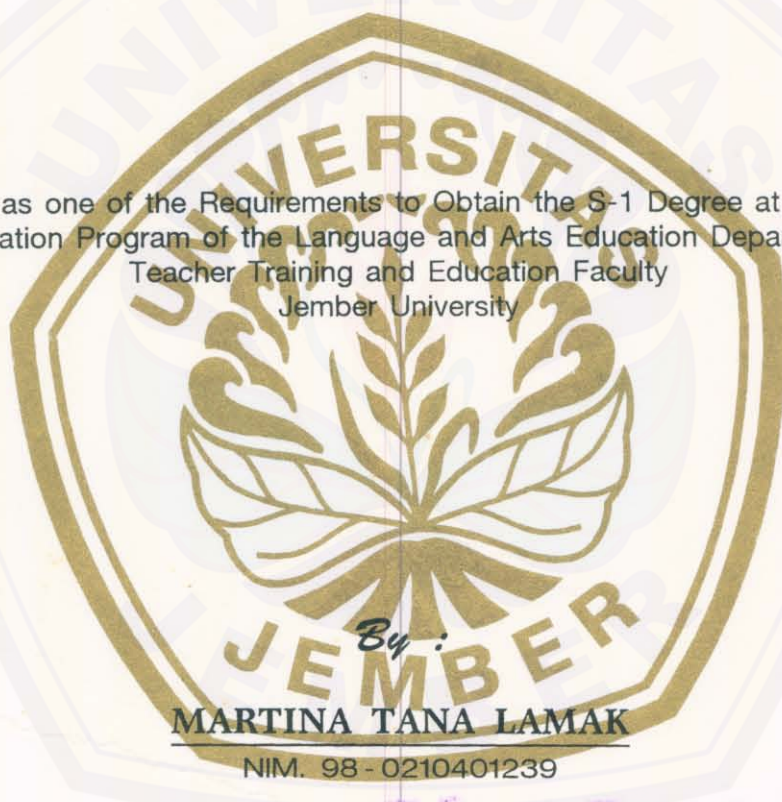


**A DESCRIPTIVE STUDY ON VOCABULARY ACHIEVEMENT  
THROUGH PICTURES OF THE FOURTH YEAR STUDENTS OF  
SDK MARIA FATIMA JEMBER IN THE ACADEMIC YEAR OF 2002 / 2003**



**THESIS**

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



*By :*

**MARTINA TANA LAMAK**

NIM. 98 - 0210401239

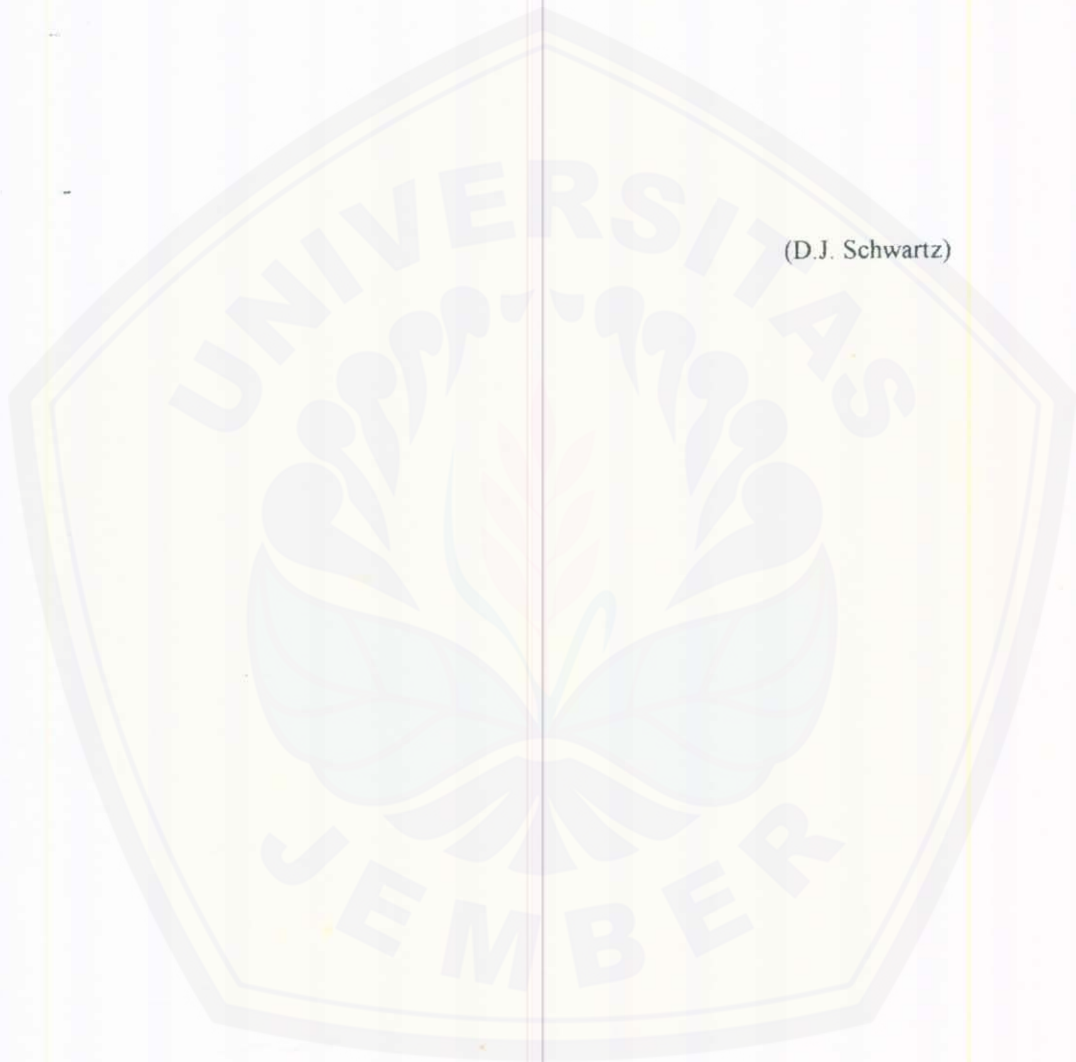


**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
JEMBER UNIVERSITY  
JULI 2003**

**MOTTO**

“A difficulty does not give us a new brain  
but it forces us to use our brain”

