A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH PICTURES OF THE FIFTH YEAR STUDENTS OF SDN GEMPOLAN GURAH KEDIRI IN THE 2003/2004 ACADEMIC YEAR

THESIS

Presented to Fulfill One of the Requirements to Obtain S-1 Degree at the
English Education Program, Language and Arts Department Faculty of
Teacher Training and Education
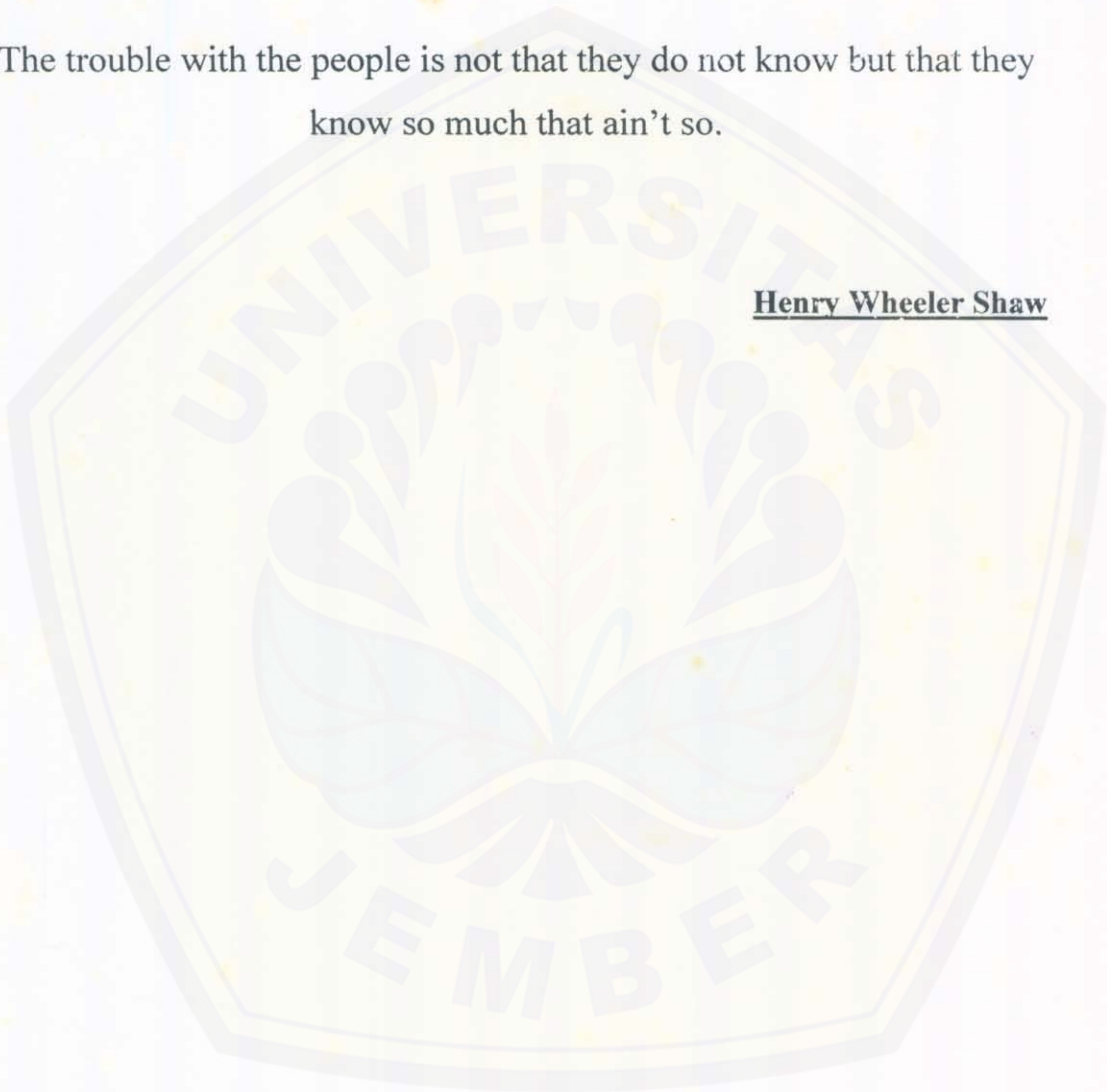Jember University

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2004

MOTTO

The trouble with the people is not that they do not know but that they
know so much that ain't so.

Henry Wheeler Shaw

DEDICATION

This thesis is honorably dedicated to :

1. My beloved father and my mother. Thanks for your endless love, support and silent pray. Nothing compares to everything you have given to me and I love you more than I can say.

2. My beloved brother Aziz, Mbak Lela and my cousin Zia. Thanks for everything given, I love you so much. My beloved sisters Yaya, Anis, Zahro. Thanks for the nice experience and your support to finish this thesis.

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CONSULTATION APPROVAL

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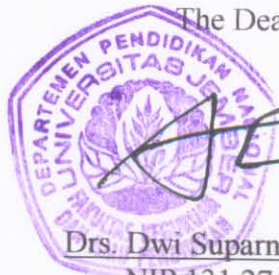
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In this opportunity, I would like to express my deepest appreciation and sincerest thanks to the following persons :

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Finally, the writer hopes this thesis will provide some advantages to readers. Any criticism and input that will contribute to improve this thesis will be really appreciated.

Jember, March 2004

The writer

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ABSTRACT

Nanang Fakhrudin, 2004. A descriptive Study of Vocabulary Achievement Through Picture of the Fifth Year Students of SDN Gempolan Gurah Kediri in the 2003/2004 Academic Year.

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Made Adi Andayani T, MEd
2. Eka Wahjuningsih, SPd

This research was intended to describe the fifth year students' vocabulary achievement through pictures. The research area was SDN Gempolan Gurah Kediri and the fifth year students were the respondents. The research design was descriptive. The respondents determination method was population method. The total respondents were 25 students. The primary data were obtained by vocabulary test. The secondary data were obtained by documentation, interview and observation. The research result showed that the fifth year students of SDN Gempolan Gurah Kediri in the 2000/2003 academic year had good category on their noun achievement through pictures and poor on their verb achievement through pictures. In general, the students' vocabulary achievement through pictures of the fifth year students of SDN Gempolan Gurah Kediri in the 2000/2003 academic year was fair. Based on the results above, the English teacher was suggested to be creative in creating pictures to teach English especially in teaching vocabulary. The teacher is able to create interesting pictures to attract the students in learning new words or new vocabularies dealing with noun and verb. Furthermore, the future researcher can apply a different research, such as the effect of using picture in series on the students' vocabulary achievement. For the institution, the research result was very useful. It was used to obtain better quality of English teaching.

Key words : Research, vocabulary achievement, pictures, noun, verb

I. INTRODUCTION

This chapter presents the discussion of some issues related to the topics. They are background of the study, the problem of study, operational definition, research objective and research significance.

1.1 Research Background

English as a foreign language, is important to be taught in Indonesia. It is needed for progress of science, technology and culture as well as to build the relationship among countries in the world. As a result, all students including those of elementary schools are required to understand English in order to be able to use English in written or spoken forms (Depdikbud 1994:1).

Based on the 1994 English curriculum, English has been considered as a local content in elementary school. It means that English will be taught in the area where English is needed and it is supported by the availability of teacher to teach English.

In the teaching learning process students are taught how to read, how to say, how to write and how to listen (Depdikbud 1994:2). Although the materials given are very simple, the students are expected to be familiar with these materials, because they are needed by the students to be able to understand the language either in written or oral form.

Scott and Ytreberg (1994:3) state that teaching English for children is different from teaching adults because of their characteristics. Children do not always understand what adults are talking about. Therefore, the teacher should create the teaching learning process in the children's world. Haliwell (1992:3) states that children love something exciting in finding and creating fun in what they do. As a result, the English teachers are expected to present the teaching learning process as interesting as possible to avoid boredom. Besides, they are also demanded to make the children interested in what they are learning, For example, English can be presented in the form of role-play, song or other activities. The teacher can also present English by using appropriate media such as

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picture. Furthermore, Scott and Ytreberg (1994:3) also claim that the children's world and the adults' are not the same. Children tend to imitate something without process of thinking and they will imitate what they learnt if we do not guide them. For example, when they see a movie in television they will directly imitate a certain behavior that are interesting for them without thinking whether it is good or not for them. It is different from the adults. When they are trying to imitate something they will think whether it is good or not for them and they will think logically everything that they see before they accept it. Therefore, teaching English at elementary schools and teaching English to the adults including to the high school students is different. Teaching English at elementary schools has to consider the children's world and their perception about their world. Children do not always understand what adults are talking about and adults do not always understand what children are talking about.

In this case, an English teacher needs a special technique in the teaching learning process. One of the techniques that can be used in teaching English is by using media. Rohani (1997:3) claims that media is everything that function as tools or medium in process of communication and teaching learning process. One of the media that the teacher can use is picture. It can be used to teach the students of elementary school especially in teaching new vocabulary. She (1997:70) also states that pictures will help the teacher achieve the instructional goals, because it will help the students remember an object and interpret the meaning. By giving the easy and interesting picture, the teacher will help the students encourage and develop their vocabulary. Then, to avoid the students' mistake the teacher has to guide them and give clear instruction and great patience during the class.

Furthermore, Sulaiman (1995:11) explains that media are learning resources that can distribute messages and overcome difficulties in teaching learning communication. Media has important roles in teaching learning process. They are not only supplements but with the appropriate material and method they have an important role in achieving the formulated instructional objectives, so that it can improve students' ability and transfer information given easily. It means that media will help the students understand the materials given by the teacher.

