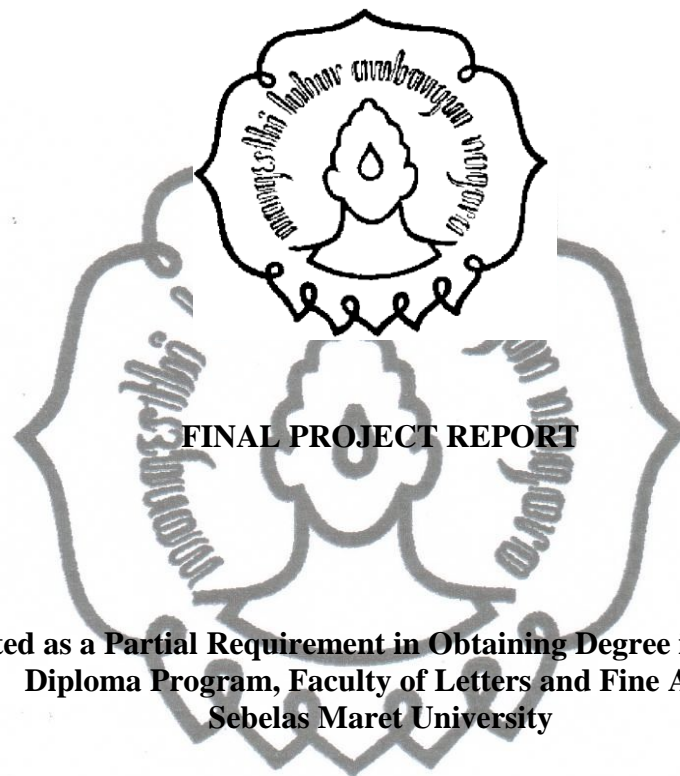


THE EFFECTIVENESS OF USING PICTURES IN TEACHING VOCABULARY TO THE 2nd GRADE STUDENTS OF SD NEGERI 2 SRAGEN



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

By:

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C9308095

**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2011**

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APPROVAL OF SUPERVISOR

Approved to be examined before the Board of Examiners,
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Sebelas Maret University

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Title : THE EFFECTIVENESS OF USING PICTURES IN TEACHING
VOCABULARY TO THE 2ND GRADE STUDENTS OF
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Report title : THE EFFECTIVENESS OF USING PICTURES IN
TEACHING VOCABULARY TO THE 2ND GRADE
STUDENTS OF SD NEGERI 2 SRAGEN

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MOTTO

∴ Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind

(Dr. Seuss)

∴ Never put off till tomorrow what you can do today

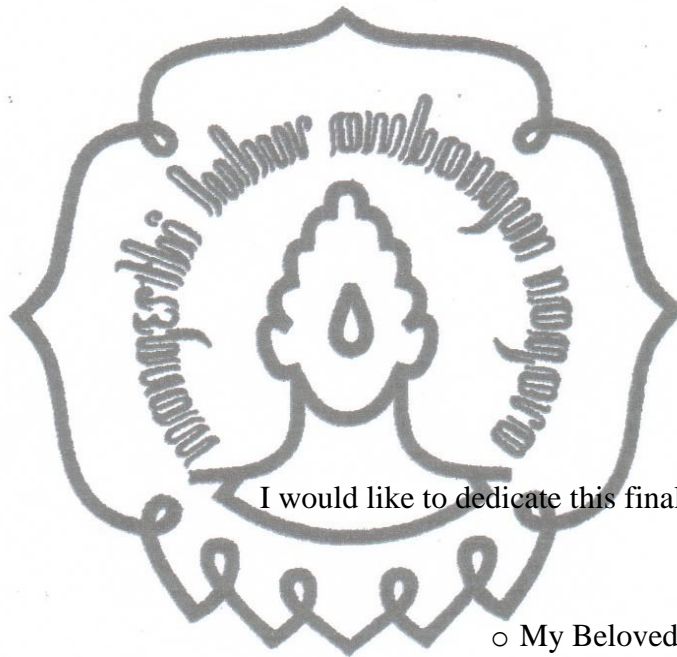
(Mark Twain)

∴ Our greatest pride is not never failing, but bounced back every time we fall

(The writer)

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DEDICATION



I would like to dedicate this final project report to:

- My Beloved Parents
- My Big Family
- My Beloved Sisters
- My Beloved Friends
- Myself

commit to user

PREFACE

All of praises are Allah SWT for all the blessing and the chance given to me. May Peace and Bless be upon Prophet Muhammad SAW. I would also say thank to all people who support and encourage me in writing and finishing this final research report entitled “The Effectiveness of Using Pictures in Teaching Vocabulary to the 2nd Grade Students of SD Negeri 2 Sragen.” This final project is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This report describes pictures as a media in teaching English vocabulary to the second grade students of SDN 2 Sragen while I did the job training.

