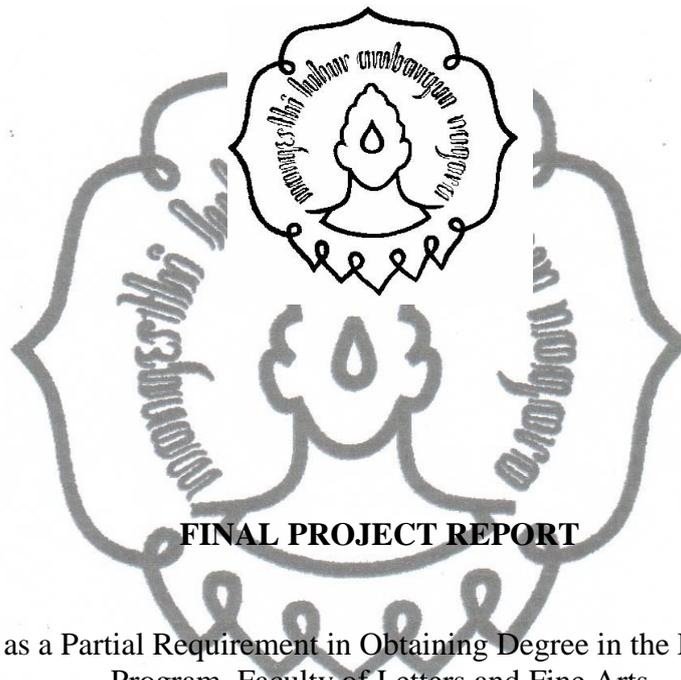


**THE USE OF PICTURES IN TEACHING
VOCABULARY TO THE FIFTH GRADE OF SDN 03
NGADILUWIH MATESIH**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma
Program, Faculty of Letters and Fine Arts
Sebelas Maret University

By:

Brehita Mustika Wijaya

C9307109

**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY**

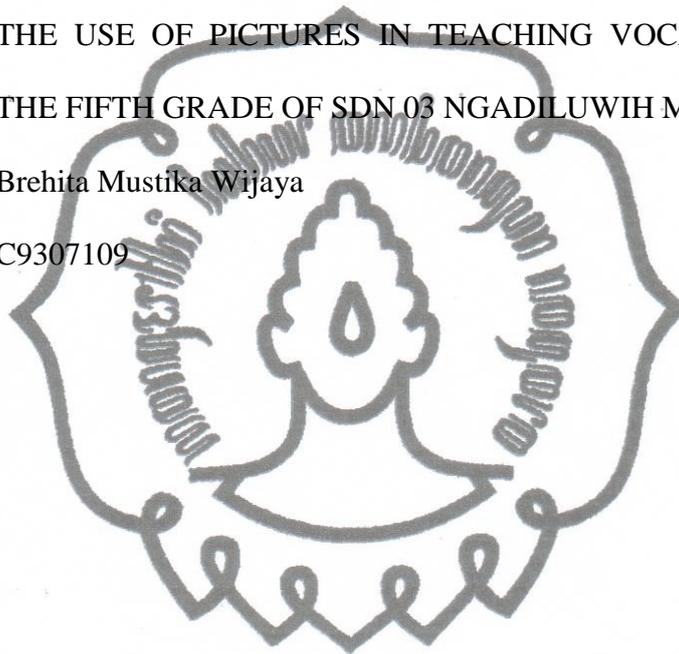
SURAKARTA

2010

APPROVAL OF SUPERVISOR

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English Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University**

Title : THE USE OF PICTURES IN TEACHING VOCABULARY TO
THE FIFTH GRADE OF SDN 03 NGADILUWIH MATESIH
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VOCABULARY TO THE FIFTH GRADE OF SDN
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Examination Date : December 17th, 2010

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MOTTO

Pray that the road is long,

With such joy, you will enter ports seen for the first time;

(Constantine Cavafy)



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DEDICATION



I would like to dedicate this final project to:

☞ My Mom

☞ My Father (Alm)

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PREFACE

First of all, I would like to thank to Allah SWT, only because of Allah SWT; finally I have been able to finish this final project report entitled “The Use of Pictures in Teaching Vocabulary to The Fifth Grade of SD N 03 Ngadiluwih Matesih.” It was made as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University.

In this final project report, I was interested in discussing about the use of pictures in teaching vocabulary to the fifth grade. Because I handled the fifth grade and vocabulary is the most important element.

Finally, I realize that this final project report is far from being perfect. Therefore, all criticisms and suggestions are accepted for improving of this report. I hope this final project report will be beneficial for the readers to improve their knowledge about teaching vocabulary using pictures.

ACKNOWLEDMENT

Alhamdulillahirabbil'alamin. Praise to Allah, due to his mercy and aid, I have been able to accomplish this final project. However, this final project would not have finished without the assistance of many individuals. Therefore, I would like to express my gratitude to:

1. The Dean of Faculty of Letters and Fine Arts, Sebelas Maret University, Drs. Sudarno, MA.
2. The Head of English Diploma Program, Yusuf Kurniawan, SS, MA.
3. My Supervisor of final project, Ida Kusuma Dewi, SS., MA. for her time, guidance, advice, suggestion, correction and motivation during the process of finishing this final project.
4. My academic supervisor, Dra. Susilorini, MA. for her guidance and suggestion during my study.
5. The Headmaster of SDN 03 Ngadiluwih, Wursini, S. Pd for the permission and opportunity to have the job training in SDN 03 Ngadiluwih.
6. All the teachers (especially Nurul Hidayati, S.Pd and Vivin Azzola Elwavi, S.Si) and the students of SDN 03 Ngadiluwih for accepting me well. I do apologize if I made mistakes during the job training.
7. All the lectures of English Diploma Program for sharing their knowledge.
8. My beloved parents, Hari Mulyono (Alm) and Ariani Restiningsih, and my sisters (Pita, Beta and Delima) for love, support and pray.
9. Tesa Theatre thanks for being my second family.
10. Andi Pramono, thanks for all.

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11. Adystya Imawahyu for being my partner.
12. Sewelas Kost for our togetherness.
13. All my friends in English Diploma 2007.

At least, I would like to thank you for *The Zahir* and everyone whom I can not mention, for the help in accomplishing this final project. Hopefully, this final project can be useful for all readers. Amin.