(D.J. Schwartz)



## DEDICATION

This thesis is dedicated to:

1. My beloved father (Joseph Lamak). Nothing can be compared with your affection and your sacrifice given to me. I really love you more than I could say.
2. My beloved mother (Lambertha). Everything that you have done for me can't be painted by my words. Your patience, your incomparable sacrifice, and your silent prayers drive me to become whoever I am. I really love you.
3. My beloved uncle (Bp. Bernard Lamak).  
What can I say? I can get this chance because of you, and without you I could not become who I am. I am truly grateful for your affection, and wisely advice for my further life. I love you so much and I am happy to be a part of this family.
4. My beloved aunt (Ibu Panti). I really appreciate everything you have done for me in all sincerity and I know you really love me. Thanks for your support and your patience in guiding me in doing this thesis.
5. My dearest brothers and sisters (Piter, Barbara, Sbastian, Maria, and Agnes). I know you really love me. Thank you for your support in driving me to get my success. You must be better than me.
6. My dearest brothers and sisters (Eko, Daniel, Etcha, Agus, Ka'Sius mbak Tutik) Thank you. You give me spirit and unforgettable memories.
7. My dearest friend, Cicik, Endah, Arin, and Uchie and all my 98' level. Thank you for your support and valuable contribution.
8. My Almamater, FKIP – Jember University.



CONSULTANT APPROVAL

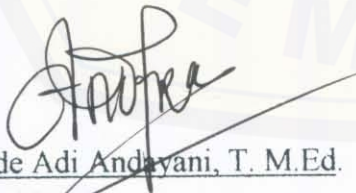
A DESCRIPTIVE STUDY ON VOCABULARY ACHIEVEMENT THROUGH  
PICTURE OF THE FOURTH YEAR STUDENTS OF SDK MARIA FATIMA  
JEMBER IN THE ACADEMIC YEAR OF 2002 / 2003

Proposed to Fulfill one of the requirements to Obtain S-1 Degree  
at the English Education Program, Language and Arts Education Department  
Teacher Training and Education Faculty Jember University

Name : Martina Tana Lamak  
Identification Number : 98- 0210401239  
Level : 1998  
Place and Date of Birth : Flores, 7 November 1977  
Department : Language and Art Education  
Program : English Education

Approved by:

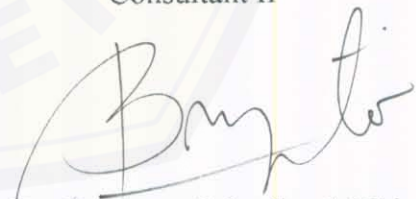
Consultant I



Dra. Made Adi Andayani, T. M.Ed.

NIP. 131 832 325

Consultant II



Drs. Bambang Suharjito, M.Ed.

NIP. 131 838 333



APPROVAL SHEET

This thesis was defended in front of the examiner team and received by the Faculty of Teacher Training and Education, Jember University.

On : The First Building, faculty of teacher Training and Education

Date : June 30, 2003

Place : Faculty of Teacher Training and Education, Jember University

Examiner Team:

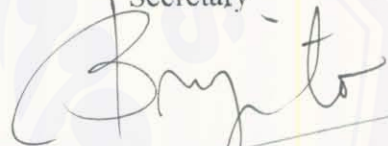
Chair person



Dra. Siti Sundari, M. A

NIP: 131759 842

Secretary



Drs. Bambang Suharjito, M. Ed.

NIP: 131 838 333

Members:

Dra.Hj. Zakiyah Tasnim, M. A

NIP: 131 660 789

(  )

Dra. Made Adi Andayani, T. M. Ed

NIP: 131 832 325

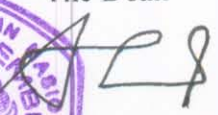
(  )

The Dean



Dwi Suparno, M. Hum

NIP: 131 274 727



## ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Jesus Christ who always give me inspirations and strengths that finally I could finish this thesis. In addition, I would like to express my sincerest thanks to:

1. Dra. Made Adi Andayani T, M. Ed, as my first consultant. Thanks for your patience and guidance in supporting me to finish this thesis.
2. Drs. Bambang Suharjito, M. Ed, as my second consultant. Thanks your valuable corrections and suggestions.
3. Dra. Hj. Zakiyah Tasnim, M. A, as the member of the examiner teams. Thank your valuable corrections and suggestions.
4. Dra. Siti Sundari, M. A, as the chairperson of the examiner teams. Thanks for valuable correction and suggestions.
5. The Principal and Drs. Sumadi as the English teacher of SDK Maria Fatima Jember. Thanks for the information and help to get the research data.

