TEACHING VOCABULARY THROUGH PICTURE AT THE FOURTH GRADE STUDENTS OF SDN 1 RAJABASA RAYA

(a Script)

By

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ABSTRACT

TEACHING VOCABULARY THROUGH PICTURE AT THE FOURTH GRADE STUDENTS OF SDN 1 RAJABASA RAYA

Revi Nurhidayah

Vocabulary is one of the English components needs to be mastered by the learners. When learners are learning a new language, they should have enough vocabulary in order to make use of their language into four language skills i.e., listening, speaking, reading, and writing. Without vocabulary, it is difficult for the learners to express their opinions, ideas, and feelings. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class.

The aims of the research were: i) to find out the improvement of students' vocabulary mastery after they were being taught through picture, and ii) to find out the difference of students' vocabulary mastery after they were being taught through picture. The subjects of the research were 27 students from IV B of SDN 1 Rajabasa Raya in 2016/2017 academic year. The research used one group pretest and posttest design. The vocabulary test was used to collect the data.

The result of the research shows that there was significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture at the fourth grade students of SDN 1 Rajabasa Raya with significant level $p<0.05$ ($p=0.000$). There is improvement of students' vocabulary achievement from pretest to posttest. The mean score of pretest was 55.14 and posttest was 69.96. It means that there was a significant improvement of students' vocabulary achievement after being taught through picture. Based on the results above, it could be concluded that picture could be used to improve students' vocabulary achievement.

Keywords: *picture, teaching, vocabulary*

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By

Revi Nurhidayah

A Script

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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CURRICULUM VITAE

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DEDICATION

This paper is proudly dedicated to:

My Beloved Parents

Tn. Suyanto and Ny. Sri Misnatun

My Friends

English Department ‘12

My Almamater

University of Lampung

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا، إِنَّ مَعَ الْعُسْرِ يُسْرًا

So, verily, with every difficulty, there is relief.
Verily, with every difficulty there is relief.
(QS. Al- Insyirah, 94: 5-6)

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The writer hopes that this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions

Bandar Lampung, August 2017

The Writer,

Revi Nurhidayah

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I. INTRODUCTION

This chapter discusses several points: introduction that deals with background of the research, research question, objectives, uses, scope, and definition of terms.

1.1. Background

The national education has decided English as a foreign language taught in Indonesian schools from elementary to university. Vocabulary is one of the important aspects of English. Learning foreign language vocabulary such as English is a complex process because learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce them and use them in different situation. It is true that it might be impossible to learn a language without mastering its vocabulary. Moreover, vocabulary plays an important role for those who want to comprehend and produce the language well. Wallace (1988) states, vocabulary is the vital aspect of language. One should master a considerably sufficient number of words to listen, speak, read, or write something in English well. Thus, the achievement of adequate vocabulary is an inevitable demand in using English.

Since 1994, Department of Education has stated that English needs to be taught early starting from the fourth grade of Elementary School. According to the 2006 English Curriculum, English is taught to the students of elementary schools as aparticular content. The teacher must teach English to the students continuously,

especially English vocabulary. As stated in Elementary School KTSP (School Based Curriculum) 2006, the students of the fourth grade should learn vocabulary at least 250 words. They should be able to use the words in communication both in oral and written forms. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class.

Teaching vocabulary is a part of teaching language. Thus, the process of teaching vocabulary constitutes the activities of learning and teaching together that guide students to be able to receive and use the vocabulary in accordance to its function. Teaching vocabulary is a complex task because the teaching includes not only the meaning of words but also spelling and pronunciation of the words. A good teacher should use appropriate presentation techniques and enough practice for certain words. The teacher has to teach not only the meaning of words but also use appropriate methods for each other aspects of languages such as spelling and pronunciation.

Teaching young learners is not the same as teaching adults because they have different motivation. Children are not concerned with the job of university degrees that require knowledge of language. The children like learning by games from this statements, it is possible that the children's motivation lower than adults. It can be seen from the children's behavior in attending the lesson. They more like to play than pay attention to the teacher. In teaching English to the children, teachers have a challenging task to motivate and learning happily. Therefore, the existence of teaching media is important, the writer hopes that by using such kind of media the students will not bore and learn English with full of motivation. There are many aspects related to students who do not have a good achievement in vocabulary.

One of them is about media which use in teaching learning process. Media which is use in this process is picture. Teaching of English to young children has become important especially in recent years (Scott, 1990). The presence of a language is necessary for people to interact to one another and also to transfer science and knowledge. Cameron (2001) states that when the teacher teaches vocabulary to young learners, the young learners need concrete vocabulary that is related to objects they can see and handle. It is because the children tend to learn something real not something abstract. They will be easier when they look, hear, and touch the concrete thing. According to Richards and Rodgers (1986) children are more sensitive to anything that touches the senses; they react easily to physical objects. Concerning to the characteristics of young learners that they can easily get bored, need physical movements and real activities to stimulate their thinking, so it is important to create the class situation which can motivate the students to learn.

