TEACHING VOCABULARY USING PICTURES MEDIA TO THE FIFTH GRADE STUDENTS IN SD KRISTEN MANAHAN SURAKARTA

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

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MOTTO

If there is a will, there is a way.

It is not how much we have, but how much we enjoy. That makes happiness.

–Charles Haddon Spurgeon–
DEDICATION

I dedicate this final project report especially for:

My lovely parents
My beloved family
My friends
Fajar Sutopo
PREFACE

The final project report entitled “Teaching Vocabulary Using Pictures Media to The Fifth Grade Students in SD Kristen Manahan Surakarta” is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project reports the process of teaching vocabulary using the pictures media to the fifth grade students of SD Kristen Manahan. The purpose is to develop the writer’s skill in teaching English of elementary school. During the job training, the problems and the solutions to the problems encountered.

I realized that this final project is so far from being perfect. Meanwhile, any suggestion and criticism are needed for betterment. Finally, I hope that the final project report will be a useful reference to the readers. It can give beneficial to the readers and gives them more information about problems in teaching vocabulary to young learners.

The Writer,

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ACKNOWLEDGEMENT

First, I would like to say thank you to my Lord Jesus Christ for blessing and guiding me in writing this final project so I can finish my final project. It is hard for me to finish this final project report without some hands from either the individuals or institution. Therefore, I would like to say my appreciation to:

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7. My beloved parents, I am so grateful to you for everything you do for me. I am proud to be your daughter.

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ABSTRACT

Dwi Putriani Sambuaga. 2011, Teaching Vocabulary Using Pictures Media To The Fifth Grade Students In SD Kristen Manahan Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The objectives of this report are to describe the teaching process of vocabulary using the pictures, to find out the problems occurring in teaching process and the solutions to the problems of the fifth grade students in SD Kristen Manahan Surakarta.

In the job training, I did class observation, made a lesson plan, and have interviewed the English teacher to know the teaching and learning process in the class.

In the teaching process of vocabulary using pictures media, I used four steps: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text. In BKOF, I prepared the material by showing some pictures related to the topic. In modeling of the text, I used some pictures to introduce the vocabularies about the topic to attract the student’s attention. In the joint construction of the text, I gave worksheets in group to the students and asked them to fill in the blank based on the picture. In the last step, independent construction of the text, I gave worksheets in individual to the students and asked them to describe the picture by their own words.

In the end of the teaching and learning, the students were able to mention and write the simple words though some of them still had some problems in limited vocabulary, the clarity and the size of the pictures.
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CHAPTER I

INTRODUCTION

A. Background

The human is a social creature that cannot live alone. The human must need a help from the other person. The human also needs the information from each others. In order that, the communication is going smoothly. To communicate with the other people in the certain place, we need a language. The language is the best way for the human to communicate each others.

English is one of international language which is used by people in the world to communicate each others. In globalization era, English is very important for our life. English is a foreign language for developing science and technology so we need to master English. Mastering English needs a long process in Indonesia because it is different with their mother tongue, Indonesia. Children have a good memory to learn something like language. Their memory is better and faster than adult. Therefore, people must be learned English from the beginning. They must be familiarized with English as a foreign language as soon as possible. Thus, they must prepare to face the globalization era that runs rapidly.

Nowadays, English is introduced to students at early period of elementary school in Indonesia. On that account, the teacher has a main role in teaching and learning English at school. Moreover, the teacher has to know the best way to make understanding the students. The students of elementary school has the
different kinds of characteristics. They get bored fastly. The teacher must be patient to teach the students. One of the importance element in English is vocabulary. In elementary school, the students learn about vocabulary because it is easy to understand for them. The teacher teaches vocabulary in a variety of ways. The teacher can use some pictures to attract the students. The students focus in four English basic skills, such as: listening, speaking, writing, and reading. The teacher can make some activities related to the four English basic skills during teaching students. It can develop the students’s skills in learning English.