I realize that this final project is far from perfect. Therefore, I appreciate and accept any advices and criticisms. Finally, I hope this final project report will be useful for all readers.

Surakarta, January 2012

The writer
Ellenta Owijah

ACKNOWLEDGEMENT

Bismillahirrahmannirrahiim

First of all, I would like to say thank you to Allah SWT for blessing and guiding me. Thanks for giving me confidence, strength and inspiration to finish this final project report, you are the only truth and truly God.

Moreover, I would not be able to finish this report without the help and support from others. So in this opportunity I would like to say my highest appreciation to:

1. Drs. Riyadi Santosa, M. Ed, Ph.D. the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
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6. Pardi, S H, the headmaster of SD Negeri 2 Sragen, for giving me the opportunity to have the job training in SD Negeri 2 Sragen.

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7. The family of SD Negeri 2 Sragen especially “bu Asih” and “bu Tatik”.
8. My beloved parents, thanks for everything given to me, I am proud to be your daughter.
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10. My play fellows, all classmates in English Diploma, especially for Intan, Happy, and Boma. Thanks for the unforgettable experiences we have done. Don't forget me guys. ^^
11. WD Computer Sragen, thanks for the fast connection and the best service.
12. Everyone who has provided me with help and support whom I cannot mention them all here.

Surakarta, January 2012

Ellenta Owijah

ABSTRACT

Ellenta Owijah. 2011. The Effectiveness of Using Pictures in Teaching Vocabulary to the 2nd Grade Students of SD Negeri 2 Sragen. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training activity which has been done by the writer as an English teacher in SDN 2 Sragen. The objectives of this report are to describe the application of using pictures in teaching English vocabulary and to find out the effectiveness of using pictures as the media in teaching English vocabulary to the second grade students.

In collecting the data, the writer interviewed the supervisor to get more information about the school and discussed the materials that would be taught based on the curriculum. The process of teaching English vocabulary for the second grade students of SD Negeri 2 Sragen consists of three steps: Warming Up (Brainstorming), Presentation, and Evaluation.

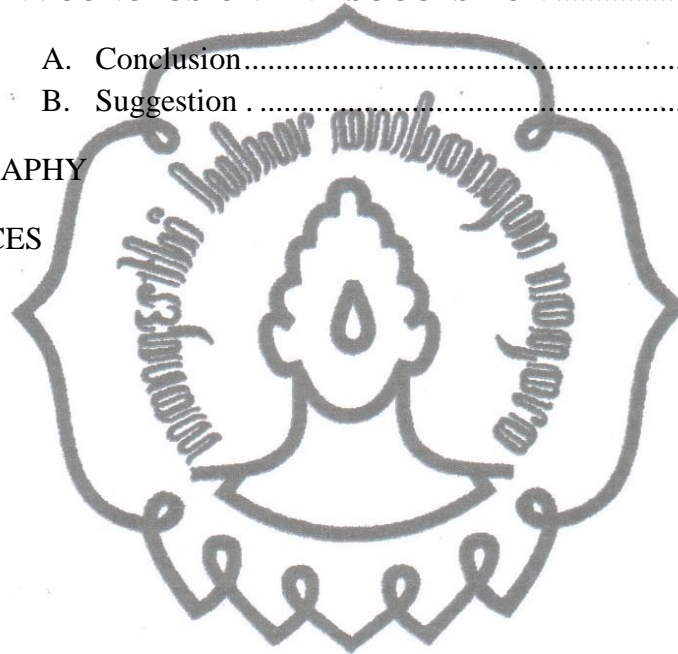
The writer found out some effectiveness of using pictures in teaching English vocabulary, they are: the pictures could encourage students' motivation, the pictures could attract the students' attention, the pictures help the students to memorize the vocabulary, and the pictures make the teaching and learning activity more fun and enjoyable.

