IMPROVING VOCABULARY MASTERY BY USING PICTURES
IN TEACHING ENGLISH TO FOURTH GRADE STUDENTS OF
SDN KERTONATAN 02 SUKOHARJO

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:
Novarina Lolita Yusman
C9309096

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APPROVAL OF CONSULTANT

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Final Project Report:

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Name: Novarina Lolita Yusman
NIM: C9309096

Supervisor:

1. Dr. Tri Wiratno, MA
   Supervisor
   NIP: 196109141987031001
APPROVAL OF BOARD EXAMINERS

Accepted and Approved by the Board Examiner

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

Report Title : IMPROVING VOCABULARY MASTERY BY USING PICTURES IN TEACHING ENGLISH TO FOURTH GRADE STUDENTS OF SDN KERTONATAN 02 SUKOHARJO

Student’s Name : Novarina Lolita Yusman

NIM : C9309096
Examination Date : 

The Board Of Examiners:

1. Dra. Endang Sri Astuti, MS
   Chairperson

2. Dra. Susilorini, MA
   Secretary

3. Dr. Tri Wiratno, MA
   Main Examiner

Dean of Faculty of Letters and Fine Arts,
Sebelas Maret University

Drs. Riyadi Santosa, M.Ed.Ph.D
NIP.196003281986011001

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MOTTO

You may dislike a thing which is good for you and you may love a thing which is bad for you

But God has perfect knowledge and you do not

(Al- Baqarah: 216)
DEDICATION

This Final Project Report is dedicated to:

- My Beloved Father and Mother
- My Sisters and Brothers
- My Best Friends
- And Myself

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PREFACE

First of all, the writer thanks to Allah SWT for his blessing and guidance during finishing the study in English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University. Due to his mercy, the writer has been able to finish writing the final project report to fulfil the requirement in obtaining the English Diploma Program entitle "Improving Vocabulary Mastery Using Pictures in Teaching Learning of Fourt Grade Students of SDN Kertonatan 02".

The writer did the job training activities in SDN Kertonatan 02. This final project discussed the processes of teaching learning vocabulary and problems faced by the students and the teachers. This final project also writes about solution for the problem faced by the students and the teacher.

The writer realized that there are still a lot of mistakes and far from perfect. Therefore, the writer will appreciate and accept any advance and constructive criticism are needed as an evaluation in the future. I hope this final project report will give benefit for everyone especially for those who are interested in teaching learning vocabulary.

Surakarta, June 2012

Novarina Lolita Yusman
ACKNOWLEDGMENT

Firstly, the writer would like to say Alhamdulillahi rabbil’alamin as her grateful thanks to Allah SWT who has blessed, give wonderful occasion to the writer. The writer believes that there is nothing she can do without Him.

Secondly, the writer is also aware that the completion of the final project report needs help from other people. On this opportunity, therefore the writer would like to express her great gratitude and appreciation to the following persons who have already helped her in the process of writing this final project:

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12. All people and friends who are forgotten and can not be mentioned one by one.

Nevertheless, the writer realized that this final project report is far from being perfect. In order to make this final project report better, the writer welcomes positives criticism. Finally, the writer still hopes that this final project report can be useful reading for esteemed readers.

Surakarta, June 2012

The Writer
ABSTRACT


The objectives of the study are to describe the teaching learning process of improving vocabulary mastery using pictures to fourth grade students of SDN Kertonatan 02, and to know whether teaching vocabulary by using pictures can improve the student’s vocabulary mastery.

This study is an action research. It was implemented in SDN Kertonatan 02, especially fourth grade students which consists of 18 students as the subject of the research. Teaching learning in SDN Kertonatan 02 uses picture as technique to improve the student’s competence in vocabulary mastery. The process of teaching vocabulary consists of building knowledge of the field, modeling of the text, joint construction, independent construction, test and closing.

