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A DESCRIPTIVE STUDY ON THE FIFTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PICTURES AT SDN PRAMBANGAN KEBOMAS GRESIK IN THE 2000/2001 ACADEMIC YEAR

THESIS

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JEMBER UNIVERSITY

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MOTTO

LIFE IS LEARNING

(Proverb)

THE MOST BEAUTIFUL WORLD IS A CHILD' WORLD

(Proverb)

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DEDICATION

This thesis is honorably dedicated to:

- My beloved father, *Moch. Kasim* and mother, *Kumaiyah*; *"there is no enough words to describe your sacrifices for my future". I will never stop loving you..... I really do love you.*
- My beloved brothers, *Cak No, dik Herry*, and sister, *mbak Eka*;" *How I do thanks to you for your spirit and your love to me". I love you so much.*
- My big family, *Pakdhe Karlan (the late), Emak, neng Anik, neng Endang (the late), Reni, Nita, Iwan, Ayu and my sweet niece, Dinda. I love you all.*
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- My almamater and my friends of the 1996 level especially, *Iskandar, Mina, Iis, Mia, Nining, Prio, Etik, Ifa, Ima,* mas Yok, dik Rida, etc., *KKN 31, Kalimantan 49. Thanks for your beautiful friendship.*

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CONSULTANT APPROVAL

A Descriptive Study on the Fifth Year Students' Vocabulary Achievement through Pictures at SDN Prambangan Kebomas Gresik in the 2000 / 2001Academic Year .

THESIS

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At last, I believe that this thesis is far from perfect. For that reason, suggestions and constructive criticism are expected in order to improve the writing of this thesis.

February, 2001

The writer

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ABSTRACT

Dwi Wahyuni WN, A DESCRIPTIVE STUDY ON THE FIFTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PICTURES AT SDN PRAMBANGAN KEBOMAS GRESIK IN THE 2000 / 2001 ACADEMIC YEAR

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There are several ways of teaching vocabulary. One of the effective techniques to support the students' vocabulary achievement of the elementary school students is by using pictures. Teaching vocabulary to the elementary school students is not easy. The elementary school students as young learners have different characteristics from adults, for examples; their world is playing and they are actives learning. This research was intended to describe the students' vocabulary achievement through pictures. It was conducted at SDN Prambangan Kebomas Gresik on January 20th 2001. The methods to collect the data were test, interview, observation and documentation. It was a population research. The respondents were 30 students of the fifth grade. The number of the test was 40 items that covered four indicators, namely; nouns, adjectives, adverbs, and verbs with the distribution of 10 items of each indicator. The collected main data in the form of the students' vocabulary scores were analysed quantitatively and descriptively. The finding of this research showed that on the average the students' vocabulary achievement was good (80,8%). It was supported by the results of the students' vocabulary achievement of each indicator as follows: (1) the students' vocabulary achievement of nouns through pictures was good (83%), (2) the students' vocabulary achievement of adjectives through pictures was good (83,3%), (3) the students' vocabulary achievement of adverbs through pictures was good (80%), (4) the students' vocabulary achievement of verbs through pictures was good (77%). Those results suggest that the use of pictures in teaching and testing vocabulary was useful and effective to improve the students' vocabulary achievement.

Key words: Vocabulary Achievement, Pictures

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

English has been taught as a local content to the students of elementary schools beginning from the fourth grade to the sixth grade since the application of the 1994 curriculum. English as a local content means that English is taught to elementary school students by considering whether it is important or not for the school (Depdikbud: 1994).

The Elementary school students are young learners who have different characteristics from adults to study English as a foreign language. Abe (1991:6) states that young children studying English as a foreign language should be treated differently from teenagers and adults. Children are developing with clear concepts. Sometimes they are active and creative; however, they will also become bored easily and forget quickly in a certain condition (Kasbolah, 1993:12). Meanwhile Brown (1987:4) says that learning a foreign language is better when it is done as early as possible. It is about 6 until 12 years. Therefore, it is advisable that English is taught to the students of the elementary school. Expectedly, it can give strong foundation and motivation for them to study English at junior high school.

English as a new subject for the elementary school students arise some problems to the teacher in teaching English to children. Those problems concern with the objectives, instructional materials, the teaching techniques and media (Kasbolah, 1995:2). For those reasons, formulating the instructional objectives, selecting the appropriate materials, strategies, and media might be the first priorities before the teacher decides to teach English at the Elementary school. Besides, the condition of the parents and the environment of the children are also important factors to be investigated by the English teacher. The condition of their parents means that if their parents give much motivation to them, it will support them to learn English easily. It is implied that children do not have their own

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motivation in learning without reinforcement and motivation from people around them.

Based on the statements above, it seems that teaching English to elementary school students is not an easy thing. We should know the characteristics and the needs of the students. Helaly (1987:114) says that the characteristics of children such as; the children world is games, their have not self motivation and they ask questions all the time. Furthermore, Strawhorn (1999:2) says that if children do not learn the way we teach, then we must teach them the way they learn. As we know the children like plays and games. It means that the teacher should be able to create a teaching technique that is appropriate with the characteristics and the ways of the Elementary school students as young learners to learn English.

Pictures are one of effective ways to teach English especially vocabulary as the element of the language skill for the Elementary school students. Tydman (1969:285) says that pictures and other instructional aids provide a near real type of experience, and they have the advantages of practicability when it is impossible to take children on field trips or bring objects into the classroom. Considering the problem, it is necessary to conduct a research to know the vocabulary achievement through pictures of the fifth year students of SDN Prambangan Kebomas Gresik in the 2000/2001 academic year.

1.2 Problem Formulation

Based on the background described above, the problems are divided into general problem and specific problems. The problems can be formulated as follows:

1.2.1 General Problem

"To what extent is the fifth year students' vocabulary achievement through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year"

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1.2.2 Specific Problems

In order to be able to solve the general problem easily, the specific problems are formulated as follows:

1. To what extent is the fifth year students' vocabulary achievement of nouns through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year?
2. To what extent is the fifth year students' vocabulary achievement of adjectives through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year?
3. To what extent is the fifth year students' vocabulary achievement of adverbs through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year?
4. To what extent is the fifth year students' vocabulary achievement of verbs through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year?

1.3 Operational Definition of the Terms

The operational definition of the terms in the title will be a guideline to understand the concept used in the research. In addition, it is used to avoid ambiguity, misinterpretation and make the same perception between the readers and the writer. In this research, the terms that are necessary to be defined operationally are the Fifth Year Students' Vocabulary Achievement and Pictures.