To improve the quality of English teaching and learning in SD Negeri 2 Sragen it is suggested to provide some facilities that can be used in the lesson activities, and apply interesting method for the students in improving the students' motivation in learning English vocabulary.

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CHAPTER I

INTRODUCTION

A. Background

English is the most widely used international language. English is used as an official or semi-official language in over 60 countries. Learning English can broaden our employment opportunities. People who speak two or more languages are ideal candidates for jobs in many sectors such as travel, international business, international competitions, diplomacy, tourism, public relations, or translation. By mastering English, we have bigger chance to get job more easily.

In language teaching, vocabulary is the most important aspects for learners. According to Bowen and Mark “it is self-evident that even if you know the grammar and the rules communication of a given language, if you do not know enough vocabulary you will not be able to express yourself adequately” (Bowen and Marks, 1994:91).

Even though vocabulary is important, some learners do not like learning vocabulary. Learners are bored to learn vocabulary by listening to teacher’s explanation and memorizing a list of words. Because of boring learning activities, learners become lazy to learn English. Therefore, teacher needs media which can make students interested and motivated.

Usually media are used in teaching English to young learners because they make teaching and learning process be easier. Children are unique

individuals, so the teacher needs to learn first about the way children learn and then decide the appropriate materials for them. The pictures will help the children to understand the material easily.

Pictures are very helpful media to introduce English to young learners more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Pictures have an important role in the understanding of meaning. They give illustration of something and make it clear for children.

Tang Li Shing states that “The picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.”

Using picture in teaching vocabulary is very interesting because picture will help children to be more focus and concentrate on the lessons, so that the material can be delivered clearly.

Considering the situation above, the writer was interested in and decided to complete the job training in SD Negeri 2 Sragen from 10 February to 1 April 2011. The writer focused on her teaching experience in the second grade as the source of the data used in the final project. The writer found out that the use of pictures is highly effective in teaching English Vocabulary.

Based on the explanation above, the writer chooses to write a final project entitled:

“The Effectiveness of Using Pictures in Teaching Vocabulary to the 2nd Grade Students of SD Negeri 2 Sragen.” *commit to user*

B. Objectives

In doing this final project, the writer focused on the objectives as follows:

1. To describe the application using pictures in teaching vocabulary to the 2nd grade students of SD Negeri 2 Sragen.
2. To find out how effective is using pictures in teaching vocabulary to the 2nd grade students of SD Negeri 2 Sragen.

C. The Benefits

1. English teacher

The writer expects that the result of this final project as teacher's reference which can develop his/her teaching activities in order to make the students more interested in learning English and improving English.

2. The institution

The writer hopes that this final project report can give advantages, motivations, and information's to the students of English Diploma Program will be ready to face the difficulties in doing final project

3. The readers

The writer hopes that this final project is useful and gives additional information to the readers about the use of pictures in Teaching English vocabulary at elementary school.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is a part of the teaching-learning process activity in involving active communication and interaction between teacher and students in conveying information or knowledge during the study. Teacher teaches something to the students in order to build the student's understanding about something they are learning. According to Brown, teaching can be defined "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, 1994:7).

Wright suggests that "Teaching is essentially social activities, implying relationship between teacher and learner, learner and learner" (Wright, 1987). Based on the statements above, teaching can be defined as the effort of teacher in giving knowledge and sharing information to guide students in order to make them understand about the material they are learning.

To be a good teacher is not an easy thing. Teachers have important role in teaching and learning. Teacher gives all materials, knowledge, information, and guide students in order to help them in learning about the subject matter and practices new skills to them.

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According to Harmer (1998: 1-2), a good teacher should notice the following issues:

1. A teacher should make her/his lesson interesting
2. A teacher must love her/his job
3. A teacher must have her/his own personality
4. A teacher should have lots of knowledge
5. A teacher is an entertainer in a positive sense not in a negative sense.

Teaching is the important matter for teacher. Through teaching, teacher should be able to motivate their students in teaching and learning activity. If the students do not have any motivation, they will not be interested to study anything. So the student's need a person who should create the convenient situation in order to build a good motivation for them in learning the materials.

B. Teaching Vocabulary to Young Learners

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Vocabulary is one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicative effectively. So, the first step to learn English is by learning vocabulary.

