

**THE EFFECTIVENESS OF TEACHING VOCABULARY BY MEANS
OF COLOURED PICTURES COMPARED TO WORD
TRANSLATION TECHNIQUE FOR THE FIRST GRADERS OF
ELEMENTARY SCHOOL**

A THESIS

**As a partial fulfillment of the Requirements
For the “Sarjana Pendidikan” Degree in
English Language Teaching Faculty**



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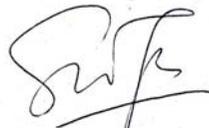
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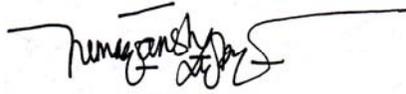
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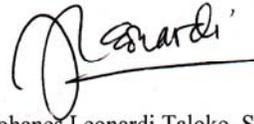
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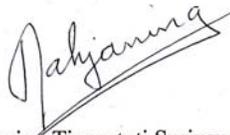
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ABSTRACT

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English language has been internationally used. There are four language skills that need to be developed: listening, speaking, reading, and writing. In order to be able to do so, learners must know and understand the language components, namely vocabulary, grammar and pronunciation (Rubin, 1994:7). One of the most important components of the language that needs to be mastered is vocabulary. People will have some difficulties in learning English if they have not known about the words. This is the reason why, vocabulary needs to be introduced as soon as possible to young learners.

Teachers in the classroom usually teach the vocabulary in a traditional way using word translation. Teaching using word translation might cause a burden to the students and it is considered ineffective (Scrivevener, 1994:73). For this reason, the writer would like to introduce an interesting way of teaching vocabulary to the students using coloured pictures. The writer would like to know which technique is more effective in teaching vocabulary to the first graders of Elementary School.

In this experiment, the writer took the first graders of Elementary School in SDK ST THERESIA 1 Surabaya as the subjects of the study. The writer took two classes as the sample of the experiment which are called the experimental group and the control group. The experimental group is taught using coloured pictures and the control group is taught using the vocabulary word translation technique.

In the statistical calculation of the post-test between the experimental group and the control group, it was found out that the τ -obtained was 5,2972 and the τ -table at 5% level of significance was 1,671. It showed that the τ -observation $>$ τ -table. Since the τ -observation is greater than the τ -table, so H_a is accepted which meant that there was a significant difference between the experimental group and control group. The experimental group who was taught using coloured pictures got higher vocabulary achievement than the control group who was taught using vocabulary word translation technique.