1.3.1 The Fifth Year Students' Vocabulary Achievement

Achievement is a test to measure the students' achievement after they have learned something (Arikunto, 1993:124). The term vocabulary achievement in this research refers to the results (scores) of the students' vocabulary test that covers nouns, adjectives, adverbs and verbs. (a) Nouns are words used to name or identify class of things, people, places or ideas; (b) Adjectives are words that describe or limit a noun or pronoun; (c) Adverbs are verbs that modify verbs and

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adjectives or other adverbs; (4) Verbs are words that express actions or otherwise help to make statements.

1.3.2 Pictures

Pictures are one of visual aids that can expect the teacher to encourage and make a life in the class situation of media. (Karim and Hasbullah; 1986:1.2). In this research, individual pictures and stick figures were used to test the students' vocabulary achievement especially on nouns, adjectives, adverbs and verbs. The differences between individual pictures and stick figures are; (1) Individual pictures are pictures of objects, persons or activities; the resources of them are taken from magazines, newspapers, wrapping papers and etc., the pictures are alike the real things; (2) Stick figures are simple pictures that can be made on the blackboard by the teacher and the shapes are the combination of group of lines.

1.4 Objectives of the Research

Based on the research problems, the main objective of this research is to describe the fifth year students' vocabulary achievement through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year.

The specific objectives of this research are as follows:

1. to describe the fifth year students' vocabulary achievement of nouns through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001academic year.
2. to describe the fifth year students' vocabulary achievement of adjectives through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year.
3. to describe the fifth year students' vocabulary achievement of adverbs through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year.
4. to describe the fifth year students' vocabulary achievement of verbs through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001academic year.

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1.5 Significances of the Research

Based on the objectives of the research, the research results are significant for the following people:

a) The English Teacher

The results are significant for the English teacher as information to know her/his students' vocabulary achievement. Then, it can be used as an input to improve the teaching of vocabulary.

b) The Students

The results are useful for the students as information to know their vocabulary achievement through pictures that can motivate them to increase their vocabulary.

c) Next Researchers

The results are useful for other researchers as information or a reference to conduct an action research to know the effectiveness of the use of pictures in the teaching of vocabulary to increase the students' vocabulary achievement or an experimental research.

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CHAPTER II
LITERATURE REVIEW

This chapter reviews the literature related to the research problems. The teories discussed are vocabulary achievement, kinds of vocabulary, pictures, kinds of pictures, advantages of pictures, vocabulary materials taught to the fifth year students of the elementary school, and teaching and testing vocabulary through pictures.

2.1 Vocabulary Achievement

Soedjito (1990:1) defines vocabulary as collection of words used by the speaker or writer to make communication. While vocabulary, as explained in Oxford Dictionary is the total number of words that with rule for combining them to make up a language (Hornby, 1974:959). It means that vocabulary consists of more than one words in which they can read, and have meanings. In other words, vocabulary is the total number of words that is used to communicate to others either in oral or written form.

Vocabulary is one of the component of language skills that play an important role in learning language. Napa (1991:6) says that vocabulary is one of the language components and there is no language without words. It is supported by O'rouke, in Sugianto (1996:15), that says vocabulary is considered as a vital part of each student's life that effects his thought, actions, aspirations and his success. Based on the explanations above, it can be concluded that vocabulary is a very essential component in learning a foreign language.

Achievement is something successfully finished or gained especially through skills and hard work (Procter, 1981:8). Meanwhile Savage and Mooney (1979:1) say that achievement is the amount or level of learning that a student has acquired.

Based on the idea above, vocabulary achievement means the number of words' students gained after learning vocabulary.

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2.1.1 Kinds of Vocabulary

Vocabulary is divided into two classes, the first belongs to large vocabulary called as open classed items and the second belong to small vocabulary called as closed system items (William, 1970:132). The large vocabulary includes nouns, verbs, adjectives, and adverbs, while small vocabulary includes prepositions, pronouns, conjunctions, articles and interjections.

This research is focused on large vocabulary that covers nouns, verbs, adjectives and adverbs based on the 1994 curriculum of the elementary school.

a. Nouns

Hornby (1974:791) defines a noun as a word used to name or identifies any class of things, peoples, places or ideas. Furthermore, Frank (1972:6-7) classifies nouns based on the meanings into four types, namely:

a. Countable and uncountable nouns : table, chair, tea, coffee, sugar, etc.
b. Concrete and abstract nouns : flower, boy, beauty, funny, etc.
c. Proper nouns : Sunday, Bungurasih, Juanda, etc.
d. Collective nouns : group, class, team, etc.

b. Adjectives

An adjective is a word that describes or limits a noun or a pronoun. It may state a quality or a quantity or it may point out. An adjective usually comes before the noun (Meade, 1961:204).

Meanwhile, Thompson (1986:33) classifies adjectives into six kinds. They are:

a. Demonstrative Adjectives : this, that, these, those
b. Distributive Adjectives : each, every, either, neither
c. Quantitative Adjectives : some, any, little, few, many, one, ten, etc.
d. Interrogative Adjectives : what, how, which, whose, where
e. Possessive Adjectives : my, our, his, her, its, their
f. Adjectives of Quality : clever, good, heavy, fat, dry, etc.

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c. Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb. An adverb often ends with-ly. Thompson (1986:47) divided adverbs into several kinds as follows:

a. Adverbs of Manner : quickly, happily, etc.
b. Adverbs of Time : soon, yet, today, etc.
c. Adverbs of Place : near, there, here, etc.
d. Adverbs of Frequency : often, usually, never, etc.
e. Adverbs of Sentence : certainly, surely, etc.
f. Adverbs of Relative : who, whose, whom, etc.
g. Adverbs of Interrogative : when, where, why, etc.
h. Adverbs of Degree : very, rather, two, etc.

d. Verbs

A verb is defined as a word that expresses an action or otherwise helps to make a statement (Warriner, 1977:15). Furthermore, she classifies verbs into two classes:

a). Action verbs

There are two large classes of action verbs, such as:

- Transitive verbs

  A transitive verb takes a direct object. The transitive verbs are as; cut, write, read, cook, etc.

- Intransitive verbs

  An intransitive verb does not require an object. Some examples of intransitive verbs are bubble, parade, sign, sit, stand, cry, sleep etc.

b). Linking verbs

Linking verbs are some verbs that help to make statement, not by expressing an action but by serving as a link between two words. The most commonly used linking verbs are forms of the verbs "be" as the following list:

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be	shall be	should be
being	will be	would be
am	has been	can be
is	have been	would be
are	had been	should have been
was	shall have been	would have been
were	will have been	could have been

Besides, there are some other verbs frequently used as linking verbs, for examples:

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

2.2 Pictures

Pictures are one of visual aids that can expect the teacher to encourage and make a life in the class situation of media (Karim and Habullah, 1986;1.2)In Encyclopedia Americana, pictures are defined as a system of visual communication by means of pictures or picture signs (1959:529). Furthermore, Haycraf (1978:490) says that pictures are valuable aids because they present vocabulary in visual context as long as they are clearly visible.