The results of the research show that: teaching vocabulary using pictures influence the students vocabulary mastery, the students are enthusiastic in joining teaching learning process, the students’ motivation to learn English is improving, and teaching vocabulary using picture is very effective.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Human beings need each other to make a good communication. As a social culture we need to communicate, we need language. Language is used by people to express and receive some information, messages, emotions and so on. There are many kinds of languages used by people such as English, Dutch, India, French, Spanish, Indonesia, etc. It depends on where the people live.

Nowadays English becomes important. It is the key to international currencies of technology, science, as well as commerce. By this condition, Indonesian government has given a special status for English language. At present days, there are many elementary schools that teach English not only as a local subject but also as compulsory subject. English has been taught beginning from the first year to the sixth year. In junior high school, English is taught as a compulsory subject and also as a basic knowledge to master English in senior high school and higher education level (university).

Teaching English in Elementary School is different from teaching English in higher level. Teaching English in Elementary School is more focused on vocabulary than on grammar. Teaching vocabulary for elementary school needs an appropriate method. The students must know not only the words but also pronunciation, spelling, shape and meaning of the words.
Here, the teacher’s role is very important in teaching English learning process. The teacher usually explains the lesson material, so the teacher must master some techniques to improve student’s competence. There are some techniques to improve vocabulary mastery for Elementary school such as role play, using games, and using picture. The appropriate technique for elementary school can help students to master four language skills such as listening, reading, speaking and writing.

Based on the explanation above, the writer wants to conduct a research entitled, ”Improving Vocabulary Mastery by Using Pictures in Teaching English to Fourth Grade Students of SDN Kertonatan 02 Sukoharjo”. The use of picture has many advantages. Pictures are more familiar to the students so they can be motivated in learning English and want to take part.

B. Objectives

The objectives of this final project are:

1. To describe the teaching learning process of improving vocabulary mastery by using pictures to fourth grade students of SDN Kertonatan 02.
2. To know whether teaching vocabulary by using pictures can improve the student’s vocabulary mastery.
C. Benefits

The written of this final project is hoped to be useful for:

1. Teacher
   The teacher can choose the technique of teaching by using picture as an effective solution in improving student’s vocabulary mastery.

2. Next researcher
   It can be used as the reference for those who want to conduct a research in vocabulary mastery.
CHAPTER II

LITERATURE REVIEW

A. Teaching Vocabulary

Brown Douglas defines “Teaching is guiding and facilitating learning, enabling the learning setting the condition for learning” (Brown, 2000: 7). Longman Dictionary (2000: 214) defines teaching as “To give (someone) training or lessons in a particular subject, how to do something (etc) “. This definition is supported by Hornby that teaching is “To show somebody to do something so that they will be able to do it themselves” (Hornby, 1995: 208). The writer concludes that teaching is an activity to guide, facilitate, and help someone to do something in good condition.

Vocabulary is the base of language. So, it is one of the important factors in studying English language. Talking about vocabulary, there is a general perception that vocabulary is always related to words and dictionary. According to Coady, “Vocabulary is central to language and of critical important to the typical language learner”(Coady, 1997: 5). It appears in every language skill, whether listening, reading, speaking, or writing, that vocabulary has an important role in increasing those language skills. According to Thornbury, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words expressions” (Thornbury, 2002: 13).
From the definition above, the writer concludes that teaching vocabulary is an activity to guide, facilitate, and help someone to do something in improving language whether listening, reading, speaking, and writing.

**B. Vocabulary Mastery**

Vocabulary is the base of language so it must be mastered. Vocabulary has an important role in language skill i.e. listening, speaking, reading and writing. Mc Carthy and Schmitt state “No matter how well the students learn grammar, no matter how succesfully the sound of L2 (second language) are mastered, without words to express a wider range of meanings, communication can not happen in any meaningful way” (McCarthy and Schmitt, 1997: 140). It is clear that vocabulary is one of important language elements that learners must master.