Media also attract the students in transfers of information. In brief, the materials will be understood easily if it is supported by the appropriate media.

Pictures are not just an aspect of method but also a representation of places, object and people and they are essential parts of the overall experience (Wright 1989:2). Furthermore, he claims that pictures are very useful for beginners and young people but not for advanced students or exam classes. Rohani (1997:76) states that through picture students can pay attention on objects or other matters that have not been seen before. This is because pictures give students large experience and understanding. By looking at picture, recognizing and remembering an object and also interpreting its meaning are easier than that without using pictures. Therefore, picture is one of the important instruments used in teaching learning process.

Vocabulary has a very important role in using language. We are required to know the vocabulary when we want to express our idea or feeling. If we have limited vocabulary, we will face difficulties in expressing our idea and feeling. Langan (1981:37) states that vocabulary is a vital part of effective communication. As a result, everyone needs to master vocabulary for his or her communication. Furthermore, he (1981:37) states that student with strong vocabulary or they who work to improve a limited vocabulary are more successful in school. It means that every student is demanded to know vocabulary well to support his or her study.

Dealing with the importance of teaching vocabulary to children, a research on " A Descriptive Study of Vocabulary Achievement through Picture of the Fifth Year Students of SDN Gempolan Gurah Kediri in the 2003/2004 Academic Year " was conducted.

1.2 Research Problem

1.2.1 General Problem

The general problem of this research is formulated as follows :

How is the vocabulary achievement through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year?

1.2.2 Specific Problems

The specific problems are:

1. How is the vocabulary achievement of noun through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year?

2. How is the vocabulary achievement of verb through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year?

1.3 Operational Definitions

To avoid misunderstanding between the writer and the reader it is needed to state the terms clearly. They are vocabulary achievement and picture.

1.3.1 Vocabulary Achievement

Vocabulary achievement indicates the level or the amount of knowledge and learning activities that the students have mastered after learning English. In this case the students' vocabulary achievement can be seen from the students' score of vocabulary test that covers noun and verb.

1.3.2 Picture

Pictures are very good for beginners and young people in the English teaching learning process. Pictures in this research meant pictures that are used as teaching media. Here the researcher focused on individual picture which consisted of either single object, person or activity or more than one objects, persons or activities in a picture.

1.4 Research Area

Research area is a place where the research will be conducted. This research was conducted at SDN Gempolan Gurah Kediri in the 2003/2004 academic year.

1.5 Research Objective

The objectives in this research are as follows:

1.5.1 The General Objective

The general objective of this research is to describe the vocabulary achievement through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year is.

1.5.2 The Specific Objectives

The specific objectives of this research are as follows:

1. To describe the students' vocabulary achievement of noun through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year.
2. To describe the students' vocabulary achievement of verb through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year.

1.6 Research Significance

The finding of this research was expected to provide contribution to the writer, English teachers, other researchers and for the institution.

1. For the Writer

The finding of this research will be useful for the writer as an input to prepare the teaching process that needs great attention and serious preparation.

2. English Teacher

The findings of this research are expected to give information about the students' vocabulary achievement. It can be used as consideration to create some effective ways in teaching English particularly teaching vocabulary through picture.
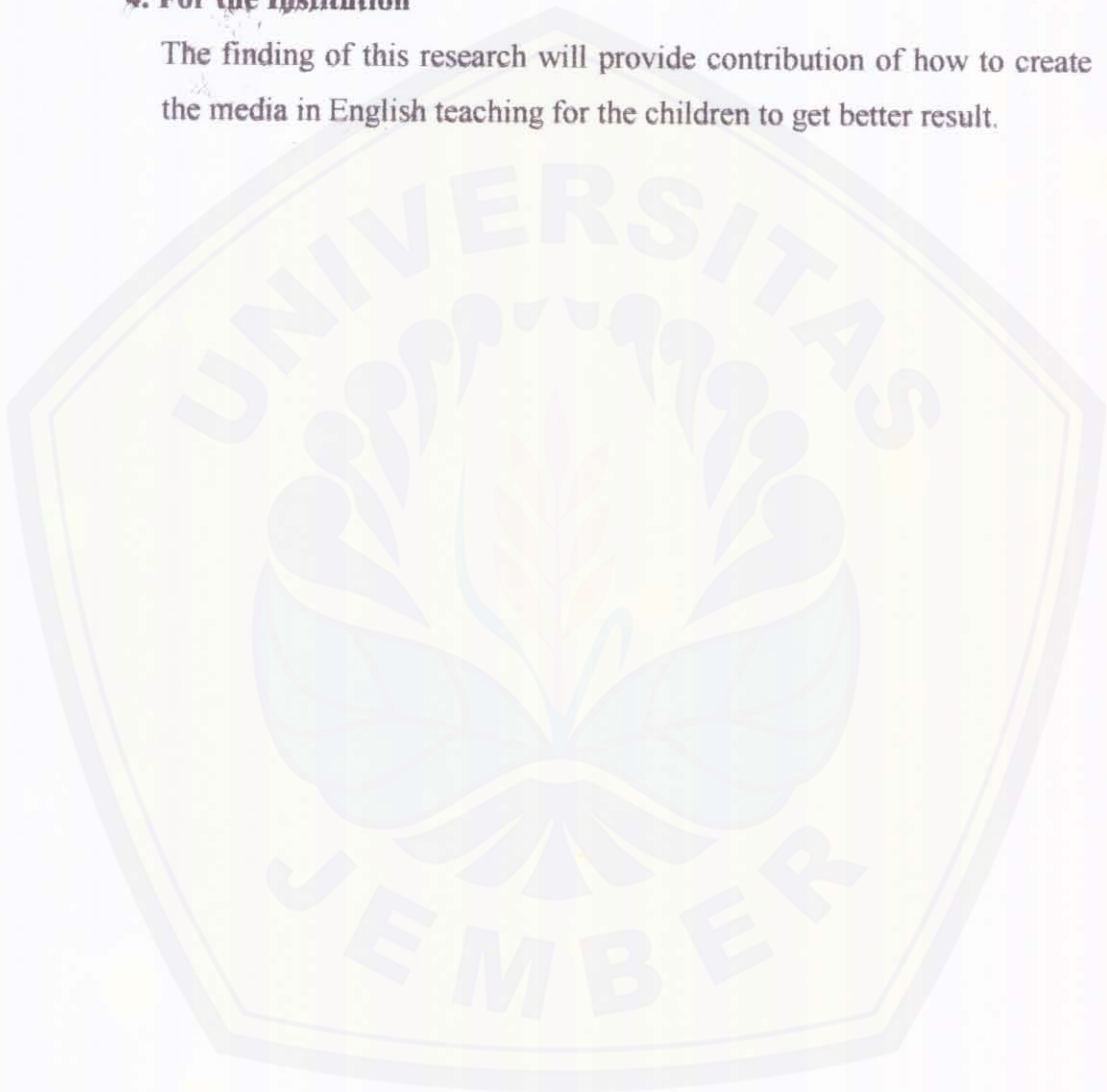
3. Other Researcher

The finding of this research will be useful for other researchers as information to conduct further research dealing with similar problem.

4. For the Institution

The finding of this research will provide contribution of how to create the media in English teaching for the children to get better result.

II. REVIEW OF RELATED LITERATURE

In this chapter, there are some related concepts that serve as guide to review the theory discussed. The related theories are teaching English to children, the characteristics of children, pictures, kinds of pictures and vocabulary.

2.1 Teaching English to Children

Scott and Ytreberg (1994:4) state that teaching English to children should include movement and sense. It means that in teaching English to children the teacher should create some activities in the class. We will need to have plenty of objects and pictures to work with. Therefore, in the teaching learning process the English teacher needs an effective preparation. For example the teacher needs objects or pictures to teach new words or vocabulary, to achieve the goal of the teaching.

Furthermore, they (1994:4) also claim that children love to play and learn best when they are enjoying themselves. It happens because in their age, they tend to imitate something that they think interesting for them, particularly something that they think new without thinking whether it is good or nor for them. So, they just enjoy themselves when they are doing something. Here, the teacher can create an interesting activity among the students and the teacher. The activities can be made like role-plays in order to make the class situation becomes interesting.

Haliwell (1992:5) states that language activities involve guessing what phrase or word means. It means that something that is emphasized in this activity is to guess what word or phrase that will occur. For example the teacher shows the picture to the students and asks them to guess what the picture is about. This activity will help the students to be encouraged in the process of getting the new word or vocabulary.

Based on the explanation above the English teaching to children needs plenty of objects and pictures to help the teacher in teaching English process. They should be creative to achieve the goal of teaching.

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2.2 The Characteristics of Children

We know that children have their own world. For example, the children love to imitate something new, they like playing and having fun. There are many factors that make this condition. One of them is the age of the children. It is supported by Scott and Ytreberg (1994:4) who say that the age of the children gave influence in processing of certain activities of the children.

The children's development is not the same, some children develop early and some later. For example, it is easier for the talented and clever students for developing themselves in studying something compared with the untalented students. In other words, it has relationship with their psychological factor. These factors influence the children when they are learning something. Based on the explanation above, it is important for the English teacher to know the characteristic of children to support the teaching learning process and make them choose the media that can be used in teaching learning process (Rohani, 1997:31).

Furthermore, Scott and Ytreberg (1994:7) make division of the children into two groups. The first group is five to seven year old children and the second is eight to ten year old children. The age of the children will connect to the characteristics of the children that are relevant for language learning. Therefore, it is important for the English teacher to know the characteristics of the children in the process of teaching learning in order to reach the goals.

According to Scott and Ytreberg (1994: 3-4) there are four characteristics of the children that can be used as the consideration for the teacher during the teaching learning process:

a. Their basic concepts are formed.