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ABSTRACT

Brehita Mustika Wijaya. 2010. The Use of Pictures in Teaching Vocabulary to The Fifth Grade of SDN 03 Ngadiluwih.English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the job training in SDN 03 Ngadiluwih Matesih on February 1st to February 27th 2010. The purposes were to describe the use of pictures in teaching vocabulary to the fifth grade of SDN 03 Ngadiluwih Matesih, to show the problems of using pictures, and to give the solutions to the problems.

During the job training, some activities such as class observation, teaching class and making lesson plan were done. In teaching English vocabulary, I used pictures in some teaching steps; they are in warming up, presentation and assessment.

There were some problems during the use of pictures in teaching vocabulary to the fifth grade of SDN 03 Ngadiluwih. The problems related to the clarity and the size of the picture, the limitation of the time and the lack of teaching material equipment. The solution to solve the problems were giving clearer pictures, telling the instruction of the way to answer the question relate to the pictures, bringing some pictures related to the topic. From the discussion in this final project report, the readers would know the use of pictures in teaching vocabulary to the primary level especially elementary students.

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CHAPTER I

INTRODUCTION

A. Background

Indonesia National Education Department tries to introduce English to young learner. The department includes English in the curriculum for elementary school. The curriculum for the elementary school states that English can be thought in elementary school if it is necessary. Therefore, English is not compulsory subject in elementary school but it is thought as a local content. English can be thought from fourth grade (GBPP Muatan Lokal Bahasa Inggris, 2004).

In elementary school, students only study Basic English. They study about English Vocabularies and simple grammar. Vocabulary however, is the most importance element. Dellar H. and Hocking D. (In Thornbury, 2002) say "If you spend of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." The above statement shows that to be able to communicate in English, learning vocabularies and expressions is more significant than learning grammar.

It is not easy to teach vocabulary to the students of elementary school. It needs some strategies. One of the strategies is by showing real object. However, showing real object is impossible if they are studying about transportation, since the objects are far too big to bring to class. The

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teacher can bring pictures of the objects rather than bringing the real objects. Bringing picture will help students in their learning because they have something associate with. Picture is one of effective media to introduce English to young learners. It can help children to say or write something and to memorize the name of the objects.

Based on the explanation above, the writer was interested in doing a job training in SD Negeri 03 Ngadiluwih which is located in Matesih District, Karanganyar Regency. The purpose of the job training is to give students chances to gain job experience by learning by doing. The writer chooses SD Negeri 03 Ngadiluwih because this elementary school is one of the best schools in Matesih district. Another reason is that English is not taught as a compulsory subject in this school. The writer handled first grade until sixth grade. This report however, focuses on teaching English in the fifth grade. The writer focuses on teaching vocabulary by using pictures because vocabulary is the most important element. The writer also focuses on the use of picture in teaching vocabulary. Therefore in this final project the writer presents a report entitled “The Use of Picture in Teaching Vocabulary to The Fifth Grade of SD Negeri 03 Ngadiluwih”

B. Objective

The objectives of this final project are:

1. to describe the use of picture in teaching vocabulary to the fifth grade of SD Negeri 03 Ngadiluwih.
2. to know and to describe the problems of the use of pictures in teaching vocabulary to the fifth grade of SD Negeri 03 Ngadiluwih.
3. to find the solutions of the problems.

C. Benefits

The writer hopes that this final project can give benefits to:

1. English teacher of SD Negeri 03 Ngadiluwih

Hopefully, this final project can be used as additional information to develop her/his strategies in teaching vocabulary by using pictures.

2. Students of English diploma Program Majoring in Teaching

The writer hopes that final project will give additional information for the students of English diploma program majoring in teaching about teaching vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Teaching English to Young Learner

According to *Oxford Advanced Learner's Dictionary*, the word of teaching is defined as “a process of giving instruction of knowledge, skill, subject, etc” (1995:1225). Douglas Brown also states that teaching is “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand” (1994:7).

Teaching English to young learners is not easy. It is different from teaching English to adults. Adult learns about grammar and apply it into complex sentences. Young learners study vocabulary and simple grammar. Teaching English to young learners needs some variations, because young learners have some characteristics. Scott and Ytreberg (2000, 5-7) give some explanations about how to teach children, as presented in the following part:

a. Words are not enough

Most activities for the young learners need movement and involve the sense. Teachers will need several objects and pictures for teaching young learners. Real objects or pictures are appealing to them and easy to learn for the pupils.

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b. Play with language

Teachers need to let students talk nonsense, experiment with words and sounds. We can make up rhymes, sing songs, and tell stories. Play with language will help the pupils to develop their foreign language and it is very natural stage in the first stage of foreign language learning.

c. Language as language

Teachers should be aware that language is something separated from the events that occur. Most eight to ten year olds have got awareness in their own language. Teachers can use facial expression, movement or other clues to accompany the spoken language. Teachers should take advantage of these instructions. Because when the pupils start to read, the language becomes something permanent and there was fewer other clues to meaning. Pupils can take book home, they can start read, they can stop read, think about the language and work the language. These are same as writing. Therefore, reading and writing are important in child's growing awareness of language and for their own growth in the language. Although both of them take the time and need patience in learning language.

d. Variety in the classroom

When the pupils are in class, concentration and attention spans are short. So, we need a variety. Variety can be variety of activity, variety of pace, variety of organisation and variety of voice.

e. Routines

Children get benefit from knowing the rules and being familiar with the situation. In teaching process teacher must have system, have routines, organise and plan our lesson. This activity uses familiar situations, and familiar activities. Teachers can do it by repeating the stories, rhymes etc

f. Cooperation not competition

In teaching process, teachers should avoid rewards and prizes, although this is an effective way to support the children's learning language. Teachers can create an atmosphere of involvement and togetherness.

Teachers ask the students to work in group. It does not mean they have to work in group all the time, but most children like to have other children around them and to sit with encouraging cooperation.

g. Grammar

Although childrens are good in taking foreign language, but very few of childrens are able to master grammar. As a teacher, teachers should introduce some sort of simple grammar. It does not mean teaching grammar rules to the whole class. But teachers can do it when teachers are correcting their written work, or when teachers are teaching in front of class. For example: teachers use 'did she...?' and 'does she ...?', one of the students may ask what the difference is between 'did' and 'does'. Then teachers can explain the difference in simple terms.

h. Assessment

Assesment is useful for teachers to know each child's progress. So, teachers can tell to the parents how their children regularly about their work and encourage self-assessment.