Vocabulary is very important in learning English. Someone does not understand what he reads if he does not know the word and their meaning. As stated by Mc Carthy “As we enter the 21st century, acquisition of vocabulary has assumed a more important role, and as some would argue the control role in learning second language”. (Mc Carthy, 1997: 237).

There is a definition of mastery found in Hornby. Hornby defines ”Mastery as complete knowledge or complete skill” (Hornby, 1993 : 721). From this definition, mastery means the competency to understand something learned.

Vocabulary mastery means mastering the form, the meaning and the use of the words. Vocabulary mastery and language skill is related each other. Unless...
the learners know the form, the meaning and the use of the words, they will have difficulty in understand what is communication.

In this research, the writer represents the word as a noun. It is better to introduce vocabulary related to thing they are like such as animals, fruits, vegetables, family, stationary and many other. All of the topics are not far from their life and they are familiar with it. Therefore, it is quite easy for them to understand and be motivated to take part.

C. Techniques in Teaching Vocabulary

Teaching techniques are very important to conveying information. In fact there is no teaching without technique. There are many techniques in teaching but not all techniques are suitable in teaching vocabulary. Different situation and level of the English learners may have different techniques of teaching. Virginia states “In teaching preparation program today, there are more attention techniques for teaching vocabulary. One reason is this, in many ESL Classes, even where teachers devoted much time to vocabulary teaching, the result have been disappointed” (Virginia, 1983: 5). It means that technique plays an important role in teaching learning process. If the teacher can not choose appropriate technique, it may cause the learning situation not interesting. Consequently, both teacher and learners are not successful in learning process.

Preparing and choosing suitable technique is an important aspect of teaching vocabulary. As stated by Virginia “Teachers use all three ways to show the meaning of vocabulary words; pictures, explanation in the students’ own
language and definition in simple English, using vocabulary that the students already know” (Virginia, 1983: 12).

To mastery teaching vocabulary there are some techniques. In the book “Teaching Techniques in English as a Second Language” written by Virginia. It is mentioned the following techniques:

a. Visual aids

Visual means something visible. Using real objects is very helpful for the learners to understand the meaning of the words. In this technique teacher may use picture, blackboard, drawing, photograph and so on.

b. Verbal explanation

This technique is helpful the student to understand the definition and translation.

c. Using game

Game in the language classroom helps the students to learn English enjoyable.

(Virginia, 1983:12)

These techniques are very helpful for teacher and learners. It means that the teacher uses picture to make process of teaching easy to follow. The verbal explanation is to convey the meaning. For instance, the word “swim suite” can be introduced by explaining, what it looks like and where people usually wear it.
And, by using games it makes easy for students to remember because vocabulary is illustrated in action and they use words in real activities.

D. Vocabulary Pictures

1. Definition of Picture

Picture as a part of visual aids is used as a technique in teaching. Some experts have defined picture. Picture is a visual representation of a person, object, or scene, as a painting, drawing, or photograph. Picture is graphic art consisting of an artistic composition made applying paints to a surface. (dictionary.die.net/picture) accessed on April 15th 2012.

From the definition above, it can be concluded that picture is an image or likeness of an object person, scene, thing or idea on flat surface production by painting or photograph.

Using pictures help students to remember the word because students can not only hear but also see the sign. Mc Cathy states “Pictures have been shown to be useful if learners focus on them” (Mc Carthy, 1997: 209). It means that if the learners pay attention in pictures it will be easy for them to memorize the words and to be successful in learning language.

2. The Selection of Picture
Before picture is presented in the classroom, the teacher must consider some criteria of picture that will be used in the teaching activity. Based on Wright there are some criteria before using picture in the classroom as follows:

a. Easy to prepare. It is easy for teacher to prepare the picture for teaching in the classroom.

b. Easy to organize. The teacher has to decide whether the efforts of organizing the picture are more complicated or not.

c. Interesting. The picture material should be interesting to the students and teacher.

d. Meaningful and authentic. The picture should be meaningful and authentic when it is used for learning the language.

