

**THE EFFECT OF USING PICTURES IN TEACHING VOCABULARY
TO THE ELEMENTARY STUDENTS OF INTERNATIONAL
LANGUAGE STUDIES**

A THESIS

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



BY :

J A N D I

1213093014

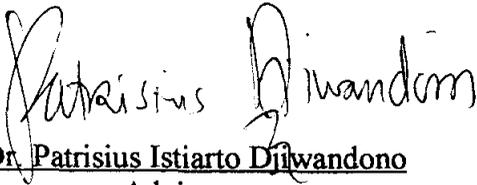
No. INDUK	0973/99
TGL TERIMA	21 11 98
B.F.I	
NADI H	
No. BUKU	11. ig Jan C-1
KCP: KE	1 (setor)

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

NOVEMBER, 1998

Approval Sheet
(1)

This thesis entitled The Effect of Using Pictures in Teaching Vocabulary to the Elementary Students of International Language Studies prepared and submitted by Jandi has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor:



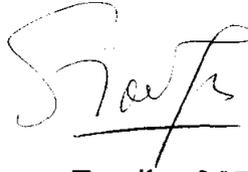
Dr. Patrisius Istiarto Diliwandono
Advisor

APPROVAL SHEET

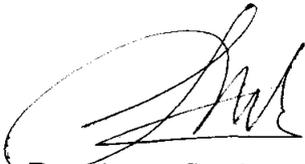
(2)

This thesis has been examined by the committee on oral examination with a grade of

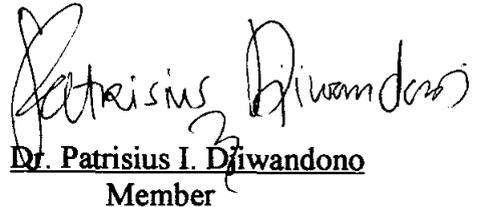
On October 21, 1998.



Dra. Susana Teopilus, M.Pd.
Chairman



Dra. Agnes Santi, M.Pd.
Member

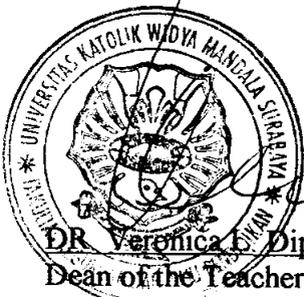


Dr. Patrisius I. Djiwandono
Member



Dra. Siti Mina Tamah
Member

Approved by:



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



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

ACKNOWLEDGEMENTS

First and foremost, the writer would like to express his deepest gratitude to God the Almighty for He has enlightened the writer's mind and has given him strength in the completion of this thesis. There are also many people who have given so much contribution and invaluable support as well as suggestions to him so that this thesis can finally be composed in its present form. They are:

1. Dr. Patrisius Istiarto Djiwandono, the writer's advisor for giving so much of himself, his time, patience and wisdom for the improvement of the thesis, and for his wise, invaluable guidance, as well as, constructive suggestions which have been of great assistance in the completion of the thesis.
2. Dra. Agnes Santi, M. Pd., for helping the completion of this thesis writing, and for her great moral support, encouragement and guidance.
3. My beloved parents who give me a lot of patience and encouragement so that the writer has strength and persistency to accomplish writing the thesis.
4. The principal of International Language Studies who kindly gave permission to the writer to conduct the experiment in the course and the English teacher who willingly helped and gave support to the writer.
5. The elementary students of International Language Studies who participated in the experiment which was carried out by the writer.
6. All my beloved friends : Lay Wan Fu, Can Jen Sin, Yu Wei Shen, Lin I Na, Yang

Jhiu Mei, Jhen Sao Thai, Cung Cung Ghai, Lin Jhai Sia, Ye Fa Pao and his wife and U Fang Nie who gave me a lot of spirit to accomplish writing the thesis.

Last but not least, the writer wishes to thank everyone who has given their help. Only with their support and encouragement can the writer succeed writing this thesis.

