
    b. bag
    c. desk
    d. pencil case

23. The students play in the ….

    a. street
    b. school yard
    c. rice field
    d. office

24. The students sweep the ….

    a. floor
    b. wall
    c. window
    d. door

25. A person who teaches in the class is …

    a. student
    b. teacher
    c. headmaster
    d. pilot

26. The students study in the ….

    a. school yard
    b. kitchen
    c. office
    d. classroom

27. A : Is this a ….
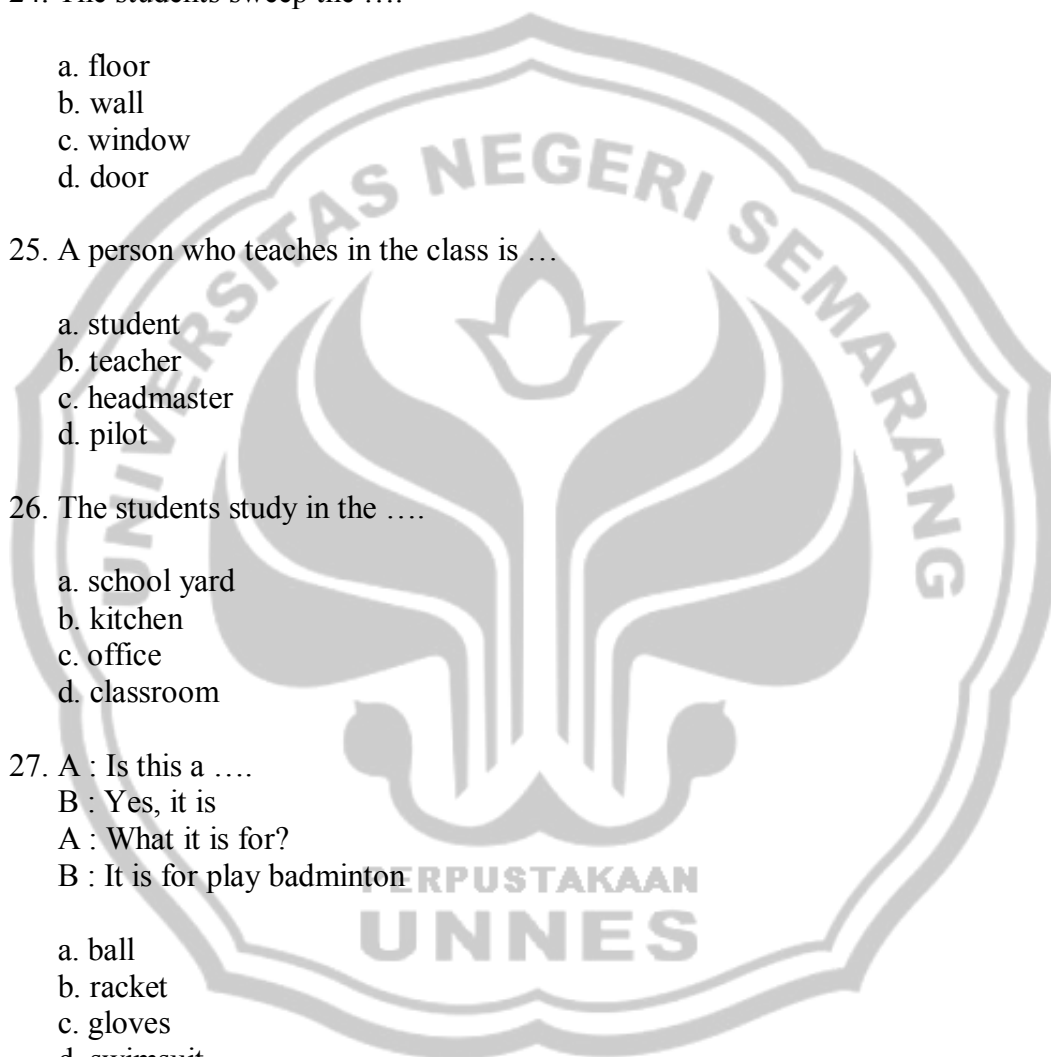   B : Yes, it is
    A : What it is for?
    B : It is for play badminton

    a. ball
    b. racket
    c. gloves
    d. swimsuit

28. We can see a … in the afternoon.

    a. sun
    b. moon
    c. stars
    d. comet

29. A : Put the book on the ….
    B : Yes, certainly.

    a. table
    b. bookstore
    c. bookshelf
    d. chair

30. A : It is hot. Turn on the … please!
    B : certainly.

    a. lamp
    b. radio
    c. television
    d. fan

1.

(hitam)