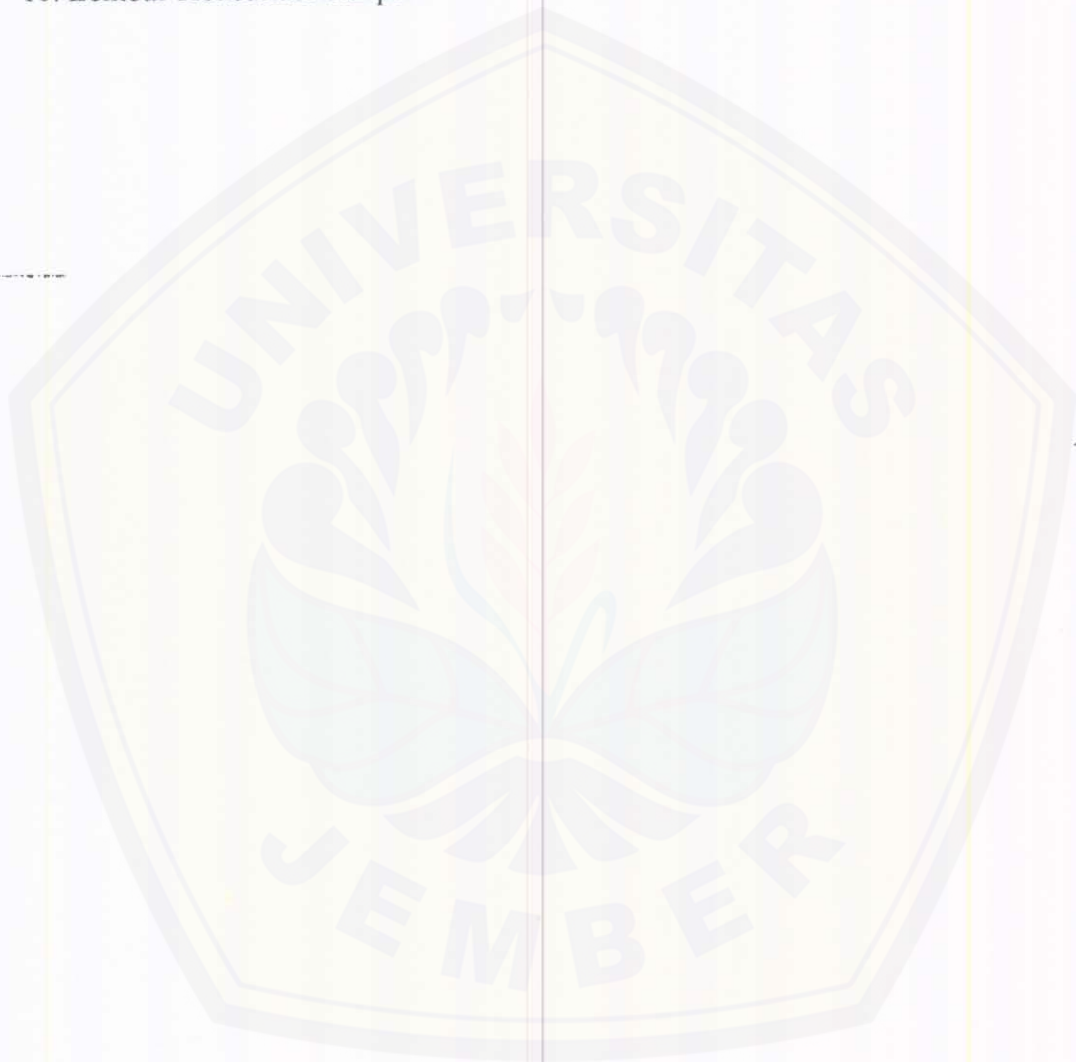
**TABLE OF CONTENTS**

<b>TITLE</b> .....	<b>i</b>
<b>MOTTO</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>CONSULTANTS APPROVAL</b> .....	<b>iv</b>
<b>APPROVAL SHEET</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>I. INTRODUCTION</b>	
1.1. Background of The Research.....	1
1.2. Research Problem .....	3
1.2.1. General Research Problem .....	3
1.2.2. Specific Research Problem .....	3
1.3. Operational Definition of Terms .....	3
1.4. Objective of The Research.....	4
1.5. Significance of The Research.....	4
1.5.1. The English Teacher .....	4
1.5.2. The Students .....	4
1.5.3. The Other Researchers .....	5
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1. Vocabulary In learning Language .....	6
2.2. Kinds of Vocabulary .....	6
2.2.1. Nouns .....	7
2.2.2. Adjectives .....	8
2.2.3. Prepositions .....	8
2.3. Vocabulary Achievement Taught To the Fourth year students of Elementary School .....	9
2.4. Picture .....	10
2.4.1. Individual Pictures .....	11



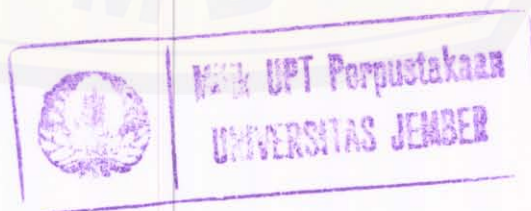
2.4.2. Composite Pictures .....	11
2.4.3. Picture in series .....	12
2.5. The teaching and testing Vocabulary Through picture .....	13
2.5.1. Vocabulary Achievement Through Picture .....	15
<b>III. RESEARCH METHOD</b>	
3.1. Research Design .....	17
3.2. Area Determination Method .....	17
3.3. Respondents Determination Method .....	18
3.4. Data Collection Method .....	19
3.4.1. Interview .....	19
3.4.2. Documentation .....	19
3.4.3. Test .....	20
3.5. Data Analysis Method .....	21
<b>IV. RESEARCH RESULT AND DISCUSSION</b>	
4. 1. The Result of The Supporting Data .....	23
1.1.1. The Result of Interview .....	23
1.1.2. The Result of Documentation .....	24
4.2. The Result of The Primary Data .....	24
4.3. Data Analysis .....	26
4.4. Discussion .....	28
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion .....	31
5.1.1. General Conclusion .....	31
5.1.2. Specific Conclusion .....	31
<b>BIBLIOGRAPHY</b> .....	xii
<b>APPENDICES</b> .....	xiii
1. Matrix	
2. Guided Research Instruments	
3. Vocabulary Test	
4. The Answer Keys	
5. The Distribution of the Test Items	

6. The Data of Respondents
7. The Personals of SDK Maria Fatima Jember
8. Ijin Penelitian
9. Surat keterangan
10. Lembar Konsultasi Skripsi



THE LIST OF TABLES

Table Number	Names of the Tables	Page
1.	The Classification of the Score Level	22
2.	The result of Vocabulary test	25
3.	The Analysis of the Students Score Based on Indicators	26
4.	The Frequencies of the Student's	28
5.	The Mean Score of Each indicator	28





## ABSTRACT

Martina Tana Lamak, 28 June 2003: **A DESCRIPTIVE STUDY ON VOCABULARY ACHIEVEMENT THROUGH PICTURES OF THE FOURTH YEAR STUDENTS OF SDK MARIA FATIMA JEMBER IN THE ACADEMIC YEAR OF 2002/2003.**

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

The Consultants : 1). Dra. Made Adi Andayani T, M.Ed.  
2). Drs. Bambang Suharjito, M.Ed.

The Key words : Vocabulary achievement, Picture.