McCarthy suggests that “No matter how well the student learn grammar, no matter how successfully the sound of L2 are mastered, without words to
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express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” (McCarthy, 1990:viii). That’s why the learners need to learn what words mean and how they are used. This reason makes vocabulary as important as grammar; a bad vocabulary will cause bad understanding for learners to communicate with others.

Teaching vocabulary is not only a simple thing. A teacher needs to be creative. The teacher must be able to use the available objects to support his/her explanation, so the learner will not get bored of joining class. Teacher can attract student’s attention by using objects or pictures around them. According to Scott and Yterbeg “don’t rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surrounding” (Scott and Yterbeg 1990:5).

In conclusion, the teaching and learning process can be said successful if the students can understand and master the knowledge that has been taught by the teacher. The teacher also needs to be as creative as possible in teaching and learning process; suitable method and good visual aids are the main component that can help the teacher to motivate their student in learning the materials.

C. Pictures

1. The meaning of Pictures

Gerlach and P.Elly states that “Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used...A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles. Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future” (1980:273).

Meanwhile, *Longman Dictionary of Contemporary English* explains pictures as shapes, lines, etc painted or drawn on a surface, showing what someone or something looks like (2003).

From the definition of the pictures above, it can be concluded that the pictures are used as a simple device that represents a real object which has displayed a series of places, objects, people, or even experiences.

2. The Types of Pictures

A great deal of vocabulary can be introduced by using illustrations of pictures, either those found in the language learning materials you are using or making your own visual aids. Visual support helps students understand the meaning and helps to make the word memorable.

There are two kinds of pictures that Szyke finds especially useful as teaching aids, namely, *commit to user*

- a. Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car.

Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.

- b. Pictures of situations in which person and object are “in action” between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

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

- a. Wall charts
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence Picture is a series of pictures of a single subject it is function is tell a story or a sequence of events.
- d. Flash cards
 - Word Flash cards: card with printed words on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes.
 - Picture Flash cards: useful for the representation of a single concept, such as an object or in action.

e. Work cards

Includes visual as well as text magazine pictures drawing maps and diagrams can be important part or work cards at all levels used for variety of purposes.

3. The Benefits of Using Pictures

Wright (1997:10) says that picture can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity. Because of that, pictures have been suggested as teaching aids in the classroom.

While Bowen gives a summary of the benefits of using visual aids in the language classroom:

1. They vary the pace of lesson.
2. They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
3. They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
4. They enrich the classroom by bringing the topics from the outside world, which are made real immediate by the pictures.
5. They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.

6. A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.
7. They make a communicative approach to language learning easier and natural.
8. They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.
9. They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.
10. They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.

Bowen (1994:1)

D. Teaching English Vocabulary by Using Pictures

As mentioned before, the elementary school students just learn about basic English such as names of objects and English basic grammars. In teaching those items, the teacher needs visual aids, for example pictures. The pictures are provided to explain a material clearly.

Teacher needs pictures in teaching English to young learners since words are not enough. Sometimes the students get bored to read sentences in the source book and listen to the teacher explaining the materials. The students will be more

interested in the material presentation if they see some pictures related to the topic than in reading sentences and listening to the teacher's explanation only. Pictures can attract the students' attention. It will make them more focus on the materials and help them to understand them easier. Besides, pictures will also stimulate them to say and write something based on what they see.

According to Hatch and Brown (1995), Vocabulary is the list of words that speakers of a particular language use. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids to explain the meaning of new words.

Harmer (2001:135) states that "one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one." Of course, not all new words can be taught using pictures but most concrete vocabulary can.

Pictures can attract student's attention and deepen their understanding of vocabulary. It can also help learners with abstract words, as associating the words with a concrete object make these words easier to remember.