Based on the ideas above, pictures are one of important visual aids and very useful for presenting new vocabulary items. A picture may not only be worth a thousand words but worth a thousand years or a thousand miles. Learners can be shown people, places and things from the area outside their own experiences through pictures. Pictures can also represent image from ancient time or future time.

In sum, pictures are useful visual aids to express facts or actions and they are useful, mainly for beginners in learning vocabulary. They make them easily understand the meaning of words.

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2.2.1 Kinds of Picture

Yunus (1981:50) divides pictures into three kinds; individual pictures; composite picture and pictures series.

a. Individual pictures

Individual pictures are pictures of objects, persons, or activities. The characteristics of individual pictures are small pictures and they help students comprehend the materials that are taught by the teacher. For example, when the teacher presents a new vocabulary about a car, he could show the picture of a car directly. Therefore, pictures are appropriate for the teaching learning of vocabulary.

b. Composite pictures

These are large pictures which show a scene (hospital, beach, canteen, etc.) in which a number of people can be seen doing things. Their characteristic is a large picture. Because of their size, composite pictures are more appropriate for whole – class teaching rather than individual learning. They are suitable for teaching writing and speaking skills, including vocabulary. However, the teacher should be creative to make some questions about these pictures.

c. Picture series

A picture series is a number of related composite pictures linked to form a series or sequence. Its characteristics contain a number of related events or stories. It makes the students easier to express their ideas and it is appropriate to teach speaking and writing.

In addition, Karim and Hasbullah (1986;1.2) say that there are two kinds of pictures; picture files and stick figures.

a. Picture Files

They are a set of picture that arranges in a certain classification. The sources of pictures files are, for examples, from magazines, newspapers, travel brochures, catalogues, greeting cards, advertisements, old books and wrapping papers.

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b. Stick Figures

Stick figures, according to Karim and Hasbullah (1986:113) are simple pictures that can be made on the blackboard by the teacher. The stick figures should be drawn clearly so that the students can understand them. Meanwhile, Suparno in Lilis (1999:7) says that stick figures are pictures of things or actions that are drawn by using basic lines to represent the objects clearly. There are some ways to draw stick figures. They are:

1. Drawing grid lines

   Using the T-bar both vertically and horizontally, the teacher can draw a grid.

2. Templates

   These are cut- outs or silhouettes made from tick cardboard or thin plywood. The teacher can make a whole collection of these or may different items, especially those that are not so easy to sketch quickly freehand.

3. Dust-over

   These have traditionally been used in geography classes for drawing map outlines but the English teacher ready to make a collection to suit his purposes. (Yunus, 1981:4)

Finally, the teacher can prepare himself to draw stick figures before he teaches his students. It makes him easy to present or get success in the teaching learning process.

Based on the teories above, the types of pictures used are individual pictures and stick figures. Teaching English vocabulary to the elementary school students needs media to make the teacher easier to explain the materials and make the students learn the lesson easily.

2.3 Advantages of Picture

According to Gerlach (1980:277), there are seven advantages of using pictures in the teaching learning process, namely:

1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subjects.

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4. Pictures can help prevent and correct misconceptions.
5. Pictures offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.
6. They help focus attention and develop critical judgment.
7. They are easily manipulated.

Meanwhile, Yunus (1981:51) states that the advantages of using picture are as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items.
2. Pictures allow for meaningful practice of vocabulary and structure presented by the teacher.
3. Pictures can also provide a stimulus for using the language at the production and manipulation stages to speak, to read and to write.
4. They are easy to collect and to make.
5. Pictures can be used for revision from one lesson to another.
6. Pictures can be used to supplement whatever textbooks the teacher is using or whatever course he is following.

Based on the ideas above, pictures have many advantages that can help the teacher and the students in the English teaching including the teaching of vocabulary. By using pictures, the teacher's explanations become clearer and easier for the students to understand.

2.4 Vocabulary Materials Taught to the Fifth Year Students of the Elementary School

The vocabulary materials taught to the fifth year students of elementary school based on the 1994 English curriculum as a local content subject consist of nouns, adjectives, verbs, and adverbs.

In addition, the materials that cover themes and sub themes at *the second cawu* in 2000/2001 which are recommended by the English curriculum at SDN Prambangan Kebomas Gresik are listed as follows:

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Catur Wulan II

Theme : Toys and Games
Sub themes : - Toys and Games
Theme : Clothes and Costumes
Sub Theme : Clothes and Costumes
Theme : Shapes
Sub themes : - Shapes
Theme : Transportation
Sub themes : - Means of Transportation

This research conducted at SDN Prambangan Kebomas Gresik in the second cawu in the academic year 2000/2001, and the materials of vocabulary are taken from **Start with English Book**. The themes chosen cover clothes and costumes, and transportation.

2.5 The Teaching and Testing of Vocabulary through Pictures

Teaching vocabulary can be done by several ways dependes on what items the teacher will teach. Kasbolah (1993:78) says that there are five ways to teach vocabulary. They are (1) finding definition; (2) giving synonyms and antonyms; (3) using pictures / flash cards; (4) doing some demonstrations / gestures (e.g. action verbs); (5) translation vocabulary.

Based on the ideas above, it is necessary for the teacher to use pictures to make the teaching learning of vocabulary interesting. Teaching vocabulary through pictures are useful for the students to understand the meaning of words easily. Through pictures, the students will always remember the words and the meanings that have been taught by the teacher. The pictures used in teaching vocabulary could be taken from magazines or books, or the teacher could draw by himself on the paper. Of course, the pictures should be selected based on the themes / sub themes in the curriculum.

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Test is an instrument or systematic procedure for measuring a sample of behavior (Gronlund, 1985:5). Furthermore, Hughes (1989:1) says that test is backwash of teaching and learning. He also says that there are several forms for testing vocabulary. They are pictures, definitions, and gap fillings and multiple choices.

In addition, Finocchiaro (1973:206) says that there are three reasons why the teacher administers a test. They are:

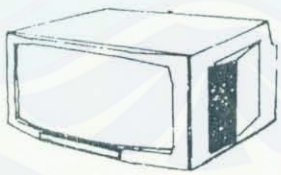
1. To diagnose the specific features of language in which individual student or groups are having difficulties.
2. To help us gauge our ability as the teacher.
3. To find out how much our students have learned or achieve the materials.

In other words, we can say that administering a test is necessary to know how far the students achieve the materials and the teacher 's success in the teaching and learning process.

The way in teaching and testing vocabulary will be shown below:

1. Teaching and testing nouns, for examples;

Instructions: - Look at the pictures!
- Fill in the blanks with the correct words based on the pictures!