In Elementary school, English has been taught as a local content subject and it is also a foreign language in our country. As a new thing, the problem often faced by the students and also the teacher is lack of mastering vocabulary. The teachers as the motivators and facilitators in conducting English, should be able to get the students interest through an interesting technique of teaching. To get the students' interest in learning English, some teaching techniques can be applied such as through songs, games, pictures and so forth. The problem to be investigated was "how is the students' vocabulary achievement through pictures?" In this case, the research area was SDK Maria Fatima Jember and the fourth year students were the respondents. In taking samples, proportional random sampling was applied because the total number of the students was more than 100%. Moreover, the method used to get the primary data was test while interview and documentation were used to get the secondary data. In analyzing the data, a quantitative statistical method was used. After analyzing the data, it was found that the students' vocabulary achievement through picture was good (81,0). Seeing the result achieved by the students, it can be concluded that the picture as a media of teaching could help the students in learning vocabulary. For that reason, it is also suggested to the English teacher to apply the picture in teaching vocabulary to the students of elementary school. Hopefully, it could improve students' achievement in learning English.

## I. INTRODUCTION

### 1.1. Background of the Study

There is no doubt that English has been widely used almost in every country in the world either as a foreign language or as a second language. Its function as an international language has played an important role in connecting commercial activities, politics, social, arts and culture, technology, education and others. In education especially, English is badly needed because most of the books, scientific materials and sources are written in English. For that reason, most people should learn and master English as well as possible.

Seeing the realities above, the Indonesian government tries to improve the human resources by establishing the teaching of English as a local content at the elementary school, that is starting from the fourth year grade up to the sixth grade. However, the elementary school as the institution that applies the teaching of English as a local content still gets some problems. For example, the quality of human resources, facilities, funds, and so forth. One of the problems related to the human resources is the teacher's capability to conduct English lesson in elementary school.

✓ In teaching English in elementary school, the teacher should be able to create the materials of teaching for children. An interesting technique of teaching can make the students interested in and enjoy the lesson. However, English as a foreign language is also a difficult thing because the young learners should be able to learn and master the new words, how to spell the words, the structure of the sentences, and how to use in a sentence in which those are really different from their mother tongue.

✓ Related to this problem, it is not easy for the teacher to introduce English as a foreign language to the young learners in which they have their own characteristics that must be understood by the teacher. As young learners they are already very good at interpreting meaning about necessarily understanding the individual word, have great skill in using language creatively, frequently learn



directly than indirectly, take great pleasure in finding and cheating fun in what they do. (Halliwell 1992:3).

In order to make the students interested in English, it needs interesting method in teaching learning process. Teachers as the motivators should be good models and facilitators for the children. The young children studying English as a foreign language should be treated differently from the teenagers and adults. For that reason, the teacher must know the difference and general characteristics that are common to the children. The important thing is she should be able to create a teaching technique that is appropriate with the characteristics of the students as young learners.

Some teaching techniques can be used by the teachers to present the materials such as through song, storytelling, game poem, and also through picture. In line with picture, Yunus (1981:53) explains that the pictures are very useful for presenting new grammatical and vocabulary might have an important role since picture can raise students' interest and motivation a sense of the content of language and a specific reference point of stimulus. Dealing with this, Underhil (1987:67) also notes that a good picture can be the stimulus that generates the confidence to speak and flow of conversation.

Furthermore, Wright (1989:2) explains that things we see play an enormous part in affecting us and giving us information. We predict, deduce, and infer not only from we hear and read but from what we see around us and from what we remember having seen. Wright also adds that picture can motivate the students and make him or her to pay attention and want to take part. This statement is supported by Hatch and Brown (1995:375) that when the students have seen an object or an action their desire to know the label (word) for it may increase so that when the word for it is encountered it is learned quickly.

The teaching vocabulary through pictures has been applied in SDK Maria Fatima Jember. In teaching learning process, the teacher sometimes used pictures as the media of teaching in order to get the students' interest. Some kinds of picture were used by the teacher such as individual pictures, composite pictures, and picture in series. However, in teaching learning vocabulary the teacher used



more individual pictures because those are easy to operate in classroom and more appropriate in teaching vocabulary.

Dealing with the use of pictures as the media of teaching, it is clear that picture has an important role in teaching learning process especially to the young learners. Therefore, it is also interesting to conduct research in English subject with the topic of using picture in teaching vocabulary in elementary school.

## **1.2. Research Problem**

The problems to be investigated in this study are formulated as follows :

### **1.2.1. General Research Problem**

How is the vocabulary achievement through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.

### **1.2.2. Specific Research Problem**

The specific problems to be investigated in this study are as follows :

1. How is the vocabulary achievement of noun through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.
2. How is the vocabulary achievement of adjective through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.
3. How is the vocabulary achievement of preposition through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 20002/2003.

## **1.3. Operational Definition of Variable**

In order to have the same perception between the writer and the reader, the term being defended in this study is :

### **Vocabulary Achievement Through Pictures**

Vocabulary achievement in this study means the test result achieved by the students from a measurement of vocabulary by using test. The test result is in form of score. While, the vocabulary investigated in this study are noun, adjective,

and preposition. While, pictures in this research are used as teaching media. They are individual pictures, composite picture, and picture in series. Individual picture are single picture of an object, a person or and activity picture. Composite pictures are large single pictures which show a scene (for example, hospital) in which a number of people doing something. Picture in series are a number of related composite pictures that linked to form a sequence.

#### **1.4. Objectives of the Study**

##### **1.4.1. General Objective**

The main objective of the study is to describe the vocabulary achievement by picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.

##### **1.4.2. Specific Objectives :**

The specific objectives of this research are to describe :

1. The vocabulary achievement of noun by picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.
2. The vocabulary achievement of adjective through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.
3. The vocabulary achievement of preposition through picture of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003.

#### **1.5. Significances of the Study**

The results of the study are expected to be beneficial for :

##### **1.5.1. The English Teacher**

1. To encourage the English teachers of elementary school to aid the learners in absorbing the foreign language in information, as well as to minimize how much they forget.

2. To encourage the English teacher of elementary school to create the teaching technique that they think best for their actual classroom situation and their learners.