The children have known about something that they are learning. The teachers are asked to prompt from the children as good as possible.

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

The children are able to differ between the fact and the fiction well. They will think that what they have seen is the fact and everything that can be imagined but cannot be seen is fiction.

c. They ask question all the time.

Children want to know everything they see. For example when they see about an animal they will ask about the animal all the time.

d. They are able to work with others and learn from others.

When they cannot do something by themselves, they will ask somebody else to help them and do everything in-group with them.

2.3 Picture

Media is everything that can function as a tool or a medium in the process of communication and teaching learning process (Rohani, 1997:3). It means that by using the appropriate media the teaching learning process will be effective so that the goal of teaching can be reached. In teaching English to children, one of the popular media is picture. According to Rohani (1997:76) picture is important to be used to make the explanation clear for the students. Picture will limit the students' difficulties when they are studying. She (1997:77) also claims that pictures will help the teacher to achieve the instructional goal because those pictures are easy and cheap.

Based on the explanation above teaching English to children needs media to support the teaching learning process. Furthermore, the appropriate media that can be used is picture because it can help the students to remember object or words.

Wright (1989:2) says that picture is all right for the beginners and young people in the teaching learning process. Based on the idea above, the teacher should create and design the picture to make the presentation become more interesting. By using picture the students will enjoy learning new word or new vocabulary. The pictures that are used should also be easy to be organized, especially if they are used to teach English to the beginners.

According to Yunus (1981:51) using picture in teaching learning process has some advantages:

a. Pictures are very useful for presenting new grammatical and vocabulary item.

In presenting vocabulary, picture is one of the appropriate media, which will help the students remember object or words. It is due to the fact that as one of the appropriate media, picture can help the students remember object or words.

b. Pictures are easy to be collected and made.

The teachers are able to collect the picture from magazines, newspapers and book. They can also draw picture by themselves.

c. Pictures can be used to supplement whatever textbooks are used by the teacher on whatever courses they are. It means that picture can be used to make everything stated in textbook easy to understand. Thus it become the supplement of textbook or course.

Furthermore, Yunus (1981:50) explains that there are three types of pictures. They are composite picture, individual picture and picture in series.

2.3.1 Composite Picture

Yunus (1981:49) states that composite picture is a large single picture which shows a scene (a hospital, a beach, a railway, a street) in which we can see a number of people do something.

The following picture is an example of composite picture:
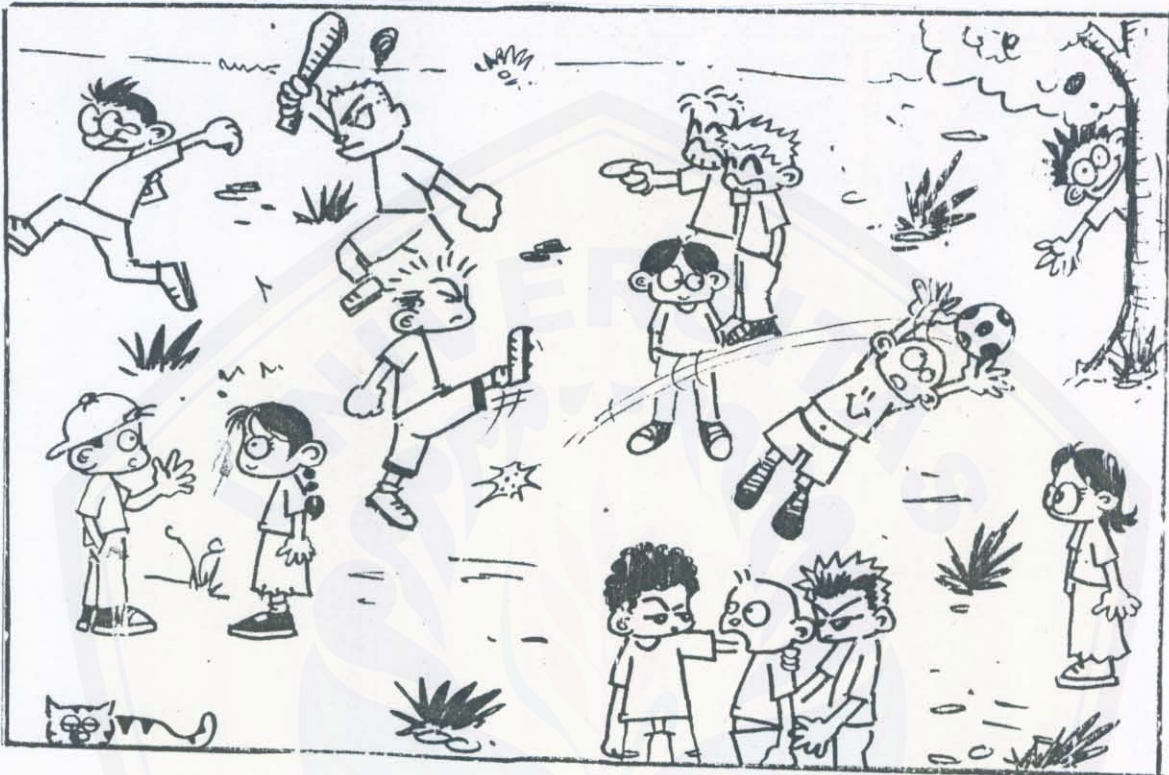
The picture above tells the readers about the children who are playing in the yard. There are many activities there. For example, three boys are playing football. Two children are talking, three boys are quarelling, a girl is standing and two boys are running after one other.

The difficulty for the teacher is to get the picture, because the composite picture is rarely sold. Thus, the teacher should be creative in finding such picture whether they are original or not. One of the ways is to find picture that can be copied and enlarged from textbooks, calendars or newspapers. Then the advantage in using this picture is that the picture is appropriate for the whole class teaching rather than individualized.

2.3.2 Individual Picture

According to Yunus (1981:50) individual picture is single picture of object, a person or an activity.

The following is the example of individual picture :
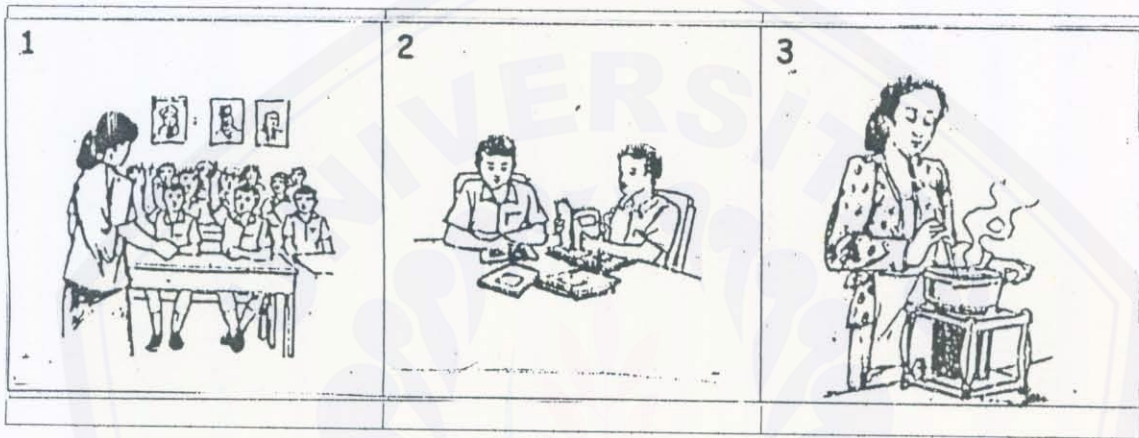
The pictures above show the persons doing something. The first picture tells about the teacher who is teaching in the classroom, the second picture tells about two boys who are studying in the room and the third picture tells about a mother who is cooking in the kitchen.

Meanwhile, the material of the individual picture can be available in newspapers, magazines, advertisement or even wrapping papers. It is also easy to get the picture but not all of them can be used in the classroom. The advantage of this picture is that the picture is simple and that they can assist students to understand and retain the meaning of words.

2.3.3 Picture in Series

Pictures in series is a number or related composite pictures that are linked to form a series and sequence (Yunus 1981:51). It means that the pictures have relationship each other to build up series or sequence. Here, the main function of pictures in series are to tell a story or sequence of event.

