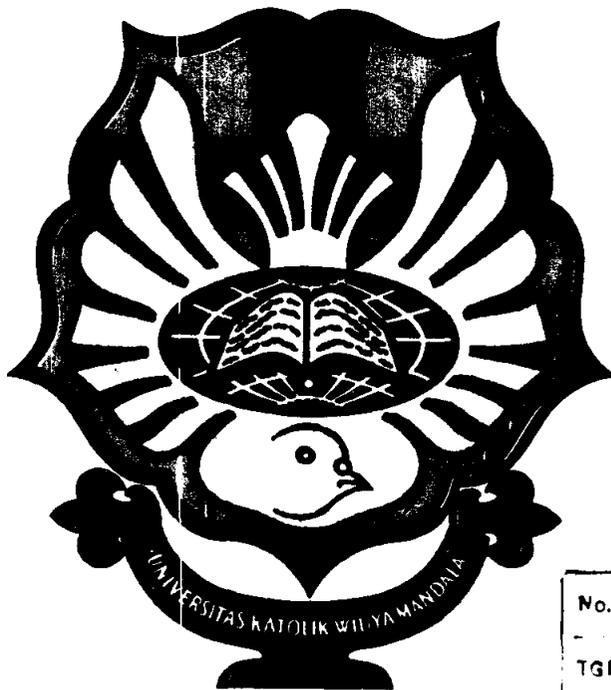


**THE EFFECT OF USING PICTORIAL CONTEXT IN TEACHING  
VOCABULARY TO THE FIRST YEAR STUDENTS OF  
SLTPK ST. STANISLAUS I**

**THESIS**

As Partial Fulfillment of The Requirement For  
The Sarjana Pendidikan Degree in  
English Language Teaching Faculty



By :

**YOELIANNY**  
1213093046

No. INDUK	0263 / 01
TGL TERIMA	23 7 - 99
<del>P. F. I.</del>	
<del>T. G. H.</del>	
No. BUKU	FK-ig Soe e-1
K. P. KE	1 (satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
MEI, 1999**

## APPROVAL SHEET

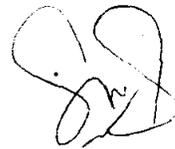
(1)

This thesis entitled The Effect of Using Pictorial Context in Teaching Vocabulary to the First Year Students of SLTPK St. Stanislaus I which is prepared and submitted by Yoelianny has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



DR. Veronica L. Diptoadi, M.Sc

First Advisor



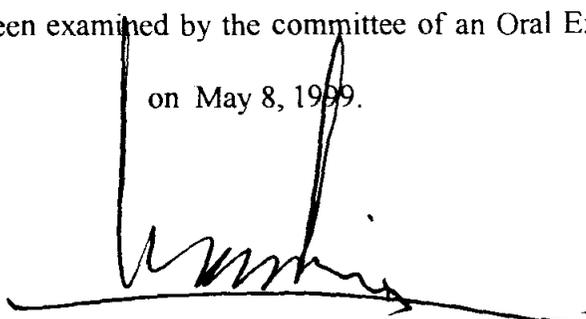
Dra. M.N. Siti Mina Tamah

Second Advisor

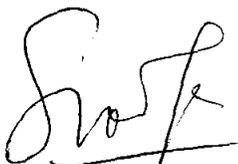
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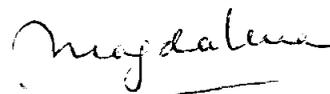
This thesis has been examined by the committee of an Oral Examination  
with the grade of \_\_\_\_\_ on May 8, 1999.



Drs. M.P. Soetrisno, M.A  
Chairman



Dra. Susana Teofilus, M.Pd  
Member



Dra. Magdalena I. Kartio, M.A  
Member



Dra. M.N. Siti Mina Tamah  
Member



Dr. Veronica L. Diptoadi, M.Sc  
Member



  
Veronica L. Diptoadi, M.Sc  
Dean of the  
Teacher Training Faculty



  
Agnes Santi Widiati, M.Pd  
Head of the  
English Department

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The writer

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#### APPENDIX

## ABSTRACT

Yoelianny. 1999. **The Effect of Using Pictorial Context in Teaching Vocabulary to the First Year Students of SLTPK St. Stanislaus I.** Thesis, Program Studi Pendidikan , FKIP. Universitas Katolik Widya Mandala, Surabaya.

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Dra. M.N. Siti Mina Tamah

Keywords: Picture, Context, Pictorial Context

In the past, teaching vocabulary to the students were not emphasized as the major part in learning English as a foreign language. However, as time goes by, vocabulary becomes an important thing in learning English as a foreign language since most textbooks which contain modern technology and knowledge are written in English. That is why learning vocabulary as early as possible is considered essential, especially when the students' age is about 9 to 12 years old. Because in their age, they have a great capacity to imitate and memorize.

In order to make teaching-learning more interesting, the writer, in this study, suggests pictorial context that can give great help for the students to accept vocabulary more easily since using pictorial context makes learning more memorable and fun. Teaching vocabulary using pictorial context also enables students to learn actively for interesting pictures will motivate the students to follow the teaching-learning process.

The aim of this study is to improve the students' vocabulary achievement. To carry out her study, she used two classes of the first year students of SLTPK St. Stanislaus I, Surabaya as the subjects of her study and three different topics namely Animals, Verb, and Noun. In order to know the effect of teaching vocabulary using pictorial context the writer gave posttest which was in the form of seven questions from the scrambled letter and thirteen incomplete sentences that the students had to answer with the correct word available in the box.

After collecting and analyzing the data, the writer found out that pictorial context can improve the students' vocabulary achievement better than without pictorial context