#### **1.5.2. The Students**

1. To motivate the students to learn English effectively and efficiently.
2. To encourage the students to feel free from fear when they learn English.

#### **1.5.3. The Other Researchers**

The result of this research will be useful for the other researchers as information to conduct further research dealing with similar problem on improving the students' vocabulary achievement.



No. & UPT Perpustakaan  
UNIVERSITAS JEMBER



## II. REVIEW OF RELATED LITERATURE

### 2.1 Vocabulary in Learning Language

✓ In learning English as a foreign language, vocabulary is one of the important things that should be mastered by the students. If the students get enough vocabulary, it will be easy for them to understand English and get the ideas quickly. Dealing with the theory of vocabulary, Hornby (1995:1331) says that vocabulary means a total number of words, which with rules combining them to make up a language. Vocabulary is also amount of words that is known by an individual in a certain language including English.

As a language, component vocabulary has an important role in learning a language. Someone would not be able to express his idea easily or to communicate with others fluently if there is no sufficient knowledge of mastering vocabulary. It is also supported by Rivers (1983: 124) that we may use structures or illocutionary acts but without an external vocabulary from which to select we can convert neither into comprehensible communication. In addition, Napa (1991:6) says that vocabulary is one of the language components and that no languages exist without words. Vocabulary is also considered as a vital part of each student's life that affects his thoughts, action, aspiration, and often his success. Based on the opinions above it can be concluded that vocabulary as one of that language components that is essential as a convenient medium for expressing feelings and thoughts.

### 2.2 Kinds of Vocabulary

Haycraft (in Hatch and Brown 1995:370) divides vocabulary into two kinds namely receptive vocabulary and productive vocabulary. He says that receptive vocabulary is words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly and productive vocabulary is words which the student understands can produce correctly and use constructively in speaking and writing. Further vocabulary can be divided into active vocabulary and passive vocabulary. Active vocabulary is the words that we know and

understand well enough to use the word effect in both speaking and writing and passive vocabulary is utilized productively either in listening or reading. Dealing with the kinds of vocabulary William (1970:132) divides vocabulary onto two classes, the first belongs to large vocabulary called as open classed item and the second belongs to small vocabulary called as closed system item. Open classed item or large vocabulary includes nouns, verbs, adjectives and adverbs. While prepositions, pronouns, conjunctions, articles and interjections are included into closed or small vocabulary.

In this research, vocabulary covering nouns, adjectives, and prepositions in which those are based on the curriculum of the elementary school that was focus.

### 2.2.1 Nouns

Hornby (1999:791) state that noun is a word used to name or identify any class of things, places or ideas. According to Hatch and Brown (1995:219) noun refers to a person, place or thing. It may function as subject and object in sentences. Furthermore, Frank (1972:6) classifies that there are four types of noun in English:

1. Proper noun : Joseph, Friday, Mery.
2. Concrete or abstract noun : flower, beauty, boy, love, dog.
3. Countable noun or uncountable nouns : a book, pencils, water, sugar.
4. Collective noun : public, team, committee

Based on the classification above, the writer only focused on countable noun and uncountable noun.

### 2.2.2 Adjective

An adjective gives information about a noun. Hornby (1995:15) states that adjective is a word that indicates a quality of person or thing referred to by a noun. Moreover, Thompson (1986: 33) classifies adjectives into six kinds:

1. Demonstrative Adjective: this, these, that, those
2. Distributive Adjective: each, every, either, and neither



3. Quantitative Adjectives: some, any, little, few, many, one, ten, all, More
4. Interrogative Adjectives: which, what, whose, where
5. Possessive Adjectives: my, you, his, her, its, our, their
6. Quality Adjectives: clever, dry, golden, fat, good, square, heavy.

Based on the kinds of classification above, the writer focused on the adjectives of quality.

### 2.2.3 Preposition

Preposition is a word used to show a relation between a noun, pronoun, and other words. According to Hornby (1995: 911) preposition is a word or group of words used before a noun or pronoun to show place, position, time, or method. In line with this Wishon and Burks (1980: 288) add that the use of prepositional phrases convey some specific kinds of information:

- |                         |  |
|-------------------------|--|
| 1. Place, position      | : across, after, among, at, behind, between, in front of |
| 2. Direction            | : down, toward, through, upon, into                      |
| 3. Time                 | : about, after, around, at, before                       |
| 4. Purpose, reason      | : for  |
| 5. Manner of instrument | : by, in, like, with                                     |
| 6. Identification       | : at, by, in, on, with                                   |
| 7. Possession           | : of   |
| 8. Distance             | : of   |
| 9. Agent                | : by   |
| 10. Material            | : with   |
| 11. Quantity            | : by   |

Based on the kinds of prepositions above, the writer only focused on the preposition of place.

#### 2.2.4. Vocabulary Materials Taught to The Fourth Year Students of the Elementary School

Based on the 1994 English curriculum for elementary school the vocabulary materials taught to the fourth year students of elementary school are as follows:

1. Greetings and Partings
2. Kinds of color
3. Things around us
4. Parts of body
5. Families
6. Animals
7. Fruit and vegetables
8. Days and months
9. Position of thing
10. Counting

Those are the materials for the fourth year students of elementary school. In addition, the materials those cover themes and sub themes in this second semester in the academic year 2002 / 2003, which are recommended by the Basic Course Outline For teaching (GBPP: 1994) and under consideration of the English teacher of SDK Maria Fatima Jember are listed as follows:

1. Theme : Food, Drinks, and Fruits  
Sub theme : Names of food, drink and fruit.
2. Theme : Animals  
Sub themes : Pets, wild animals, and colors
3. Theme : Days, Months and Weather  
Sub themes : Names of day, names of months, and weather.
4. Theme : School  
Sub theme : School Environment
5. Theme : Position of things  
Sub theme : Where are the things.

In this research, the writer focused on the first, the second and the fifth theme and sub themes, which are (food and drink, animals, and position of the things).



Further, the materials were taken from **English for SD** with the themes and sub themes mentioned above.