3. The Source of Picture

Having talked about the selection of picture, the next question is how the teacher gets the appropriate pictures for teaching learning process. Actually there are some kinds of pictures which can be used as the material and easy to find at least some are free or cheap picture material. The choice of pictures really depends on the subject and the necessities.

Here are some sources of picture as mentioned by Wright (1997: 182):

a. Newspapers

Pictures in newspaper are not reproduced well. However, old newspapers are available everywhere and in some countries as the main source of picture material. The picture in the newspaper is usually small and too indistinct for use to the whole class.

commit to user
b. Magazine

Special magazine can be a source of picture for teacher of language or for special purpose. Full page pictures are big enough for class, while other is more appropriate for individual work.

c. Advertisement and Publicity

These include direct mail leaflet, poster, and advertisement in magazine and newspaper. There are two features which make advertisement picture special:

1. The pictures are meant to persuade us to buy the product. It means that the product is usually presented to us in an unusual way. People in advertisement usually look like actors or model. It is better to use advertisement picture for describing rather than for interpreting.

2. Advertisement picture are nearly always accompanied by text which provides authentic material for reading.
CHAPTER III
DISCUSSION

A. SDN Kertonatan 02

1. Description of SDN Kertonatan 02

SDN Kertonatan 02 is located in Kalitan RT 02 RW 05 Kertonatan Kartasura Sukoharjo. The building of the school is a permanent building and stands on a piece of land about 1300 square meters.

The building of SDN Kertonatan consists of six classes, one teacher room and one headmistress room, a computer laboratory, a library, a medical school room, a mosque, canteen and toilets. This school has field for flag ceremony and sport, and it is also completed with a parking area.

SDN Kertonatan 02 is a private Elementary School. The process of teaching and learning in SDN Kertonatan 02 is held six days a week, from Monday until Saturday. The lesson starts from 07.00 a.m to 10.00 a.m for first and second grade. For the third until sixth grade, the lesson starts from 07.00 a.m to 01.00 p.m.

Curriculum in SDN Kertonatan 02 is Education Unit Level Curriculum (KTSP). The application of this curriculum is taken by Integrating Nasional Education Curriculum.
2. The Organization Structure of SDN Kertonatan 02

From the structure of organization above, the job description of the staff can be described as follows:

1) Headmistress

Usually, each school has a single administrative officer, a principal who is responsible for operating the school. The major duty is coordinating all the teachers in school. Besides, she also provides instructional leadership such as:

- improving teacher techniques
- developing appropriate curriculum.

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2) Class teacher

The teacher is the key people in conducting the entire academic program. They are also responsible for some program (problem solving and discipline counseling to the students).

3) Students

The students have the duty to follow the teaching and learning process in the class and obey the school rules. The students also have the duty to keep the good reputation of school.

All the staffs support and coordinate each other to perform the school program.

B. The Activities During Job Training In SDN Kertonatan 02

1. Class Observation

The writer directly observed the SDN Kertonatan 02 to get data. The first observation in the class shows that the teacher was not communicative enough with the students. The teacher always asked the students to write down the material from the blackboard without explanation from the teacher. But the writer found that the students were very enthusiastic in learning English because there were many question coming from the students when they did not understand the meaning of word written down on the blackboard.
Before starting the learning process the teacher always asked whether there were some homework or not. If there was homework the teacher discussed the homework and after that continued the material.

It is very ironic that the teacher just wrote down the material then asked the students to write it. There was no feedback in English teaching learning. Beside that the condition and atmosphere in the class was not good enough. When the class was started, they still could hear the voice from the other class. This condition disturbed the student’s concentration during study.

2. Planning the Action

Before presentation, the writer gave the students a pre-test. The test was given to identify the students’ competence and the students’ problems in vocabulary. The test was also given after the topic ended as a post-test, so the writer could know the differences between the results of the two tests.