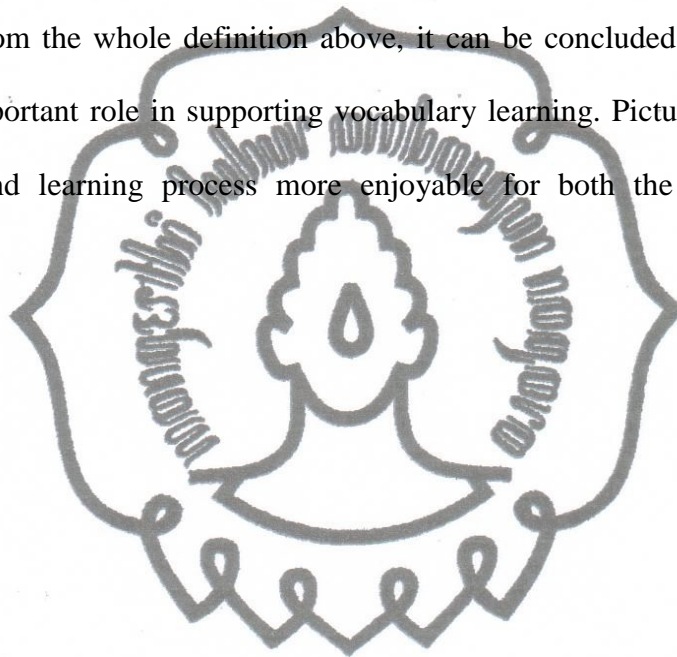
Pictures may be useful equipment in transferring the English vocabularies to young learners. The reasons are:

- a. It helps students understand more the meaning of words.
- b. It is good for students to see the total scene or picture and to see how its parts are related to the whole.

- c. Picture will show a situation or a scene in which there are several different things or persons.
- d. It is also helpful (especially for beginners in English) to see a picture of a single object or person as the only focus of attention.

(Allen, 1983)

From the whole definition above, it can be concluded that pictures can play an important role in supporting vocabulary learning. Pictures will make the teaching and learning process more enjoyable for both the teacher and the students.



CHAPTER III

DISCUSSION

A. SD Negeri 2 Sragen

SDN 2 Sragen is located at Jl. Gatot Subroto No. 16, Ringin Anom District, Sragen Regency. The school was established in 1952 on the area of 4260 square meters. The building consists of 6 classrooms and 5 other rooms. There are several facilities that support teaching-learning activities. They are six classes, a library, a canteen, a computer laboratory, a school clinic (UKS), five bathrooms, stationary, parking area, school yard, etc.

This school is led by a headmaster whose duty is to manage all school activities. To teach the students, this school has 11 teachers, consisting of six class teachers, three religion teachers, an English teacher, and a sport teacher, a computer teacher, and one art teacher. All of them are responsible for the teaching and learning process.

1. School Profile

School name : SD Negeri 2 Sragen
Address : Jl. Gatot Subroto 16, Ringin Anom
Village : Ringin Anom
Subdistrict : Sragen

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Province : Central Java
Zip code : 57212
Stand : 1952
Area : 4260 m²
NSS/NSB : 101031410002 / 0029115106026401

2. Vision and Missions of SD Negeri 2 Sragen

a. Vision

Creating the students to have good attitude and good achievement based on religious value.

b. Missions

1. Using the time of teaching-learning effectively. So, every student can receive all course materials.
2. Increasing the student potential.
3. Improving the professionalism of the teachers and school officials.
4. Giving motivation to appreciate the religion and culture in Indonesia that becomes the source of wisdom in the act.
5. Applying a transparent management to all citizens of school.

B. Class Observation

The writer did class observation at SD Negeri 2 Sragen at the time of job training on 10th February 2011. The writer taught the 1st up to 2nd grade students, but the writer chooses the 2nd grade as the focus of observation. There are 31 students of the 2nd grade.

Physically, the condition of the classroom observed is comfortable enough and conducive for teaching and learning activities. This classroom is large enough and clean. It also has enough light and has good air circulation. The class is provided with chairs, tables, whiteboard, a big fan, a lamp, a map, a cupboard, some pictures, and the other facilities. The classroom is quite enjoyable and comfortable for students' learning.

C. Material Preparation

Before the writer taught the second grade students of SD Negeri 2 Sragen, she had interviewed the English teacher to know the materials and the curriculum used, and also the condition of class.

The textbook, as a handbook, used by the English teacher for the 2nd grade students is Grow with English 2, published by Erlangga. This book consists of four skills. Those are listening, speaking, reading, and writing. It is also provided with colored pictures complete with the words spelling, exercises, songs, etc.

D. Teaching and Learning Activities

The teaching and learning activities will be successful if the teacher has a good preparation. Teaching material is one of the most important things in the teaching and learning process. The writer also prepared colored pictures as the media to teach the material more clearly.

