

**TEACHING VOCABULARY TO KINDERGARTEN PUPILS
THROUGH PICTURE COLORING**

A THESIS

**A Partial Fulfillment of the Requirements of the Sarjana Pendidikan Degree in
the Faculty of Teacher Training and Education**



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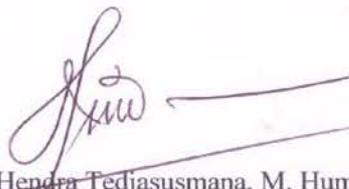
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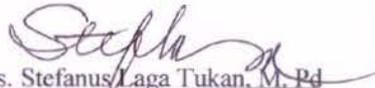
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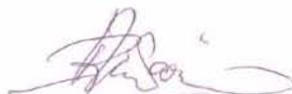
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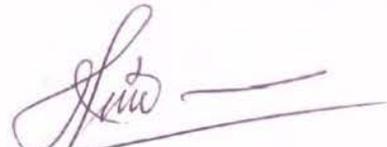
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ABSTRACT

Aria Wardini, Andriani, *Teaching Vocabulary to Kindergarten Pupils through Picture Coloring*, 2007. Thesis. Program Studi Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala, Surabaya.
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Vocabulary should be given as the first priority in the process of language-teaching learning because it cannot be denied that vocabulary is the main component in mastering English and should start from the very beginning. That is why vocabulary teaching is taught not only in Elementary school but also in Kindergarten school. Teaching English to children especially kindergarten pupils is not an easy thing because of the specific characteristics they have. To find out the way out of the problems, the writer tried to offer a technique to teach vocabulary to kindergarten pupils by means of coloring pictures.

Pictures are actually interesting as the media for the teaching process. Pictures can arouse the pupils' interest and motivate them to learn. Pictures will also make the teacher work easily especially when they are presented in an interesting way.

The writer did a research at one kindergarten in order to answer three problems:

1. How is picture-coloring technique done to teach vocabulary to kindergarten pupils of Indriyasana III Kindergarten?, 2. What Kinds of pictures are preferably used by the teacher in the teaching-learning process?, 3. How do the students respond to the vocabulary teaching through coloring pictures?

This study is descriptive qualitative. It was conducted in three meetings at class-B Indriyasana III kindergarten where the writer was the non-participant observer. So she did not take any participation in the English teaching-learning activities. The writer obtained the data from the observation checklist, the video recording and the tape recording.

After all the data were collected and analyzed, she found that pictures were very suitable media to teach vocabulary to kindergarten pupils. She also found out that the picture-coloring technique was interesting for the pupils. Besides this technique can motivate them to study, it also makes them focus on the teaching-learning process. In addition, coloring pictures makes the pupils able to express their creativities, avoids the class from boredom and makes the atmosphere lively and fun.

The writer