I had the job training in SD Kristen Manahan to be the English teacher for two months. The purpose is to develop the writer’s skill in teaching English of elementary school. I am interested in this school, because I want to know how the process teaching vocabulary in SD Kristen Manahan. SD Kristen Manahan is one of favourite private elementary school in Surakarta. It has a good image and many academic achievements in the society. I focus project in on the fifth grade students. I get more knowledge about teaching English during doing job training in this school.

Based on the job training experience and finding above, this final project report is written to describe the teaching of vocabulary using pictures media in SD Kristen Manahan Surakarta to the fifth grade students and this final project is entitled ”Teaching Vocabulary Using Pictures Media To The Fifth Grade Students in SD Kristen Manahan Surakarta.”
B. Objectives

Based on the background above, the objectives of this report are formulated as follows:

1. To describe teaching vocabulary using the pictures media to the fifth grade students in SD Kristen Manahan Surakarta.
2. To find out the problems of teaching vocabulary using the pictures media in SD Kristen Manahan.
3. To find out the solutions for those problems.

C. Benefits

This final project report will be beneficial for:

1. SD Kristen Manahan Surakarta
   This final projects report can be used as an additional values to the English teacher in SD Kristen Manahan Surakarta so the English teacher can improve their quality of teaching English.
2. English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University
   This final project report can be used as a reference for the English Diploma students.
3. Other readers
   This final project report can give more knowledge to other readers reading this final project report.
CHAPTER II

LITERATURE REVIEW

This chapter consists of the definitions of learning and teaching, young learners, vocabulary, and teaching vocabulary using the pictures.

A. Learning and Teaching

Learning means a process of gaining knowledge or skill in a subject or activity” (Oxford Learner’s Pocket Dictionary, 1995:237). According to Brown, “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction” (Brown 2000:7).

Meanwhile Kimble and Garmezy cited by Brown (2000:7) suggest that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning relatively permanent but subject to forgetting.
7. Learning is a change in behavior.
According to Schmit (1997:316), the students have some problems of learning English. They aren’t familiar the words at all. Sometimes they are familiar with the words, but the meaning doesn’t know. They must give a correct synonym or translation. The students use the word with semantic appropriateness and grammatical accuracy in a sentence.

Learning cannot be defined apart from teaching. “Teaching is a process of giving instruction, knowledge, skill, etc” (Oxford Learner’s Pocket Dictionary, 1991:425). According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Similarly, teaching, which is implied in the definition of learning, defined as “showing or helping someone to learn how to do something, giving instructions, guiding, in the study of something, providing with knowledge, causing to know or understand” (Brown 2000:7).

B. Young Learners

According to Phillips, young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 1993: 5). Suyanto defines that “Young learners are divided into two groups: Younger Group (six until eight years old) and Older Group (nine until twelve years old) (Suyanto, 2007:15). From this statement, it is clear that young learners are an elementary school students (six until twelve years old).
According to Brumfit (1997: vi), children learn languages well from early age. It is for an understanding of foreign cultures. Therefore, they can be tolerant and sympathetic in society. Children can understand the new concepts to link communication. They can get more if they start learning earlier. They need more time to learn the important languages. Therefore, the language can be used as a medium of teaching.

According to Brumfit (1997: vii), young children have more opportunities than adults. They are learning all the time without having any worries and responsibilities of adults; their parents, friends, and teachers all help them in learning. Furthermore, they have a strong personal need to learn if they are surrounded by people speaking the second language, and there are strong social pressures to do what their elders expect.

C. Vocabulary

Therefore, vocabulary is very important for young learners. According to Horwitz in Schmit, “The most important part of learning a foreign language is learning vocabulary” (Schmit, 1997:201). Similarly, Schmit defines that vocabulary is necessary in every stage of language learning. (Schmit, 1997:140)

According to Suyanto (2007:48), there are four steps of teaching vocabulary:

1. Introducing: The teacher introduces a new word correctly and clearly. Teachers also use pictures or real objects.
2. Modeling: The teacher gives an example and doing as a model.
3. Practicing: The teacher train students to imitate and to practice.
4. Applying: The students apply in the right situation by the teacher’s assistance.

