

THE IMPLEMENTATION OF  
A SUGGESTED PICTORIAL VOCABULARY TEST  
IN TEACHING VOCABULARY FOR  
ELEMENTARY SCHOOL STUDENTS

A THESIS

In partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching



BY :

**Henny Christin**  
**1213097023**

No INDUK	1500/02
TGL TERIMA	20-02-2002
B. DI H	
No BUKU	FK-ig Chr i-1
KIP KE	1 (satu)

Universitas Katolik Widya Mandala Surabaya  
Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan Pendidikan Bahasa dan Seni  
Program Studi Pendidikan Bahasa Inggris

February, 2002

## APPROVAL SHEET

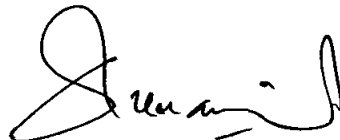
(1)

This thesis entitled **THE IMPLEMENTATION OF A SUGGESTED PICTORIAL VOCABULARY TEST IN TEACHING ENGLISH VOCABULARY FOR THE ELEMENTARY SCHOOL STUDENTS,**

prepared and submitted by Henny Christin, has been approved and accepted as partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Language Teaching by the following advisors:



Drs. V. Luluk Prijambodo, M.Pd  
Advisor



Veronica Aniek Setiawaty, S.Pd  
Advisor

## APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a grade \_\_\_\_\_ on February 9<sup>th</sup>, 2002



Dr. Tjahjaning Tingastuti, M.Pd  
Chairman



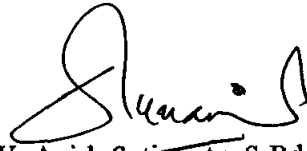
Dra. Ruruh Mindari, M.Pd  
Member



Rosalia Inneke G, S.Pd  
Member



Drs. V. Luluk Prijambodo, M.Pd  
Member

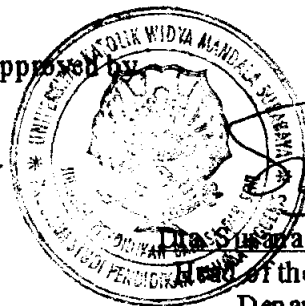


V. Aniek Setiawaty, S.Pd  
Member



Dr. Augustinus Ngadiman  
Dean of the Teacher  
Training College

Approved by



Dra. Susana Teopihus, M.Pd  
Head of the English  
Department

## **ACKNOWLEDGEMENTS**

First of all, the writer would like to thank the Almighty God, Jesus Christ, for giving His blessing and guidance so that she could accomplish this thesis.

The writer also realizes that in writing this thesis would have been impossible without the assistance of many people. Therefore, she would like to express her deepest gratitude to:

1. Drs. V. Luluk Prijambodo, M.Pd, her first advisor, who has given his great help, guided the writer patiently, and supported her in correcting and finishing her thesis.
2. V. Aniek Setiawaty, S.Pd, her second advisor, who has given her advice and guided the writer patiently in finishing her thesis.
3. All the lecturers of English Department of Widya Mandala Catholic University, who have taught her during her academic years so that she can finish her studies at this university.
4. Her beloved mother, aunty, father, sister, and brothers for their prayer, love, and their financial support given to her in finishing her study.
5. Her boardingmates (Lina, Rere, Mila, Tina, Aida), who have given moral support and suggestions especially for Yulily and Vera, who have rent their computer to the writer in finishing her thesis.
6. Her loving friends (Luchi, Ratna, Ferry, Yogi, Gunawan, Widiyanto, Mira, Christin) for their love, and moral support to her in finishing her thesis.

7. All of librarians, who have helped the writer in collecting the data for her thesis.

Finally, the writer also thanks everyone whose name is all-impossible to be written in this thesis, for her or his help and encouragement to accomplish this thesis. The writer is sure that without them, this thesis would never have been accomplished the way it should be.