In addition based on the researcher's pre-research, the teacher taught English based on KTSP English curriculum. Currently, most of students at SDN 1 Rajabasa Raya were having some problems in learning English. It could be seen from their semester examination scores in English lesson. They are lacked of vocabulary because the teacher rarely uses media in the teaching learning activity. The teacher taught the students based on the book provided by Depdiknas (Department of Education) or commercial book. The teacher did not use interesting media for teaching learning process. Teaching in elementary school is different from that of in junior high school or senior high school, because the students have unique characteristics as children. English teaching should be delivered in a fun and interesting way. Therefore, the use of appropriate media is

very important in their activity. Then, in this research the researcher only focused in noun. Noun is a word that functions as the name of some specific thing, such as living creatures, objects, places, actions, qualities, states of existence, or ideas. According to the teacher, in grade four students of SDN 1 Rajabasa Raya were new learners in English and the students has low vocabulary. So, the researcher chose noun to gave new vocabulary to the students.

Yussa (2012:14) says that using picture is more efficient and simple than words or texts, they are easier to recall and to remember than words, furthermore they expose real life situation although it happened a long time ago. Picture also can represent images from ancient times or portray the future.

To improve students' vocabulary achievement is by using good media. Media is important in teaching and learning activity since it can help to clarify the teacher's explanation. The use of the picture as a media is to convey the material that will help teachers give a real example of the abstract knowledge about it, because picture can give a concrete view of it, and the process of vocabulary teaching will be more enjoyable, interesting and motivating for students in mastering vocabulary. Besides, students would become active learners and grasping knowledge without difficulties.

Sadiman et. al. (2010:29) mentions one of the strengths of picture is that picture is concrete. Moreover, pictures are learning media that help teacher link between the materials taught to the students with the real situations and encourage students to make connection between the knowledge possessed and its application in their lives.

The researcher assumed that picture can give contribution in teaching English, especially to students' vocabulary achievement focusing on noun in the test. The researcher chose a topic on her research entitled "Teaching Vocabulary through Picture at the Fourth Grade Students of SDN 1 Rajabasa Raya".

1.2. Research Question

In relation to the background above, the writer formulated the research questions as follows:

1. Is there any difference of students' vocabulary mastery after being taught through picture?
2. Is there any improvement of students' vocabulary mastery after being taught through picture?

1.3. Objectives

In accordance with the research questions above, the study formulated the objectives as follows:

1. To find out the difference of students' vocabulary mastery after being taught through picture.
2. To find out the improvement of students' vocabulary mastery after being taught through picture.

1.4. Uses

The findings of the writers are expected to be beneficial whether theoritically and pratically:

1. Theoretically, this research may give additional contribution in case of education and it may verify the previous research findings and theories.
2. Practically, the result of this research might inform in detail of media in teaching learning, especially for English teachers that picture as media in teaching learning, has its own strengths and weaknesses. In this research, picture will be used in improving students' vocabulary mastery in terms of single words in nouns. Furthermore, this research can also be used as a logical consideration for the next research with the same topic.

1.5. Scope

This research was focused on teaching of nouns in order to increase vocabulary achievement. The materials were taken from an English handbook for the fourth grade of Elementary School. In this research, the researcher focused on concrete noun in terms of things in the classroom, parts of human body, and fruits. These words were presented in simple sentences. This research was conducted at the fourth grade students of SDN 1 Rajabasa Raya in the second semester of 2016/2017 academic year.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provided some definition of terms related to the research. These were the definitions of some terms which are related to the research:

1. *Vocabulary* is a set of words known to a person or other entity, or the part of a specific language.

2. *Teaching vocabulary* is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.
3. *Media* is one of component in communication. It means that the communicator and communicant is a media in teaching and learning. In other word it can be said that mediator of all the equipment or something that used to transfer information from teacher to students in teaching-learning process.
4. *Picture* is a visual aid which is able to give good impression for the students, so that the students can memorize the words related to the picture.
5. *Improvement.* There is an improvement if the mean score of posttest is different from pretest or the mean score of posttest is bigger than the mean score of pretest.

Those are about explanations about background, research questions, objectives, uses, scope, and definition of terms. In the next chapter, the researcher was to describe about teaching vocabulary by using picture.

II. LITERATURE REVIEW

In relation to this study, there are several points of review of previous researches, concept of vocabulary, types of vocabulary, teaching vocabulary, teaching English for young learners, concept of picture, teaching vocabulary by using picture, theoretical assumption, and hypothesis.

2.1. Review of Previous Researches

Concerning the topic discussed in this research, there are several studies which have been conducted. First previous study was conducted by Syaputri (2016). She conducted a study which was attempted to find out whether or not picture was effective to improve the students' vocabulary mastery. The result of the research shows that there was significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja. There is an improvement of students' vocabulary achievement from pretest to posttest. The mean score of pretest was 54.00 and posttest was 80.16. It means that there was a significant improvement of students' vocabulary achievement after being taught through picture series. Based on the results above, it could be concluded that picture series could be used to improve students' vocabulary achievement. This also means that pictures media was, indeed, effected to improve the students' vocabulary mastery significantly.

Furthermore, after previous study was conducted by Septyanita (2015). She conducted a study which was attempted to find out whether pictures can significantly improve students' vocabulary or not. In this study, applying classroom action research was used. The results of the research show that teaching English vocabulary using pictures influence the students vocabulary mastery, the students are enthusiastic in joining teaching learning process, the students' motivation to learn English is improving, and teaching vocabulary using picture is very effective. Based on the discussion, she found out the problems during the process of teaching English vocabulary by using pictures to the third grade students at SDN Telukan 02. The problems were talking during the process learning activity, pronouncing English word, limited of time and classroom size. The solution to solve the problems were by giving pay attention, repeating the word until they could pronounce correctly then doing practice to make them pronounce well, students raise their hand before answering the question, and teacher moved around the class, spoke loudly, and checked the students work. So, pictures is good media for third grade elementary school students.