After finding the facts that the students’ competence in vocabulary mastery was low, the writer tried to improve the students’ competence in vocabulary mastery by choosing pictures as instructional media. Before teaching, the writer made a lesson plan.

3. Making Lesson Plan

The writer made a lesson plan before teaching in the classroom because lesson plan helps the writer organized and explained the material for students. The writer also plan the way in which the students increase their English vocabulary mastery.

The planning for this study is as follows:
a. Building knowledge of the field

In this section the writer gave short explanation and asked some question related to the material that will be discussed.

b. Modelling of the text

In this section the writer gave clear explanation about the material that discussed. There are some activities in this section such as listening, speaking, reading and writing. In modelling of the text the writer used technique to improve vocabulary mastery.

c. Joint construction and independent construction

In this section the writer gave exercise to the students. In joint construction the students do in pair or in group and in independent construction the students do individually.

d. Closing

Before the writer closed the lesson, the writer reviewed the material which had been learnt and concluded the material. The teacher ended the class and said “Thank you and good bye”

e. Test

The test is given after the explanation finished. It means to know how far the student’s competence in learning process.

In process of teaching, the writer taught the students by using pictures to make her explanation easy to follow. This teaching is focused on understanding and memorizing English vocabulary correctly to achieve the purpose.
C. Explanation

1. The Process of Teaching Vocabulary in the Classroom

In SD Negeri Kertonatan 02 the writer did the job training. The writers taught the fourth grade students because the teacher wanted the writer to give different technique to increase their English vocabulary and to improve their motivation in learning English.

Here, the writer used the appropriate technique in teaching English vocabulary to the students. The writer then decided to use pictures as a media in teaching English vocabulary. The process of teaching vocabulary to the students of SD Negeri Kertonatan 02 is described as follows:

a. Building Knowledge of the Field

In this section the writer divided the teaching into three steps:

1) Greeting

Before the teacher started to explain about the material, the writer started with greeting. It attracted and motivated students to learn English.

For example:

Writer : “Good morning students?”
Students : “Good morning Miss”.
Writer : How are you today?”
Students : “I am fine thank you and how are you?”
Writer : “I am fine too, thank you”.

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2) Reviewing

After greeting the students, the teacher reviewed last material by asking some questions to the students. The purpose of this activity is to know how far the students understand about the material. The teacher would ask to the students,

“Do you remember the last material that did we learnt?”

“Can you mention some of the words?”

After reviewing the last material the writer continues to the next section.

3) Delivering new topic

In this section the writer informed the students about new material that will be learnt today. The writer asked some question related to the topic. For example the material is about things in the classroom

Writer : “Do you know what things in the classroom?”

Students : “Yes”

Writer : “Can you mention the things in the classroom?”

Students : “Blackboard, table, eraser”

b. Modeling of the text

In this section, the writer did many activities to improve student’s competence in vocabulary.

1) Explaining the material by showing pictures

The writer explained the material by showing some pictures, such as blackboard, table, chalk, map, etc. The writer asked them to answer the question in English. For example:

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Writer : “What is this?”

(The writer showed the picture of table)

Students : “Table”

(The students answered it in short answer but in English)

2) Pronouncing the names of shown picture

After the writer showed all pictures, the students pronounced incorrectly. To solve the problem, the writer showed the picture and pronounced the words in English and the students repeated them until they could pronounce them correctly. For example:

Writer : “This is blackboard”

(The writer showed and pronounced a blackboard in English)

Students : “This is a blackboard”

(The students repeated what the writer said)

After the students pronounced some words, the writer continued to ask them one by one to mention vocabularies they have learned. When the students pronounced correctly, the teacher gave applause.