The example of picture in series is shown below:
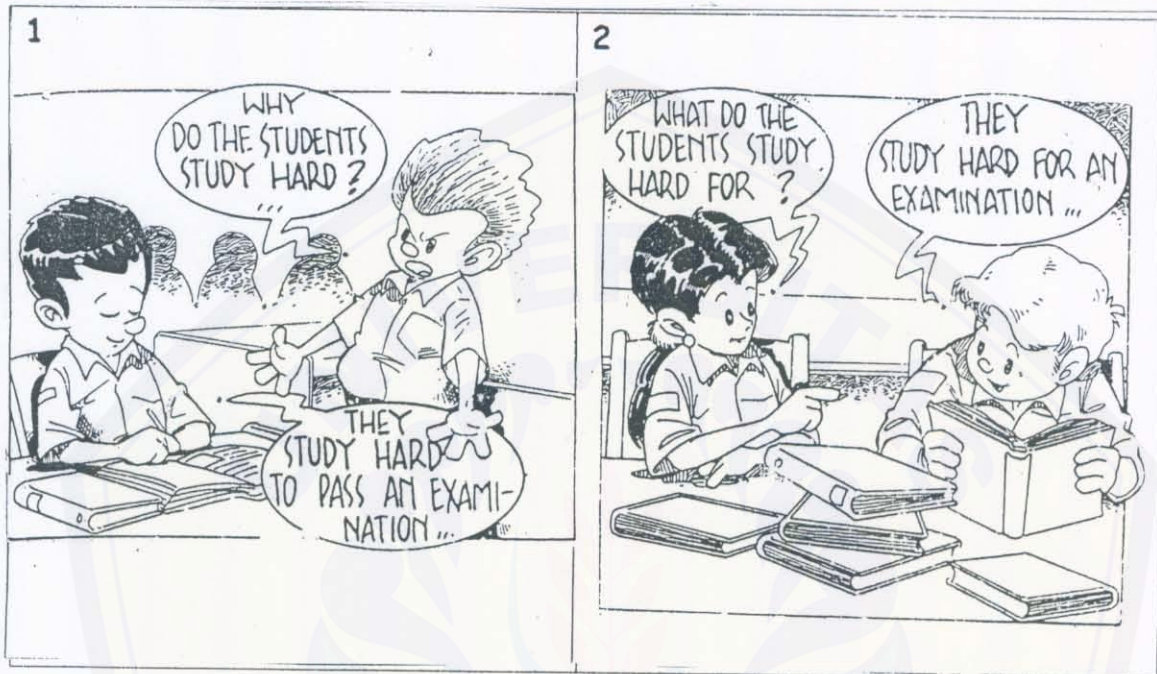
The two pictures above tell the readers about the students that are studying. Picture 1 shows a student who is studying while the other one is still confused of what studying is for. Picture 2 tells us that both of them are studying. They realize that studying is important for their examination.

The picture can be found in the textbooks, comics, cartoons and magazines by which the teacher may copy and enlarge. The teacher can find such series in other sources. For example calendars and wrapping paper which are produced by a company and are available at large developing stores and stationery shops. The advantages of this picture is that it is easy to prepare and use them rather than prepare and use composite picture.

2.4 Vocabulary

Vocabulary has an important role in using language. We are required to know the vocabulary when we want to express our idea or feeling. We are also demanded to have strong vocabulary in order to communicate effectively (Langan, 1981:37).

In line with this, Hornby et.al (1995:1331) says that vocabulary is a total of word with the role to combine those words to become language. As a result, an effective language will be got from combining some words. Furthermore, Hatch and Brown (1995:1) define the term of vocabulary as a list or set of words for a particular language or a list of words that individual speakers of language might use. For the speaker one word is very useful in language using. Next, Cameron (1994:34) says that vocabulary seems to be a basic level category in learning language. So, everyone needs vocabulary to learn a language.

In addressing the purpose, a suitable method should be applied to make the students learn vocabulary easily. Furthermore, certain method has to be used to support the interesting atmosphere in the teaching learning process. One of the ways that can be used by the teacher is by using pictures.

In brief, vocabulary has an important role in our communication. We are required to have good and strong vocabulary to make an effective communication to other. If there is no sufficient knowledge of mastering vocabulary it will be difficult for everyone, including the students, to express their ideas or communicate with others.

2.4.1 Kinds of Vocabulary

Hatch and Browns (1995:218) divide vocabulary into two classes. First is large vocabulary that includes noun, verb, adjective and adverbs. In this research, the researcher will focus on the large vocabulary particularly concerning with noun and verb since the students have got the materials. The second one is small vocabulary that includes preposition, pronoun, articles and conjunction.

A. Noun

Frank (1972:6) defines noun as a word that functions as the chief or need word in many structure of modification. Some nouns may belong to more than one of the given type below:

a. Proper nouns

  Examples: <u>Mrs. Smith</u> is a doctor.

  <u>Holland</u> is a city in Netherlands.

b. Concrete or abstract nouns

  Examples: Diana likes a **<u>flower</u>**. (Concrete noun)

  <u>Justice</u> is a part of our life. (Abstract noun)

c. Countable and uncountable noun

  Examples: I want two pounds of **<u>coffee.</u>** (Uncountable noun)

  There are many **<u>girls</u>** in the classroom. (Countable noun)

d. Collective noun

  Examples: The **<u>committee</u>** has decided to the problems.

  There are many students in the **<u>class.</u>**

B. Verb

Hornby (1995:323) state that verb is a word or phrase indicating an action. Frank (1972: 47-51) divides the types of verb into three:

a. Linking verb, is a verb of incomplete predication. It merely announces the real predicates that follow them. It means that the verb cannot stand by itself or it still needs the real predicate to follow them.

  Examples : The girl <u>is</u> pretty.

  The milk **<u>tastes</u>** sour.

  The rose **<u>smells</u>** sweet.

b. Auxiliary verb is two or more words that may be joined together into single verb phrase that functions as full verb of the predicate.

Examples : The door **was** green.

They **must** go to Surabaya.

They **can** do the test.

c. Reflective verb is a verb requiring one of the compound with '' self '' as its object.

Examples : She washed the child and then dressed **himself** quickly.

They bought the book by **themselves.**

C. Adjective

An adjective is a word that indicates quality of the person or thing referred to by a noun (Hornby, 1995:11). According to Frank (1972:109) adjective is the words stated before the noun it modifies but it fills other position as well.

The kinds of adjective are as follows :

a. Demonstrative adjective is an adjective that points out the noun they use with.

Examples   : **This** book is mine.

Those books are yours.

b. Distributive adjective is an adjective that shows the person or thing denoted by the noun which are taken as single or as group.

Examples : **Each** player of Persik gets a lot of money from Manager.

This formula should be mastered by **every** student.

c. Quantitative adjective is an adjective that tells us the amount or number of things.

Examples   : There are **many** people in market.

I have **little** money

d. Interrogative adjective is an adjective that is used to ask question.

　　Examples : **Which** book do you like ?

　　　　　　　　Whose book is it ?

e. Possessive adjective is an adjective that shows possession.

　　Examples : I bought **my** book yesterday.

　　　　　　　　She goes to market with **her** sister.

f. Quality adjective is an adjective that tells us the quality of person or thing.

　　Examples : She is the **cleverest** students.

　　　　　　　　Andis is a very **tall** boy.

D. Adverb

Frank (1972:141) explains that adverb describes the action of the verb. Thomson and Martinet (1986:47) classify adverb into eight:

a. Adverb of manner is an adverb that is used to answer the question ''how''.

　　Examples : They do the test **quickly.**

　　　　　　　They go to campus **happily.**

b. Adverb of time is an adverb that is used to answer the question ''when''. It is placed either at the beginning or at the end of sentences.

　　Examples : They are singing a song **now.**

　　　　　　　Next week, I will visit my uncle in Surabaya.

c. Adverb of place is an adverb that is used to answer the question ''where'' and are placed after the verb.

　　Example: He lives **near** my uncles' house.

　　　　　　Iwan is sitting **behind** me now.

d. Adverb of frequency is an adverbs that is used to answer the question ''how often''.

　　Examples : We must go to the dentist **twice** a week.

　　　　　　　They **always** drink coffee in the morning.

f. Adverb of degree is an adverb that is used to answer the question '' to what degree''.

Examples : She is a <u>very</u> beautiful girl.

This assignment is <u>too</u> difficult.

g. Interrogative is an adverb that is used to ask question. They are usually placed in the beginning of the sentence.

Examples : <u>Where</u> is your house ?

<u>When</u> do you see the movie?

In this study the researcher will focus on the verb and noun. It is based on the 1994 curriculum; those materials are given to the fifth year students of elementary school.

2.5 Vocabulary Achievement through Picture

Vocabulary is very important in effective communication. A student who has strong vocabulary will be easy in doing communication (Langan 1981:37). Furthermore, he will also be easy to express his idea and feeling if he has strong vocabulary. To understand the new words, the students should achieve the vocabulary.

Salim (1990:19) says that achievement is any result for what has been taught and learnt. On the other hand, Hornby (1995:10) states that achievement is the proof of success done with effort and skill. It means that achievement is a result of what has been taught and learnt by the students in relation to vocabulary which is done successfully with effort and skills.

The explanation above gives information that vocabulary achievement is the measurement of effort or any result of what have been taught and learnt by someone or class in relation to vocabulary subject. Vocabulary has to be a very crucial thing when the students want to express their ideas or feelings in communication.

The process of getting vocabulary achievement needs good materials and well preparation from the teacher. The presentation of vocabulary by using picture is one

or class in relation to vocabulary subject. Vocabulary has to be a very crucial thing when the students want to express their ideas or feelings in communication.

The process of getting vocabulary achievement needs good materials and well preparation from the teacher. The presentation of vocabulary by using picture is one of interesting techniques. Haliwell (1992:3) states that the children have characteristics to take pleasure in finding and creating fun in what they do. Dealing with the idea the teacher should create the picture as interesting as possible. As one of media in learning new vocabulary for the children, it shows that interesting picture will make the students easy to guess the word. Wright (1989:10) states that picture can play a key role in motivating students in contextualizing the language they are using, giving them a reference and helping them to be discipline with the activity. The statement implies that picture can be used as one of the technique for processing teaching of vocabulary.

Teaching new vocabulary to children is easier if symbol of the word is used. Scott and Ytreberg (1994:4) state that the children can understand any symbols and abstracts that make them interest and enjoy them. The symbol can be in the form of a picture showed to the students. It is needed to understand a new word or new vocabulary.

The explanations above emphasize that pictures play an important role in expressing new words or new vocabulary. Meanwhile, the teacher should be selective in choosing the appropriate pictures to support the teaching learning process. The teaching itself will be more interesting by using the picture.

III. RESEARCH METHODS

This research was conducted by applying descriptive quantitative method. The following section will discuss the research design, area determination, respondents' determination, data collection and data analysis.