### 2.3. Picture

2.3. Hornby (1995: 631) says that picture is painting, drawing, sketch, of something especially as a work of art. In addition, Yunus (1981: 51) states that pictures give some advantages as follows:

- a. Pictures are very useful for presenting new grammatical and vocabulary item.
- b. Pictures allow for meaningful practice of vocabulary and structures presented by the teacher.
- c. Pictures can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write.
- d. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.
- e. Pictures can be used to supplement whatever textbook the teacher uses or whatever courses he follows.
- f. Pictures are easy to make.

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

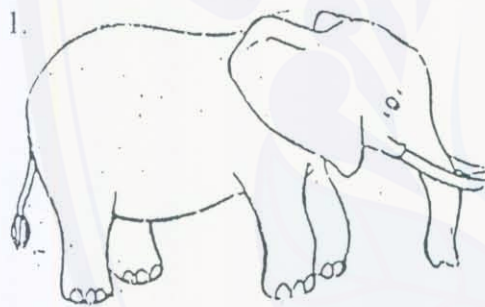
1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subjects.
4. Pictures can help prevent and correct misconception.
5. Pictures offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.
6. They help focus attention and develop critical judgment.
7. They are easily manipulated.

In relation to the idea, Wright (1989: 2) says that pictures are all right for beginners and young people in teaching-learning process. An activity that is done in a classroom must be efficient in achieving its objectives. Therefore pictures that

have been designed for teaching language should be representative, easy to prepare, interesting and easy to organize. Moreover Yunus (1981:53) explains that there are three types of picture. They are as follows:

### 2.3.1. Individual Picture

Individual pictures are pictures of an object, a person, or an activity. The characteristics of individual pictures are small pictures and they help the students comprehend the materials that are taught by the teacher. For example when the teacher presents a new vocabulary about animals, he could show the picture of a horse or a tiger directly. Such pictures vary in size pictures that are taken from newspaper and full-page magazine picture to poster-size pictures. The following pictures are examples of individual pictures:



Those pictures above are available in magazines, catalogues, greeting cards, travel brochures, advertisements, old textbooks, and even wrapping papers. It is easy to get pictures but not all pictures can be used in the classroom. Therefore, teacher should be able to select the kinds of pictures

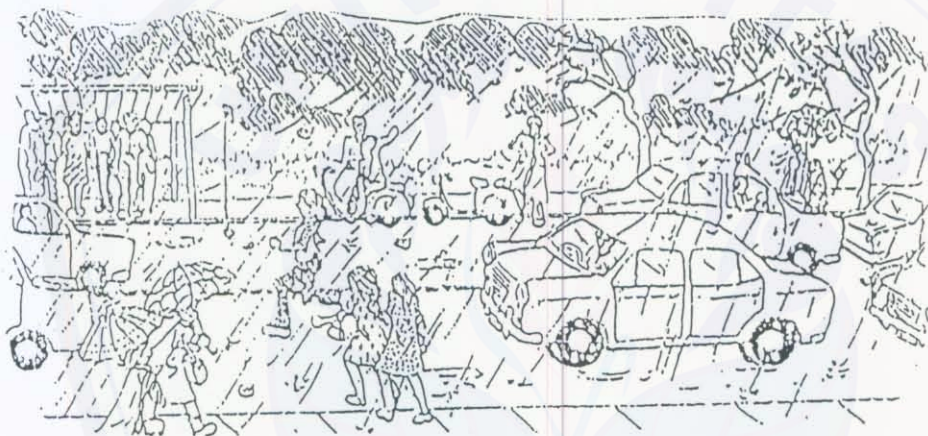
### 2.3.2. Composite Picture

Composite pictures are large pictures, which show a scene (hospital, a beach, a canteen, a railway, a street) in which we can see a number of people do something. Their characteristic is 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. The following is an example of composite picture, which tells about some activities done by people when the sky is dark and has been starting to rain. For example two men have stopped running their scooters in the roadside and starting to wear their raincoats. A man and two girls are running toward the bus stop. A woman and a child are walking briskly toward the bus stop. Many people are waiting for the bus at the bus stop. Unfortunately, composite pictures are rarely sold. Therefore, an English teacher should be able to create such pictures whether they are original or not.

Below is the example of the composite picture:



### 2.3.3. Pictures in Series

Pictures in series are a number of related composite pictures that are linked to form a 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. The following is an example of pictures in series, which tells about a woman buying a blouse. It is started by picture one that tells about that woman is looking for the clothes in the shop. Picture two and three tell about the seller is offering and giving some blouses to the woman to choose which one does she like. Picture four tells about the woman is trying on the blouse. The pictures below could be found in textbooks, comics, and cartoon, strips, magazines by which the teacher may copy and enlarge the pictures.





Based on the explanation above, the researcher will focus on individual pictures because those pictures are easier to collect and operate in the classroom. Besides, individual pictures are also appropriate to teach vocabulary. Therefore, it can be concluded that picture has important role in teaching learning language especially English as a second language to the children as young learners.

#### 2.4. Teaching and Testing of Vocabulary Through Picture

Teaching Vocabulary is a complex task, because the teaching includes besides the meaning of words, also spelling, pronunciation and the usage. Through pictures, the students will always remember the words and the meanings that have been taught by the teacher. The pictures can be taken from magazines or books or teacher could draw by himself on the paper. However, the pictures should be selected based on the themes or sub themes in the curriculum.

In testing vocabulary such as noun, adjective and preposition, the matching technique can be used. In each item, the students are provided with a sentence and some pictures that have been chosen. Some examples are presented below.

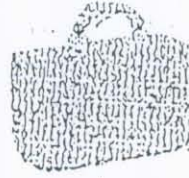
##### A. Teaching and testing *nouns*, for example:

Instructions:

- Match the sentences below with the suitable pictures provided
- For example, number 1 = C.

1. This is a clock.

A.



2. This is a bag.

B.



3. This is a pencil.

C.



**B. Teaching and testing adjectives:**

Instructions:

- Choose the suitable pictures (A or B) based on the sentences below.
- For example: number 1 = B

1. Mr. Anton is old.

A.

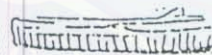


B.

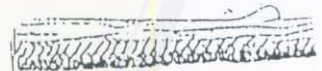


2. The stick is long.

A.



B.