3) Reading the text

After the students could pronounce the English words correctly, the writer asked them to open the handbook in certain page and to read the text with some pictures. For example:

(commit to user)
My Classroom

My name is Prastyo. This is my classroom. It is big and clean. There are..., and the picture of President and Vice President.

c. Joint construction

Joint construction contains pair works and group works. Pair works and group works is very efficient and fun to learning language. Sometime the writer asked the students to make pair work. In pair work, they worked with person next to them.

In this section, the writer asked students to draw some pictures related the topic and made simple dialog based on the picture. Then the writer asked them to come in front of the class. Before the students did the conversation, the writer gave example:

Writer : “What is this?”
(She showed a picture of chalk)

The students : “This is a chalk.”

Writer : “What is the color?”

Students : “The color is white”
After the writer gave example, the writer asked all of the groups come in front of the class and made conversation. The writer corrected the student’s pronunciation if there was a wrong pronunciation.

In this activity students could express their creativities and ideas. Pair work and group work are needed participation and cooperation to make this activity successful.

d. Independent construction

In this section, the writer gave assignment that the students must do it by their self. Sometimes, the writer gave an assignment at home. The writer could give the assignment that included in the handbook like write the pictures into the words, match the picture with their meaning, puzzle, and arrange the jumble words.

1) Spelling the words based on the pictures

The writer asked the students in front of the class and spells the word based on the picture. The writer used jumble words to make the activity easy to follow. For example:

Arrange these jumble word below!

1. 


2. 

H – A – C – R – I : ......................................................
3. L – K – A – C – H : 

2) Translating the words into Indonesia

After the students spelling the words, the writer asked them to translate the pictures. Before the students translated, the writer gave example:

Writer : “Okvin, this is a chair”

(The writer asked Okvin to translate this sentence)

Okvin : “Ini adalah sebuah kursi”

(Okin translated into Indonesia sentence)

e. Closing

Before the writer closed the class, the writer concluded the material and then asked the students whether they find difficult words. There are few students who asked the difficult words and the teacher answered it. Besides, the writer also gave some home work. Finally, the teacher closed the class and greeted the students. For example:

Writer : “I will give you some work, please memorize the words and next week you must repeat these words. Ok! Thanks for your attention, see you. Good afternoon”

Students : “Good afternoon”

f. The Test

The writer gave the test after finished explaining the topic. The writer made the test by herself and sometimes looks at student exercise book (LKS)
or any source book. The test is writing test and oral test. In writing test, the questions of the test were divided into objectives test. In oral test, the writer brought some pictures and asked them name of the pictures.

2. The Problems in Teaching Vocabulary Mastery to Fourth Grade Students of SDN Kertonatan 02

There are some problems faced by the writer during the job training in SDN Kertonatan 02. The problems are:

a. The school condition

One of the problems faced by the writer during the process of teaching vocabulary mastery in SDN Kertonatan 02 is school condition. The school is still being renovated so the students cannot study in comfortable condition and the time allocation is very limited. Those conditions did not support the teaching and learning process.

b. The students condition

The problems come from the students conditions, they are:

1. The students got difficulties in pronouncing English words
2. The students got difficulties in writing English words
3. The students got difficulties in memorizing English words
4. Some students could not stop talking during the process of study.
3. The Solution for the Problems in Teaching Vocabulary Mastery to Fourth Grade Students of SDN Kertonatan 02

The writer gave solution to solving the problems in process of teaching vocabulary mastery to fourth grade students of SDN Kertonatan 02. The solutions are:

a. The school condition

The school is renovating so the students could not study effectively and uncomfortably. To solve the problem the writer asked the students to concentrate with the lesson and created the process of study fun and enjoyable to the students.

b. The students condition

1) The students got difficulties in pronouncing English words.

For the beginner, mispronouncing is a common thing. The student made mistakes in pronouncing English word. They often read English word alphabetically same as they did in reading Indonesia word. For example: For the word “eraser”, the student pronounced [erəsə] in which the correct one is [ɪ’reisə]. To solve this problem the writer always asked the students to repeat the word until they could pronounce correctly. In the oral test, the writer called one by one, then the writer chose five pictures, and the students must mention the name and pronounced it.

