

**A STUDY ON TEACHING VOCABULARY USING PICTURES TO THE  
SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI  
ACADEMIC YEAR 2014/2015**

**THESIS**

Presented in Partial Fulfillment of the Requirements to Obtain  
The Sarjana Pendidikan Degree (S.Pd) of English Education Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



By:

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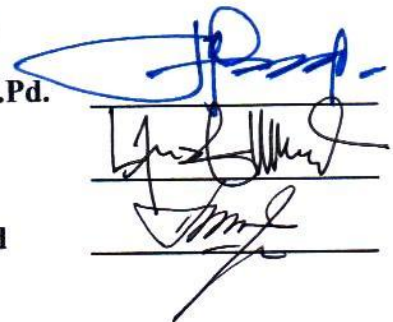
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## **ABSTRACT**

This research is arranged to describe the procedure of teaching English vocabulary using pictures to the seventh grade students at SMP Muhammadiyah Kediri academic year 2014/2015 and to find out and describe the student's response on the use of pictures in learning English vocabulary. The research approach used is qualitative techniques. The results of this research are: (1) pictures can be an interesting media not only to help the students in understanding the meaning but also help them to pronounce the words and to spell it, (2) the use of pictures can be a media to attract the students to the vocabulary presented. Based on the conclusion above, the writer suggests that: pictures should be used by the English teacher to help the students understanding as well as to attract them to the vocabulary presented. The next, the students should be more confidence to use their vocabulary mastery to train their English so they can remember them all time.

Key word: vocabulary, media, pictures

## **I. INTRODUCTION**

Learning a foreign language, especially English, is needed for everyone today because English is well-spread and used in daily life. Nowadays, many materials are written or spoken in English, including children's toys and films. So, learning English becomes a need for people not only adults but also children. In learning English, the students have to learn the four skills and some elements. There are some elements of English, they are pronunciation, vocabulary, grammar, spelling and content.

In order to make the teaching English in Junior High School successful, more

factors should be considered such as the quality of the teacher, students' interest, motivation, etc which are involved together in teaching and learning process. Besides, there are other important factors; they are teaching technique and teaching media which play an important role. According to Murcia (2001: 461) it is stated, "Media are tools or physical things used by the teacher do motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex". Media have important roles in teaching and learning process.

In addition, Phillips (1993: 74) writes, “Vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object.” It means that vocabulary can be best presented in illustrated pictures. But in fact, in English teaching learning process in SMP Muhammadiyah Kediri, the English teacher still used monotonous and traditional method. The teacher only pointed on handbook to teach the students without modifying the technique and method. So it made the students feel bored and difficult to understand lesson in the classroom.

In short, teaching vocabulary for Junior High School needs appropriate technique and media in order that the students do not feel bored and they become active in the classroom. There are many methods and media used in teaching English to children. Using picture is one of media in teaching English that may support to realize the expected situation. It can also be presented by using pictures that is appropriate to the learner’s character. It gives a way to make teaching vocabulary to children easy and effective.

## **II. THEORITICAL FRAMEWORK**

### **A. Definition of Vocabulary**

Vocabulary has an important role in language. We should know the vocabulary when we are communicating or sharing ideas with other people. There are various

definitions of vocabulary: a few of them will be presented in the following discussion. According to John (2000: 16) vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-typed definition or an equivalent word in their own language. It means that vocabulary is also beneficial to match each word with a synonym, a dictionary-typed definition or an equivalent word in their own language, so they should know the vocabulary well.

### **B. Teaching Vocabulary**

Considering the importance of vocabulary to understand, the teacher should help the students to facilitate them to master the vocabulary. In teaching vocabulary, a teacher needs to use proper technique in order to help his students have good understanding on new words being learned. Nation (1990) in Cameron (2001: 85) lists some basic techniques by which teachers can explain the meanings of new words.

According to Nunan (1991: 118) “vocabulary is an element in the acquisition of a second language”. It means that vocabulary is one of the language components which have to be mastered by the students in learning a new language. According to the definitions above, it can be concluded that vocabulary is a stock of words in a language, written or spoken with

meaning that is considered as cultural meaning used by group or individual community.

### C. Definition of Pictures

Picture is one of the media, which may be used by teacher to help the students easily to understand the new words. According to Tang Li Shing (1981: 11) who states that pictures are kinds of visual instruction materials which might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It means that pictures have an irascible appeal for the children. They create suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

## III. METHOD

This research is a descriptive qualitative research. Descriptive research is a research which describes fact systematically, factually, and accurately. This research's focus are the procedures of teaching English vocabulary using pictures, the students' response on the use of pictures in learning English vocabulary to the seventh grade students' of SMP Muhammadiyah Kediri academic year 2014/2015.

The main subjects of this research were on the English teacher and the students of the seventh grade of SMP

Muhammadiyah Kediri. The seventh grade class 7D had 29 students consisting of 15 girls and 14 boys. And the research instruments used by the writer are observation, interview and questionnaire.

## IV. FINDINGS

### *Teaching Material*

In teaching material, the teacher explained about "Animals", and he did not prepare the lesson plan before he taught but he used a source book for teaching. He used BKS which was written by English teacher's forum MGMP Dinas Pendidikan Kota Kediri (2014) to support the teaching learning process.

### *Teaching Learning Process*

The teacher's teaching steps are pre-activity, whilst-activity, and post-activity. In *pre-activity*, the teacher had prepared a set of teaching equipment that was needed before teaching activity started. And he checked the attendance lists of the students. Then, the teacher started teaching by giving review of the last week material and gave the explanation about the activities that would be done during teaching learning process in the classroom.

In *whilst-activity*, teacher began to introduce the topic of lesson by using pictures. Most of the students could pronounce names of the animals easily. After finishing this activity, the teacher continued the next activity. He stuck the



pictures on the blackboard and wrote the names of animals. Then, he asked the students to pronounce together the picture which was pointed. After that, to elaborate the learnt vocabularies, he erased all of the words and asked some students to come in front of the class to write the name of animals correctly.

In *post-activity*, the teacher evaluated the material which had been learned by showing some students' mistakes and corrected them. The teacher asked the students to repeat the material by mentioning the names of the animal while the teacher pointed which picture to mention. The teacher added a few words of encouragement to send them home with a few words of praise and a comment on their participation.

#### *The students' response on the using pictures in learning English vocabulary*

Most of the students were interested in following the learning process using pictures since they should not only memorize the words and commands but they also should perform them. Those made the students always want to try what the teacher asked. They were so happy in teaching learning process since it was such like a game, not straining so the students enjoyed the situation.

## V. DISCUSSIONS

The activity done by the teacher seems to be in the same way of Nation (2005) cited in Afifah (2012: 16), that there are six principles on which teaching vocabulary is to be based, they are keep the teaching simple and clear. Don't give complicated explanations, relate the present teaching to past knowledge by showing a pattern or analogies, use both oral and written presentation – write it on the blackboard as well as explaining, give most attention to words that are already partly known, tell the learners if it is high frequency words that is worth noting for future attention and do not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

From the result of this research, the researcher can take one positive thing from the teacher's way of teaching vocabulary. In introducing vocabulary, the teacher did not only ask the students to know the meaning and memorize them all, but the teacher also gave the students chances to know the words well. The teacher introduced not only the meaning but also the pronunciation, the spelling, even the meaning in context. So, in this case, the students could know on how to apply the words in sentences even in real life communication. It is one way to make

the words stay longer in the students' mind without asking them to memorize.

## VI. CONCLUSION

In conclusion, using pictures is useful for teaching vocabulary because it motivates students to learn English and the students were very enthusiastic in joining the teaching learning process. Thus, vocabulary using pictures made the seventh grade students of SMP Muhammadiyah Kediri enjoyed learning vocabulary.

## VII. SUGGESTIONS

The first suggestion is given to the teacher. The teacher should do the program regularly and continuously and he should

make the classroom controlled in order to make good condition in the classroom. The second is given to the students. The students should be more active when the teacher give the instruction and the students also should give much attention to the lesson so that they can do the commands given by the teacher. The last suggestion is given to the other researcher. For the other researchers who are also the English teacher, it is expected that they are not only implementing their effective media and teaching technique in the research but implement it in the language classroom as long as it can be used to develop the students' skill and achievement.

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