3.1 Research Design

Arikunto (1998:225) states that the characteristics of descriptive study are that it does not need to have the hypothesis, but it describes everything occurred in real condition. Thus, descriptive design was adapted in this research, in which the researcher described everything that happened in real condition dealing with vocabulary achievement by using picture. Then, the researcher worked objectively and systematically for describing the content of the problem. In line with this, the research procedures were: choosing the topic, deciding the variable, deciding the data resources, composing instruments, collecting the data, analyzing data, making conclusion and reporting the result.

3.2 Area Determination Method

In determining the research area, a purposive method was applied. This research was conducted at SDN Gempolan Gurah Kediri with the following consideration. First, formerly the researcher was a student of the school. Second, he has already got permission from the principal. Third, English has been widely taught in this school. Furthermore, the English teacher has used picture in teaching vocabulary especially the individual picture.

3.3 Respondent Determination Method

In determining the research respondents, there are two kinds of method that can be applied, population method and sampling method (FKIP 1997:10). Population method is used in determining respondents if the subjects are less than 100 persons.

Meanwhile, if the subjects are more than 100 persons, the respondents will be taken through sampling method (Arikunto, 1998:45). Based on the explanation above, population method was used in this research because the total number of the fifth year students of SDN Gempolan Gurah Kediri is not more than one hundred. The total number of the fifth year students SDN Gempolan Gurah Kediri is twenty-five and they are in one class.✓

3.4 Data Collection Method

In this research, the systematic and standardized procedure was much needed to get the data. Arikunto (1998:236) states that the data collection method includes test, questionnaire, interview, observation and documentation. In this research the researcher collected two kinds of data namely primary data and secondary data. The primary data was collected from test and the secondary data from observation, interview and documentation.

3.4.1 Test

Arikunto (1998:231) states that tests are set of questions, exercises or instruments used to measure skill, knowledge, intelligence and talent of an individual or group. Hughes (1996:9-14) divides the test into four groups. They are proficiency test, achievement test, diagnostic test and placement test. Furthermore, she (1996:9-14) explains that proficiency tests are designed to measure peoples' ability in language regardless of any training they have in that language. Achievement tests are directly related to language courses. Their purpose is to establish how successful individual students, group of students or the courses themselves have been in achieving objectives. Diagnostic tests are used to identify students' strengths and weaknesses. Placement tests are intended to provide information which will help to place students at stage for in the part of the teaching program most appropriate to their abilities. In this research, achievement test was used to get the primary data about the students' achievement in vocabulary by picture.

this research, achievement test was used to get the primary data about the students' achievement in vocabulary by picture.

Hughes (1996:42) says that a good test must be valid and reliable. Valid means that the tests measure what must be measured. Furthermore, she states that if a test is valid, it must be reliable. Reliable means that the test should be able to give consistent result. In this research content validity was used to the test items based on syllabus used in the English teaching of elementary school.

In this research, the researcher used objective tests in the form of multiple choice. The test consists of twenty items covering the indicators namely verb and noun, which consist of ten items of noun and ten items of verb. The allocation of the time is forty minutes and the score for each correct item was scored 5. Therefore, the maximum score for the test was 100.

3.4.2 Interview

According to Arikunto (1998:231) interview is a dialogue held by interviewer for getting the information from the interviewee. In this research, semiguided interview was used to obtain the supporting data from the English teacher of SDN Gempolan Gurah Kediri. The questions were about the teaching technique of vocabulary, materials given to the students, the problem faced in teaching learning process, assignment that the teacher gave to students and the media used in teaching vocabulary. The researcher interviewed the English teacher.

3.4.3 Observation

Margono (1997: 158) defines observation as a research and scoring system in the important event of phenomena in research. In line with this, observation was used to obtain the supporting data about the English teaching learning process dealing with the teaching vocabulary in the classroom. Here, the method used was direct observation in which the researcher observed directly in the class while the teacher

was teaching English. This observation were done twice by the researcher. The observation guide was enclosed in appendix 2.

3.4.4 Documentation

Arikunto (1998:236) says that documentation is the method of collecting data by investigating the written materials such as book, magazines, document, rules, note of meeting, etc. In this research documentation was used to get the data about the school location, the school facilities, the number of respondents, the name of respondents and the personnel of school.

3.5 Data Analysis Method

Data analysis is an important step in a research. In this research, the data was obtained through the test given. Arikunto (1998:245) says that there are three ways of analyzing data in descriptive study. They are descriptive quantitative, descriptive qualitative and descriptive statistic. Here, the data was analyzed by using descriptive quantitative because the data of the research was quantitative in the form of numbers and words.

The formula of descriptive statistics is as follows;

$$E = \frac{n}{N} x100\%$$

Notes:

E : The percentage of the correct answers
n : The score obtained by the students
N : The total Score of test items

(Adapted from Ali, 1993:84)

Then, the results were consulted to the following table.

Table 1. Classification of the Score Level.

Score	Category
85 % - 100 %	Excellent
75 % - 84 %	Very good
60 % - 74 %	Fair
40 % - 59 %	Poor
0 % - 39 %	Failed

(Adapted from Nurgiyantoro, 2001:399)
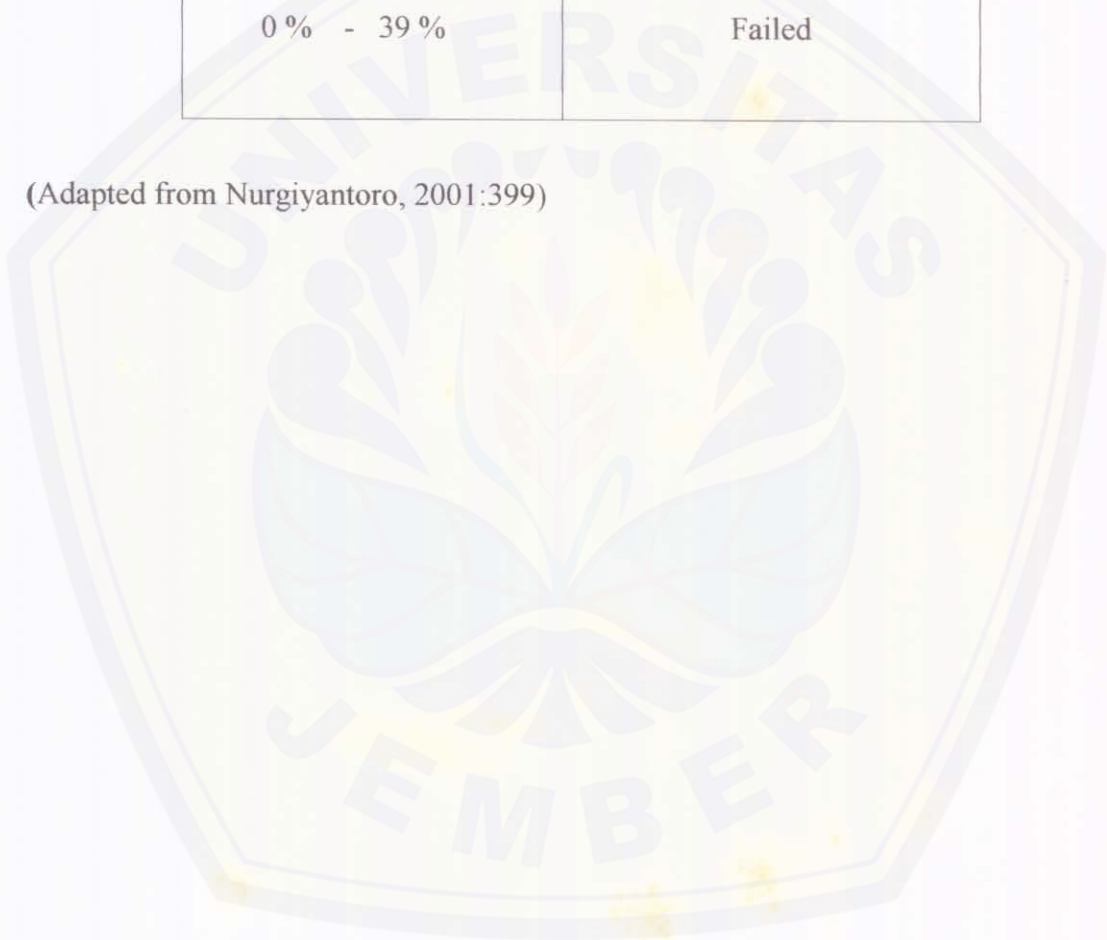
IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results and the data analysis which deal with the primary and secondary data. The primary data were obtained from vocabulary test, while the secondary data were obtained from interview, observation and documentation. They were presented respectively in the following parts :

4.1 Primary Data

4.1.1 The Result of the Vocabulary Test

The test was used to get the primary data about the students' vocabulary achievement through picture. The test was conducted on February 14th 2004. The test items were 20 in the form of multiple choice which cover Noun (10 items) and Verb (10 items). Dealing with the score, each correct answer was scored 5. Thus, the total score was 100.

The following table presents the score of the students' vocabulary test of each indicator.