The allocated time for English was 35 minutes for one lesson. When the class started, the writer and the students prayed together. This activity is always done before beginning the lesson. After that the writer greeted the students, for example:

Writer : Good morning Students

Students : Good Morning Miss....

Writer : How are you today?

Students : I am fine thank you and you....

Writer : I am fine too. Thank you.

This activity was done in the beginning of the class meeting to make the students familiar to say greeting in English. After greeting, the teacher checked the student attendance by calling the name of the students one by one. Then, the writer started to deliver the lesson.

To start the lesson the writer asked some questions related to the materials. She used pictures in order to attract students' attention. By using

pictures, students will be stimulated to say and write something based on what they see.

The writer presented the material by using text book to the students. The book consists of many colored pictures of objects made students more interesting to learn. The writer also prepared colored picture series related to the topic to help the students to understand the presented materials.

E. Using Pictures in Teaching English Vocabulary

The process of teaching English Vocabulary by using pictures in the second grade students has three categories: warming up, presentation, and evaluation.

1. Warming Up

Warming up is the first step in the teaching and learning process. In this stage, the writer presented the new materials to the students. Brainstorming was very important, because it could encourage the students. The writer asked the students some questions and showed a picture related to the material being discussed. The question would make students pay attention to her; for example, if the topic was about zoo animals, the writer would ask the students some questions as follows:

- a. What picture is it?
- b. Do you ever go to the zoo?

- c. Can you mention the names of zoo animals?
- d. What are the animals you like?

By asking those questions in presenting the new material without mention the topic, the writer believed that the students would know automatically about the topic that would be discussed.

2. Presentation

- a. Using the pictures and repeating

After opening the lesson by giving warming up activity, the writer continued the teaching activity to the next step that is presentation. In explaining the lesson materials about zoo animals, the teacher also used pictures. The pictures were printed in big size to make it clearer for the students to see the object. The teacher asked them to read one by one. They had to read words with correct pronunciation. They repeated two up to three times until they memorized the words well. Repetition would help students in memorizing and practicing to pronounce words correctly. If there were additional English words, they wrote them in their note book. By using pictures, it could help the students to know the meaning, because they found the meaning from the pictures.



elephant

/elɪfənt/



crocodile

/krəkədail/



snake

/sneik/



monkey

/mʌŋki/



tiger

/taigə/



giraffe

/dʒi'ra:f/



lion


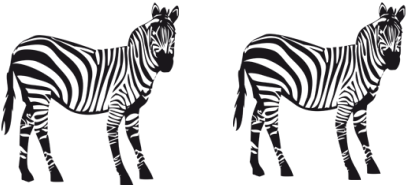
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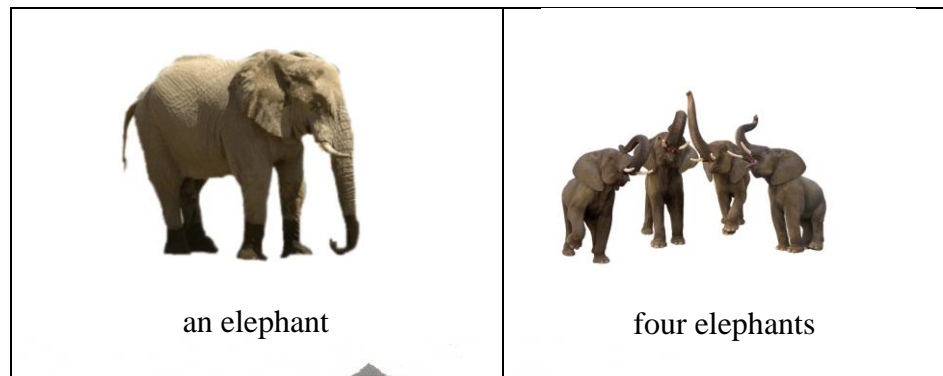


zebra

/zi:brə/

The writer shows some pictures to the students and explains the characteristics of animals. The use of pictures was also helpful for the writer in teaching simple grammars such as singular and plural nouns, just like the example below:

Singular noun	Plural Nouns
 a zebra	 two zebras



The writer also explained the concept of “there is” and “there are”. The writer showed some pictures to the students. In these pictures, the students could see some animals in every paper. The writer guided them at the beginning. For example, when the writer showed the pictures of three camels, the students then said it “there are three camels”. After mastering the concept, the writer let the students to say it loudly by themselves and revised when they made mistake. After that, the writer showed a picture of an animal for the student and they have to make a short description about the animal including its color, the number of its legs, its size, and what it eats.