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
ABSTRACT	viii

CHAPTER I	INTRODUCTION	
	1.1 Background of the Study	1
	1.2 Research Problem	3
	1.3 The Objective of the Study	3
	1.4 Theroretical Framework	4
	1.5 Hypothesis	5
	1.6 Significance of the Study	6
	1.7 Scope and Limitation of the Study	6
	1.8 Definition of Key Terms	7
	1.9 Organization of the Study	8

CHAPTER II	REVIEW OF RELATED LITERATURE	
	2.1 Cognitive Theory	9
	2.1.1 Short-Term Memory	12
	2.1.2 Long-Term Memory	13
	2.2 The Importance of Vocabulary	14
	2.3 The Nature of Picture	16
	2.4 Teaching Vocabulary by Using Pictures	17
	2.5 The Advantages of Pictures	18
	2.6 The Criteria of Good Pictures	19
	2.7 Previous Studies	20
CHAPTER III	METHODOLOGY	
	3.1 Research Problem	22
	3.2 Population and Sample	23
	3.3 Research Instrument	24
	3.3.1 Validity	24
	3.3.2 Reliability	25
	3.4 Treatments	26
	3.5 Item Analysis	27
	3.5.1 Item Difficulty	27
	3.5.2 Item Discrimination	28
	3.6 Procedures of Data Collection	32

	3.7 Procedures of Analyzing Data	34
CHAPTER IV	DATA ANALYSIS AND FINDINGS	
	4.1 The Result of Data Analysis	36
	4.2 Interpretation of the Findings	37
CHAPTER V	CONCLUSION	
	5.1 Summary	40
	5.2 Suggestion	41
 BIBLIOGRAPHY		
 APPENDICES		
I.	The Scores of Placement Test of the Basic Level Students of International Language Studies	42
II.	Reliability Test	43
III.	The Result of Statistical Analysis by SPSS	44
IV.	The Result of Statistical Analysis by SPSS	45
V.	The Treatments for Experimental Group	46
VI.	The Treatments for Control Group	58
VII.	Pre-test and Post-test Material	63

ABSTRACT

Jandi.1998. The Effect of Using Pictures in Teaching Vocabulary to the Elementary Students of International Language Studies Thesis., Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala, Surabaya.
Advisor: Dr. Patrisius Istiarto Djiwandono.

Key Words : vocabulary, pictures, traditional technique, short-term memory and long-term memory.

The teaching of English as a foreign language in Indonesia is primarily emphasized on reading skill. The master of this skill is considered to be important, especially for the students who will continue their study to higher education. However, in mastering this skill, vocabulary plays an important role.

In fact, the teaching vocabulary in class is often neglected by many English teachers. If a teacher teaches vocabulary, he or she usually teaches it in a conventional way. He just asks the students to pronounce the words well. Then, he gives the meaning of them. After that, the students are asked to memorize them and to do the vocabulary exercises. This makes the students bored and also discourages the students to learn English vocabulary.

Realizing the importance of teaching vocabulary, recently, the possibility of teaching English to elementary school students has been paid much attention. Therefore, the writer introduces a technique that can improve students' vocabulary. The technique is teaching vocabulary by using pictures.

In carrying out this study, the non-equivalent pre-test post-test design was used. In this study, there were two groups involved which are a control group and an experimental group. Both groups were taught in a different way. The control group was taught by using traditional technique and the experimental group was taught by using pictures. After the treatments were finished, both groups were given a set of testing instrument which consisted of 50 items of multiple choice and essay. The scores obtained were then compared by means of ANCOVA. The result suggests that the group taught by using pictures was significantly better in their vocabulary mastery.

It is finally concluded that the pictures technique is a better technique than the traditional technique since the data analysis made indicated that there was a significant difference in the vocabulary teaching between the group of students utilizing the pictures technique and the group utilizing the traditional technique. Based on the findings, the writer can conclude that the use of picture in teaching vocabulary help the students master English vocabulary.