

**THE EFFECTIVENESS OF COLORED PICTURES AND
STORYTELLING TECHNIQUES IN TEACHING VOCABULARY
TO THE THIRD GRADERS OF ELEMENTARY SCHOOL**

THESIS

In Partial Fulfillment of the Requirement
for the Sarjana Pendidikan Degree
in English Language Teaching



Written by:

EDY KOESWITO

1213009052

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

2013

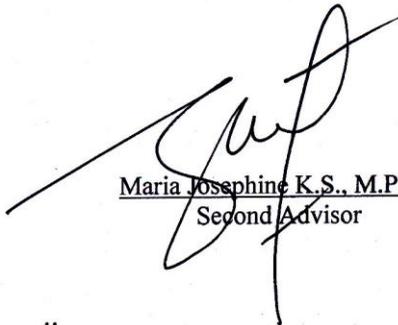
APPROVAL SHEET

(1)

This thesis entitled *THE EFFECTIVENESS OF COLORED PICTURES AND STORYTELLING TECHNIQUES IN TEACHING VOCABULARY TO THE THIRD GRADERS OF ELEMENTARY SCHOOL*, which is prepared and submitted by Edy Koeswito, has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



Dra. Susana Teopilus, M.Pd.
First Advisor



Maria Josephine K.S., M.Pd.
Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committee of Oral Examination with the grade of _____ on June 18th, 2013.

Prof. Dr. Veronica Diptoadi, M.Sc.
Chairperson

Drs. Hendra Tedjasuksmana, M.Hum.
Secretary

Dra. Agnes Santi, M.Pd.
Member

Dra. Susana Teopilus, M.Pd.
First Advisor

Maria Josephine K.S., M.Pd.
Second Advisor



L. V. Djoko Maryawan, Ph.D.

11.85.0118

Dean of the Teacher Training
and Education Faculty

Approved by:



M. G. Rahn Palupi, M.Pd

121.95.0234

Head of the English Department

**SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH**

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : **EDY KOESWITO**

Nomor Pokok : **1213009052**

Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa dan Seni.

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya

Tanggal Lulus : **18 JUNI 2013**

Dengan ini **SETUJU/~~TIDAK SETUJU~~** Skripsi atau Karya Ilmiah saya,

Judul: **THE EFFECTIVENESS OF COLORED PICTURES AND**

STORYTELLING TECHNIQUES IN TEACHING VOCABULARY

TO THE THIRD GRADERS OF ELEMENTARY SCHOOL

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/~~TIDAK SETUJU~~** publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Catatan:

**) coret yang tidak perlu*

Surabaya, 18 Juni 2013
Yang menyatakan,



EDY KOESWITO

NRP.: **1213009052**

ACKNOWLEDGEMENTS

First of all, the writer would like to thank Allah S.W.T. for His grace and guidance given to his life which has supported him in accomplishing his thesis. Likewise, the writer would also like to express his deepest gratitude and appreciation to the following people who have assisted him in everything dealing with the completion of his thesis:

1. Dra. Susana Teopilus, M.Pd. and Maria Josephine K.S., M.Pd. as the first and second advisors who have patiently guided, encouraged and willingly spent their valuable time to help the writer in checking, supporting and accomplishing his thesis.
2. His beloved mother and father for all the financial and moral support during his lifetime, and for waiting, and praying him patiently until he finishes his study.
3. FX. Eko Suroyo, S.Pd. as the headmaster of private Elementary School in Surabaya, who has permitted and given the opportunity to the writer to carry out his study at the school.
4. Mrs. Veronica Wijayanti S.Pd. as the English teacher of private Elementary School in Surabaya, who has willingly shared her time to conduct the treatment and collect some data needed for completing his study.
5. The students of private Elementary School in Surabaya, especially class IIIA, IIIB and IIIC at the academic year 2012/2013, who have participated in this study.
6. Drs. I. Nyoman Arcana, M.Si. and Giovanni O. Mulia who have kindly and willingly helped and guided the writer in statistical matters.

7. All of the lecturers of the English Department of Widya Mandala Catholic University Surabaya, who have guided and shared their knowledge during his academic years.
8. Rusianah, S.E and Rika Akana who have been facilitating the writer with their notebooks for accomplishing his thesis.
9. All the writer's best friends, Aditya Bagusmulya, Dhuniek I. Noviantri, Citha Ermandha R., Merina Arini W., Megamara Omri P., Dyan Ermana R., and Juliena, Kinanthi W.D. for their helps, supports and attention so that the writer could complete his thesis.

Finally, the writer would also thank those who have not been mentioned for having given big contribution, support, prayer, and love to the writer. The writer realizes that without them, he could not finish his thesis.