**C. Teaching and Testing Prepositions**

Instructions:

- Give a circle on the right answers based on the pictures
- Number one is the example:

1. The teacher is ..... the class

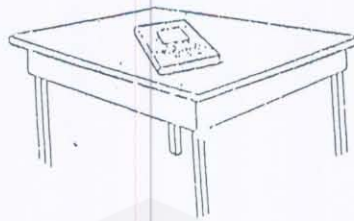
- a. behind
- b. beside
- c. in front of





2. The book is ..... the table

- a. in
- b. on
- c. at



### 2.5. Vocabulary Achievement Through Picture

Vocabulary is one of the language components that are very essential because it is the tool, which one listens, speaks, reads, and writes. The definition of vocabulary itself is defined by Hornby (1995:1331) that vocabulary means a total number of words which with the rule combining those words to make up a language. Meanwhile, achievement is something successfully finished or gained especially through skills and hard work.

Based on the ideas above vocabulary Achievement means the number of words' students gained after learning vocabulary.

In line with vocabulary achievement, there are many ways can be applied to expand students' vocabulary for instance picture as a media of teaching. Yunus (1981:51) states that pictures are very useful for presenting new grammatical and vocabulary items and allows for meaningful practice of vocabulary. Dealing with this it is clear that picture has advantages to help the teacher and the students in teaching learning vocabulary.

Vocabulary achievements investigated in this study were noun, adjective, and preposition. Those are the basic materials that should be achieved by the students in this level based on the materials covered in the Basic Course Outline For Teaching 1994 for the fourth year students. The three items above were measured using test in which test being given is in form of picture. The result of the test will show the capability of the students in mastering vocabulary of noun, adjective, and preposition through picture.

Finally, it is quite clear that teaching English through picture will help the students as young learners. In this case, there are greater possibilities in



developing strategies for learning English as a whole. It means that through picture students will have more capability in guessing the meaning of new vocabulary, training a memory, enjoying the lesson, and also stimulate students' motivation in achieving vocabulary.



## III. RESEARCH METHODS

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

### 3.1. Research Design

This research is a descriptive study. As stated by Sudjana and Ibrahim (1989: 64-65 ) a descriptive study has purpose to describe a phenomenon in recent time not to prove hypothesis. Arikunto (1993:208 ) points out that a descriptive study is not intended to prove hypothesis but it is intended to describe the variable. This research was intended to describe the fourth year students vocabulary achievement through pictures.

The procedures used in this research are as follows:

1. Determining the respondents of the research using proportional random sampling.
2. Constructing the research instruments (vocabulary test through pictures).
3. Collecting the primary data (give vocabulary test through pictures).
4. Collecting the results of the data.
5. Analyzing the collected data quantitatively using the percentage formula and classifying the results qualitatively based on the classification of the score level.
6. Drawing a conclusion to answer the research problem.

### 3.2. Area Determination Method

Area determination method is the method in determining the area or a place where the research is conducted. In this research, purposive method is used to determine the research area. Arikunto ( 1998:127 ) says that purposive method is used based on a certain consideration such as limited time, energy, and fund. It is also supported by Sudjana and Ibrahim (1998:96) that purposive method is

used when the researcher has certain considerations in determining sample based on the researcher objective.

Dealing with this research, SDK Maria Fatima Jember is chosen as the area of the research. Some considerations used as the reasons. Firstly, English has been taught from the first grade up to the sixth grade and in applying English as a foreign language teacher sometimes uses picture as media of teaching. Based on this consideration, the researcher wants to investigate how is the vocabulary achievement of the students by the picture and also there has never been a research conducted on the students' vocabulary achievement in that school. Those considerations were based on the preliminary interview.

### 3.3. Respondent Determination Method

Respondent is the person who responds or answers the questions orally or written (Arikunto 1998:114). The respondents of this research were the fourth year students of SDK Maria Fatima Jember in the academic year 2002/2003. Based on the preliminary study, the number of population was more than a hundred students which are divided into three classes. For this reason, sampling research will be used and to take the samples the researcher will use proportional random sampling by lottrey to determine the respondents. The number of the population is 134 students.

As stated by Arikunto ( 1998:120 ), if the number of subjects is less than 100 persons we can take all of them. However if the subjects are more than 100 persons we can take 10% up to 15% or 20% up to 25% or more of population. Furthermore, Hadi ( 1997:75 ) affirms that in random sampling every members of population has an equal and independence chance to be selected for the sample.

Based on the statement above, the researcher took 20% of the whole population in which each clas consisted of IVa = 46, IV= 44 and IVc= 44 students. The number of the respondents taken was 27 subjects in which they were taken proportionally from each class. Dealing with the capability of the students, they were homogen and there is no superior class. Based on the score



obtained by the students in the last semester, each class had same capability and it can be seen from the average score in the last semester Ia= students in the last semester, each class has same capability and IV=a 7,2 IVb = 7,0 and IVc = 7,0. According to the score classification of Depdikbud (1994:10) they are on the same category.

### **3.4. Data Collection Methods.**

In this research some methods were used to collect the data namely interview, documentation and test. The main data was collected by test, whereas the supporting data were collected by interview, and documentation.

#### **3.4.1. Interview**

Arikunto (1993:127) says that there are three kinds of interview namely unguided interview, guided interview and free guided interview. In unguided interview an interviewer does not use a set of questions. He may ask everything as long as they are in accordance with the data will be obtained. In guided interview, the interviewer use a list of questions. While, free guided interview is the combination between unguided interview and unguided interview. Among the three kinds of interview, the free guided was chosen by preparing a list of questions and they are developed to get the information needed. The interview conducted with the English teacher to get the supporting data about the technique used in teaching vocabulary through pictures, the English book used in teaching English, and the kinds of pictures used as the media of teaching vocabulary. The interview questions could be seen in Appendix 2.

#### **3.4.2. Documentation**

According to Nawawi (1989:133) documentation method is a way of collecting data taken from written materials such as files, books, letters, reports, and everything concerning with the research problem. The documentation data in this study are about the school location, the school facilities, the persons of SDK Maria Fatima Jember, the number of the fourth year students of SDK Maria

Fatima Jember, the names of the respondents, and the schedules of English teaching learning process for the fourth year students of SDK Maria Fatima Jember in the academic year 2002/2003.