The Writer

## **TABLE OF CONTENTS**

<b>APPROVAL SHEET 1</b> .....	i
<b>APPROVAL SHEET 2</b> .....	ii
<b>ACKNOWLEDGEMENTS</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	v
<b>ABSTRACT</b> .....	viii

### **CHAPTER I : Introduction**

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Study.....	4
1.4 Significance of the Study.....	4
1.5 Scope and Limitations.....	4
1.6 Definition of Key Terms.....	4
1.7 Research Methods.....	5
1.8 Organization of the Thesis.....	5

### **CHAPTER II: The Theories of Teaching Vocabulary**

2.1 The Importance of Teaching Vocabulary.....	7
2.2 The Principles of Teaching Vocabulary.....	8
2.3 The Techniques in Teaching Vocabulary.....	9
2.4 Vocabulary Teaching for Young Learners.....	10

### **CHAPTER III: Testing Vocabulary**

3.1 The Importance of Vocabulary Testing.....	12
3.2 The Purposes of Testing Vocabulary.....	14
3.3 The Types of Vocabulary Testing.....	14
3.3.1 Oral Tests.....	15
3.3.2 Subjective Tests.....	15
3.3.3 Objective Tests.....	15
3.3.3.1 Multiple – Choice Items.....	15
3.3.3.2 True – False Items.....	16
3.3.3.3 Matching Items.....	17
3.4 Vocabulary Testing for Young Learners.....	17

### **CHAPTER IV: Pictorial Vocabulary**

4.1 The Nature of Pictures.....	19
4.1.1 The Definition of Picture.....	19
4.1.2 The Kinds of Pictures.....	20
4.1.3 The Criteria of Good Pictures.....	21
4.1.4 The Psychological Effects of the Use of Pictures.....	23
4.2 The Advantages of Using Pictures in Teaching and Testing Vocabulary.....	23

### **CHAPTER V: The Procedure of Constructing and Using the Pictorial Vocabulary Test Items**

5.1 The Procedure of Constructing	
-----------------------------------	--

the Pictorial Vocabulary Test Items.....	26
5.1.1 Consulting the English Syllabus of the Elementary School Students.....	26
5.1.2 Selecting the Words and Pictures for the Test Materials.....	27
5.1.3 Making the Table of Specifications.....	28
5.1.4 Constructing the Pictorial Vocabulary Test Items.....	28
5.2 The Procedure of Using the Pictorial Vocabulary Test Items in Teaching Vocabulary.....	33
5.2.1 The Constructing Lesson Plans.....	33
5.2.2 The Using of Pictorial Vocabulary Test Items.....	45
<b>CHAPTER VI: Conclusion and Suggestion</b>	
6.1 Conclusion.....	46
6.2 Suggestion.....	47
<b>REFERENCES.....</b>	<b>ix</b>
<b>APPENDICES</b>	



## ABSTRACT

Christin, Henny. 2002. **The Implementation of A Suggested Pictorial Vocabulary Test in Teaching Vocabulary for the Elementary School Students**. S1 Thesis. Program Studi Pendidikan Bahasa dan Seni. Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala, Surabaya.

**Advisors:** Drs. V. Luluk Prijambodo, M.Pd and V. Aniek Setyawati, S.Pd

**Keywords** : Pictorial, Vocabulary Test, Elementary School Students

Nowadays, English in Indonesia is taught to the elementary school students as an optional local content. According to 1994 English Curriculum, English is taught starting from the fourth year of elementary school students but some of the elementary schools give English to their students under the fourth year because the teachers have to prepare their students in modern world so that they also have to be able to master the English vocabulary before they learn English in higher levels.

In teaching elementary students vocabulary, the teachers should give feedback for the students called testing program. These tests are tested at the end of the teaching – learning activities as a feedback for the students so that the teacher can measure the students' achievement of vocabulary materials that have been taught in the teaching - learning activities. Due to the fact that students are usually nervous, not motivated, and bored in doing their test, a study on pictorial vocabulary is carried out. So, the tests given in this study are in the form of formative tests and objective pictorial vocabulary tests in order to avoid the boredom and nervousness of the students when they do their tests.

This study includes the use of pictorial vocabulary test items for the elementary school students that are rarely used by the English teachers and the two sets of lesson plans. Before constructing the pictorial vocabulary test items, there are some steps that the teacher should include, they are:

1. consulting the English syllabus of Elementary School Students,
2. selecting the words and pictures for the test materials,
3. making the table of specifications,
4. constructing pictorial vocabulary test items.

The four steps mean that the teaching and testing materials should be relevant to each other so the test can be valid in measuring what should be measured.

This study is expected to be the contribution to the English teachers to give a pictorial vocabulary test to their third year of elementary school students. In order to measure the students' knowledge of vocabulary and keep the students' motivation and interest in doing their test and learning English more.