2) The students got difficulties in writing English words
Some students write English word is same as Indonesian. For example: the writer said “camel” they wrote [kamel]. To solve this problem the writer wrote down the vocabularies on the whiteboard and asked the students did exercises in arranged the jumble word.

3) The students got difficulties in memorizing English words

The students often felt difficulties in memorizing English word when the writer asked them to mention some vocabularies that they learned in the previous meeting. To solve the problem the writer used pictures as a media so the students not only imagine the word but also know the real object. It makes the students easy to remember the word. The writer also asked them to repeat the new vocabularies until they could memorize the word.

4) Some students could not stop talking during the process of study.

There are some students who could not stop talking during the process of study. To solve the problem the writer has some ways to make the students respond to the lesson:

a. Make an attention gain such as saying “class”, “hello” and must the students gave responds “yes-yes”

b. Making eye contact with the student

4. The Result of Improving Teaching Vocabulary Mastery by Using Pictures

The subject of the study is fourth grade students of SDN Kertonatan 02 in 2011/2012 academic year as 18 students. The vocabulary mastery of the student
improves after the writer designed the technique to overcome the student’s competence in vocabulary mastery by using pictures. There are some improvements as follows:

1) The students are enthusiastic in joining teaching learning process

2) The students’ motivation to learn English is improving

3) The student’s vocabulary mastery improves. To know the students’ improvement of student’s vocabulary mastery, the writer did the test to the students. The test consists of pre-test and post-test.

Here, the writer displays the score of the students

**Table 3.1 The Score Presentation**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Krisna Ferdianto</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Erlin Mirnawati</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Alvia Astrin</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Amara Nadia</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Dela Fitra</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Natasha Eva</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Matheus Sandro</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Wahyu Nugroho</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Avik Indika</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Okvin Tegar</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>Lutfi</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>Inkareza Picesa</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>Kirana Dian</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>Yunanda Eka</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Sahrul Ghifari</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>Melisa</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>Tesa Frida</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>18</td>
<td>Lisa Politya</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>
It was analyzed by using the formula from the level of making the material of teaching learning process.

The formula is:  The right answer  
The number of item

Notes:  80% - 100% = excellent

60% - 79% = good

50% - 59% = fair

0% - 19% = poor

Table 3.2 The Result of Pre Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Middle Score (X)</th>
<th>F</th>
<th>F (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>95</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>81 – 90</td>
<td>85</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>71 – 80</td>
<td>75</td>
<td>6</td>
<td>300</td>
</tr>
<tr>
<td>61 – 70</td>
<td>65</td>
<td>7</td>
<td>325</td>
</tr>
<tr>
<td>50 – 60</td>
<td>55</td>
<td>7</td>
<td>385</td>
</tr>
</tbody>
</table>

N = 18  \( \sum = 1190 \)

Mean  \( \bar{x} = \frac{\sum fx}{N} \)

\[ \frac{1190}{18} \]

= 66.1%

Table 3.3 The Result of Post test

<table>
<thead>
<tr>
<th>Score</th>
<th>Middle Score (X)</th>
<th>F</th>
<th>F (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>95</td>
<td>2</td>
<td>190</td>
</tr>
<tr>
<td>81 – 90</td>
<td>85</td>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td>71 – 80</td>
<td>75</td>
<td>6</td>
<td>450</td>
</tr>
<tr>
<td>61 – 70</td>
<td>65</td>
<td>6</td>
<td>390</td>
</tr>
<tr>
<td>50 – 60</td>
<td>55</td>
<td>3</td>
<td>165</td>
</tr>
</tbody>
</table>

N = 18  \( \sum = 1280 \)
Mean \( \bar{x} = \frac{\sum fx}{N} \)

\[ \bar{x} = \frac{1280}{18} \]

\[ = 71.1\% \]

As we know, the result between pre test and post test has differences. In fact, post test has better proportion than pre test. The percentage of pre test is 66.1% and post test is 71.1%. So the result of teaching vocabulary using pictures is successful and effective.

From the explanation above, it can be said that teaching vocabulary using pictures improve students’ mastery. The use of pictures in teaching learning process has many benefits and pictures are more familiar to the students so they can be motivated to learn English.

5. The Strength and Weakness of Teaching Vocabulary by Using Pictures to Fourth Grade Students of SDN Kertonatan 02

Based on the teaching learning in SDN Kertonatan 02, the writer found the strength and the weakness of teaching vocabulary using picture as follows:

a. The Strength of Teaching Vocabulary Using Picture

1) The students have high interest in following the teaching learning process.

Most of the vocabulary materials are concrete vocabulary. The teacher demonstrated the real object and used a picture in teaching
the concrete vocabulary. Most children are more interested in picturing than listening to the teacher’s long explanation.

2) The vocabulary taught is common vocabulary such as table, blackboard, book, pencil, etc. It is easy to be understood, memorized, and also remembered. It can also avoid the case of misunderstanding, because the students see the object directly.

3) The teacher focuses on the speaking and writing vocabulary. It means that the teacher gives the materials by focusing in pronouncing and writing the words correctly. The teacher also uses the way of dictating the words to know how far the students understand about the vocabulary.

4) The students are motivated to be active in the class. Most of the students are active in the teaching-learning process. It can be seen from their activities in the class. They answer the teacher’s question actively and correctly. Many students raise their hand up when the teacher shows a card bearing a picture to the class and asks them to give response. They are also active in discussing some pictures with their friends orally in English.

b. The Weakness of Teaching Vocabulary Using Picture

1) The teacher must spend her spare time at home to prepare the materials and design the classroom activity. It includes the kinds of pictures and real object that will be used in each meeting.
2) Teaching vocabulary using picture will cost much money for picture, paper, colorful pen or pencil, and so on that will be used for the teaching learning process.

3) In spite of costing much money, it also spends many times in giving the materials. The teacher spends much energy too because she does not only pronounce the words but also demonstrates the real objects or shows pictures to the students.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the writer concludes some important points of teaching vocabulary by using pictures in SDN Kertonatan 02 as follows:

1. There are four stages in delivering the material, including building knowledge of the field, modeling the text, joint construction and independent construction.

2. In the process of teaching vocabulary in SDN Kertonatan 02, the writer uses pictures as technique in teaching process. By using this technique, the students know how to pronounce, translate the meaning, write and memorized the vocabulary. They can improve vocabulary well.

3. The use of pictures can improve the students' competence in vocabulary mastery because pictures are more familiar to the students so that they can be motivated to learn English.

4. The Strength of Teaching Vocabulary by Using Picture are:
   a. The students have high interest in following the teaching learning process
   b. The students can see the object directly so it is easy to learn English word
   c. The teacher focuses on the speaking and writing vocabulary
   d. The students are motivated to be active in the class.

commit to user
5. The Weakness of Teaching Vocabulary by Using Picture are:
   a. The teacher must spend her spare time at home to prepare the materials and design the classroom activity
   b. Teaching vocabulary using picture will cost much money
   c. Teaching vocabulary using picture spends many times in giving the materials.

B. Suggestion

At the end of this chapter, the writer proposes some suggestion, which will be useful for teacher and next researcher.

1. To the teacher

   The teacher should be able to choose suitable technique in order to make the students understand the material and to establish a good atmosphere in the classroom, so the students enjoy and active in the class. It is better to use pictures as one of the teaching English in order to improve vocabulary mastery.

2. To the next researcher

   It is expected that the other researcher can develop this research based on their own views and their different objects. In other word, they can use this research as a reference to get information and find the book, which is related to their research.