It is a giraffe

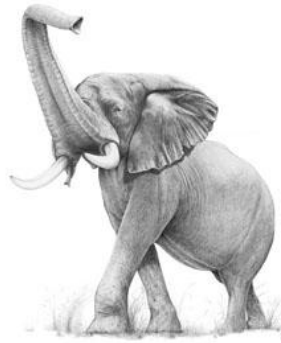
Its color is brown

It has four legs

It is very tall

It eats leaves

Then the writer gave another picture of animal and asked them to make the description.



it is an elephant

.....

.....







.....

.....

b. Matching

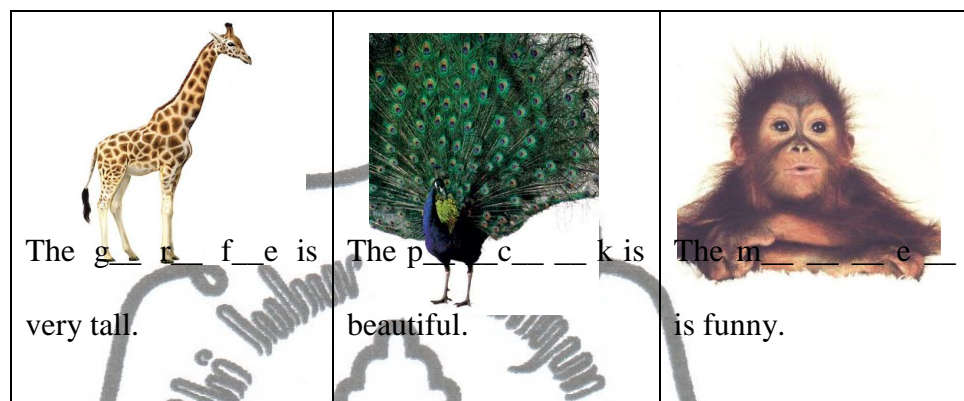
In this section, the teacher asked the students to match the words in column with the suitable pictures.

Match

 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>	<div style="border: 2px solid blue; border-radius: 15px; padding: 10px; text-align: center;"> a. Peacock b. Tiger c. Elephant d. Girrafe e. Camel f. Ostrich </div>	 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>
 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>		 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>
 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>		 <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 5px auto;">.....</div>

c. Filling the missing word

It is called jumble letter. The teacher asked the students to fill the missing words. For example:



3. Evaluation

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the materials. Besides, it also used to evaluate the teacher's way of teaching and as an input to decide how the teacher should teach in the next lesson. The teacher also gave the students time for asking question, if there were any material that they did not understand. After that, the teacher gave the test or homework for students as an evaluation. The students should do it individually. By giving homework, the students could study at home. The teacher could check it in the next meeting.

F. The Effectiveness of Using Pictures in Teaching English

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Vocabulary

To increase the vocabulary we need media to be used. One of them is picture as a visual media. Picture always has a big role in motivating students learn English as a second language. Harmer states that, “They need to be involved in something active, (They will usually not sit and listen!)” (Harmer, 1991). It means that children, especially the elementary school students usually like playing very much and teacher should make them focus in learning. Remembering that children can easily get bored in doing some activities, this final project also discussed about the use of pictures in teaching and learning process.