In short, the explanations above are the studies of using picture in teaching and improving students' vocabulary for young learners in order to strenghten this research. So, the statements above are the reason why this research intends to find out the use pictures as media to help students in improving their vocabulary mastery for young learners expecially to elementary students.

2.2. Concept of Vocabulary

Vocabulary is one of the components of language that cannot be separated when one learns the language. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write. Hornby (1974:959) defines that vocabulary is the total number of word which make up a language. It is clear that vocabulary is very important in foreign language acquisition.

Vocabulary is commonly defined as all the words known and used by a particular person. A person's vocabulary is set of words within a language that is familiar to that person. Furthermore, Wilkins in Thornbury (2002:13) sums up the importance of vocabulary learning in his quotation "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". The statement is in line with Dellar and Hocking (in Sukrina 2013) who say that we will see most improvement if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words. So a person may be judged by other based on their vocabulary.

In addition, Richards and Schmidt (2002) state that vocabulary is a set of lexeme, including single words such as sun, book, lay; compound words such as timeline, bookmark, sunset; and idioms such as a hot potato, far cry from. However, acquiring an extensive vocabulary is one of the largest challenges in learning foreign language. This is in line with the theory from Milton, (2009) which states that learning a second or foreign language (L2/FL) is arguably one of the most cognitively challenging undertakings most people will go through in a lifetime,

and many people argue that learning the vocabulary of a L2 is perhaps the most challenging aspect of becoming proficient in the target language.

Besides, Rivers (1970:462) in Sukrina (2013) says that it would be impossible to learn a language without vocabulary. It is supported by Nation (2009) which points out that vocabulary plays a key role in the language learning process as it is one of the important language elements that can support all of the four skills, i.e., speaking, listening, reading, and writing. In addition, vocabulary can be an indicator of the success in language learning. When the learners learn vocabulary, they will learn about the word meaning, the use of the word, word formation and word grammar in appropriate context.

In summary, vocabulary refers to the words used in a language in order to communicate with other people. In context of learning foreign language, vocabulary is a part of language components including content words such as nouns, verbs, adjectives and adverbs, and function words such as pronouns, preposition, auxilary verbs etc.

2.3. Types of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on the vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary will be discussed below.

2.3.1. Receptive Vocabulary

Receptive vocabulary is learners' words that are generally understood when heard, read or seen without knowing everything about a word in order to understand it

fully. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary namely, listening vocabulary and reading vocabulary. Listening vocabulary is every word that can be recognized when listens to speech. People may still understand words which they are not exposed to before by using cues such as tone, gesture, the topic of the discussion, and the social context of the conversation. Reading vocabulary is every word that can be recognized when reading. This is generally the largest types of vocabulary because people tends to be exposed to words more by reading than by listening.

2.3.2. Productive Vocabulary

Productive vocabulary refers to a word which people used within an appropriate context. Productive vocabulary is used actively either in speaking or writing. There are two units of productive vocabulary that are speaking vocabulary and writing vocabulary. Speaking vocabulary is every word that is used by the person in speech. Writing vocabulary is every word that is used in numerous forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech.

In short, there are four units of vocabulary such as listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary.

2.4. Teaching Vocabulary

Teaching vocabulary is a part of teaching language. Thus, the process of teaching vocabulary constitutes the activities of learning and teaching together that guide students to be able to receive and use the vocabulary in accordance to its function. Teaching vocabulary is a complex task because the teaching includes not only the

meaning of words but also spelling and pronunciation of the words. A good teacher should use appropriate presentation techniques and enough practice for certain words. The teacher has to teach not only the meaning of words but also use appropriate methods for each other aspects of languages such as spelling and pronunciation.

Teaching vocabulary is making and helping someone to know, to understand and to use it in written and spoken communication. Brown (1987: 7) states that teaching is showing and helping someone to learn how to do something providing with knowledge, causing to know or to understand. Relating to the teaching vocabulary, the teacher provides the vocabulary that can make the students grasp the meaning of the language in written and spoken form. One important thing in teaching vocabulary is that the teacher should realize that learning a language always deals with large number of words that it is difficult for the students to memorize such a large number of words. Nation (1974: 117) stated that there are three things that the teacher should know when she/he teaches vocabulary, he/she teaches the form of the words, the meaning of the words and the form of the words together. However, the teaching process of vocabulary needs a good technique in order to help the students to get the meaning and to use the words easily.

As stated by Allen and Vallete (1983: 117) in Gnainoska (1998: 12), teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. It means that the teacher has to be aware with the kinds of teaching technique that she or he will use to achieve the

goal of teaching learning process. Beside the technique that should be considered, the teacher also should consider to the vocabulary that will be taught.

Bismoko (1976) states that the teacher must select the words which can be learned once in time, which words should be chosen for teaching and which one should be left out the selection of the words should be taken into account and should be related to the curriculum, students` level and ages as well as their needs. To make the students learn a new language optimally the teacher should use picture as learning media. By using picture the students will be taught vocabulary through command in new language. The students will respond the command by picture, and spontaneously they are learning and comprehending vocabulary given by the teacher.

2.5. Teaching English for Young Learners

The learners of Elementary School are children, especially in the fourth grade. They are nine years old and they are called beginner. Teaching English to young learners need very much understanding of the characteristics of the learners, to be skillful in managing the classroom and a good ability in the language itself. Young learners are very special; they are in their period to get the ability in a second language. There is a golden age for learning a language. According to Scott and Lisbeth (1990:3-4) the general characteristics of children who have age seven to twelve are:

A. Their basic concepts are formed.

B. They can tell the difference between fact and fiction.

C. They ask question all the time.

D. They rely on the spoken word as well the physical world to convey and understand meaning.
E. They are able to make some decision about their own learning.
F. They have definited views about what they like and do not like to do.
G. They are able to work with others and learn from others.

In teaching English as a foreign language to young learners, teachers are expected to have through understanding of young learners' development, needs, and characteristics. It needs a skillful teacher to be involved in the teaching learning process. There are three assumptions of a skillful teacher as stated by Brookfield (2006:17):

A. Use whatever helps students learn.
B. Adopt a critically reflective stance towards their practice.
C. Do a constant awareness of how students are experiencing their learning and perceiving teachers' actions.

In relation to Brookfield (2006:17) the teacher must have good media to teach the learners. The teacher must be used his or her creativity in providing appropiate media for teaching learning process.

Scott and Ytreberg (1990:6) state that children have amazing ability to absorb language through playing and other activities which make them enjoyable. Teaching in Elementary School is different from that of in Junior High School or Senior High School because the students have unique characteristics as children. Therefore, English teaching should be delivered in a fun and interesting way.

2.5.1. Characteristics of Young Learners

In learning, young learners have different characteristics that are different from the way adults learn the language. Children learn something from concrete things including in learning English as foreign language. They learn vocabulary by saying word by word. In their stage, the vocabulary lesson usually includes words for person and thing around the children such as *boy, girl, head, hand, pencil, book, window, door,* etc. As stated by Allen (1993) "it is easy to see why the beginning lesson should to introduce such words because the meaning can easily be made clear because students can see while they are hearing the foreign names for them. This is important because success in learning often depend on the number of senses which are used in learning process". In short, the principle of learning is "here and now".

Young learners learn about something they can see, hear, touch, and smell and tell about what happens now. They understand and receive concrete things easier than those of abstract. Slavin (1997:88) states that most children in Elementary School are at the concrete operation stages of cognitive development and therefore lack the ability to think in abstractions. Jean Piaget in Slavin (1997) proposes a theory about cognitive development of children. In this theory, Piaget gives opinion that all children pass through a series of stages of cognitive development. The four stages namely:

A. The Sensorimotor Period

The sensorimotor period extends from birth to about 2 year olds. The cognitive development of infant and toddlers comes mainly through their use of their bodies and their senses as they explore the experience.

B. The Preoperational Period

The preoperational period extends from 2-7 year olds. Preoperational period refers to a child who has begun to use symbols (such as language) but it is not yet capable of mentally manipulating them. Between the ages of 2 and 7, children are starting to recognize that there is a world “out there” that exist independently of them.

C. Concrete Operational Period

The concrete operational period extends from 7 and 11 or 12 year of age. In this stage children overcome the limitation of preoperational thinking and accomplish true mental operations. Students can reserve their thinking and group objects into classes. Children can perform mental operational only on concrete (tangible) objects or events and not on verbal statements.

D. The Formal Operational Period

The formal operation period during the beginnings of logical, abstract thinking appear, commence at about 11 or 12 year o age. During this period, youngsters demonstrate an ability to reason realistically about the future and to consider possibilities that they actually doubt. Children in this stage, they begin to look for relations, separate the real from the possible, they test their mental solutions to problems and they feel comfortable with verbal statements.

Children in the fourth grade of Elementary School are about 9 to 10 years old. They are including in concrete operational stage and considered as beginner learner. As stated above, children in beginning level learn about something in here and now. Therefore, most of the learning materials for fourth grade of Elementary School are about something around the children. Teaching English for children need certain treatment. Appropriate teaching technique or media are necessary to make the teaching and learning process effective. Besides that, the teacher must know the learning characteristics of the students, so the teacher can implement the appropriate technique or media to teach the students.

2.6. Concept of Picture

In teaching English, use of picture plays important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. By using picture, students will be more interested and eager to learn the material which is given.

One of visual aids that can be used for teaching vocabulary is the picture. Silbert (1997) says that picture is a kind of interesting visual aid which is able to give motivation and good impression for the students, so that the students can memorize the words related to the picture. According to Hamalik (1982:28), picture can make the students sure about the things they deal with, so they really know the thing they see.

Some studies shows that picture are able to improve students' vocabulary mastery. Yussa (2012:14) says that using picture is more efficient and simple than words or texts, they are easier to recall and to remember than words, furthermore they

expose real life situation although it happened a long time ago. Picture also can represent images from ancient times or portray the future.

Refering to the statements above, the writer assumes that it is possible that picture can give a good impression on students and they are better preserved in the minds of the students. Picture can also give the meaning of something. The use of picture can stimulate the students' mind directly when they see the picture.

Based on the explanation, picture can give the meaning of something. The use of pictures can stimulate the students' mind directly when they see the pictures, because it is a human nature to think about pictures.

2.6.1. Function and Characteristics of Picture

A. Function of Picture

The main function of the picture media is a tool of learning which is used by teacher to convey the material. Setiawan, et.al. (2010:18) stated that there are several functions of picture. First function, it can provide visual illustrations that interesting for students. Second function, it can be explained what cannot be described verbally. Third picture can motivate the students and make them want to pay attention and want to take a part. Picture can be described an objective way or interpreted or responded to subjectively and it can give responses to questions or cue substitutions through control practice. The last function of picture it can stimulate and provide information to be referred to in conversation, discussion and storytelling.

B. Characteristics of Picture as Good Media Education

Daryanto states (2010:5), there are some characteristics of the picture media:

a. Picture must be authentic, it means that it can describe an object or event as if the students see it directly.
b. Picture must be simple, its composition must quite clearly shows the main parts in the picture.
c. Picture must have a proposional size, so that students will be easier to imagine the real size of the object.
d. Picture must combine beauty with suitability to achieve learning objectives. In the other words, picture have to appropriate with the learning objectives.
e. Picture must have message. Not all the picture media are good media. The best one is the picture must easy to understand.

2.6.2. Types of Picture

Through picture presentation, people are able to reach outside their minds. Picture that they can see always lead to the reality of their minds. But the realities that have been presented by picture depend on the types of the picture. There are two kinds of picture that Szyke (1981) finds especially useful as searching aids are:

A. Picture of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man and a cat. Portrait is picture which is showing people in close details, it is useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.
B. Picture of situation in which person and object are “in action” between object and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

The description above is about types of picture that can be used in teaching learning process, which the language teacher helps the students enter to an imaginative experience beyond the classroom. And in this research the researcher used picture to conduct the research.

2.6.3. Advantages and Disadvantages of Using Picture

Thornbury (2004) advises to visualize a picture for a new word or to link an abstract word with some mental image.

In addition, according to Gerlach and Emily, there are some advantages of using pictures as teaching media as follow:

A. They are inexpensive and widely available.
B. They provide common experiences for entire group.
C. The visual details make it possible to study subject.
D. They can help you to prevent and correct disconcerting.
E. They offer a stimulus to further study, reading and research visual evidence is power tool.
F. They help to focus attention and to develop critical judgement.
G. They are easily manipulated.

Whereas, there are some disadvantages of using pictures as teaching media as follow:

A. Students pay attention on the pictures more than on learning material.
B. It takes time and costs much to provide attractive pictures.

C. Small and unclear pictures may arouse problems in teaching learning process since the students may misunderstand about the pictures.

Those are the advantages and disadvantages of using pictures. By understanding the explanation above, the writer assumes that use pictures in teaching learning process can improve students' achievement.

2.7. Teaching Vocabulary by Using Picture

There have been several types of activities for teaching vocabulary proposed by Larsen-Freeman (1986). Each of which is completed with procedures of implementation of picture and the teacher can use for teaching vocabulary.

The research uses pictures as a teaching media. The pictures that are used colorful and interesting pictures to attract the students' attention in learning English especially in vocabulary. The use of pictures in teaching learning process can be used to increase students' motivation in learning, including language learning. This statement is in line with Robinson (1986) who states that the program which focuses on the visual media (picture) is very helpful to increase the thinking ability of students in their effort to develop their creativity to read, understand, create and analyze to persuasiveness of visual media (picture).

Media in teaching learning process helps teacher to present a material in a time efficient and stimulating the students to get more information. Therefore, the researcher assumes that by using picture, the students will be much easier to memorize and understand the meaning ofteaching vocabulary.

2.8. Theoretical Assumption

Based on the literature review, there are many factors that influence the learning achievement, i.e., external and internal factors. One of the external factors that can influence the students' learning achievement is learning media. Therefore, learning media is one of the important components to make the learning process effective and interesting. It seems that using picture media can improve the students' vocabulary achievement. It can give the biggest influence among the other kinds and it will be easier for students to understand the new words. Besides that, it is also can make the learning activity more interesting.

The students who are taught using picture can increase their vocabulary because they are easier to understand, teacher also can be easier to explain the material. The researcher assumes that using picture media is able to change an abstract knowledge to be concrete which can increase students' vocabulary mastery. Hopefully, by using picture the students' result in English will increase, and the goal of teaching learning activity will be achieved.

2.9. Hypothesis

Regarding the theories and theoretical assumption above, the researcher formulates the hypothesis as follows:

H_0: There is no significant difference of students' vocabulary achievement after being taught by using picture as media.

H_1: There is significant difference of students' vocabulary achievement after being taught by using picture as media.

Those are the explanation about review of previous researches, concept of vocabulary, types of vocabulary, teaching vocabulary, teaching english for young learners, picture, teaching vocabulary by using picture, advantages and disadvantages, theoretical assumption, and hypotesis. In the next chapter, the researcher will describe more about vocabulary by using pictures in teaching learning process.

III. METHODS

This chapter provides an overview of setting of research, design, data collecting technique, instrument, try out of the instrument, research procedure, data analysis, hypothesis testing, and schedule of the research.

3.1. Setting of the Research

3.1.1. Place of Research

The research was conducted in the second semester of the fourth grade students of SDN 1 Rajabasa Raya Bandar Lampung. The school is located in H. Komaruddin Street, Rajabasa Raya Bandar Lampung. Based on the interview done by the research to the English teacher, it was known that students in class IV B of SDN 1 Rajabasa Raya Bandar Lampung lack of vocabulary toward students' comprehension. This problem leads to bad to students' final test of English. The researcher is interested to find new way to improve students' vocabulary mastery by using picture as a media to make it happened.

3.1.2. Time of Research

This research was conducted in the second semester of academic year of 2016/2017. It was carried out from March to April 2017, after getting agreement of the school principal and then consult to an English teacher. The time was based on syllabus.

3.1.3. Population and Sample

In this sub chapter, the reseacher explains the population and sample that is used in this research. The population of this research was fourth grade students of SDN 1 Rajabasa Raya Bandar Lampung. There were three classes as the population and there was one class as the sample of the research that taught by using picture. Each class consists of 25 until 27 students. The researcher chose IV B of SDN 1 Rajabasa Raya Bandar Lampung in academic years 2016/2017 with randomly. There were 27 students comprising of 12 females and 15 males. Yet, in try out test there were seven students did not came. After choosing the class, the students were given different topics related to things in the classroom, parts of human body, and fruits in terms of nouns by using picture. In conclusion, the population and sample that will be used in this research is the fourth grade students of SDN 1 Rajabasa Raya. There is one class that used as experimental class.

3.2. Design

This research used quantitative approach. The researcher used one-group pre-test post-test design. The design used to find out the significant improvement of students' vocabulary mastery before and after using picture as teaching media. Based on the design, the students are given pre-test to measure students' vocabulary mastery before the researcher gives treatments and post-test. The formula can be seen as follows:

$$\mathbf{T_1 \quad X \quad T_2}$$

(Hatch and Farhady, 1982:20)

Notes:

T_1: pretest for students' vocabulary mastery before treatment is given
T_2: post test for students' vocabulary mastery after treatment is given
X: teaching vocabulary through picture

3.3. Data Collecting Techniques

In this research, the research used technique of collecting the quantitative data. The technique of collecting data that was used vocabulary test. The vocabulary test was used to find the improvement of students' vocabulary mastery. In detail, those technique are explained as follows:

3.3.1. Try out

This test aimed at knowing the validity and reliability of the test. The test is administered before the pre-test. Total items are 40 in the form of multiple choice with four options (A, B, C, and D) and it is allocated within 60 minutes.

3.3.2. Pretest

The pretest was conducted before the treatment administered. The pretest is used in order to determine the basic quality of students' vocabulary mastery in terms of noun before the students being taught by using picture. The material based on the curriculum for the fourth grade of elementary school students. The pre-test consists of 30 items in the form of multiple choices with four options (A, B, C, and D). The pre-test was administered once and conducted in 60 minutes.

3.3.3. Posttest

The posttest was conducted after the treatment had been administered. It used to investigate the significant difference of student's vocabulary mastery in terms of nouns after being taught by using picture. The test consist of 30 items in the form of multiple choice with four options (A, B, C, and D) and time allocation is 60 minutes. The posttest was administered once.

3.4. Instruments

The instruments of this research was vocabulary test to collect the data. The vocabulary test was used in order to find out the answer of research question of this research. The number of test items was 30 questions. The questions consist of nouns which are in form of multiple choices. Both pre-test and post-test basically were same. The students were given a chance to answer the questions for about 60 minutes in both tests.

3.5. Try Out of the Instrument

After choosing the subjects of the research, the tryout of test was carried out. Total item of tryout test was 40 questions. This research used the result of the try out test to measure the validity, reliability, level of difficulties, and discrimination power.

3.5.1. Validity

A test can be said valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct

validity. The test uses for collecting the data covers two validities: content and construct validity.

A. Content Validity

Hatch and Farhady (1982) state that content validity is the extend to which the test measures a representative sample of the subject matter content, the focus of the content validity is adequacy of the sample and not simply on the appearance of the test. Content validity is intended to know whether the test items are good reflection of what will be covered. The test items are adapted from the materials. To the content validity, the writer gave the material suited with the syllabus of the fourth grade of elementary school. In other words, the writer made the test based on the materials in measured the validity by using *inter-rater* (English teacher). To measure the agreement of the test which has been development based on individually. The following is table of distribution of the vocabulary test.

Table 3.1. Specification of Try Out

Concrete Noun	**Spread of Item**	**Sum**
Things in the classroom	1, 2, 3, 6, 7, 8, 10, 12, 16, 17, 21, 26	12
Parts of human body	4, 5, 11, 13, 14, 19, 20, 22, 25, 29, 30, 36, 37, 39	14
Fruits	9, 15, 18, 23, 24, 27, 28, 31, 32, 33, 34, 35, 38, 40	14
Total		40

This test was conducted to determine the quality of the data collecting instrument of the research. They were validity, reliability, level of difficulties, and discriminating power. Students were given 40 items of multiple choices test in 60 minutes.

Based on the table in the appendix 5, there were 40 items in the tryout test. After analyzing the criteria of good test by using level of difficulty and discrimination power, it could be seen that 10 items were dropped, such as item numbers 3, 6, 9, 13, 17, 29, 32, 33, 37, and 40. The criteria for the item that should be dropped was the number of item which has easy or difficult in level of difficulties and poor result for discriminating power. The try-out test consisted of 10 difficulty items (3, 6, 9, 13, 17, 29, 32, 33, 37, and 40); 26 average items (1, 2, 4, 5, 7, 8, 10, 11, 14, 15, 16, 18, 19, 20, 21, 23, 25, 27, 28, 30, 31, 34, 35, 36, 38, and 39); and 4 easy item (12, 22, 24, and 26). Some of poor and difficult items were dropped. There were 8 revised items (2, 5, 12, 15, 22, 24, 26, and 34) while the average and satisfactory items were administered in the pretest and posttest.

Based on analyzing the discrimination power, there were 25 poor items (1, 2, 3, 5, 8, 9, 10, 12, 13, 15, 17, 22, 24, 25, 26, 29, 31, 32, 33, 35, 36, 37,39, 40, and 41);2 good items(11and 38) and 13 satisfactory items (4, 6, 7, 14, 16, 18,19, 20, 21, 23, 27, 28, 30, and 34). The items that had criteria level of difficulty <0.30 and >0.70 – 1.00but had average and poor discrimination were revised, meanwhile the items which had average level of difficulty and good and satisfactory discrimination indexes were administrated for the pretest and posttest.

After analyzing the level of difficulty and discrimination power, it was found that 30 items were good and administered for the pretest and posttest. On the other hand, 10 items were bad and dropped because they did not fulfil the criteria of level of difficulty and discrimination power.

From the explanation above, the researcher would give the test consisted of 30 points of questions, which was consisted the vocabulary mastery for each number with the options a, b, c, and d.

B. Construct Validity

Construct validity examines whether or not the test actually is in line with the theory of what it means to know and whether the test is in line with the school curriculum. A test can be considered valid in its construction if the test items measure every aspect that suitable with the specific objectives of the instruction. In this case, the test is designed by word classes of vocabulary in terms in nouns.

3.5.2. Reliability

Reliability refers to the whether the test is consisted on its scoring and gives us an indication of how accurate the test score are (Shohamy, 1985: 70). In achieving the reliability of the pre-test and post-test of reading, *split halfreliability* used in this study. The researcher divided the 40 items of vocabulary test into two randomly based on odd and even number. The test given to the students are also divided into two groups randomly. Then the researcher compared the result. If both of the tests give relatively same outcome, the it can be said that the test is reliable (Setiyadi, 2006: 18). To measure the coefficient of reliability between odd and even group, the researcher uses the Pearson Product Moment as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

(Hatch and Farhady, 1982)

The formula can be expanded as follows:

$\mathbf{r_{xy}}$ is coefficient of reliabilty between odd and even number
n that is number of students who followed the test
$\sum \mathbf{x^2}$ as total square of x (total score of odd number)
$\sum \mathbf{y^2}$ refers to total square of y (total score of odd number)
$\sum \mathbf{xy}$ means total score of odd and even number

Based on the criteria of reliability, the try-out of vocabulary test had average reliability that is 0.419.After getting the coefficient correlation between odd and even numbers, then the researcher continue to put them into reliability formula Spearman-Brown's Prophecy to know the coefficient correlation of the whole items. The formula of Spearman-Brown's Prophecy as follows:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

Where the formula above can be illustrated below:

$\mathbf{r_{11}}$means reliability coefficient
$\mathbf{r_{xy}}$ refers to the coefficient of reliabilty between odd and even number

Based on the criteria of reliability, the vocabulary test had average reliability that is 0,591. Besides, the reliabilty calculation was also calculated through SPSS16.

Table 3.2. Reliability Statistics by using SPSS16

Correlation Between Forms		.419
Spearman-Brown Coefficient	Equal Length	.591
	Unequal Length	.591
Guttman Split-Half Coefficient		.591

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000 belongs to very high reliability
2. 0.60000 - 0.7900 means that it has high reliability
3. 0.40000 - 0.5900 refers to average reliability
4. 0.20000 - 0.3900 as low reliability
5. 0.0000 - 0.1900 refers to very low reliability

(Slameto, 1998)

3.5.3. Level of Difficulty

Level of difficulty is used to classify the test items in to difficult items and easy ones. The items should not be easy for the students. To see the difficulty of the test items; this research uses this following formula:

$$LD = \frac{U + L}{N}$$

In practice, the formula can be expanded as follows:

LD as level of difficulty
U means the proportion of upper group students
L refers to the proportion of lower group students
N that is the total number of the students following the test

The criteria are:

< 0.30 belongs to difficult question
0.30 – 0.70 refers to average question
> 0.70 means that it is an easy question

{Heaton 1975:182 in Hayani (2012)}

3.5.4. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher uses the following formula:

$$DP = \frac{U - L}{1/2\, N}$$

Notes:

DP is discrimination Power
U is the total of correct answer of the higher group
L is the total of correct answer of the lower group
N is total number of students

The criteria are:

DP	: 0.00 – 0.19	Poor
DP	: 0.20 – 0.39	Satisfactory
DP	: 0.40 – 0.69	Good
DP	: 0.70 – 1.00	Excellent
DP	: - (Negative)	Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination – a large number or more knowledge able students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students then high level students get the item correct.
3. In general, the higher, the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

{Shohamy, 1985: 81 in Hayani (2012)}

3.6. Research Procedure

The procedure of the research are as follows:

1. Determining the population and sample of the research: the sample of the research is fourth grade students of SDN 1 Rajabasa Raya Bandar Lampung.
2. Selecting the instrument material: The material are searched and added from internet and based on the students' handbook of elementary school.
3. Trying out the instrument (test of vocabulary mastery).
4. Administering the pretest: pretest is administered for about 60 minute on first week, it is conducted before the treatment, it is done to check student vocabulary mastery.
5. Giving treatment: the treatments is given by using picture as media in teaching learning vocabulary, it is given in three times in three meetings for the treatments. The treatment was conducted in three meetings. In those three meetings the students were guide to understand the single words in form of nouns.
6. Conducting posttest: In order to see the improvement of student's vocabulary mastery, the posttest was conducted in the class after they are being given the treatment. The test was almost same with the pretest.
7. Analyzing the data:In quantitative data, after scoring pretest and posttest, the data was analyzed by using SPSS16 software program. It is used to find out the means of pretest and posttest and how significant the improvement is.

3.7. Data Analysis

In analyzing the collected data, the researcher used some formulas by Arikunto. First of all, the researcher used the following formulain scoring the students' tests.

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1993)

After scoring the pre-test and post-test, the researcher was calculated the average score of both pre-test and post-test by using the formula below.

$$\overline{X} = \frac{\sum x}{n}$$

Where:

$\overline{X}$ = average score (mean)

Σx = total scoreofstudents

N = total ofstudents

(Arikunto, 1997)

The data also analyzed by using *SPSS16.0* with the analysis of *Repeated Measures t-Test* in order to know the significance ofthe treatment effect and to know whether or not the hypothesis was accept able.

3.8. Hypothesis Testing

After collecting the data, the researcher tries to analyze them in order to find out whether the use of pictures can increase fourth grade students' vocabulary mastery related to things in the classroom, parts of human body, and fruits. Hypothesis

testing is intended to see whether the hyphotesis that is proposed in this research is accepted or not, to test the hypothesis, *Repeated Measures T-test* was conducted at the significant level of 0.05 (P<0.05).

The hypotheses were as follows:

H_0: There is no improvement of students' vocabulary achievement after being taught by using picture at SDN 1 Rajabasa Raya.

H_1: There is an improvement of students' vocabulary achievement after being taught by using picture at SDN 1 Rajabasa Raya.

3.9. Schedule of The Research

The table below drawed the schedule of the research that were used in conducting this research.

Table 3.3. Research Schedule

No.	Meeting	Day/Date	Activities
1	1st meeting	March 2nd, 2017	Giving try-out to the experimental class.
2.	2nd meeting	March9th, 2017	Giving pre-test to the experimental class.
3.	3rd meeting	March16th, 2017	Giving the first treatment by using lesson plan 1 and observing the situation of the class and also the students.
4.	4th meeting	March23th, 2017	Giving the second treatment by using lesson plan 2 and observing the situation of the class and also the students.
5.	5th meeting	March30th, 2017	Giving the third treatment by using lesson plan 3 and observing the situation of the class and also the students.
6.	6th meeting	April6th, 2017	Giving post-test to the experimental class.

In short, there were six meetings in this research. Three of them were the meetings for doing the tests (tryout, pretest and posttest) and the rest were the treatment meetings.

Those are the explanations of whole chapter about the methods and the data analysis that used in conducting the research.

V. CONCLUSION AND SUGGESTION

This chapter presents conclusions that are based on the result of the data analysis and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to use picture as a media in teaching vocabulary.

5.1. Conclusions

In line with the results of the data analysis and discussion, the writer draws following conclusions:

1. Based on the data analysis and the result of discussion of findings, it can be drawn that there is significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture at fourth grade students of SDN 1 Rajabasa Raya. The average score pretest is 55 and posttest is 69. So, hypothesis (there is no significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture at SDN 1 Rajabasa Raya Bandar Lampung and there is no improvement of students' vocabulary achievement after being taught by using picture at SDN 1 Rajabasa Raya Bandar Lampung) was rejected and the alternative hypothesis (there is significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture at SDN 1 Rajabasa Raya Bandar Lampungand there is no improvement of students' vocabulary achievement

after being taught by using picture at SDN 1 Rajabasa Raya Bandar Lampung) was accepted. It means, the vocabulary achievement difference in after and before being taught through picture.

2. There was a significant improvement of students' vocabulary mastery after being taught by using picture at the fourth grade of SDN 1 Rajabasa Raya. The data shows that the total score of pretest was 1489 increase to 1889 in posttest. The mean score in pretest was 55, while in posttest, the mean score was 69. The result of T-test analysis shows that t-value (12.955) was higher than t-table (2.068) and significance 2 tailed ($p=0.000$, $p<0.05$). It means that there was significant improvement of students' vocabulary mastery after being taught by using picture. So, teaching vocabulary through picture as media of instruction is appropriate and effective to be used in improving students' vocabulary mastery.

5.2. Suggestions

Referring to the conclusions above, some suggestions can be listed as follows:

1. In this study, the researcher applies picture in teaching vocabulary dealing with describing things in the classroom, parts of human body, and fruits of single words in form of nouns. Further researchers should use similar topics developing other skills and language components.
2. English teachers are recommended to apply picture since picture as an alternative media in order to help students in developing and improving their vocabulary mastery, and also be used for other subjects.

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