Adrian Doff in *Teach English: A Training Course for Teachers*, says that there are some steps in teaching english. They are:

- a. Say the word clearly and write it on the board
- b. Get the class to repeat the word in chorus
- c. Translate the word into the students own language
- d. Ask the students to translate the word
- e. Draw a picture to show what the word mean
- f. Give an English example to show how the words is used
- g. Ask questions using the new word. (1998:11).

Fletcher and Garman, in *Language Acquisition*, say "Children learn a new language from what they hear and they use their ability to imitate the sound of words from the adult" (1986:210). It means that children learn new words by hearing people saying the words and try to understand their meaning by observing anything associate with them. Then, they try to produce the sounds themselves and practice it, finally they can say the words like what adults do.

From the explanation above, I can conclude that teaching English for young learners needs some strategies. Teachers have to find the *commit to user*

appropriate method to teach them. Because, young learners include movement and involve the senses in their activities. In this case, picture can help the student in learning English especially vocabularies. Through pictures, they will be more interested in listening what the lesson given by the teachers. They are also more curious to the teachers when the teachers give them a topic using picture. They will ask to the teachers what the picture is.

B. Teaching English Vocabulary to Young Learner

Oxford Advanced Learner's Dictionary defines vocabulary as “a list words with their meaning, especially one that accompanies a textbook in foreign language” (1995:1331). If students do not know the meaning of word, they will be in difficulty in understanding what they learn or making a sentence.

Dellar H. and Hocking D. (In Thornbury, 2002:13) say “If you spend of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” Vocabulary is one basic component to develop English as a foreign language which in elementary, intermediate, or advanced level. Vocabulary can support other language skills such as writing, listening, reading, and speaking. Gower, Philips and Walters, in the book of *Teaching Practice Handbook*, also say “Vocabulary is important to the student. It's more important than grammar for
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communication purposes particularly in the early, when students are motivated to learn the basic words they need to get by in the language...” (1995:142)

The teacher should have some strategies to make the students interested in and enjoy learning vocabulary. Brewster in her book, *The Primary English Teacher's Guide* (1992:90), mentions some techniques in teaching vocabulary. They are:

1. **Using Objects**

Teacher can use real objects when introducing a new word. These objects can visualize the word, so that the students can memorize the word easily.

2. **Using Illustration and Pictures**

Teacher can also introduce a new word by using illustration or picture. These can help and support the students to understand the meaning of word more memorable.

3. **Repetition**

Children learn new word regularly but they also forget it quickly. So teacher should repeat the words again and again. It can help the students to memorize the word easily.

4. **Mime, Expression, and Gesture**

Teacher can use mime, expression and gesture to introduce a new word. For example, when teacher is introducing the word ‘sleep’, teacher can express by acting, teacher acts as if teacher is sleeping.

5. **Guessing from context**

Teacher should construct children's confidence in learning language. It can be done by helping the students to guess the meaning of words and then using mother tongue or illustration.

6. **Practicing and checking Vocabulary**

Practicing and checking vocabulary are very important to check the progress of the students in learning language. Teacher can give them some tests or practices after getting the material. The tests and practices can be matching words to the pictures, guessing games, and labeling.

The book of *The Practice of English Language Teaching* (1998:161-162), Jeremy Harmer also mentions that there are many ways to bring new words into the classroom by giving realia; pictures; mime, actions, and gesture; contrast; enumeration; explanation; translation:

a. **Realia**

Bringing 'realia' or things into the classroom is one way of presenting a new word. Teacher can bring 'pen, 'ball', 'ruler', etc. When teacher is teaching in a class, teacher holds up the object and points it, then says the word and asks the students to repeat what teacher is saying about the names of the objects.

b. **Pictures**

It is impossible if teacher brings the real object when teacher is introducing a new word like 'ship', 'train' into the class. The solution is using pictures to explain the meaning of words or vocabulary items.

Pictures can be board drawing, wall pictures and charts, flashcards, magazine pictures, and any other non-technical visual representation.

c. Mime, action and gesture

Teacher can use mime, action and gesture to explain the word meaning of actions. For example teacher is explaining the word 'run', then teacher is running in front of class.

d. Contrast

In this concept, teacher can present the meaning of 'empty' by contrasting it with 'full', and 'big' by contrasting it with 'small'. Teacher can present these concepts by using pictures, mime, and drawing attention to the contrasts in meaning teacher ensures her/his students' understanding.

e. Enumeration

This concept refers to general and specific words. For example: teacher will say vegetable, then teacher explains that word by enumerating or listing various items that relate to vegetable.

f. Explanation

Explaining the meaning of vocabulary items is difficult to the beginner and elementary levels. But this technique can be used to the intermediate level. When teacher explains the meaning of 'mate' (=friend), teacher can explain that 'mate' is usual used for male than for females.

g. Translation

In presenting the meaning of words, translation is quick and easy way. But, it also has problems. In the first place, teacher may gets problems in translating the meaning of word, but in second place, it is easy to translate the meaning of words. Translations is a good idea to solve the problems quickly. But, teacher should consistent to use the mother tongue. Because it is helpful for teacher and students.

All of these presentation techniques are very usefull in presenting a new word. Teacher can combine those presentation techniques in teaching vocabulary.

C. Picture

There are several techniques to teach English vocabulary. Thornbury in *How To Teach Vocabulary*, states that there are six techniques to present the meaning of word, they are translation, real things, pictures, actions/gestures, definitions, and situations (2002:77).

Picture is one of media that can be used in teaching vocabulary and make the students interested in learning the vocabulary. Because pictures can help the students to memorize vocabularies easily. Wright states some role of pictures in language learning especially in speaking and writing:

- a. Pictures can motivate students and make him/her want to pay attention and take part.

- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. Pictures can be described in an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling (1997:17):

Vale and Feunteun also state that teacher can use the visual aids (picture) to:

1. support understanding when the children are listening
2. put across the meaning of vocabulary
3. prompt and support reading
4. provide a topic or visual focus to prompt speaking or writing
5. provide a visual link between L1 and English
6. provide support and motivation for early reading and writing in english
7. provide ways around communication barriers (Vale and Feunteun: 1995).

Teacher has to select picture that is used in our teaching. Teacher has to consider some cases to fix that our picture are appropriate and understand by the students. There are five criterias that Bowen defines, they are:

1. Appeal

The pictures that teacher give, should be interesting for the students and should represent the imagination of the class.