Teacher : What picture is it?

Student : It is ..... (a television)

Teacher : What picture is it?

Student : It is ..... (a ball)

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2. Teaching and testing verbs, for examples;

Instructions: - Look at the pictures!

- Fill in the blanks with the correct verbs based on the pictures!

Teacher : What is he doing?

Student : He is..... a newspaper (reading)

Teacher : What is he doing?

Student : He is ..... a violin (playing)

3. Teaching and testing adjectives, for examples;

Instructions: - Look at the pictures!

- Fill in the blanks with the correct adjectives based on the pictures!

Teacher : How is the weather?

Student : The weather is..... (bright)

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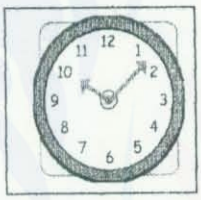
Teacher : How does she feel?

Student : She feels …… (happy)

4. Teaching and testing adverbs, for examples;

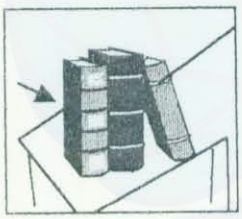
Instructions: - Look at the pictures!

- Fill in the blanks with the correct adverbs based on the pictures!



Teacher : What time does she come?

Students : She comes at 10.00 o' clock ……? (in the morning)



Teacher : Where are the books?

Student : The books are …… (on the table)

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CHAPTER III
RESEARCH METHODS

This chapter presents the research methods used. They cover the research design, the area determination method, the respondent determination method, data collection methods and data analysis method.

3.1 Research Design

The design used in this research was descriptive. According to Arikunto (1993:208), a descriptive research was not intended to prove hypothesis but it was intended to describe the variable, that was, to describe the fifth year students' vocabulary achievement through pictures.

The procedures used in this research were as follows:

1. Determining the title
2. Studying the references
3. Formulating the problem and objectives
4. Choosing the research design
5. Determining the data resources
6. Selecting the data collection methods
7. Constructing the research instruments
8. Collecting the data needed
9. Analysing the collected primary data
10. Making a conclusion
11. Writing the report

3.2 Area Determination Method

The research was conducted at SDN Prambangan Kebomas Gresik. This research area was determined by using the purposive method. This school was chosen to conduct the research because of some technical reasons, such as distance, time,

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fund, and the easy permission to conduct the research. In addition the English teacher at SDN Prambangan Kebomas Gresik has taught vocabulary through pictures

3.3 Respondent Determination Method

This was a population research because all the fifth year students of SDN Prambangan Kebomas Gresik were taken as the respondents. There was only one class and the number of the students was 30 students. This class was chosen as the respondents because Arikunto (1993:107) says that if the number of the population was less than 100 respondents, it was better to take all. On the other hand, if the number of population was larger than 100, it was allowed to take 10% - 15%, 20% - 25% or more. In addition, this class was chosen because they have studied English more than one years.

3.4 Data Collection Methods

In this research, several methods were used to collect the data namely test, interview observation, and documentation. The following parts were going to discuss the research methods used in this research.

3.4.1 Test

Test is a set of questions or exercises or another instrument used to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1993:124). In this research, achievement test was used as the instrument to collect the primary data about the students' achievement of vocabulary through pictures. Achievement test according to Arikunto (1993:125) is a test to measure the students' achievement after they have learned something. Furthermore, Hughes (1989:10) states that achievement test is directly related to language courses, the purpose was to establish how far individual students or groups of students, or the courses themselves can achieve the teaching objectives.

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Moreover, a good test must be valid and reliable. A valid test measures what must be measured. Reliable means the instrument can give consistent result. Arikunto (1997:64) says that there are four kinds of validity. They are:

a. Content validity

   The test items describe the content of syllabus that should be measured

b. Construct validity

   All the test items construct all the aspects of thinking mentioned in the specific objectives.

c. Concurrent validity

   The result of the test items are concerned with the experience.

d. Predictive validity

   It is a predictive validity test if the test has ability to predict the event in the future.

Related to the idea, this research used content validity because the material of the test items were taken based on the syllabus. Therefore, this test was valid. Dealing with reliability, the test is to be reliable if is valid. In other words, since this test was valid, it was reliable as well. Accordingly, the test of reliability was not necessary to be used. Furthermore, in this research, the objective test was used to get the primary data of the fifth year students' vocabulary achievement through pictures at SDN Prambangan Kebomas Gresik in 2000/2001 academic year. The objective test was chosen because it had some advantages. Hughes (1989:59) states that the advantages of multiple choice questions are, the scoring is rapid and economical, the respondents can make a mark on the paper, so it is possible to include more items. The forms of the objective test chosen are multiple choice and completion.

The number of the test was 40 items with equal distribution of each indicator. The test items cover four indicators; nouns (10 items), verbs (10 items), adjectives (10 items) and adverbs (10 items). In this research, the nouns items covered countable and noncountable nouns; the adjectives items covered quantitative adjectives and adjectives of quality; the adverbs items covered adverbs of time, manner and place,

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and the verbs item covered transitive verbs to test the students, because they have been taught. The allotted time for doing the test was 90 minutes. The test was given to the respondents on January 20th 2001 of the second cawu. Dealing with the scoring, each item was scored 2,5. Thus, the total score of the test items was 100.

3.4.2 Interview

The purpose to conduct interview was to complete the primary data. Interview means a dialogue between an interviewer and interviewee (Arikunto, 1993:126). Furthermore, she said that there were three kinds of interview, namely; free guided interview, guided interview and unguided interview.

In this research, free guided interview was used by preparing a list of questions and they were developed to get the information needed. The interview conducted with the English teacher to get the supporting data about the teaching and learning vocabulary to the fifth year students. The interview questions could be seen on Appendix 2.

3.4.3 Observation

Observation was used in this research to collect the supporting data about the English teaching learning process conducted by the English teacher. It was conducted in the class when the teacher was teaching English to the fifth year students of SDN Prambangan Kebomas Gresik in the 2000/2001 academic year. While doing the observation, the writer took notes the events related to the supporting data needed. The observation was conducted three times.

3.4.4 Documentation

Documentation was also needed to complete the primary data or to get the supporting data about the brief description of the school, the names of respondents and the school facilities. The guide of documentation could be seen on Appendix 3.

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3.5 Data Analysis Method

The data analysis method used in this research was descriptive statistics. It was used to analyse the data about the students' scores of the vocabulary test. This method was aimed at calculating the percentage of the students' vocabulary achievement through pictures. The formula was as follows:

$$\Sigma = \frac{n}{N} \times 100\%$$

Notes:

Σ = The students' vocabulary achievement
n = The scores obtained by the students
N = The total score of the test items

(Adapted from Ali, 1993:186)

The steps of analysing the data were as follows:

1. Scoring the students' results of the vocabulary test
2. Analysing the collected primary data using the percentage formula
3. Analysing the results of the data analysis descriptively to answer the research problem
4. The results of the data analysis were analysed descriptively based on the following classification of the score levels.