Table .2 The Students' Scores of Vocabulary Test

NR	Noun			Verb			Vocabulary Achievement		
	n	N	E(%)	n	N	E(%)	n	N	E(%)
	10 items			10 items			20 items		
1	35	50	70	45	50	90	80	100	80
2	45	50	90	30	50	60	75	100	75
3	40	50	80	25	50	50	65	100	65
4	30	50	60	25	50	50	55	100	55
5	35	50	70	20	50	40	55	100	55
6	35	50	70	20	50	40	55	100	55
7	40	50	80	40	50	80	80	100	80
8	30	50	60	35	50	70	65	100	65
9	45	50	90	20	50	40	65	100	65
10	40	50	80	30	50	60	70	100	70
11	35	50	70	20	50	40	55	100	55
12	40	50	80	25	50	50	65	100	65
13	20	50	40	15	50	30	35	100	35
14	25	50	50	50	50	100	75	100	75
15	50	50	100	30	50	60	80	100	80
16	40	50	80	40	50	80	80	100	80
17	50	50	100	25	50	50	75	100	75
18	40	50	80	20	50	40	60	100	60
19	35	50	70	30	50	60	65	100	65
20	50	50	100	35	50	70	85	100	85
21	45	50	90	25	50	50	70	100	70
22	35	50	70	30	50	60	65	100	65
23	20	50	40	30	50	60	50	100	50
24	45	50	90	15	50	30	60	100	60
25	30	50	60	25	50	50	55	100	55
Total	935	1250		705	1250		1640	2500	
Mean			74.8			56.4			65.6

4.1.2 The Data Analysis

After having the result of the students' vocabulary achievement test, then, it was analyzed by the following formula :

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

E = The percentage of students' vocabulary achievement through picture.
n = The score obtained by the students.
N = The total score of the test items.
(Adapted from Ali,1993:84)

The clear description about the computation showed above is presented as follows:

1. The percentage of the students' vocabulary achievement of noun was 74.8%. It means that, the classification of the students' vocabulary achievement of noun was good.

2. The percentage of the students' vocabulary achievement of verb was 56.4%. It means that, the classification of the students' vocabulary achievement of verb was poor.

3. The total mean score of students' vocabulary achievement was 65.6%. It means that, the classification of the students' vocabulary achievement was fair.

The following table was the analysis of the students' scores of vocabulary achievement of each indicator.

Table 3. The Analysis of Students' Score of Vocabulary Achievement of Each Indicator.

NR	Noun			Verb		
	n	N	%	n	N	%
1	35	50	70	45	50	90
2	45	50	90	30	50	60
3	40	50	80	25	50	50
4	30	50	60	25	50	50
5	35	50	70	20	50	40
6	35	50	70	20	50	40
7	40	50	80	40	50	80
8	30	50	60	35	50	70
9	45	50	90	20	50	40
10	40	50	80	30	50	60
11	35	50	70	20	50	40
12	40	50	80	25	50	50
13	20	50	40	15	50	30
14	25	50	50	50	50	100
15	50	50	100	30	50	60
16	40	50	80	40	50	80
17	50	50	100	25	50	50
18	40	50	80	20	50	40
19	35	50	70	30	50	60
20	50	50	100	35	50	70
21	45	50	90	25	50	50
22	35	50	70	30	50	60
23	20	50	40	30	50	60
24	45	50	90	15	50	30
25	30	50	60	25	50	50

Notes:

NR : Number of respondents
E : The percentage of the correct answer.
n : The score obtained by the students.
N : The total score of the test items.

After analyzing the students' scores of vocabulary achievement, the next step was finding the score frequencies of the students and classifying them into the score categories for each indicator. The information was presented in the following table.

Table 4. The Score Frequencies and Categories of Students' Achievement of Noun

No	Score	Frequencies	(%)	Categories
1	85 % - 100 %	7	28	Excellent
2	75 % - 84 %	6	24	Very Good
3	60 % -74 %	9	36	Fair
4	40 % - 59 %	3	12	Poor
5	0 % - 39 %	-	-	Failed
	Total	**25**	**100**	

From the table above, it can be inferred that there were 7 students (28%) that belonged to *excellent* category, 6 students (24%) belonged to *very good* category, 9 students (36%) belonged to *fair* category, 3 students (12%) belonged to *poor* category. There were none of the students who were belong to the *failed* category.

Table 5. The Score Frequencies and Categories of Students' Achievement of Verb

No	Score	Frequencies	(%)	Categories
1	85 % - 100 %	2	8	Excellent
2	75 % - 84 %	2	8	Very Good
3	60 % -74 %	8	32	Fair
4	40 % - 59 %	11	44	Poor
5	0 % - 39 %	2	8	Failed
	Total	**25**	**100**	

The above table showed that mostly the students were in the category of *poor* (44%) then, followed by the students who belong to the category of *fair* (32%), 2 students were in *excellent* category (8%), 2 students were in *very good* category (8%) and 2 students were in *failed* category (8%). From the result, it can be inferred that in general students find the difficulty to understand the verb although it's stated in their book.

After getting the students' scores of each indicator, the next step was calculating the students' score of vocabulary achievement of both indicators (noun and verb). To make it clear, the following table presented the frequency of students' score vocabulary achievement.

Table 6. The Frequency of Students' Score Vocabulary Achievement

No	Indicators	Categories				
		Excellent	Very Good	Fair	Poor	Failed
1	Noun	7	6	9	3	-
2	Verb	2	2	8	11	2
	Total	**9**	**8**	**17**	**14**	**2**

To make it clear, the result of the data analysis from Table 2 up to Table 6, the following table presented the general conclusion about the students' vocabulary achievement.

Table 7. The Score Frequencies and Categories of the Students' Scores Vocabulary Achievement

No	Categories	Frequencies	(%)
1	Excellent	9	18
2	Very Good	8	16
3	Fair	17	34
4	Poor	14	28
5	Failed	2	4
	Total	**50**	**100**

From the table above, it can be drawn that 34% of the students were categorized into *fair* category, 28 % of the students were in the category of *poor* and 16% of the students were categorized into *very good* category. There were 18% of the students were in *excellent* category and 4% of the students in *failed* category. From the research result, it can inferred the students have understood vocabulary especially noun and verb. In specific conclusion, there were 4% of the students who found the difficulty to understand the vocabulary of verb.

4.2 Secondary Data

4.2.1 The Result of Interview

The interview was conducted with the English teacher to obtain the secondary data about the teaching of vocabulary through picture. The results of the interview were as follows :

According to the English teacher of SDN Gempolan Gurah Kediri, teaching English to students at an elementary school was based on the 1994 English curriculum. In learning English, the students got many materials, for example name of jobs, name of things and verbs especially the ones used in simple present tense and present continuous tense. They also got simple conversation. The English book used by the English teacher was *Belajar Cepat Bahasa Inggris Untuk Sekolah Dasar Kelas 5 by PT Prapen Wijaya Surabaya.*

From those efforts, the teacher always motivates the students by giving them homework. The teacher asks the students to make note of noun, verb, name jobs etc. They were also demanded to do the exercises enclosed in their worksheet or LKS. In SDN Gempolan Gurah Kediri, English was taught once a week with the allocation time 80 minutes.

There were many problems appeared in teaching learning process. For example the students did not understand many words especially on verb. Most of the students of SDN Gempolan Gurah Kediri had limited vocabulary about verbs. To solve this problem, the teacher asked them to memorize those verbs. At the beginning of the English class, the teacher asked many students to write two or three words in the blackboard.

In teaching vocabulary the teacher used the individual pictures. The teacher showed the picture to the students and asked them to guess what the pictures they were. For example, the topic was hospital. The teacher showed picutres about nurse, doctor, patient etc. Then, the students were demanded to make notes of the words that they known. By this activity, they wished know more vocabulary.

4.2.2 The Result of Observation

The observation was conducted on February 7th 2004. The topic in the English language teaching was about hospital including doctor, nurse and patient. The teacher used pictures to give clear explanation to the students. The students were interested in the teaching learning process. In that meeting, the teacher used ten individual pictures to give the explanation dealing with the topic. He used the pictures to help the students understand the materials. For example, in the topic of hospital he showed pictures of doctor, nurse and patient. Firstly, the teacher showed the picture and asked the students to guess what pictures they were. Secondly, the teacher asked the students to make a list of words from the picture and find the other words dealing with the topic being learned.

4.2.3 The Result of Documentation

This research was conducted at SDN Gempolan Gurah Kediri which has 12 classrooms and a mosque. There was a headmasters' room, the teacher and the administrations' room.

The total number of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/ 2004 was 25 students, they are in one class. The name list of the respondents is included in Appendix 5.

The personnel of SDN Gempolan Gurah Kediri consist of principal, 17 teachers including 1 the English teacher and 2 administration staff. The detail information can be seen in Appendix 6.

4.3 Discussion

Based on the results of the data analysis, the vocabulary achievement of noun through picture of the fifh year students of SDN Gempolan Gurah Kediri was mostly in the category of *fair* (34 %). In details, for the students' vocabulary achievement of verb, there were 8 students belonged to *fair* category (32 %), 2 students belonged to *very good* category (8%), 2 students belonged to *excellent* category, 2 students belonged to *failed* category and 11 students belonged to *poor* category (44%). Dealing with, the students' vocabulary achievement of noun, there were 7 students belonged to *excellent* category (28%), 6 students belonged to *very good* category (24%) and 3 students was in *poor* category (12%). The highest percentage of the students' vocabulary achievement of verb was *fair* (36%).

The result showed that in general, the students were more familiar with noun, because they often used noun more than verb. Furthermore, they could learn noun from everything that they have seen before in everyday life. For example, book, pen, pencil and table. On the contrary, the achievement of verb was in category which was lower than that of noun. It was in the category of poor. It is due to the fact that there are many verbs that were unfamiliar with for students although they were stated in their textbook.

In general, it was obvious that teaching vocabulary through pictures gave positive contribution to the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004. The research results were in line with the theories suggested by the following people. Wright (1989:17) states that pictures have some strength such as motivating the students and making them pay attention in the teaching learning process. By having pictures as the media in the teaching learning process, the students will have high motivation to take part in English class. Moreover, situation that was provided by picture helps the students understand the vocabulary easily. In this way, they will have more vocabularies.

In sum, the teacher should preserve the using of picture in the teaching learning process to achieve the goals of teaching vocabulary of the fifth year students of SDN Gempolan Gurah Kediri. So, the researcher suggests that the English teacher should be creative in creating the situation of teaching learning process.
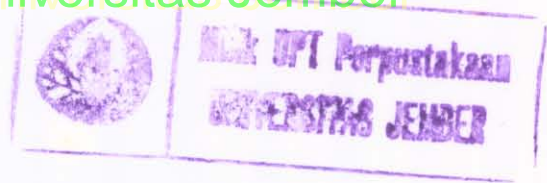
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions both general and specific conclusion and suggestions of the research. The suggestions are given to the writer, English teacher, the other researchers and the institution.

5.1.1 General Conclusion

The general conclusion of the research was as follow:

The vocabulary achievement through pictures of the fifth year students of SDN Gempolan Gurah Kediri in 2003/2004 was *fair*.

5.1.2 Specific Conclusions

In particular, the conclusions of this research was as follows :

1. The vocabulary achievement of noun through pictures of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year was *good*.

2. The vocabulary achievement of verb through pictures of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 academic year was *poor*.

5.2 Suggestions

Based on the research results, some suggestions are given to English teacher, the future researchers and the institution.

5.2.1 For the English Teachers

In order to develop the students' vocabulary achievement, it is better for the English teachers, especially the English teacher at SDN Gempolan Gurah, to use picture as one of the media in teaching English to ahieve the goals based on the syllabus. Besides, the teachers should be creative in creating the situation of

teaching learning process, for example by creating the more interesting picture to attract the students' attention on focussing vocabulary, such as nouns and verbs. The teachers are able to make the pictures by themselves to avoid students' boredom.

5.2.2 For the Future Researchers

The other researchers may use this research result as a consideration to conduct a further research dealing with a similar topic by applying a different research design. For example, an experimental research by applying other kind of pictures, such as the effect of using picture in series on the students' vocabulary achievement.

5.2.3 For the Institution

The result of this research was very useful for the institution. They are asked to prepare the facilities, such as many kinds of media for the teaching learning process. It is needed to obtain a better quality of English teaching for the students of elementary school.

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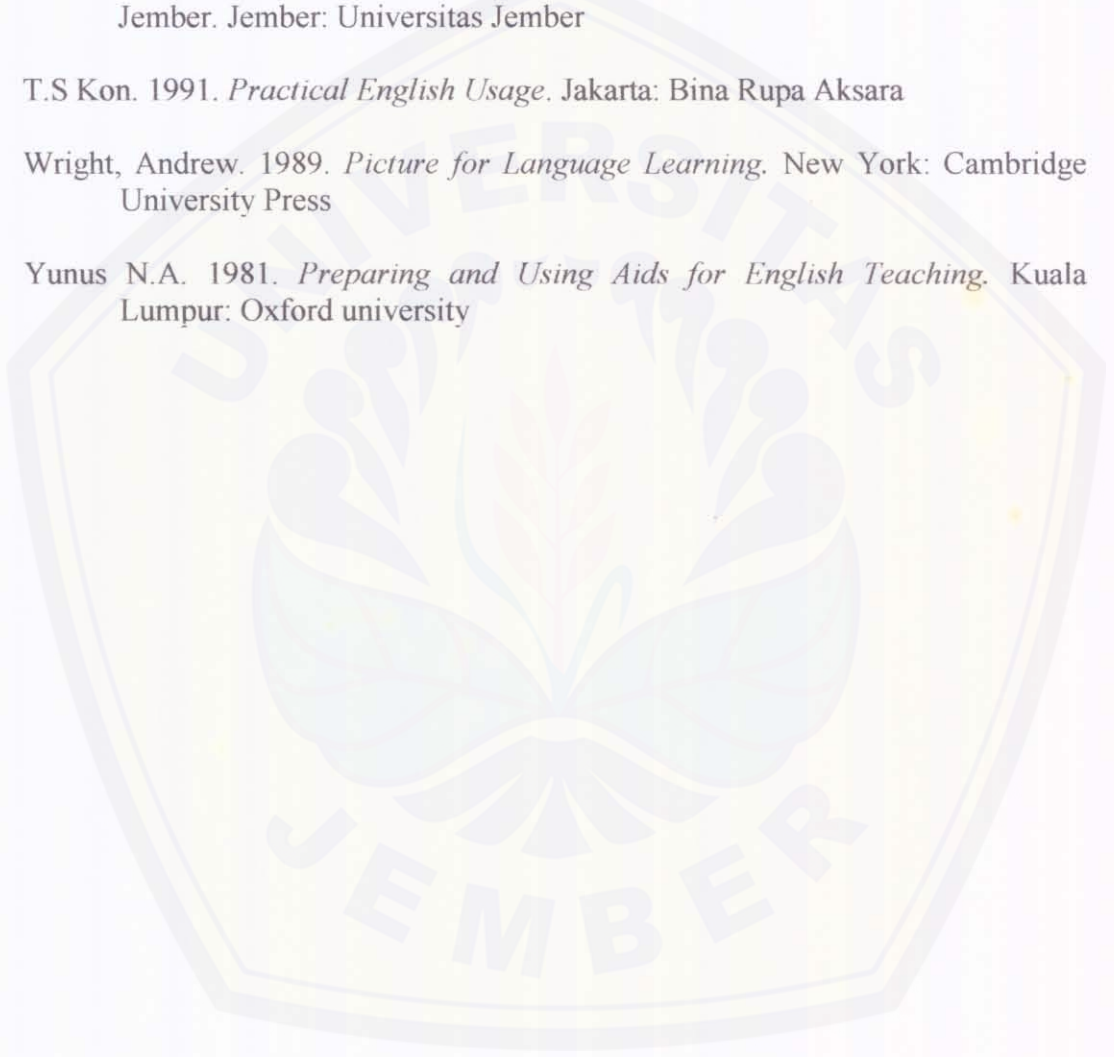
Appendix 2 & 3

SUPPORTING DATA INTRUMENTS

1. Interview

No	Interview Questions	Data Resources
1	Could you tell me the materials given in teaching vocabulary?	English Teacher
2	Do you always give assignments to the students in teaching vocabulary?	
3	What kind of problem do you usually face in teaching vocabulary?	
4	How do you use the picture in teaching vocabulary ?	

2. Documentation

No	Data	Data Resources
1	The school location and number of respondents	Documents
2	The names of respondents and the personnel of the school	
3	The facilities provided at SDN Gempolan Gurah	

Name : ....

Appendix 4

Class : ....

Vocabulary test

Time : 40'
Level/Class : Elementary/V

Circle the correct answer / lingkarilah jawaban yang benar !

1. She is .... to the office now.
   a. doing   b. going
   c. eating   d. writing

2. The man is a ....
   a. carpenter   b. driver
   c. Teacher   d. doctor

3. My uncle is a ....
   a. tailor   b. teacher
   c. doctor   d. driver

4. Mike is a ....
   a. driver   b. boxer
   c. swimmer   d. runner

5. Mr. Toni is a .... in this regent.
   a. policeman   b. teacher
   c. boxer   d. nurse

6. A person who takes care of patients is called a ....
   a. baby sitter   b. servant
   c. nurse   d. shopkeeper

7. I am .... TV at my neighbor this time.
   a. watching   b. seeing
   c. looking   d. talking

8. I have a ...... in my house.
   a. cat   b. Fish
   c. horse   d. lion
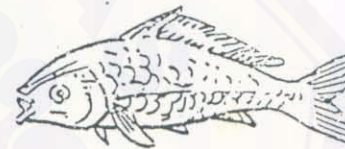
9. Handoyo is .... English book in his room.
   a. eating   b. sleeping
   c. staying   d. reading

10. Anton and Tommy are .... football in the yard now.
    a. buying   b. playing
    c. bringing   d. studying

11. You must go to the .... If you are sick.
    a. doctor   b. teacher
    c. driver   d. player

12. Mr. Yasin is ...... English in my the class.
    a. doing   b teaching
    c. going   d. working

13. Yana is .... a song at present.
    a. studying   b. dancing
    c. singing   d. teaching

14. My father is .... in our garden now.
    a. coming   b. working
    c. doing   d. studying

15. Mr.Brown is a .... in the firm.
    a. servant   b. waitress
    c. worker   d. director

16. Darto is ...... ''pecel '' this time.
    a. eating   b. drinking
    c. writing   d. going

17. Mr. Kabul is a .... in the school.
    a. headmaster   b. servant
    c. student   d. doctor

18. Andi is ……. In the badroom at present.

    a. eating   b. sleeping

    c. working   d. playing

19. Santi is ………a letter for her friend.

    a. singing   b. writing

    c. studying   d. typing

20. Mr. Hardiman is a …… in our school.

    a. teacher   b. doctor

    c. worker   d. nurse

Appendix 5

The Distribution of Test Items and Answer key

The Distribution of Test Items :

Indicators	Test Items
Noun ~~Verb~~	1,7,9,10,12,13,14,16,18,19
Verb ~~noun~~	2,3,4,5,6,8,11,15,17,20

Answer key :

1. B	11. A
2. A	12. B
3. A	13. C
4. A	14. B
5. A	15. D
6. C	16. A
7. A	17. A
8. B	18. B
9. D	19. D
10. B	20. A

Appendix 6

Respondents' Name :

NO	Name	Sex
1	Yunus Tantowi	Male
2	Nila Putri	Female
3	Ermawati	Female
4	Puji Rahayu	Female
5	Sukarman	Male
6	Deni Aprilianto	Female
7	Aprilia astutik	Female
8	Dian novita S	Female
9	Yuliana Astutik	Female
10	Deta Rahmat A	Male
11	Gesit arianto	Male
12	Sindi Novianto	Female
13	Dian Febrianti	Female
14	Yuli Wulandari	Female
15	Yuni Rahmawati	Female
16	Silviana Noerita	Female
17	Legastya Puspita	Female
18	Yuni tri W	Female
19	Adi yoda	Male
20	Nita Agustina	Female
21	Riska andriani	Female
22	Bagus ardianto	Male
23	Zainal Arifin	Male
24	Bagus Pujanngoro	Male
25	Lilik Setiani	Female

pendix 7

DAFTAR : URUT KEPANGKATAN PEGAWAI NEGERI SIPIL
SATUAN ORGANISASI : DINAS PENDIDIKAN KABUPATEN KEDIRI
UNIT KERJA : SDN GEMPOLAN

...AAN : FUNGSIONAL / STRUKTURAL

NAMA	NIP	TEMPAT, TGL. LAHIR	GOL/ RUANG	TMT GOL	NAMA JABATAN	TMT JAB	ESELON	MASA KERJA THN	BLN	DIKLAT KEDINASAN/DINAS JENIS	TAHUN	PENDIDIKAN IJASAH	JURUSAN/TAHUN	AGAMA STATUS PERKAWINAN	KET
QONI'AH	130 316 176	Kediri, 05-09-44	IV/a	01-04-98	Ka. SD	01-11-81	-	32	00	-	-	D-2	Guru SD/85	Islam/Janda	
PARWATI, S.Pd	130 459 797	Pacit, 22-05-52	IV/a	01-10-02	Guru SD	01-01-75	-	24	00	-	-	S 1	PPKn/03	Islam/Kawin	
SULASTRI	130 459 814	T.Ag 17-08-49	IV/a	01-10-02	Guru SD	01-01-75	-	24	00	-	-	SPG	SD/68	Islam/Janda	
YENIK SUSILOWATI	130 459 841	Kediri, 14-07-53	IV/a	01-10-02	Guru SD	01-01-75	-	24	00	-	-	D-2	Guru SD/00	Islam/Kawin	
MUHADI	130 599 170	Kediri, 09-10-48	IV/a	01-04-03	Guru SD	01-03-77	-	21	01	-	-	SPG	SD/69	Islam/Kawin	
ISMINATUN	130 599 544	Kediri, 16-08-56	IV/a	01-04-03	Guru SD	01-03-77	-	21	01	-	-	D-2	Guru SD/00	Islam/Kawin	
DIYAH SETYANINGSIWI,S.Pd	130 661 057	Kediri, 03-02-52	IV/a	01-04-03	Guru SD	01-03-78	-	20	01	-	-	S 1	PPKn/00	Islam/Janda	
SRI AMAH	130 588 171	Kediri, 08-04-57	III/d	01-04-01	Guru SD	01-03-77	-	20	00	-	-	D-2	Guru SD/00	Islam/Kawin	
SITI MUSLIKAH	130 590 633	Kediri, 19-04-56	III/d	01-04-01	Guru SD	01-03-77	-	20	00	-	-	D-2	Guru SD/00	Islam/Kawin	
HARI SUDJATMIKO	130 745 075	Kediri, 19-11-60	III/d	01-04-02	Guru SD	01-07-79	-	18	00	-	-	S 1	PPKn/00	Islam/Kawin	
MURYATI	131 046 323	Kediri, 06-11-62	III/d	01-04-03	Guru SD	01-01-82	-	16	03	-	-	D-2	Guru SD/00	Islam/Kawin	
NUR HIDAYATI	130 774 552	Kediri, 08-09-54	III/c	01-04-01	GPAI	01-12-79	-	18	00	-	-	D-2	Gr. Ag./98	Islam/Kawin	
WAHYU WIDAYATI,S.Pd	131 046 225	Kediri, 11-11-60	III/c	01-04-01	Guru SD	01-01-82	-	16	00	-	-	S 1	PPKn/03	Islam/Kawin	
SUKARNO	130 316 170	Kediri, 31-12-47	III/c	01-10-01	Gr. OR	01-06-67	-	28	00	-	-	SPGc	SD/66	Islam/Kawin	
Dra. WIJI ASTUTI	131 330 451	Kediri, 02-01-65	III/c	01-10-01	GPAI	01-04-85	-	13	00	-	-	S 1	Sejarah/90	Katolik/Kawin	
Dra. FAUZIAH NOOR	131 375 983	Jomb. 08-02-64	III/c	01-04-03	GPAI	01-04-85	-	13	00	-	-	S 1	PLS/91	Islam/Kawin	
TUMIRIN	131 824 958	Kediri, 05-05-58	I/d	01-10-02	Penjaga SD	01-07-90	-	13	00	-	-	SLTP	1998	Islam/Kawin	

N o	Nama	NIP	Tmp/Tgl Lahir	Gol/R uang	TMT/ GO	Nama Jabatan	TMT JAB	Eselon	Masa kerja		Diklat		Pendidikan
									Thn	Bln	Jenis	Thn	Ijasah
18	Moh Zabir	-	Kdr/22-04-1980	-	-	Sukwan Penjaga	-	-	8	00	-	97	SLTA
19	Nurul H	-	Kdr/04-07-1971	-	-	Sukwan/Guru Bhs Inggris	-	-	03	36	-	90	STm
20	Tatik aswati	-	Kdr/05-04-1973	-	-	Guru /olah Rag	-	-	02	24	-	94	D2 / Olah Raga

Kediri, 16 – Februari – 2004
Kepala SDN Gempolan Gurah Kediri

QONI' AH
NIP. 130 316 176

Appendix 8

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

Nomor   0247 / J25.1.5/PL5/2004   Jember, 15 Januari 2004

Lampiran : Proposal

Perihal   : **Ijin Penelitian**

Kepada   : Yth. Kepala SDN Gempolan Gurah Kediri

           di.-

             t e m p a t

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

NAMA   : Nanang Fakhrudin

NIM   : 99 – 1292

Jurusan / Program : PBS / Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan judul :

"A Descriptive Study of Vocabulary Achievement through picture at SDN Gempolan Gurah Kediri in 2003/2004 Academic Year".

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

                                    A.N. Dekan

                                    Pembantu Dekan I,

Appendix 9

PEMERINTAH DAERAH KABUPATEN KEDIRI
CABANG DINAS PENDIDIKAN KECAMATAN GURAH
SEKOLAH DASAR NEGERI GEMPOLAN
Alamat : Jalan Pemuda 56 Gempolan Gurah Kediri 64181

SURAT KETERANGAN
NO: / 025/ 241.2872.499/04

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Negeri Gempolan Kecamatan Gurah Kabupaten Kediri menerangkan bahwa :

Nama : Nanang Fakhrudin

Nim   : 990210401292

Bahwa mahasiswa tersebut diatas telah melakukan penelitian pada tanggal 14 sampai dengan 18 Februari 2004, untuk menyelesaikan tugas Akhir (skripsi) dengan judul :

" A Descriptive study of Vocabulary Achievement through picture of the fifth year students of SDN Gempolan Gurah Kediri in the 2003/2004 Academic year "

Demikian Surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 16 – Februari – 2004
Kepala SDN Gempolan Gurah Kediri

QONI ' AH
NIP. 130 316 176

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Nanang Fakhrudin
NIM/Angkatan : 990210401292/1999
Jurusan/Prog. Studi : Bahasa dan sastra/Pendidikan Bahsa Innggris
Judul Skripsi : A Descriptive Study Of Vocabulary Achievement Through
Pictures Of The fifth year student of SDN Gempolan
Gurah Kediri in The 2003/2004 Academic year.

Pembimbing I : Dra. Made Adi Andayani T,MEd
Pembimbing II : Eka Wahjuningsih, SPd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin/23-2-2003	Matrix	
2	Rabu/ 7-3-2003	Bab I	
3	Senin/21-3-2003	Bab I	
4	Rabu/4-5-2003	Bab I,II	
5	Senin/25-12-2003	Bab I,II,III	
6	Rabu/7-1-2004	Instrumen	
7.	Selasa/2-3-2004	Bab I,II,III,IV,V	
8	Senin/5-4-2004	Bab I,II,III,IV,V	
9	Rabu/14-4 -2004	Bab I,II,III,IV,V	
10	Senin/3-5-2004	Bab I,II,III,IV,V	
11	Senin/24-5-2004	Bab IV,V	
12	Senin/31-5-2004	BaBI I,II,III,IV,V	
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

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Nanang Fakhrudin

NIM/Angkatan : 990210401292/1999

Jurusan/Prog. Studi : Bahasa dan Sastra/Pendidikan Bahasa Inggris

Judul Skripsi : A Descriptive Study of Vocabulary Achievement Through Pictures of The Fifth Year Student of SDN Gempolan Guran Kediri In The 2003/2004 Academic year.

Pembimbing I : Dra. Made Adi Andayani T, M.Ed

Pembimbing II : Eka Wahjuningsih, SPd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin/7-4-2004	matrix	
2	Rabu/19-4-2004	Bab I	
3	Sabtu/17-5-04	Bab I, II, III	
4	Senin/25-6-04	Bab I, II, III	
5	Rabu/22-10-04	Instrument	
6	Sabtu/29-11-04	Bab I, II, III, IV, V	
7	Senin/5-4-04	Bab I, II, III, IV, V	
8	Senin/3-5-04	Bab I, II, III, IV, V	
9	Sabtu/29-5-04	Bab I, II, III, IV, V	
10	Sabtu/2-7-04	Bab I, II, III, 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