2. Relevance

The pictures should be appropriate for the purpose of the lesson.

3. Recognition

The significant features of the pictures should be within the students' knowledge and cultural understanding.

4. Size

The size of the pictures should be large enough. So, the pictures can be seen clearly by all students in class.

5. Clarity

The pictures given should be clear. Choice of outlines, constrast in tone and colour are important. It is done to avoid ambiguity.

Pictures will help teacher in introducing english vocabulary to young learners. Harmer says that teacher can bring a pen into the class, but it is impossible bringing a car. Teacher can use picture for the solution (1994). It can be said that pictures are very usefull in teaching english vocabulary.

D. Young Learner

Sarah Philips says that “young leaners mean children from the first year formal schooling (five or six year olds) to eleven or twelve year olds” (1996:5). Young learners are different from adult learners. Young learners
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have some characteristic that vary greatly from adult. So, teachers should know and understand with those characteristic. Scott and Ytreberg have divided the children into two main groups, they are:

- a. the five to seven year olds
- b. the eight to ten year olds

They assumed that the five year to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time. So, both of those characteristics have different characteristic.

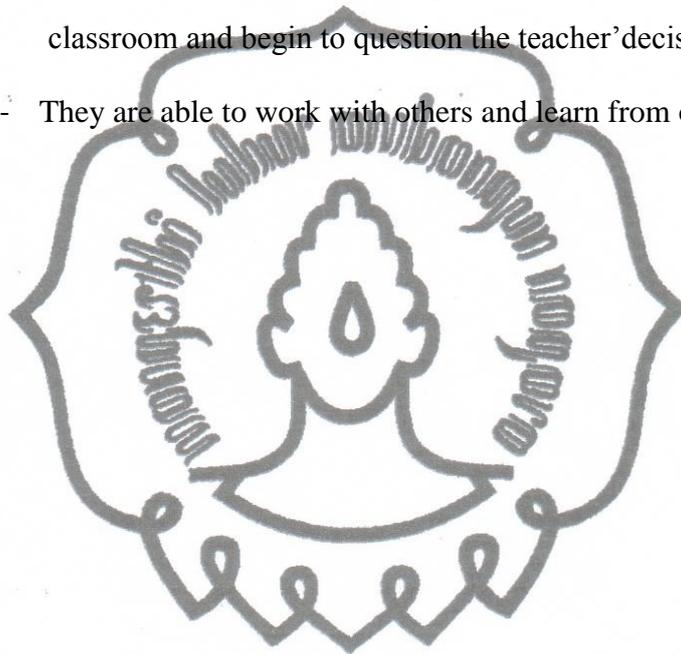
a. Five to seven year olds

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction. (2000, 1-2)

b. Eight to ten year olds

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and function.

- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from other (2000:3-4).



CHAPTER III

DISCUSSION

A. Description of SDN 03 Ngadiluwih

1. Description of SDN 03 Ngadiluwih

SD Negeri 03 Ngadiluwih is one of the elementary schools in Matesih. It is located at Trogo, Ngadiluwih, Matesih Subdistrict, Karanganyar Regency. SDN 03 Ngadiluwih was established on 15 October 1984. SDN 03 Ngadiluwih is led by a headmaster, she is Mrs. Wursini, S. Pd. This school has cooperated with the school committee to manage and to arrange the relation between the school and the society.

The school building consists of the headmaster room, teachers' room, six classrooms, library, musholla, computer laboratory, kitchen and bathroom.

SD Negeri 03 Ngadiluwih has nine teachers. Six teachers are classroom teacher, each of them has to be responsible to manage a class and they teach most of the subjects in the class. Two teachers are responsible for teaching specific subjects such as religion and sport. The teacher is responsible for teaching English and computer.

The total number of the students in SD Negeri 03 Ngadiluwih is 91 students, consisting of 40 boys and 51 girls.

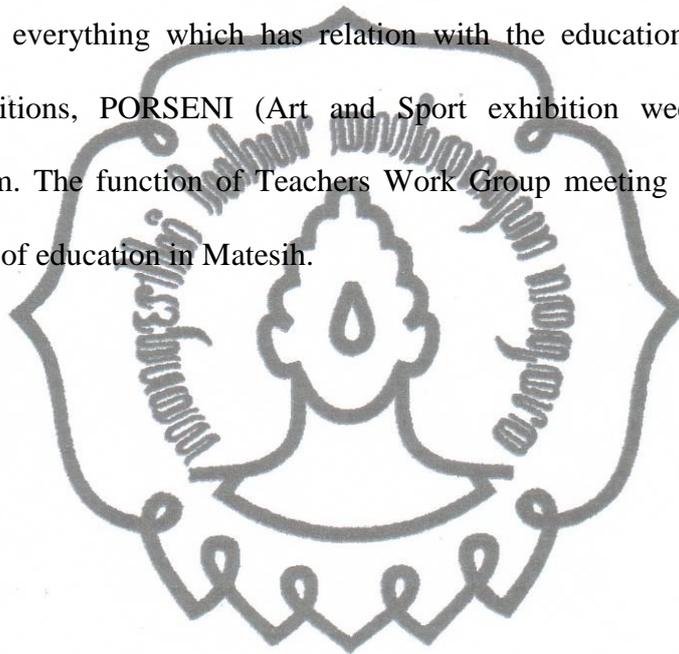
The teaching and learning process in SD Negeri 03 Ngadiluwih is held six days a week. From Monday to Saturday, the class begins at 07.00 to

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11.00 for the first and the second years students; and 07.00 to 12.30 for the third to the sixth years students.