Table 1: The Classification of the Score Levels

Scores (%)	Category
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	More than enough
56 - 65	Enough
46 - 55	Poor
36 - 25	Very poor
25 - 35	Bad
< 25	Very bad

(Adapted from Depdikbud, 1990:10)

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CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Primary Data

4.1.1 Results of Test

The vocabulary test through pictures was given to the respondents to obtain the primary data about the fifth year students' vocabulary achievement of nouns, adjectives, adverbs and verbs. The results of the test are presented in the following table.

Table 2: The Scores of the Fifth Year Students' Vocabulary Achievement through Pictures.

NR	Score %				Total
	Noun	Adjective	Adverb	Verb	
1	22,5	20	20	20	82,5
2	12,5	20	7,5	15	55
3	17,5	17,5	20	15	70
4	17,5	15	17,5	17,5	67,5
5	17,5	22,5	22,5	20	82,5
6	17,5	20	22,5	22,5	82,5
7	12,5	20	12,5	12,5	57,5
8	15	25	20	17,5	77,5
9	20	25	25	20	90
10	20	17,5	20	20	75
11	22,5	25	25	17,5	90
12	22,5	22,5	17,5	22,5	85
13	25	22,5	22,5	20	90
14	25	17,5	22,5	20	85
15	22,5	20	15	22,5	80
16	25	22,5	20	15	82,5
17	20	22,5	25	20	85
18	20	17,5	17,5	22,5	82,5

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continued .....

19	22,5	20	17,5	22,5	82,5
20	25	20	25	20	90
21	20	20	22,5	22,5	85
22	17,5	20	17,5	12,5	70
23	20	25	17,5	15	77,5
24	22,5	22,5	22,5	25	92,5
25	25	20	25	22,5	92,5
26	25	22,5	25	22,5	95
27	20	20	15	17,5	72,5
28	25	20	22,5	25	92,5
29	22,5	20	20	20	82,5
30	22,5	22,5	17,5	12,5	75
Total	622,5	625	600	577,5	2425

4.1.2 Data Analysis

In this study, the data was analysed by quantitative. Based on the table 2 above, the data could be analysed quantitatively and their classification presented in the table 3 below:

Table 3: The Classification of Each Indicator of the Students' Vocabulary Achievement.

No	Indicators	Total Score	Standard score	Mean of score %	Classification
1.	Nouns	622,5	750	83	Good
2.	Adjectives	625	750	83,3	Good
3.	Adverbs	600	750	80	Good
4.	Verbs	577,5	750	77	Good
The Students' Vocabulary Achievement		2425	3000	80,8	Good

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Based on the table 3 above, it was found that on the average, the quality of the vocabulary achievement of the fifth year students of SDN Prambangan Kebomas Gresik was good (M= 80,8%). This result was supported by the good quality of each indicator of the vocabulary test that cover nouns (M= 83%), adjectives (M= 83,3%), adverbs (M= 80%) and verbs (M= 77%). From these four indicators of the vocabulary, the first rank of the students' vocabulary achievement belonged to adjectives. The second rank belonged to nouns followed by adverbs. The last rank belonged to verbs. It means that adjectives are easier for the students to do than nouns, adverbs, and verbs.

4.2 Supporting Data

4.2.1 Results of Interview

The English curriculum used at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year is the 1994 curriculum. There are four skills that have been taught to the fifth year students. They are listening, speaking, reading and writing skills. Furthermore, the English components such as vocabulary and structure were taught integratedly with the four English skills.

In teaching vocabulary, not all the vocabulary materials stated in the 1994 curriculum were given to the students. It depends on the condition and the need of the students. It means the materials were selected in accordance with the students' ability and their environment. The English teacher sometimes used pictures as the media to explain the vocabulary materials to the students. The compulsory book used was "**Start with English**" published by Erlangga. Besides, the teacher used the supplementary book such as, "**English for Primary School**" published by Fajar Harapan Indonesia. Both of those books were used by the English teacher because the contents of them was appropriate with the condition and the students' needs.

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4.2.2 Results of Observation

The Vocabulary Teaching Learning Process

The English teacher taught vocabulary integratedly with the English skills, such as listening and speaking. She sometimes presented the vocabulary materials based on the 1994 curriculum by using pictures as the media. The first step of the teacher when she taught vocabulary was showing the pictures. Then, the teacher focused her students' attention by giving questions such as,"What picture is it?" If the students could not answer the teacher's question, the teacher read it loudly and the students repeated it. However, the teacher gave another picture, if the students could answer it. The second step was the teacher gave explanation about the pictures and showed the students how to pronounce the words. Then the teacher gave the students exercises to do. Finally, the teacher gave them homework.

4.2.3 Results of Documentation

The data obtained by documentation were the brief description of SDN Prambangan Kebomas Gresik, The names of respondents, and the facilities of SDN Prambangan Kebomas Gresik.

a. The Brief Description of the School

The name of this school is SDN Prambangan Kebomas Gresik. It is located at Jl. Mayjen Sungkono no 1 Prambangan Kebomas Gresik. It was built on July 15th 1958. Mr. Takim B.A was the headmaster at that time. The headmaster of the school now is Mrs. Suhartini. The number of teachers of this school is eight persons, and one gardener.

b. The Names of Respondents

The number of the fifth year students at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year was 30 students. All of the students became the respondents of this research. The detail information about the names of the respondents could be seen on Appendix 8.

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c. The School Facilities

The school facilities of SDN Prambangan Kebomas Gresik that support the teaching learning process consist of ten classrooms, the teacher's room and the headmaster's room, a library, the teaching learning aids, sport aids and art aids.

4.3 Discussion

Pictures are one of the appropriate media in teaching or testing vocabulary at the elementary school. There are several reasons why pictures are used as the media in teaching or testing vocabulary. They are; first, pictures are interesting media; second, they are easy to find; third, the price is inexpensive; and fourth, the teacher can draw them by her self / him self. The reasons motivated the English teacher of SDN Prambangan Kebomas Gresik used pictures as the media in teaching vocabulary. Besides, pictures are effective to motivate and increase the students' vocabulary achievement.