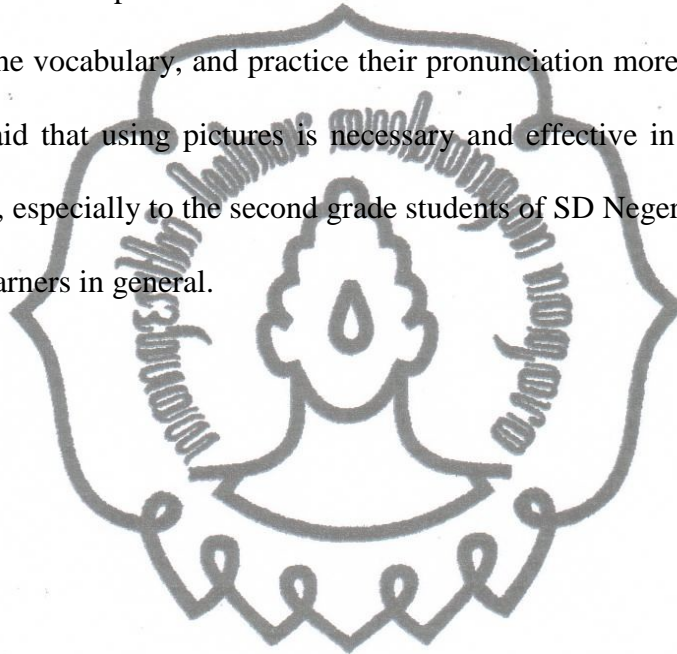
Using pictures is necessary in teaching English to young learners. During the job training, the writer used pictures in teaching English to the students. The pictures helped her in explaining the materials and introducing new vocabularies. She used pictures as a visual media to make the students easier in understanding the materials and memorizing the new vocabularies. The students could more focus on the lesson when the writer showed pictures while explaining the materials.

Pictures also stimulate the students to do something with language. By seeing pictures, they could be motivated to write or say something about the objects on them. They would improve their minds and create new ideas about the objects.

Besides, the use of pictures could make the teaching activity more fun and enjoyable. Children always love games and song. The writer could create games by using pictures. These kind activities could help them to memorize the

new vocabularies. Almost all student like gaming and of course this made them interested in learning. It was proved by some students who asked the writer to give the same game.

By using pictures as one of the teaching vocabulary method, the students get more chance to practice on how to write the words correctly, recognize the writing of the vocabulary, and practice their pronunciation more often. Therefore, it can be said that using pictures is necessary and effective in teaching English Vocabulary, especially to the second grade students of SD Negeri 2 Sragen and all of young learners in general.



CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion in CHAPTER III, there are some conclusion that could be drawn from this final project report. The conclusions are as follows:

1. The application of using pictures in teaching English vocabulary consists of three steps. They are:

A. Warming Up

In this session, the teacher always began the class by greeting, checking the student attendance. Then she introduced the new topics materials by giving some questions related to the topic called brainstorming. However, the teacher should pay more attention to the warming up activity because it has bigger role in determining the success of the teaching and learning activity. That's why, the writer also used pictures to attract students' attention, and games based on the topic materials to make the class activity fun.

B. Presentation

The pictures were used in this session. The students are given some pictures such as fruits, animals, vegetables, and things around them with the English label below it then they are asked to read it. The students can

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immediately find out the name of the thing in their native language without translation. The writer presented the materials by using pictures in order to make the students easier in understanding the material and memorizing vocabularies, to attract the students' attention, and to make them more focus on the lesson.

C. Evaluation

In order to measure the students' learning and understanding the lesson, they have to do some exercises, test, and homework given by the teacher after the presentation. This evaluation is also used to evaluate the writer's way of teaching, whether is effective or not.

2. Vocabulary is one of the important factors in all language teaching and learning. And the students must continually learn new words as they learn structure and as they practice words' pronunciation, but most of the students are not interested and motivated at all. Therefore, the writer uses pictures as one of the strategies in teaching that benefits the students in many ways.

Using pictures in teaching English vocabulary to the second grade is effective for several reasons:

- a. Pictures could attract students' attention in learning new vocabularies.
- b. Pictures stimulate the students to say and write something by looking at the pictures.
- c. Pictures make the teaching and learning activities more enjoyable and fun

because the students can memorize the meaning of new vocabularies more easily by playing games or singing a song with the pictures as a clue. Therefore, using pictures is necessary in teaching English to the second grade students of SD Negeri 2 Sragen.

B. SUGGESTION

Based on the conclusions that have been explained previously, the writer wants to give some suggestions.

1. To the institution (SD Negeri 2 Sragen)

Supporting the facilities are important for the teaching and learning process. Remembering the effectiveness of using pictures in teaching English vocabulary, it would be better if the school can provide visual media such as, flash cards, pictures series of object, wall picture, colored story book, etc. It is hoped that pictures will help the teacher to deliver the materials and to stimulate students' interest in learning English.

2. To English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

It can be a reference for the students at the English Diploma Program in making Final Project report. The reference can be used to add more information about job training.

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