2. Teachers Work Group

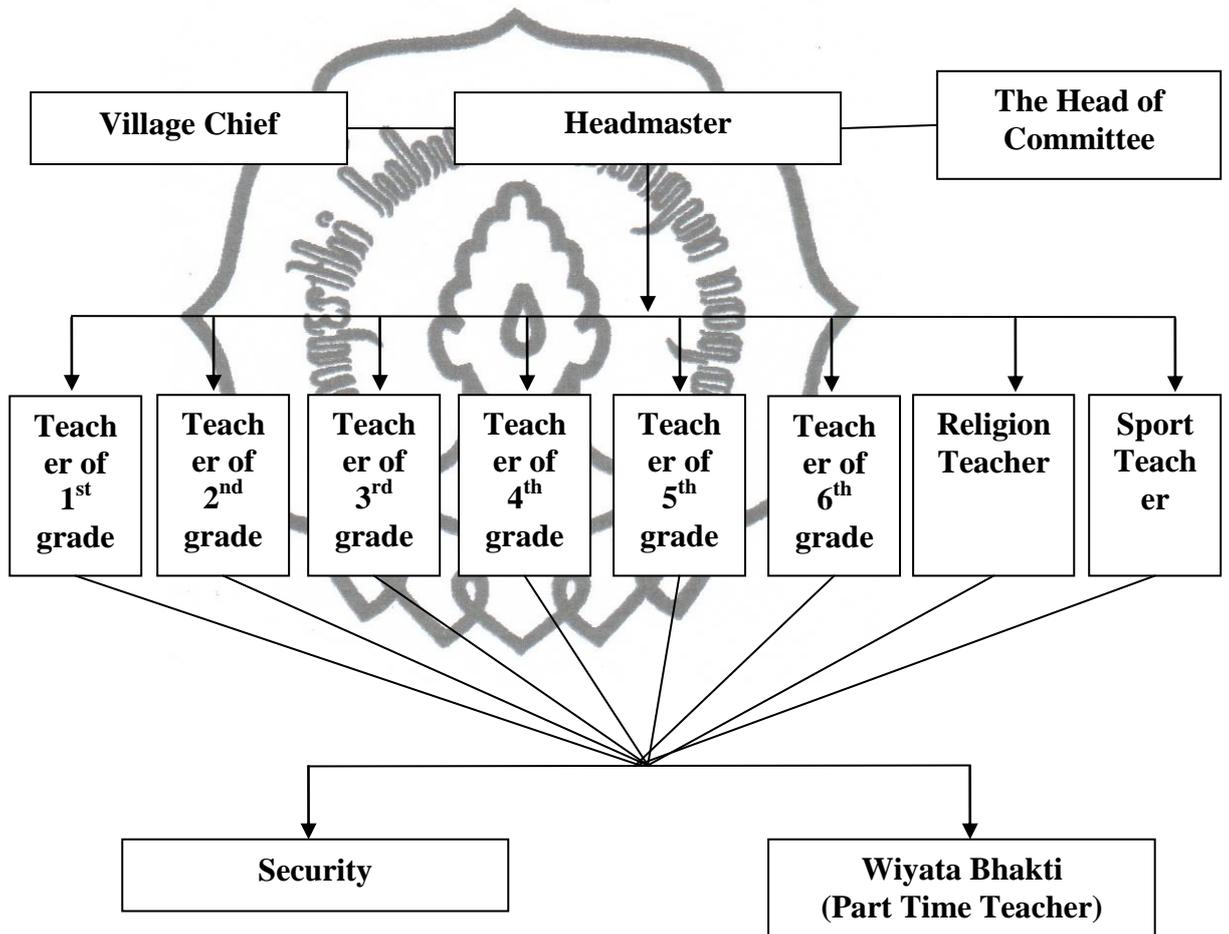
Every Saturday, teachers in SD Negeri 03 Ngadiluwih attend Teachers Work Group meeting. Teachers Work Group is an association of all the teachers to discuss everything which has relation with the education such as subject competitions, PORSENI (Art and Sport exhibition week), little doctor program. The function of Teachers Work Group meeting is to improve the quality of education in Matesih.



3. The Organization Structure of SDN 03 Ngadiluwih

Every school has the organization structure. It has purpose to control the school. SDN 03 Ngadiluwih also had the organization structure of the school for 2009/2010.

The Organization Structure of SDN 03 Ngadiluwih 2009/2010



B. The Activities During The Job Training in SDN 03 Ngadiluwih

In this part, the activities during the job training in SDN 03 Ngadiluwih will be explained into three parts. They are class observation, teaching class and making lesson plan.

1. Class Observation

The headmaster asked me to observe the students and the school conditions in the first day of job training. It was necessary to help me in collecting any information about the school to support the research.

The activities consisted of outclass-observation and inclass-observation. Outclass-observations were observations about the school condition, the students and the teachers, especially the English teacher. The English teacher told me some instructions about teaching English, the characteristic of the students, the English lesson schedule, the English book, and the material that I had to teach for the first grade to the sixth grade. She also asked me to handle English lesson for the first grade to the sixth grade. The book that the English teacher used was the exercises book entitled “Bahasa Inggris” published by PT. Azet Media Paramitra.

Inclass-observations were observations to the fifth grade class. It was done at the break time. I should know the class conditions further more. There was no teacher who accompanied me in the fifth grade observation. In the observation, introducing to the students, asking the material and the way of English teacher teaching were done. It was very important when doing a job training especially teaching English vocabulary using pictures.

2. Teaching Class

Teaching class began on the second day of the job training. There was no teacher who supervised me in teaching English during the job training. The English lesson was taught for 70 minutes, once a week. Therefore, I taught four times for each class in the job training. The class taught firstly was the third grade on Tuesday at 11.15-12.25. To know each other, introduction was done. For the first meeting, the activities were about introducing, reviewing the last material and introducing the new material. The new material was about "Order and Request". The ending of the lesson were a review for the new material and giving home work.

Over all, the materials for the first grade to the sixth grade were about introducing vocabulary in several topics. The book also contained vocabulary pictures. However, simple grammar was also introduced.

English lesson for the fifth grade was taught on Thursday at 11.15-12.25. English teacher told me that the last material was about profession, so she asked me to continue the next material, transportation, and to give review for the previous material. The teaching media was not used for the first meeting in the fifth grade. Therefore, the students felt bored, because only the exercises book were used in teaching them, some of them talked with their friends and were busy with other activities.

Greeting was given before the beginning of the lesson. I began the lesson by reviewing the previous lesson and discussing homework if there was any. After reviewing the previous material, some exercises in exercise book were taken and then the exercises were discussed with the students. Therefore, the

students knew the right answer and understand the material better. Since, the exercises in this book were related to the material that the teacher given. Asking some questions related to the material was given before the end of the lesson. The aim of this activity was to know whether or not the students have understood the material given. Giving homework and saying “thank you for your attention and see you” ended the lesson.

3. Making Lesson Plan

Lesson plan helps the teacher in what the teacher must do in teaching English and to control the material given to the students based on the curriculum concept. Therefore, teacher can minimize their mistakes and control the class when doing the job training.