Based on the results of the data analysis of the vocabulary test through pictures, it could be seen that on the average, the fifth year students' vocabulary achievement by using pictures was classified as good (80,8%). This result is supported by the good quality of the students' achievement of each vocabulary indicator. Among the four indicators, the highest mean score of the students' vocabulary achievement through pictures is adjectives (M= 83,3%). It means that the adjectives test items are easier for the students to do than the other indicators. In other words, most students have no problems with the test items dealing with adjectives. This is because they are familiar with the pictures dealing with adjectives items, so he can identify them easily. The second rank of the students' vocabulary achievement belongs to nouns followed by adverbs. The last rank of the students' vocabulary achievement belongs to verbs (M= 77%). It means that the vocabulary test items dealing with verbs are more difficult for the students to do than the three other indicators. In other words many students still have problems with the verb test items. In this case, for example respondent number 2 (Appendix 7), the student confused to answer and identify the picture of question number 38" *Edi is ..... a song* ". The correct answer is *singing*

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but he chose *studying*. It proved that the respondent could not identify and choose the appropriate answers.

The results suggest that, although the students' vocabulary achievement of each indicator be classified as good, the students still need to improve their vocabulary achievement and always increase their vocabulary by reading English texts a lot and doing the vocabulary exercises because vocabulary mastery can support in improving the four English skills..

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CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the data analysis, it can be concluded that on the average, the fifth year students' vocabulary achievement through pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 academic year was good (80,8%).

This result was supported by the students' vocabulary achievement of each indicator as follows:

1. The students' vocabulary achievement of nouns through pictures was 83%. It was categorized as good.
2. The students' vocabulary achievement of adjectives through pictures was 83,3%. It was categorized as good.
3. The students' vocabulary achievement of adverbs through pictures was 80%. It was categorized as good
4. The students' vocabulary achievement of verbs through pictures was 77%. It was categorized as good

These results showed that the use of pictures was useful and helpful for the students mainly for young learners to increase the students' vocabulary achievement.

5.2 Suggestions

Considering the results of this research, some suggestions are given to the following people:

a. The English Teacher

- The teacher is suggested to use pictures as the media in teaching and testing vocabulary because they are very interesting, give motivation to the students in learning vocabulary, and they make the students easier to understand the meaning of the words and they are useful to improve the students' vocabulary achievement.
- The teacher should be careful in selecting the materials and media that are appropriate with the students' needs and their characteristics.

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- The teacher should be creative in creating the media so that the students are interested in learning and enjoying English

b. The Students

- The students are suggested to study English continually and always increase their vocabulary by reading English books or magazines.

c. The Other Researchers

- The other researchers are suggested to do a further research dealing with vocabulary with another design, such as an experimental research to know the effectiveness of the use of pictures in teaching and testing vocabulary or a classroom action research to develop the students' vocabulary achievement.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARC METHOD
A Descriptive study on the fifth year student's Vocabulary Achievement through Pictures at SDN Pram-bangan Kebomas Gresik in the 2000/2001 Academic Year	a. General Problem To what extent is the fifth year student's Vocabulary Achievement through Pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year b. Specific Poblems 1. To what extent is the fifth year student's Vocabulary Achievement of nouns through Pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year 2.To what extent is the fifth year student's Vocabulary Achievement of adjectives through Pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year 3. To what extent is the fifth year student's Vocabulary Achievement of adverbs through Pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year 4. To what extent is the fifth year student's Vocabulary Achievement of verbs through Pictures at SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year	The student's Vocabulary Achievement through Pictures	Large Vocabulary - Nouns - Verbs - Adjectives - Adverbs Pictures - Individual Pictures - Stick Figures	A. Respondents - The fifth year students of SDN Prambangan Kebomas Gresik B. Informant - The English teacher C. Documents	A. Research De - Descriptive quantitative B. Area Determ method - Purposive m C. Respondent Determinatio method - Population research D. Data collectic Methods 1. Primary data - Vocabulary t through Pictu 2. Supporting d - Interview - Observation - Documentatic E. Data analysis Method Percentage F E = n/N x100 E = The stuc Vocabula Achieve n = The scor obtained the stud N = The tota score of the t items

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Appendix 2

Supporting Data Instruments

Interview Guide

No.	Questions	Data Resources
1.	Could you explain to me about the English curriculum that you use in teaching English?	The English teacher
2.	Could you please explain to me about the English books you use in teaching English to the fifth year students? Why do you use that book?	
3.	What English skills do you teach to the fifth year students? How do you teach the skills?	
4.	What about the teaching of the English components, such as structure and vocabulary?	
5.	Could you explain to me about the materials of the vocabulary teaching?	
6.	Do you use media in teaching vocabulary? What kinds of media do you use in teaching vocabulary? Why?	

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Appendix 3

Documentation Guide

No.	Supporting Data Taken	Data Resources
1.	The brief description of SDN Prambangan Kebomas Gresik.	Document
2.	The names of respondents.	Document
3.	The facilities of SDN Prambangan Kebomas Gresik.	Document

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Appendix 4

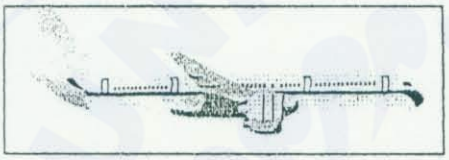
Vocabulary Test

(Clothes, Costumes, Transportation)

Name :
Class : V
Time : 90 minutes
Date : January, 20th 2001

A. Fill in the blanks with the correct nouns, verbs, adverbs or adjectives based on the pictures!

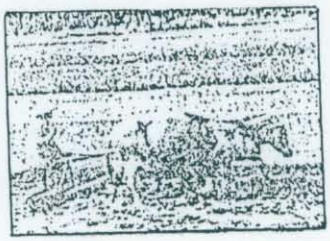
1. It is a .....



2. She is ..... a letter

3. The coffee is .....

4. The farmer works.....



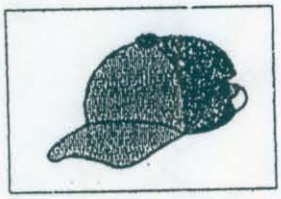
5. It is a .....

6. He is ..... a guitar

7. My grandmother is .....

8. There is a fish .....

9. It is a .....



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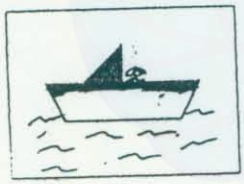
10. H e is ……

11. Mr. Andi is ……

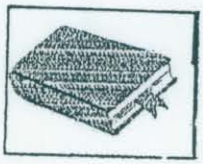
12. Andi goes to school at 07.00 o'clock ……

13. It is a ……

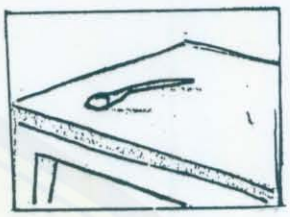


14. He is ……..the mountain

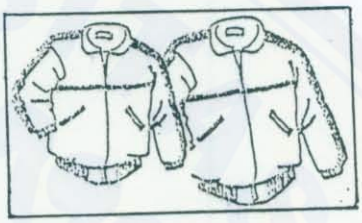
15. The book is ……



16. There is a spoon ……

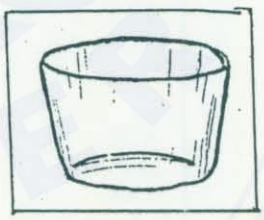


17. They are……

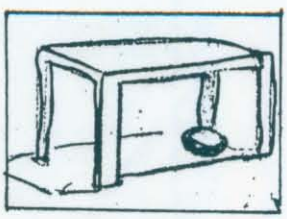


18. Ani is ……..a book

19. The glass is ……



20. There is an egg ……



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B. Choose the correct answer among a, b. and c!