According to Suyanto (2007:48-49), learning vocabulary for lower classes is given by using technique like listen and repeat or listen and point to. Meanwhile, learning vocabulary for upper classes (grade five and six) has some variations of teaching. Teachers can give a simple definition, a synonym or an antonym, some examples from their close environment. It is to make easier the students of learning vocabulary. Teachers also can draw or give the illustrations of objects. Teachers teach the students while giving the meaning or translating in the first language.
D. Teaching Vocabulary Using The Pictures

There are other techniques for encouraging students to use English words while communicating information or ideas. Pictures (which have already been discussed in connection with vocabulary for beginners) can also be used at the Intermediate level in several helpful ways (Allen, 1983:54).

According to Suyanto, “Children learn vocabulary fast by using audiovisual aid such as picture or real object (Suyanto, 2007:47). One of the easiest ways to introduce new vocabulary is by using pictures (Doff, 1988: 161). Suyanto states that learning English is more effective if teachers use media which supports teaching and learning, because children learn new language from what they see (Suyanto, 2007: 22).

From this statement, it is clear that the functions of using picture or real object are to make children understand the word, to help children memorize the word and to attract their attention. To make stronger memories of students’s vocabulary, showing the pictures or images is helpful.

According to Allen (1983: 12),” Teachers use three ways to explain of the meanings of vocabulary words for beginners. Teachers use the pictures media to help them in presenting the material. They also give a chance to explain in the students’s own language. Teachers give a simple English definition and vocabulary to the students.”
CHAPTER III

DISCUSSION

This chapter consists of the profile of SD Kristen Manahan Surakarta, the job training activities, the teaching vocabulary using pictures media, the problems and the solution of the English teaching and learning to the fifth grade of SD Kristen Manahan Surakarta.

A. The Profile of SD Kristen Manahan Surakarta

SD Kristen Manahan is one of Independent schools in Surakarta. This school is under an institution called Perhimpunan Pendidikan Kristen Surakarta (PPKS). It is located on MT. Haryono Street 12, Manahan, Surakarta. SD Kristen Manahan was built in 1952 and it was opened officially as an elementary school by Suyoko Sastrosuwignyo. This school becomes members of the institution in 1955. The statistic number of the school is 102036105053. Nomor Pokok Sekolah Nasional (NSPN) of the school is 20328247. SD Kristen Manahan has many achievements in academic and non academic fields.

SD Kristen Manahan has permanent building and the building of this school is owned by the Institution. The total area of this school is about 1756 meters square. There are twelve classes, the first up to the sixth grade. Each class is divided into two
classes (class A and class B). There are also a headmaster room, a teacher room, a living room, a library, a computer laboratory, a language laboratory, a library, a canteen, a School Health Unit, an art room, a parking area and ten toilets.

In this academic year, SD Kristen Manahan has 635 students that consist of 304 boys and 331 girls. This school is led by the headmaster that has duties to manage, lead, and supervise all of activities in the school. SD Kristen Manahan has seventeen teachers and three staffs. The teachers are responsible for the success of teaching and learning process, teaching main lessons and handling the class in this school. There are eight additional teachers such as three English teachers, two computer teachers, a religion teacher, Seni Suara Daerah (SSD) teacher. There are also two teachers who has duties to teach sport and English. This school has a school guard to clean the school, a security to secure the school and an administration staff as a typist of the school.

This school has vision and mission to improve the education system and also to motivate the teachers and the students. The vision of SD Kristen Manahan is “Excellent in achievement and motivation and behave in Christian value.” Meanwhile the missions are:

1) Carrying out basic education oriented on a good achievement in knowledge.

2) Growing strong motivation to give contribution to the society, country, and nation.

3) Forming loving attitude and serving.
SD Kristen Manahan is divided into two floors. The first floor consists of teacher room, class one, class two, class three, KTK room, and School Health Unit. The second floor consists of class four, class five, class six, toilet, library, computer laboratory, and language laboratory. I enclose the map and the organization structure of SD Kristen Manahan in appendix.

B. Job Training Activities

1. Class Observation

I did the class observation on January 31th 2011. I did the job training in the school for two months. I also collected the data from the school in writing this report. The class observation was very important to know how the situation of the classroom and the characteristic of students. In process of job training in the school, I was guided by the English teacher, Mr.Heru Sri Widodo,A.Md.

I chose on the fifth grade class and English laboratory as the focus class observation. The class observation started in the fifth class. There are two classes, class A and class B, but I only focused on class five B. In process of the class observation, I was accompanied by Mr.Heru and Mr.Henry as the English teacher. Class five B has so many students. There are 52 students that consists of 22 boys and 30 girls. Therefore, the condition of classroom is so crowded and uncontrolled because of the number of students that is not suitable with the classroom capacity. Almost all of students in class five B were active.
The facilities of class five B are good enough. The class five B has complete facilities. There are twenty six tables for students, twenty six chairs for students, one table for teacher, one chair for teacher, one cupboard, one whiteboard, a blackboard, two erasers for whiteboard, an eraser for blackboard, a ruler, a clock, a telephone, markers, an ink, two fans and an activity board.

Beside doing class observation, I also observed the English laboratory. This school is completed with the English laboratory. The laboratory is used to increase speaking and listening skill of the students. It has many facilities to support process of studying the students such as: headsets, keyboards, a microphone, a master control, a computer, a television, speakers, an air conditioner and cassetes for listening section. Almost all of facilities function well. There are only 30 seats in the laboratory, so the students are divided into two groups. The first group are in the classroom studying reading and writing skill. The second group are in the laboratory studying listening and speaking skill. If I taught the first group of students, the other English teacher taught the second group of students. I also learnt how to operate the machine in the laboratory from the English teacher. Therefore, it is needed to teach English in the language laboratory.

On schedule, English lesson of class five B on Wednesday at 11.15 a.m-12.25 a.m. I taught class five B on Wednesday at 11.15 a.m-11.50 a.m. I only had one hour (35 minutes) per meeting to teach the students and the rest was handled by the English teacher. It was the role from the school. During teaching the students in the class, I was accompanied by the teacher. In the first week, I started to teach the
students in the classroom. I studied the characteristics of the students and how to control the students first.

2. Making Lesson Plan

I made the lesson plan before I taught the students. Making lesson plan was useful to know what I will need and what I will do in the class based on the curriculum concept. I made the lesson plan based on Curriculum of Education Unit Level and Student’s Book 5 English for Real Communication. In process of making the lesson plan, I also made the lesson plan from the other books. The materials weren’t enough and complete if it just took from one book. I evaluated the materials were suitable for the fifth grade students or not.

I focused in four basic language skills, speaking, listening, writing and reading. Because of the limited time allotment, one topic can be divided into two meetings. It depends on its topic and students understanding. I must be creative to make the lesson plan because the English teacher didn’t give me the syllabus of material. In process of making the lesson plan, I always consulted the material to the English teacher. An example of the lesson plan is as follow:
LESSON PLAN

School : SD Kristen Manahan

Subject : English

Class : V

Theme : Clothing

Skill : Listening and Speaking

Date / Time : Wednesday, March 2nd 2011

I. Time Allotment : 1 x 35 minutes (one meeting)

II. Objective :

1. Listening : Students can respond an expression in english about clothing well.

2. Speaking : Students can mention types of clothing with a correct pronunciation in english.

III. BKOF

1. Greeting

   Teacher : “Good morning,class!”

   Students : “Good morning,miss!”

   Teacher : “How are you today?”
Students : “I am fine. Thank you. And you?”
Teacher : “I am fine too.”

2. Reviewing : “Do you still remember our last material about clothing? “What is this? This is a shirt.” (Showing a picture of shirt to the students)

IV. Presentation
Main Activities:
1. Teacher gives some vocabularies about the types of clothing to the students and students repeat it. It is for making easy students to understand the vocabulary of clothing.

2. Teacher explains again how to use the words of *this is* and *these are* for students.

For example:

Teacher: This is a shirt. Teacher: These are trousers.
3. Teacher gives a worksheet to the students about clothing. In each worksheet, there are some jumbled pictures and students must give the number in the circle.

Listen to the teacher and give the number in the circle!

Example:

1. These are sandals.

V. Assessment / Evaluation

1. Listening Test

From giving a listening worksheet to the students, teacher can know the listening capability of the students.

2. Speaking Test

Teacher uses a book and asking the students to describe of clothing based on the picture of book. *(Student’s Book 5 English for Real Communication)*.
C. Teaching Vocabulary Using Pictures Media in SD Kristen Manahan

In general the children get bored easily. They have short level of concentration and attention. However, children like all things that are visual. To overcome a boredom, I used some pictures to teach the students of elementary. The students learn English vocabulary faster if they are supported by pictures. It could be used from warming up until closing. By using pictures, the students get some advantages in teaching vocabulary such as:

1. Warming up:

   a. Greeting

      I greeted the students before starting the lesson. It could motivate the students to speak in English.

      Example:

      I : “Good morning, students!”

      Students : “Good morning, miss!”

      I : “How are you today?”

      Students : “I am fine. And you?”

      I : “I am fine too. Thank you.”

   b. Building Knowledge of The Field

      I introduced the new material to the students. I also asked the students about clothing.
I: “Do you know what the kind of clothes? Can you mention them?”

Student: “Yes, I do. They are a shirt, a skirt, socks and shoes.”

2. Main Activities
   
a. Modeling

   To attract the student’s attention, I used some pictures to introduce the vocabularies about the clothing. I picked up pictures one by one and pronounce the word clearly. Therefore, I made an interaction in presenting the material, for example:

I: Look at the picture! What is this? (I showed the picture of shirt)

   a shirt

Students: Shirt, miss!

I: Good! It is a shirt. It is a kind of clothes. Now, repeat after me.

   “It is a shirt!”

Students: “It is a shirt!” (The students repeat what I say).

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I also gave some examples what I am wearing that time. Then, I wrote the kind of clothes on the whiteboard.

For example:

I : “What am I wearing now?”

Students : “You are wearing a shirt, a skirt, and shoes.”

Presenting the material by using pictures are more effective than presenting the material one by one without pictures. The students like something that is fun and colorful. Therefore, the students understood the English vocabulary when the pictures were shown to them. In the other words, the vocabulary automatically has a meaning from the use of picture. They would understand the material easily because they can imagine the new words by using pictures. Therefore, the students were not bored in teaching English vocabulary by using pictures.

b. Joint Construction

The students were guided to reconstruct a worksheet in a group of students and guided by the teacher.

Worksheet:

Work in group; Complete the text with the words from the box!
Dora

I have a favorite cartoon. Her name is Dora. Look at her picture! She is wearing a pink __________, red __________, yellow __________, and white __________. She is also wearing a purple ______. She is very cute.

c. Independent Construction

The students were guided to reconstruct a worksheet in individually and guided by the teacher.

Worksheet:

Work in individually; Look at the picture and describe what Dora and Diego are wearing.

Dora and Diego

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
I used some pictures in individual activities and in group activities. I gave some exercises to the students and inserted some pictures in it. The students understood and memorized the lesson because they knew the object or the new words by watching picture as visual support in modeling or presenting the materials.

D. Discussion

1. The Problems of Teaching Vocabulary Using Pictures Media in SD Kristen Manahan

One of the aspects that determines the teaching and learning successful is the teacher. The teacher of elementary school has a hard duty because the elementary school is the basic of education for students. Meanwhile, the students are also the important aspect in process of teaching and learning. The teacher and the students have a responsibility to make teaching and learning successfully. I found several problems while doing job training. The problems come from the students and I as the teacher in learning English vocabulary. They are as follow:
a. The clarity and the size of the pictures

To strengthen memories of students’s vocabulary, showing the pictures is helpful. The picture is the easiest way to memorize the words, but sometimes the pictures were too small and unclear. The pictures can make misunderstanding the students.

b. The limited vocabulary

Vocabulary is central to language teaching and learning. There are some students that have limited vocabulary. Therefore, it is hard to understand what I say for them.

c. Presenting the material

Teaching English in elementary school and preparing the material are the first time for me. It is hard to look for the right pictures to adjust with the topic.

2. The Solutions to The Problems of Teaching Vocabulary Using Pictures Media in SD Kristen Manahan

I believe that every problem has solution. Therefore, I have some solutions to solve the problem of the clarity and the size of the pictures, the limited vocabulary, and presenting the material.
a. The Clarity and The Size of the Pictures

The picture is one of the best media to help children memorize the word and to attract their attention. I found the problems in the clarity and the size of the pictures. To solve this problem, I printed the colouring pictures in a big size. It is not to make misunderstanding the students. I also walked around the class to see the pictures to the students. Therefore, I divided the students in eight up to ten groups. For each group, I gave some pictures related to the topic for them.

b. The Limited Vocabulary

Vocabulary is very important for young learners. To solve this problem, I gave some pictures in presenting the material. I picked up pictures one by one and said the word clearly. After explaining the words, I also wrote the words on the whiteboard. Then, I gave some exercises and handouts to practice their vocabulary. I also gave a homework to the students.

c. Presenting The Material

In presenting the material, I found a problem. To solve this problem, I made a simple lesson plan according to the Curriculum of Education Unit Level and Student’s Book 5 English for Real Communication. It is the effective way to make easy in presenting the material. I also looked for the references from the other books to complete the materials. Then, I made some handouts and exercises to the students. I used some pictures to help me in presenting the materials.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, there are several conclusions based on the discussion. They are as follow:

1. Teaching vocabulary using the pictures media to the fifth grade students in SD Kristen Manahan Surakarta
   a. Warming Up
      1. Greeting
         I greeted the students to begin the class. The aim is to build the communication with the students. It is also to make the students applied the English in their habit.
      2. Building Knowledge of the Field
         I introduced the topic about clothing to the students. I asked the students related the topic.
   b. Main Activities
      1. Modeling
         I used some pictures to introduce the vocabularies about the clothing to attract the students’s attention. The students like something that is fun and colorful.
2. **Joint Construction**

I gave worksheets in group to the students. I asked them to fill in the blank based on the picture.

3. **Independent Construction**

I gave worksheets in individual to the students. I asked them to describe the picture by their own words.

2. **The Problems of teaching vocabulary using the pictures to the fifth grade students in SD Kristen Manahan Surakarta**

   a. **The clarity and the size of the pictures**

      Sometimes the pictures were too small and unclear because the class has so many students. Therefore, the pictures can make misunderstanding the students.

   b. **The limited vocabulary**

      Most of students have limited vocabulary. Therefore, it is hard to understand what I say for them.

   c. **Presenting the material**

      It is hard to look for the right pictures to adjust with the topic. The pictures should be educative and interesting to the students.
3. The Solution to The Problems of Teaching Vocabulary Using Pictures in SD Kristen Manahan

a. The Clarity and The Size of the Pictures

I printed the colouring pictures in a big size. I also walked around the class to show the pictures to the students. Meanwhile, I divided the students in eight up to ten groups. In a group, the pictures could be shown effectively.

b. The Limited Vocabulary

I prepared some pictures in presenting the material. I picked up pictures one by one and said the word clearly. After explaining the words, I also wrote the words on the whiteboard. Then, I gave some exercises and handouts to practice their vocabulary. I also gave a homework to the students.

c. Presenting The Material

I made a simple lesson plan before teaching the students. I also looked for the references from the other books to complete the materials. I used some pictures to help me in presenting the materials.
B. Suggestion

Based on the conclusion, I want to give some suggestions to the English teacher of SD Kristen Manahan and English Diploma program as follows:

1. To The English Teacher of SD Kristen Manahan Surakarta

   To improve the student’s vocabulary, the English Teacher of SD Kristen Manahan Surakarta should be more creative to develop the materials. The teachers can also insert some pictures in presenting the materials. It will help the students to memorize the words.

2. To English Diploma program

   I suggest English Diploma program to prepare the certain subjects well, especially in subject of material development and peer teaching before doing the job training. It is to help students achieving more knowledge related to the job training. The students should have a good preparation before doing the job training.