The teacher usually makes lesson plan before presenting the material to the students. I, however, only made lesson plan for the fifth grade. For the others classes, only the points that I should do in teaching English was made. There were differences between the class handled based on lesson plan and the class handled without lesson plan. The class management of that with lesson plan was better than that of which without lesson plan.

The lesson plans for the fifth grade were about profession and transportation based on the material given by the English teacher. The material was based on the exercises book, *Bahasa Inggris*. The English teacher also gave me some suggestions in making lesson plan. The lesson plans consist of some parts, they are:

a. Greeting

Greeting was given as the beginning of the lesson. The greeting had a purpose to know whether the students were ready to learn and to make the students accustomed to using greeting in everywhere if they meet someone. The expressions for greeting usually used between me and the students were:

Me : "Good afternoon students?"

Students : "Good afternoon Miss"

Me : "How are you today?"

Students : "I am fine, and you?"

Me : "I am fine too, thank you"

Checking the student' attendances were done after greeting. Then I asked them whether or not they had homework. If they had homework, the homework would be discussed first.

b. Warming up

Asking some questions related the topic was done before the lesson was begun. After that, I told the topic that would be learned and gave three pictures as a beginning. The pictures were commonly known by the students.

The examples of the warming up using pictures to the students were:

Teacher : Do you know what the picture it is?

(I showed the picture of car)

Students : Yes, Miss. Gambar mobil

Teacher : Good. It is a car. Ini gambar mobil.

c. Presentation

In this step, the material was explained clearly. Some pictures related to the topics were shown to introduce the vocabularies.

I also made an interaction while showing the pictures. The interaction was as follows:

Me : Do you know what it is?

(I showed a picture of plane)

Some students : Gambar pesawat Miss!

Some other students : Plane!

Me : Good. It is a plane. It is one of air transportation.

Now repeat after me, it is a plane.

The students : It is a plane.

Then, the name of plane was written on the blackboard.

Besides that, Picture cards or flash cards were also given. It had purpose to motivate the students and to make the students pay attention and to take a part in learning vocabulary. The students were divided into four groups.

d. Assessment

The students had to do the exercises individually and in group. The exercises consisted of reading, speaking, listening and writing skills.

C. Discussion

In this part, the explanation of discussion will be explained into four parts. They are the use of picture in teaching English vocabulary, students' comments about the use of picture in teaching vocabulary, advantages of using pictures in teaching vocabulary and disadvantage of using pictures in teaching vocabulary.

1. The Use of Picture in Teaching English Vocabulary

Pictures are one of visual aids that can be used by a teacher in introducing a new word. These can help and support the students to understand the meaning of word better. Pictures can visualize the words, so that the students can memorize the word easily.

In teaching vocabulary to the fifth grade, visual aid was also used, it was picture. The use of pictures was firstly done in the second meeting in which the material was about transportation. Teaching vocabulary using pictures was done in warming up, presentation and assessment steps.

1.1 Warming Up

After giving questions to the students, three pictures were given. The pictures were commonly known by the students, for example car, bus and bicycle. Those pictures were taken from the exercises book.

The examples of the warming up using pictures to the students were as the following:

Teacher : Do you know what the picture it is? (I showed the picture of car)

Students : Yes, Miss. ~~Gambar~~ mobil

Teacher : Good. It is a car. Ini gambar mobil.

Then, the names of pictures showed were written on the blackboard. When some questions related to the topic were asked, some students answered the questions in the Indonesian language. Consequently writing the name of those pictures and guiding them to answer in English were needed. In this step, the students were very excited. They did what I asked clearly.

1.2 Presentation

After giving warming up, introducing some vocabularies related to the topic was done. In this stage, the information about what they should learn was given. After that, some of the pictures related to the topic were shown. The topic was about transportation. The pictures were taken from the exercises book. Firstly, I told that there are three transportations; they are land transportation, air transportation, and water transportation.

The sample of interaction while showing the pictures can be seen in the following part:

Me : Do you know what it is?

(I showed a picture of plane)

Some students : Gambar pesawat Miss!

Some other students : Plane!

Me : Good. It is a plane. It is one of air transportations.

Now repeat after me, "It is a plane!"

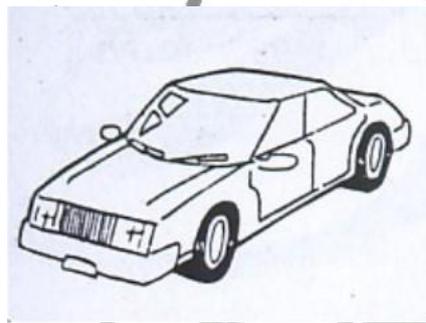
The students : It is a plane.

Then, the name of plane was written on the blackboard.

In presenting the material, sometimes games related to the material were used. The games employed picture cards or flash cards. Then, the class was divided into four groups. Every group consisted of three students. The member of the group was decided by me.

Every group had to take five cards. In each card, there were some questions that had to be answered by the group.

For example :



It is

Howhe go to Semarang?

Does he go to Semarang by car?

Yes,

The students had time limit in finishing these exercises. They got five minutes to finish the task.

After they had finished the exercises, every group had to answer some questions, as follows:

- What kinds of transportation that you have got?

(The students mentioned the transportations)

- Could you show me the picture of bus?

(The students showed the picture of bus)

In this step, the students looked enthusiastic in doing the game using flash cards. Pictures could motivate the students and made them to pay attention and take a part. As a result, they can memorize the word easily. Some of

the students, however, complained that the pictures given were too small and not clear.

1.3 Assessment

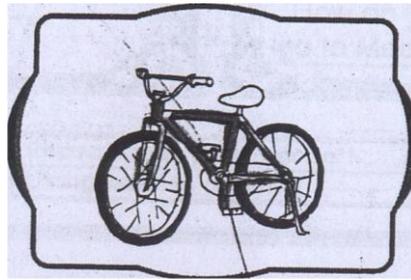
In this activity, individual exercise was given to the students. It had a purpose to know whether or not the students understood about the materials which have been learned together. The exercises were made by me and were combined with some exercises in the exercises book. These exercises consisted of reading, writing, speaking and listening skills. Before doing the exercise, the instructions about how to do the exercise were given to the students orally.

The pictures in the exercise were taken from the exercise book. The material of the exercise was also based on the material which was given.

1. Reading and Writing

The instruction in doing these exercises was given. The instruction was asking the students to read the example first, and then to write the best answer for each question likes the given example. Here are the example of reading and writing exercise:

Look at the example!