21. It is a book.

a.

c.

b.

22. She is……..in the swimmingpool

a. swimming c. singing

b. playing

23. The floor is ……

a. dirty c. sharp

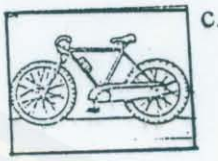
b. clear

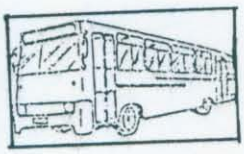
24. He runs ……to become the winner

a. quickly c. slowly

b. loudly

25. It is a bus

a. 

c. 

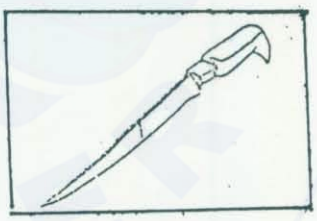
b.

26. They are …… cha-cha

a. walking c. writing

b. dancing

27. The knife is ……



a. blunt c. big

b. sharp

28. Ali always sleeps ……

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a. at night c. on night

b. in the morning

29.It is a ……..

a. dress c. short

b. T-shirt

30. Marry …… a bottle of Fanta

a. makes c. drinks

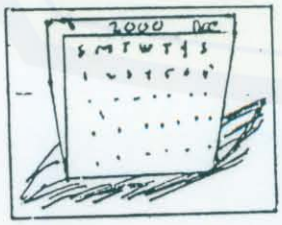
b. eats

31. The flower is ……..

a. green c. yellow

b. red

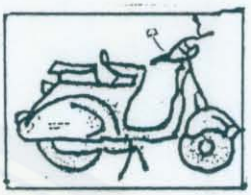
32.The day after Saturday is……



a. Sunday c. Tuesday

b. Friday

33. It is a ……



a. bus c. scooter

b. truck

34. Tommy is ……..

a. rowing c. cycling

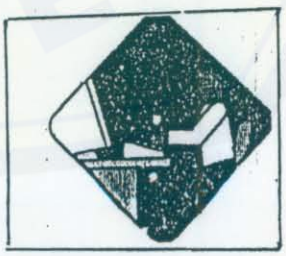
b. reading

35. Anton feels ……

a. sad c. happy

c. shame

36. The secretary works ……



a. in the office

b. at school

c. in the hospital

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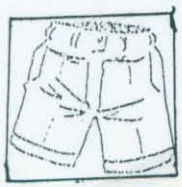
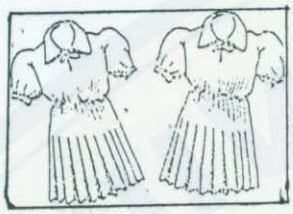
37. They are dresses

a.

c. 

b. 

38. Edi is ..... a song

a. making
c. singing
b. studying

39. The tree is .....

a. high
c. low
b. far

40. Ali takes a bath .....

a. in the living room
b. in the bath room
c. in the dinning room

(Adapted from Hilmawan, 1999: 28)

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Appendix 5

Answer Key

A. 1. plane
2. writing
3. hot
4. in the farm
5. t-shirt
6. playing
7. old
8. in the jar
9. hat
10. running
11. fat
12. in the morning
13. boat/ship
14. climbing
15. thick
16. on the table
17. jackets
18. reading
19. empty
20. under the table

B. 21. b
22. a
23. a
24. a
25. c
26. b
27. b
28. a
29. b
30. c
31. b
32. a
33. c
34. a
35. a
36. a
37. b
38. a
39. a
40. b

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Appendix 6

Vocabulary Test Guide

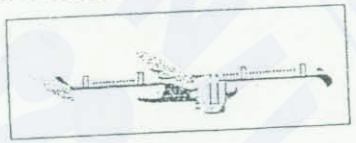
Indicators	Vocabulary test items number	
	Completion	Multiple choice
Nouns	1,5,9,13,17	21,25,29,33,37
Verbs	2,6,10,14,18	22,26,30,34,38
Adjectives	3,7,11,15,19	23,27,31,33,39
Adverbs	4,8,12,16,20	24,28,32,36,40

(Clothes, Costumes, Transportation)

Name : Ti
Class : V
Time : 90 minutes
Date : January, 20th 2001

A. Fill in the blanks with the correct nouns, verbs, adverbs or adjectives based on the pictures!

1. It is a helicopter



2. She is writing a letter

3. The coffee is hot

4. The farmer works. [illegible]

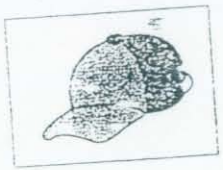
5. It is a Shirt

6. He is playing guitar

7. My grandmother is old

8. There is a fish in the [illegible]

9. It is a hat



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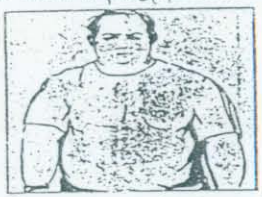
Appendix 9

The Names of Respondents of the Fifth Year Students of SDN Prambangan Kebomas Gresik in the 2000/2001 Academic Year

No.	Name
1.	Suarno
2.	Titin Perdiantanti
3.	Ainul Rofuk
4.	Agus Mulyadi
5.	Erik Adi Prasetyo
6.	Eby Mardiansyah
7.	Sri Handayani
8.	Sandratika Riswandari
9.	Supriyadi
10.	Eka Yurdinawati
11.	Nuriyanto
12.	Khoirul Suyanto
13.	Restu Astutik
14.	Ita Nur Andiani
15.	Zainal Abidin
16.	Yudi Purwanto
17.	Agus Setyono
18.	Agus Subandi
19.	Agus Suprayitno
20.	Candra Budiarto
21.	Fitri Maisaroh
22.	Hadi siswanto
23.	Haryono Suyono
24.	Hanifah Faradina
25.	Lia Melinda
26.	Pipin Andrianto
27.	M. Saiful Arif
28.	Suri'ah
29.	Tohari
30.	Eni Purnamasari

10. He is walking

11. Mr. Andi is fat



12. Andi goes to school at 07.00 o'clock in the morn

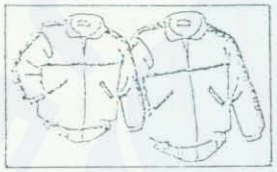
13. It is a boat

14. He is climbing the mountain

15. The book is flat

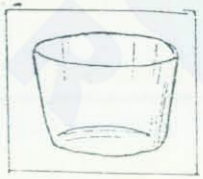
16. There is a spoon

17. They are

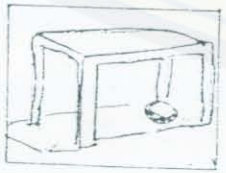


18. Ani is reading a book

19. The glass is dirty



20. There is an egg on the table



B. Choose the correct answer among a, b, and c!

21. It is a book.

a.

c.

b.

