

**THE EFFECT OF PICTURE CARD GAMES ON THE CHILDREN'S  
VOCABULARY ACHIEVEMENT**

**A THESIS**

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



By :

**MARTHADIYANA**

**1213094129**

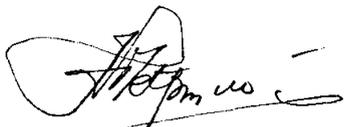
No. PENDUK	0583/99
TGL TERIMA	1.3.99
<del>P. F. I.</del>	
No. EDRU	FK-ig Mar ea-1
KCP/KE	1 (SATU)

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

## APPROVAL SHEET

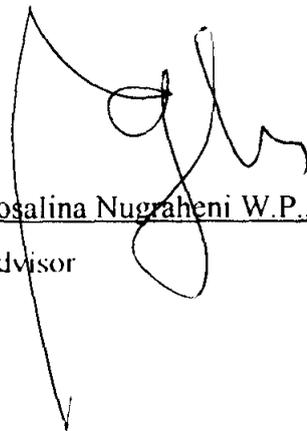
(1)

This thesis entitled "The Effect of Picture Card Games on the Children's Vocabulary Achievement" prepared and submitted by MARTIADIYANA has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Drs. Y.G. Harto Pramono, M.Pd.

Advisor



Rosalina Nugraheni W.P., S.Pd.

Advisor

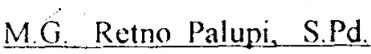
# APPROVAL SHEET

(2)

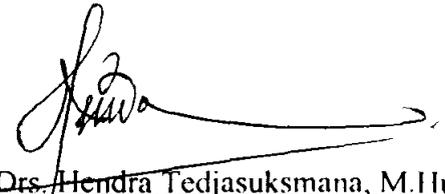
This thesis has been examined by the committee on Oral Examination with a grade of \_\_\_\_\_ on February 23, 1999.

  
Drs. Bartolomeus Budiyono, M.Pd.

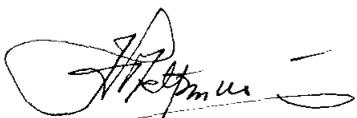
Chairman

  
M.G. Retno Palupi, S.Pd.

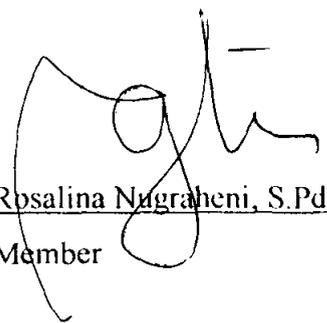
Member

  
Drs. Hendra Tedjasuksmana, M.Hum.

Member

  
Drs. Y.G. Harto Pramono, M.Pd.

Member

  
Rosalina Nugraheni, S.Pd.

Member



  
Diptoadi, M.Sc.

Dean of the Teacher Training College

Approved by



  
Rosalinda Santi Widiati, M.Pd.

Head of the English Department

## ACKNOWLEDGMENTS

First of all, the writer would like to thank the Lord Jesus Christ, because of His grace, blessings, wonderful help and marvelous love throughout her life and studies, she can complete this thesis at the present time.

The writer would also like to express her deepest gratitude and appreciation to Drs. Y.G. Harto Pramono, M.Pd. as her first advisor and Rosalina Nugraheni, S.Pd. as her second thesis writing advisor who have devoted their valuable time for giving guidance, encouragement, suggestions, constructive comments and corrections during the process of writing this thesis. Without their guidance and help, this thesis would have never been completed.

Next appreciation also goes to all lecturers of the English Department of the Teacher Training Faculty of Widya Mandala Catholic University for their guidance during her study.

In this opportunity, the writer also wishes to express her gratitude to the headmaster of SDK Theresia I Surabaya, Mrs. Lucia Anna, S.Psi., who allowed her to carry out her experiment in the school and Ms. Lydia Ismi, A.Md., the teacher of English for her patience and help during the experiment. She also thanks all the third year students of 3A and 3C of the academic year of 1998/1999 who participated in the class during the experiment, without whom the experiment would have never been carried out.

The writer also would like to express her deepest thank to her beloved parents, brothers and sisters for their prayer, love and support to her in finishing her study.

Finally, the writer would like to say her thanks to all her friends who lived in the boarding house with the writer for their supporting prayer and encouragement during the preparation of writing this thesis. She also thanks to all her friends who cannot be mentioned one by one for their prayer and encouragement.

The writer realizes that without their kind help, this thesis would have never been finished in its present form. May God bless those mentioned above abundantly.

The Writer

## TABLE OF CONTENTS

	Page
APPROVAL SHEET (1) .....	i
APPROVAL SHEET (2) .....	ii
ACKNOWLEDGEMENTS .....	iii
TABLE OF CONTENTS .....	v
LIST OF APPENDIXES .....	viii
ABSTRACT .....	ix
CHAPTER I INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 The Objective of the Study .....	4
1.4 Significance of the Study .....	4
1.5 Limitation of the Study .....	4
1.6 Theoretical Framework .....	5
1.7 Hypothesis .....	6
1.8 Definition of Key Terms .....	6
1.9 Organization of the Thesis .....	7
CHAPTER II REVIEW OF RELATED LITERATURE .....	9
2.1 Teaching English to Children .....	9
2.1.1 The Problems Appearing in Teaching English for Children .....	11
2.2 The Nature of Vocabulary .....	11
2.2.1 Types of Vocabulary .....	12
2.2.1.1 Nouns .....	13
2.2.1.2 Verbs .....	15
2.2.1.3 Adjectives .....	15

2.3	The Importance of Vocabulary.....	17
2.4	Teaching Vocabulary to Children through Picture Card Games.....	19
2.4.1	The Theory of Games.....	20
	2.4.1.1 The Characteristics of Games.....	22
	2.4.1.2 The Purposes of Games.....	23
	2.4.1.3 The General Advantage of Using Games for Teaching Vocabulary.....	24
2.4.2	Theory of Pictures for Teaching Vocabulary.....	26
	2.4.2.1 The Nature of Pictures.....	27
	2.4.2.2 Types of Pictures.....	27
	2.4.2.3 The Characteristics of Games.....	29
	2.4.2.4 The Advantages of Pictures for Teaching Vocabulary.....	29
2.4.3	The Advantages of Using Picture Card Games for Teaching Vocabulary to Children.....	30
2.5	Teaching Vocabulary without Using Picture Card Games ..	32
2.6	Related Studies.....	33
CHAPTER III	RESEARCH METHODOLOGY.....	35
3.1	The Research Design.....	35
3.2	The Subject of the Study.....	38
3.3	The Variables.....	38
3.4	The Research Instrument.....	39
	3.4.1 The Validity of the Test.....	40
	3.4.2 The Reliability of the Test.....	43
	3.4.3 The Level of Difficulty.....	45
	3.4.4 The Discrimination Power.....	47
3.5	The Procedures of Collecting Data.....	48
3.6	Treatments.....	50

3.7	The Procedures of Data Analysis .....	52
CHAPTER IV	DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS.....	54
4.1	Data Analysis.....	54
4.1.1	Posttest I .....	56
4.1.2	Posttest II .....	57
4.1.3	Posttest I and II .....	59
4.2	Interpretation of the Findings .....	61
CHAPTER V	CONCLUSION AND SUGGESTION .....	63
5.1	Conclusion.....	63
5.2	Suggestion .....	64
BIBLIOGRAPHY		
APPENDIXES		

## LIST OF APPENDIXES

- APPENDIX I : Calculation for two means test
- APPENDIX II : The item analysis of posttest I
- APPENDIX III : Calculation of empirical validity,  $r$  product moment (Posttest I)
- APPENDIX IV : Calculation for reliability KR-21 (Posttest I)
- APPENDIX V : The item analysis of posttest II
- APPENDIX VI : Calculation of empirical validity,  $r$  product moment (Posttest II)
- APPENDIX VII : Calculation for reliability KR-21 (Posttest II)
- APPENDIX VIII : Calculation for two means test (Posttest I)
- APPENDIX IX : Calculation for two means test (Posttest II)
- APPENDIX X : Posttest score for the experimental group and the control group
- APPENDIX XI : Materials for posttest I
- APPENDIX XII : Materials for posttest II
- APPENDIX XIII : Individual pictures for simple nouns
- APPENDIX XIV : Pictures for teaching action verbs
- APPENDIX XV : Individual pictures for teaching adjectives: comparative and  
superlative degrees
- APPENDIX XVI : Lesson unit plan

## ABSTRACT

Marthadiyana, 1999. **“The effect of Picture Card Game on the Children’s Vocabulary Achievement”**. Thesis, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.

Advisors : Drs. Y.G. Harto Pramono, M.Pd.  
Rosalina Nugraheni W.P., S.Pd.

Key words: Picture Card Game, Vocabulary Achievement, Effect

English has become an important language in Indonesia as a compulsory subject for all students of both junior and senior high school in Indonesia. Based on 1994 curriculum, English is offered to the students of Elementary School as an optional local content.

Realizing the importance of the vocabulary as a central part of language, the writer believes that by mastering the vocabulary, the students can understand and express their idea when those words (vocabularies) are used in a daily life. Based on that, vocabulary should be stressed the most from the very beginning.

The teachers of English themselves in teaching vocabulary in Elementary School should have one thing that should be kept in mind that is, the ways children learn are quite different from those of adults. Children usually do not have autonomous motivation and easily get bored if they learn a foreign language. Because of this, teachers should be aware of this situation and they have to create a technique to attract the children in learning English.

Taking this consideration, in this study, the writer found a technique of teaching English vocabulary. This technique is using Picture Card Game. It helps the teacher to break the routine activities, to avoid boredom, and to arouse the students’ motivation.

The writer chose Picture Card Game because it has a great number of advantages. With picture card the students can learn more easily and it makes them more interested than study only with card or without picture cards. Pictures can represent real things which cannot be brought into the classroom, such as buffalo, an elephant, etc., and real actions which cannot be created inside the classroom, such as cooking rice, watching television, etc. Besides, picture card with words is an effective way to attract the student’s interest.

This is a quasi experimental study emphasizing the treatment of two groups and posttest design. The objective of this study is to find out whether there is a significant difference between the vocabulary achievement of the students who are taught using picture card game and those who are taught using conventional technique. The other objective is to decide which technique can give better vocabulary achievement. The

subject of this study is the third grade students of SDK Theresia I Surabaya belonging to the academic year 1997/1998. The subject is divided into two groups. One group is an experimental group which is taught using picture card game and the other group is as a control group which is taught using conventional technique. All of the groups are given the same posttest as the research instrument to collect the data. The data are then analyzed using t-test since the writer wants to compare two means test of the experimental groups which is taught using picture card game and the control group which is taught using conventional technique to see whether there is a significant different or not.

The finding of the study shows that the mean of the experimental group, that is the group which is taught using picture card game, is higher than the control group. In posttest I, the mean of the experimental group is 8.638, while the mean of the control group is 8.296. In posttest II, the mean of the experimental group is 7.24, while the mean of the control is 6.38 and the mean of posttest score of the experimental and the control group (test I and II) are 7.93 and 7.34. Based on the means of the two groups, it can be said that picture card game can give better vocabulary achievement.

Based on the finding of the study, the result shows that at 5% level of significance t-observation is higher than t-table. In posttest I, t-observation is 1.571 whereas  $t(0.05) = 1.671$ . In posttest II, t-observation is 2.114 whereas  $t(0.05) = 1.671$  and t-observation between posttest I and II is 2.406 whereas  $t(0.05) = 1.671$ . Based on the finding of the study, it can be concluded that there is a significant difference between the vocabulary achievement of the students who are taught using picture card game and those who are taught using conventional technique or without using picture card games.

Based on the findings of the study, the writer wants to suggest that English school teachers consider using picture card game in teaching vocabulary.