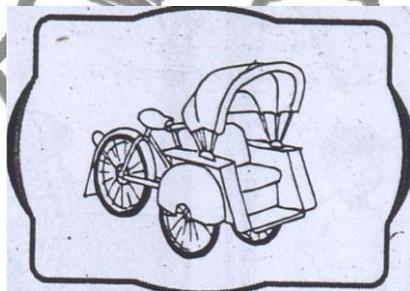


(you/school)

It is a bicycle.

A : How do you go to school?

B : I go to school by bicycle.



(sister / market)

It is

A : Howsister go to market?

B :

2. Speaking

There were two main activities in speaking, they were giving questions and practicing dialogue.

a. Question and answer

In this part, the students were chosen randomly. The students had to answer questions related to the pictures shown. For example:

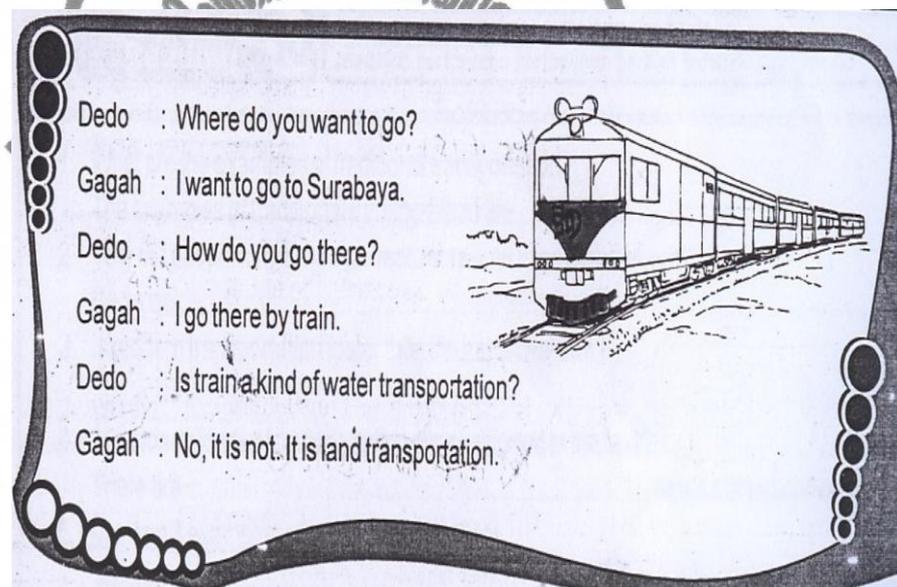
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Me : Yunus, what is this?
(I showed the picture of bicycle)
Yunus : It is a bicycle, Miss.

b. Practicing dialogue

In this part, the students practiced the dialogue available in the exercise book and they had to practice it in front of the class.

The following is the example of the dialogue that the students should practice.



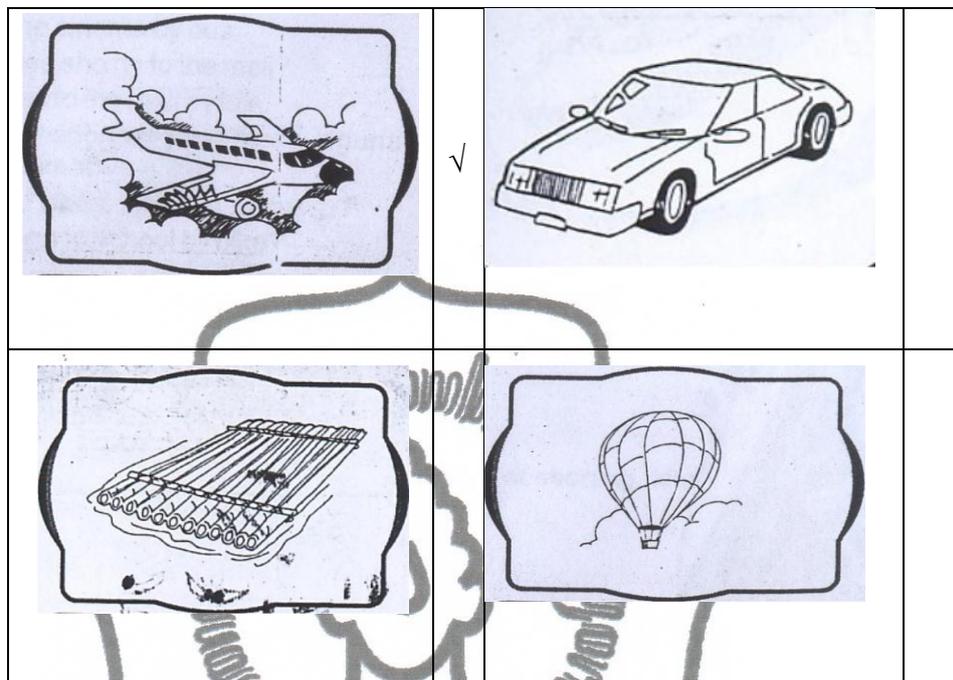
3. Listening

In listening, the students should listen to what I said, and then the students should put a tick to the picture I mentioned.

When I said “Father goes to Jakarta by plane,” the students should put a tick to the suitable picture.

Over all, they did the exercises correctly. They could remember the English words related to the transportations by seeing the pictures.

The following is the example of pictures in listening exercise that the students should do.



2. Students' Comment about The Use of Picture in Teaching Vocabulary

To know whether or not the use of pictures in teaching vocabulary was effective, a questionnaire about the use of picture in teaching vocabulary was also given to the students. The students' comments about the use of pictures in teaching vocabulary are summarized bellow:

- Teaching vocabulary using pictures help the students to memorize the new words.
- Pictures arouse students' interest
- Students found the class using pictures enjoyable.

3. Advantages of Using Pictures in Teaching Vocabulary

There were some advantages of using pictures in teaching vocabularies. In this part, advantages will be discussed into two parts; they are the advantages for teacher and the advantages for students.

a. The advantages for the teacher

Pictures helped the teacher to visualize the vocabulary. Teaching vocabulary using pictures aroused their interest; therefore teacher could deliver the material and direct the students to memorize vocabularies easily.

b. The advantages for the students

- The students could memorize the word easily.

Pictures aroused emotions and attitudes of the students. Pictures projected would direct their attention to the lesson that they would receive. Therefore pictures could help and support the students to understand the meaning of the word memorable.

- The students could put across the meaning of vocabulary.

If they could memorize the word, they will also put across the meaning of vocabulary easily.

4. Disadvantages of Using Pictures in Teaching Vocabulary

Teaching vocabulary using pictures also had disadvantage. In this part, disadvantage will be also discussed into two parts. They are disadvantages for the teacher and the disadvantages for the students.

a. Disadvantages for the teacher

- Teaching vocabulary using pictures needed more expense.

The consequence of teaching vocabulary using pictures was teacher had to prepare the pictures. If the teaching material of the school was limited, teacher had to search the pictures from the internet or buy the book which contains vocabulary pictures. Therefore it would be more expense for printing the pictures.

- Teaching vocabulary using pictures needed more time.

Teacher would need more time to search the pictures from many resources and choose the proper pictures which will be given to the students.

- Teaching vocabulary using pictures needed more energy.

When the pictures were shown, some students answered the questions about the pictures spontaneously. Therefore, teacher needed more energy to manage the class well.

b. Disadvantage for the students

Teaching vocabulary using pictures also gave disadvantage for the students. If there were unclear pictures in teaching vocabulary, teaching vocabulary process could confuse the students.

D. The Problems of The Use of Picture in Teaching Vocabulary to The Fifth Grade of SDN 03 Ngadiluwih

I found some problems in using picture when teaching vocabulary to the fifth grade in SD Negeri 03 Ngadiluwih. The problems related to:

1. The clarity and the size of the pictures

Some of the students complained that the pictures were too small and unclear. As a result, they often misunderstood the pictures. It disturbed the learning process.

2. The limitation of the time

Teaching vocabulary using pictures needs time because some of the students tend to answer the questions spontaneously when the pictures shown. In my case the students' answers were often incorrect. It made the class become noisy. Whereas the allocated time was only 70 minutes. Therefore, it made waste time because I had to talk more to the students to control the situation.

3. The lack of teaching material equipment

The school did not have adequate facilities to hold teaching using pictures. Therefore, teacher had to search and make the pictures.

**E. The Solutions for The Problems The Use of Picture in Teaching
Vocabulary to The Fifth Grade of SDN 03 Ngadiluwih**

I should have some strategies to solve the problems that I have mentioned above. They were:

1. The clarity and the size of the pictures

When teaching vocabularies using picture, the pictures that were not too small were given and when explaining the material, showing the pictures to the students were not only from the front of the class but from all directions.

2. The limitation of the time

Before giving the material, the instruction of the way to answer was given. Students were asked to raise their hand before answering the questions. Only the chosen students could answer the questions. Therefore, it could save the time and reduce the noise in the class.

3. The lack of teaching material equipment

To solve this problem, bringing some of pictures related to the topic was needed. The pictures which would be shown to the students were printed from the exercises book. The pictures were cards.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, there are some conclusions that can be drawn from this final project. The conclusions are as follows:

1. The Use of Picture in Teaching English Vocabulary

1.1. The use of picture in teaching English vocabulary

In teaching vocabulary to the fifth grade of SDN 03 Ngadiluwih, pictures are used in some stages, they are in:

a. Warming Up

After giving questions to the students, three pictures as a stimulus were given. The pictures were commonly known by the students, for example car, bus and bicycle. Then the names of pictures showed were written on the blackboard. In this activity, writing the name of those pictures and guiding them to answer in English were needed.

b. Presentation

Pictures and games were used in introducing the vocabulary. The games used flashcards or picture cards.

c. Assessment

In this assessment stage, pictures are used to assess students' skill in reading and writing, speaking and listening.

In assessing the reading and writing skill, the students were asked to answer questions and to write the name of the pictures.

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In assessing the speaking skill, the students were asked to mention the name of the pictures orally and to practice the dialogue available in exercises book.

In assessing the listening skill, the students were asked to show the pictures that the teacher mentioned.

1.2. Students' comment about the use of picture in teaching vocabulary

- Teaching vocabulary using pictures help the students to memorize the new words.
- Pictures arouse students' interest
- Students found the class using pictures enjoyable.

1.3. Advantages of Using Pictures in Teaching Vocabulary

a. The advantage for the teacher

Teacher could deliver the material easily by using pictures in teaching vocabulary.

b. The advantages for the students

- Students could memorize the word easily.
- The students could put across the meaning of vocabulary.

1.4. Disadvantage of Using Pictures in Teaching Vocabulary

a. Disadvantages for the teacher

- Teaching vocabulary using pictures needed more expense.
- Teaching vocabulary using pictures needed more time.

- Teaching vocabulary using pictures needed more energy.

b. Disadvantage for the students

Unclear pictures in teaching vocabulary would make teaching vocabulary process confuse the students.

2. The Problem and The Solution of The Use of Picture in Teaching Vocabulary to The Fifth Grade of SDN 03 Ngadiluwih

2.1 The problems of the use of picture in teaching vocabulary to the fifth grade of SDN 03 Ngadiluwih are related to the clarity and the size of the pictures, the limitation of the time, and the lack of teaching material equipment

2.2 The solution for the problems of the use of picture in teaching vocabulary to the fifth grade of SDN 03 Ngadiluwih

a. The clarity and the size of the pictures

In explaining the material, the pictures that were not too small were given. Showing the pictures to the students were not only done in front of the class but also done from all directions.

b. The limitation of the time

Before giving the material, the instruction of the way to answer was given. The instruction was they had to raise their hand before answering the questions.

c. The lack of teaching material equipment

Bringing some of pictures related to the topic was needed to make the teaching English vocabulary process effective and successful.

B. Suggestion

Based on the observation in SDN 03 Ngadiluwih, there are some suggestions which may be useful for SDN 03 Ngadiluwih itself, the English teacher of SDN 03 Ngadiluwih, and for the students of SDN 03 Ngadiluwih. The suggestions are as follow:

1. SDN 03 Ngadiluwih

SDN 03 Ngadiluwih should complete the teaching media especially teaching English media. It can help the English teacher in explaining the material easily.

2. The English teacher of SDN 03 Ngadiluwih

In teaching to young learners, the teacher is suggested to be creative and make variation. Variety can be variety of activity, variety of pace, variety of organization and variety of voice. It will make the students are interested in learning the material.

3. The students of SDN 03 Ngadiluwih

The students should pay attention when the teacher gives the material especially the pictures that related to the material. The students also have to complain if the clarity and the size of the pictures given were unclear.

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