22. She is.....in the swimmingpool

a. swimming c. singing

b. playing

23. The floor is .....

a. dirty c. sharp

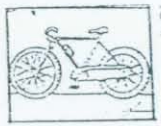
b. clear

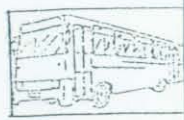
24. He runs ..... to become the winner

a. quickly c. slowly

b. loudly

25. It is a bus

a. 



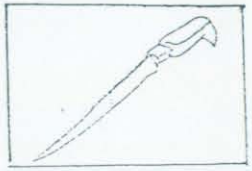
b.

26. They are ..... cha-cha

a. walking c. writing

b. dancing

27. The knife is .....



a. blunt c. big

b. sharp

28. Ali always sleeps .....

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a. at night c. on night

b. in the morning

29. It is a .....

a. dress c. short

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30. Marry ..... a bottle of Fanta

a. makes c. drinks

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31. The flower is .....

a. green c. yellow

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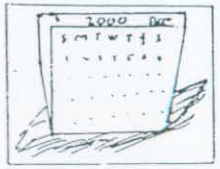
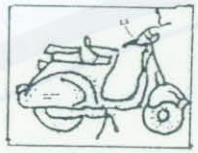
32. The day after Saturday is.....



a. Sunday c. Tuesday

b. Friday

33. It is a .....



a. bus c. scooter

b. truck

34. Tommy is .....

a. rowing c. cycling

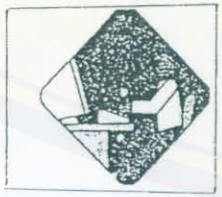
b. reading

35. Anton feels .....

a. sad c. happy

c. shame

36. The secretary works .....



a. in the office

b. at school

c. in the hospital

37. They are dresses

a.

b.

38. Edi is ..... a song

a. making c. singing

b. studying

39. The tree is .....

a. high c. low

b. far

40. Ali takes a bath .....

a. in the living room

b. in the bathroom

c. in the dinning room

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Appendix 12

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax. (0331) 334988 Jember 68121

11 JAN 2001

Nomor : 70 /J25.1.5/PL5/2000
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah
SDN Prm bangan
di.
Gresik

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Dwi Wahyuni WN
Nim : 960210401082
Program/Jurusan : Pendidikan Bahasa dan Seni / Bahasa Inggris

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

A Descriptive study on the fifth year students' vocabulary achievement through pictures at SDN Prambangan Kebomas Gresik in 2000 /2001 academic year

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

DJOKO SUHUD
NIP. 130 355 407

Digital Repository Universitas Jember

Perihal: Permohonan ijin penelitian

K e p a d a
Yth: Ibu Kepala SD Negeri
Prambangan Kebomas
Gresik
Di
Tempat

Dengan Hormat,
Yang bertanda tangan dibawah ini;

Nama : Dwi Wahyuni WN
NIM : 960210 401 082
Jurusan / Program : PBS / Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini mohon berkenan ibu selaku Kepala Sekolah SDN Prambangan Kebomas Gresik, untuk memberi ijin penelitian dalam rangka penyelesaian tugas akhir / skripsi dengan judul :

"A DESCRIPTIVE STUDY ON THE FIFTH YERA STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PICTURES AT SDN PRAMBANGAN KEBOMAS GRESIK IN 2000/2001 ACADEMIC YEAR"

Demikian permohonan saya, atas perkenan ibu memberi ijin, saya mengucapkan banyak terima kasih.

Gresik, 19 Januari 2001

Mengetahui,
KEPALA SDN PRAMBANGAN
KEBOMAS GRESIK

Dra. Suhartini
NIP. 131 188 829

PENELITI

Dwi Wahyuni WN
NIM. 960210401082

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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Dwi Wahyuni WN
NIM/Angkatan : 960210401082/1996
Jurusan/Program Studi : PBS / Bahasa Inggris
Judul Skripsi : A Descriptive study on the fift yea.. student's Vocabulary Achievement through Pictures at SDN Prambangan Kebomas Gresik in 2000/2001 academic year
Pembimbing I : Dra. Siti Sundari, M.A
Pembimbing II : Dra. Made A. Andayani, M. Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jum'at /21-1-2000	Judul	
2.	Kamis /27-1-2000	Matrix	
3.	Kamis /23-11-2000	Bab I, II & III	
4.	Kamis /30-11-2000	Revisi Bab I	
5.	Sabtu /9-12-2000	Revisi Bab II & III	
6.	Sabtu /5-2-2001	Bab IV & V	
7.	Kamis /15-2-2001	Revisi Bab IV & V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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Appendix 14

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Dwi Wahyuni WN
NIM/Angkatan : 960210401082
Jurusan/Program Studi : Pendidikan Bahasa dan Seni/Bahasa Inggris
Judul Skripsi : A Descriptive study on the fifth year student's Vocabulary Achievement through Pictures at SDN Prambangan Kebomas Gresik in 2000/2001 academic year
Pembimbing I : Dra. Siti Sundari, M.A
Pembimbing II : Dra. Made A. Andayani, M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis / 20 - 1 - 2000	Proposal.	
2.	Senin / 31 - 2 - 2000	Matrix	
3.	Senin / 10 - 4 - 2000	BAB I	
4.	Rabu / 3 - 5 - 2000	Revisi BAB I	
5.	Kamis / 19 - 10 - 2000	BAB II & III.	
6.	Selasa / 24 - 10 - 2000	Revisi BAB II & III.	
7.	Kamis / 23 - 11 - 2000	Revisi BAB II & III	
8.	Sabtu / 2 - 12 - 2000	Revisi BAB II & III	
9.	Sabtu / 3 - 2 - 2001	BAB IV & V	
10.	Rabu / 14 - 2 - 2001	Revisi BAB IV & V	
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi