THE INFLUENCE OF PICTURE GAMES AND PICTURES ON THE VOCABULARY ACHIEVEMENT OF SLOW LEARNERS IN THE FIFTH GRADE OF GALUH HANDAYANI MONTESSORI SCHOOL SURABAYA

A THESIS

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

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By :

Regina Greta
1213096013

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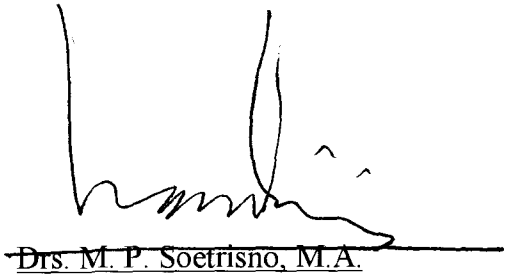
APPROVAL SHEET

(1)

This thesis entitled The Influence of Picture Games and Pictures to the Vocabulary Achievement of Slow Learners in the Fifth Grade of Galuh Handayani Montessori School prepared and submitted by Regina Greta 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. M. P. Soetrisno, M.A.
First Advisor

Dr. Ig. Harjanto.
Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with grade of B+ on August 4th, 2000.

The Oral Examination Comittee

Dr. Agustinus Ngadiman
Chairman

Drs. Antonius Gurito
Member

Dra. Ruruh Mindari, M.Pd.
Member

Drs. M. P. Soetrisno, M.A.
Member

Dr. Ignatius Harjanto
Member

Approved by

Dr. Agustinus Ngadiman
Dean of the Teacher Faculty

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

DEDICATION

As John 9:2 says that through the handicapped people the work of God will be glorified, I dedicate my study to glorify his name. I hope every person who look at this study aware and become care of the handicapped people, especially the slow learners. God gives us that kind of persons in order that we can accept them as the way they are, motivate them in studying, and build their self-confidence.

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The Writer

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ABSTRACT

Greta, Regina. 2000. *The Influence of Picture Games and Pictures on the Vocabulary Achievement of Slow Learners in the Fifth Grade of Galuh Handayani Montessori School Surabaya.* Jurusan Pendidikan Bahasa dan Seni, Program Studi Bahasa Inggris. FKIP, Universitas Katolik Widya Mandala. Surabaya. Advisors: Drs. M. P. Soetrisno, M.A. and Dr. Ig. Harjanto, M. Pd.

Key Words: Slow Learners, Vocabulary, Picture Games, and Achievement

Slow learners are one of the under-normal children. They are called slow learners because they have low IQ and they cannot be educated in regular schools. However, they can learn academic lessons with special treatments. That is the reason they need special schools like Montessori Schools.

Montessori Schools in Indonesia follows the national curriculum, which in the 1994 curriculum, English is one of the lessons taught from the fourth grade of elementary. Because of that, the slow learners also learn English at school. When they learn English, they also learn the English vocabulary, which plays an important role in learning a language.

When the writer did the experiment to the fifth grade students of Galuh Handayani Elementary School, she found out that learning vocabulary seemed to be difficult for them. It was caused by the absence of the slow learners' motivation during the vocabulary teaching-learning process since they were only given a list of words, and they were asked to memorize the words so that they are unmotivated to learn.

To increase the students' motivation towards learning vocabulary, picture games become the way to reduce their boredom. The use of picture games in learning vocabulary is indisputable. Firstly, picture games as one of the visual media could attract the slow learners' attention. For slow learners who have difficulty in learning something without looking at the real things, pictures help them to visualize what they are studying. Secondly, picture games can bring the fun atmosphere to the classroom. Slow learners can learn well if they are involved in the games. Doing the games can reduce their boredom. Last but not least, picture games help the slow learners to memorize the words and their meanings better. That is why the writer suggests the use of picture games in teaching slow learners English vocabulary.

In order to know the effectiveness of picture games in teaching vocabulary, the researcher conducted a quantitative study. She intended to know whether there is a significant difference between picture games and pictures on the slow learners' vocabulary achievement. Hence, the research problem raised in this study is: "Are there different effects between picture games and pictures on the vocabulary achievement of the fifth year students of Galuh Handayani Montessori School?"

To find out the effects of picture games and pictures on the slow learners' vocabulary achievement, the researcher used a time series experimental design in

conducting this study. The writer analyzed the UUC marks of the existing three classes and found out that there was a significant difference among those classes. Therefore, as the subjects of this study, she took the VA students, who based on the analysis of their previous UUC, had the highest mean.

Pretests were given before each treatment. The students, then, were given the treatments four times, two times for the picture games treatment and two times for the pictures only treatment. After each treatment, the students were given the posttests. The writer, then, calculated the tests' scores using the t-test. The result of the computation showed that the mean score of the group when it was taught using picture games was 7.12, and the result of the standard deviation was 2.564. While the mean score of the group when it was taught using pictures was 6.68, and the standard deviation of the group that was taught using pictures only was 2.366. With the level of significance of .05 and a Tt of 2.101, the writer found out that the result of the To (3.987) was greater than the Tt. Hence, Ho is rejected. It means that there is a significant difference between the scores of the group.

The writer also had interviewed the school coordinator, the English teacher, and the students after the experiment. The purposes of the interview were (1) to know the psychological condition of the students, (2) to know the teacher's opinion about the methods being experimented based on her observation, and (3) to find out which method the students like, the picture games of the pictures. The results of the interview were: (1) The students needed media (in this case is pictures) in learning English vocabulary due to their disability to understand the abstract concepts, (2) The students liked doing the games, and they enjoyed the lesson, and (3) Most of the students like English so that they were motivated to learn.

Therefore, it can be said that the group when it was taught using picture games had better vocabulary achievement than the group when it was taught using pictures only. This happened because the student were motivated when they were taught using picture games rather than when they were taught using pictures. This proved that picture games make the slow learners easier to learn vocabulary. They enjoy the lesson and can memorize the vocabulary easily because of the game.

Finally, the writer realizes that this study is not completely perfect. It is, then, expected that in the future time, there will be other researchers who will conduct a more thorough study to ascertain the effect of using picture games in learning vocabulary to the students' vocabulary achievement.