The writer

TABLE OF CONTENTS

	PAGE
APPROVAL SHEET I	ii
APPROVAL SHEET II	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
ABSTRACT	x
I. INTRODUCTION	
1.1 Background of the study	1
1.2 Statement of the Problem	2
1.3 Objective of the Study	3
1.4 Significance of the Study	3
1.5 Theoretical Framework	3
1.6 Hypotheses	5
1.7 Scope and Limitation	5
1.8 Definition of Key Terms	6
1.9 Organization of the Study	8
II. REVIEW OF RELATED LITERATURE	
2.1 Underlying Theories	9
2.1.1 Characteristics of Elementary School Students	9
2.1.2 Teaching English to Elementary School Students	11
2.1.3 Nature of Vocabulary	13
2.1.4 Importance of Teaching Vocabulary	14
2.1.5 Use of Colored Pictures in Teaching Vocabulary	15
2.1.5.1 Advantages of Colored Pictures in Teaching Vocabulary	16
2.1.5.2 Choosing Good Pictures for Teaching Vocabulary	18
2.1.5.3 Steps of Presenting Pictures in Teaching Vocabulary	19

2.1.6	Use of Storytelling in Teaching Vocabulary	21
2.1.6.1	Advantages of Storytelling in Teaching Vocabulary	21
2.1.6.2	Choosing a Good Story for Teaching Vocabulary	23
2.1.6.3	Steps of Presenting a Story in Teaching Vocabulary	24
2.2	Review of Previous Studies	26

III. RESEARCH METHODOLOGY

3.1	Approach of the Study	28
3.2	Research Design	28
3.3	Variable	30
3.4	Population and Sample	30
3.4.1	Population	30
3.4.2	Samples	31
3.4.3	Sampling Procedure	31
3.5	Research Instrument	32
3.6	Try Out of the Instrument	33
3.6.1	Validity	33
3.6.2	Reliability	34
3.6.3	Item Analysis	35
3.6.3.1	Item Difficulty	35
3.6.3.2	Item Discrimination	37
3.7	Treatments	39
3.8	Procedure of Data Collection	41
3.9	Procedure of Data Analysis	42

IV. DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1	Data	44
4.2	Data Analysis	45
4.3	Findings	46
4.4	Interpretation of the Findings	47

V. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	49
5.2 Suggestions	50
5.2.1 Suggestions for the English Teachers	50
5.2.2 Suggestions for Further Research	52
BIBLIOGRAPHY	54
APPENDIXES	
APPENDIX 1: Vocabulary test (Try Out, Pretest and Posttest)	58
APPENDIX 2: Lesson Plan I (Colored Pictures)	63
APPENDIX 3: Lesson Plan II (Colored Pictures)	71
APPENDIX 4: Lesson Plan III (Colored Pictures)	80
APPENDIX 5: Lesson Plan IV (Storytelling)	89
APPENDIX 6: Lesson Plan V (Storytelling)	97
APPENDIX 7: Lesson Plan VI (Storytelling)	105
APPENDIX 8: Vocabulary Lists	113
APPENDIX 9: Table of Midterm test	114
APPENDIX 10: Try Out Reliability	115
APPENDIX 11: Item Difficulty	116
APPENDIX 12: Item Discrimination	117
APPENDIX 13: The Scores of Experimental Group	118
APPENDIX 14: The Scores of Control group	119
APPENDIX 15: Analysis of T-test	120

ABSTRACT

Koeswito, Edy. *The Effectiveness of Colored Pictures and Storytelling Techniques in Teaching Vocabulary To The Third Graders of Elementary School Students*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2013.

Advisor: (1) Dra. Susana Teopilus, M.Pd.

(2) Maria Josephine K.S, M.Pd.

Keywords: Teaching, Vocabulary, Picture, Storytelling and Elementary Students.

In learning English, it is necessary to possess a large number of words in order to construct proper sentences, and vocabulary has been one of the most important components to master. Introducing vocabulary would be better done in the childhood since in the early beginning; it is possible and easy for kids to absorb fresh material given by the teacher. In teaching vocabulary to young learners, there are various techniques which can be used. Two of them are colored pictures and storytelling techniques. Teaching vocabulary using storytelling can make learning experiences more concentrated realistic or dynamic to children. Besides, using colored pictures technique can ease the children to remember words by recognizing details, shapes, sizes, and colors. Therefore, this study is conducted in order to know the effectiveness of colored pictures and storytelling techniques in teaching vocabulary to the third graders of elementary schools students.

The writer conducted a quasi-experimental study with pretest-posttest design. The writer used two classes of the third graders of private Elementary School in Surabaya as the subject of the study. In order to know the effects of those two techniques on the students' vocabulary achievement, the writer administered vocabulary test in a form of multiple-choice test with 30 items to the students. It was used for the pretest and posttest for experimental and control groups. Both groups were also given different treatment which was conducted in three times. Colored pictures was conducted in experimental group while storytelling in control group.

The data was collected from the pretest and posttest. The writer subtracted the posttest with the pretest score in order to get gain score of

both groups. Then the writer analyzed the gain score using *t-test*. The result showed that there was no significant difference on students' vocabulary achievement between students who are taught by using colored pictures technique and those who are taught using storytelling technique. It is then concluded that the colored pictures was as effective as the storytelling technique in term of improving vocabulary achievement to the third grade of elementary school students.