### 3.4.3. Test

Test is a series of questions or practice used to measure skill, knowledge, intelligence and talent of individual or group. What the writer wanted to measure from the test that was given to the students was the vocabulary achievement of the students. In this research, achievement test was used as the instrument to collect the primary data about the students' achievement of vocabulary through picture. According to Arikunto (1993:125), the function of the a test is to measure the student's achievement after they have learned something. Furthermore, Hughes (1989:10 ) states that achievement test is directly related to language courses, the purpose is to establish how far individual students or groups of students or courses themselves can achieve the teaching objectives.

In addition, Based on the person who constructs, test can be divided into two kinds namely standardized test and teacher made test. Standardized test is a test constructed on the purpose of knowing whether the standard of the institution has been given or not, whereas, teacher made the test is a test created by the teacher to measure the degree of the students in certain materials. In this research, teacher made test was applied and the test given in form of objective type. Objective test is a series of questions in which the answer is definite. In this study, the objective test was in form of multiple choice in which multiple choice has some advantages in which the multiple choice has some advantages.

Hughes (1989 : 59 ) notes that in multiple choice questions, the scoring are rapid and economical, the respondent can make a mark on the paper, and it is possible to include more items. In line with this, Weir (1990: 43) also supported that in multiple choice test, there is almost complete marker reliability, and the marking as well as being reliable is simple, more rapid, and often more cost effective than other forms of the written test. In addition, the items were constructed under the consideration of the material stated in the curriculum and it



was consulted first to the English teacher. Moreover making a test, there are two criteria, namely validity and reliability. A test is said to be valid if it measures accurately what is intended to measure, while a test is said to be reliable if it is good enough to collect a believable data. Related to the validity, content validity was used because the material of the test items were taken based on the syllabus. Besides, the materials that would be given had been taught based on the theme and sub themes covered. Dealing with the reliability, the test is reliable if it is already valid based on its content.

The number of the test was 50 items with different distribution of each indicator. The test items covered three indicators : noun (20 items ), adjective (15 items), and preposition (15 items). The noun covered countable noun and uncountable nouns, the adjective items covered adjective of quality, and the preposition items cover preposition of place. The items were divided into three parts. Part I was in form of matching test that covered nouns with the score of each item 2 point. (The maximum score was 40 ). Part II covered vocabulary of adjectives and they were in form of multiple choice test. Each item was scored 2 point. (The maximum score was 30 ). Part III covered vocabulary of prepositions and they were also in form of multiple choice test. The score of each item was 2. (The maximum score was 30 ). Therefore, the total score of the items is 100 and the time provided was 90 minutes.

### **3.5.Data Analysis Method**

The primary data were the students' vocabulary achievement through picture in the form of the scores of vocabulary test. Thus, the data were quantitative. After these data were collected, they were analyzed statistically using the following formula :

$$E = n / N \times 100 \%$$

( Addapted from Ali, 1993:186 )



Note :

E= The percentage of the students' vocabulary achievement of each indicator.

n = The score obtained by the students.

N= The total score of the test items.

The results were interpreted in the form of words, based on on the categories of the score level. The categories were intended to describe the fourth year students' vocabulary achievement of SDK Maria Jember in the academic year of 2002/2003.

Tabel 1: **The Classification of the Score Levels**

Score	Criteria	Indonesian
96% – 100%	Excellent	Istimewa
86% – 95%	Very good	Baik sekali
76%–85%	Good	Baik
66% – 75%	More than enough	Lebih dari cukup
56% – 65%	Enough	Cukup
46% – 55%	Poor	Kurang
36% – 45%	Very poor	Sangat kurang
25% – 35%	Bad	Buruk
< 25%	Very bad	Sangat buruk

( Adapted from Depdikbud 1994 : 85)

## IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results. The results of this research deal with primary data that were taken from the test, and the supporting data that were taken from the documentation and interview.

### 4.1. The Result of the Supporting Data

The supporting data was obtained from the documentation and interview

#### 4.1.1. The Result of Interview

The objective of interview method was used to find the data from the English teacher. It dealt with the method that was used in teaching learning English, especially vocabulary the English book that was used in teaching learning English, the techniques that were used in teaching vocabulary through picture, and the kinds of pictures used in teaching learning English especially teaching vocabulary to the fourth year students.

The interview with the English teacher was conducted once on May 31st, 2003, for 30 minutes. In teaching English vocabulary to the students, the teacher applied the lecturing method and applied some methods such as through game, storytelling, and also through pictures. In lecturing method, the teacher gave some vocabulary and asked the students to write on the book and to memorize the vocabulary given. In teaching vocabulary through pictures, the teacher often used some kinds of picture (individual pictures, composite pictures, and picture in series).

However, related to the teaching of vocabulary, the teacher more often use individual pictures because such kinds of pictures were more appropriate in teaching vocabulary. Dealing with the technique used in teaching vocabulary through pictures, the teacher showed the pictures first to the students then he asked them to guess or mention the name of the picture, the size of the picture, the color of the picture, the position of the pictures and so on. The teacher also adds that he used the pictures as the media of teaching because he wanted to get the students interest in learning English and to motivate them to learn English.

However in teaching learning vocabulary, the teacher also used another techniques such as through games, and songs. In line with the use of picture, it is used based on the materials and the theme on the book that will be taught.

Dealing with the book, the English textbooks used by the teacher and the students were “English For SD “ published by Grassindo, and “Start with English” published by Airlangga. Besides the teacher also used the other English books which are related to the materials for the fourth year students.

#### **4.1.2. The Result of Documentation**

Documentation was used to get data about the names of respondents and the personnel of SDK Maria Fatima Jember in the academic year of 2002/2003. The total number of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003 was 134. They were divided into three classes. For that reason, proportional random sampling by lottery was used to take the samples and the number of the subjects taken as the samples were 27 students.

Dealing with the number of the personnel of SDK Maria Fatima Jember in the academic year of 2002/2003 there were 38 personnel. The number of the respondents and the personnel can be seen in Appendix 6.

#### **4.2. The Result of the Primary Data**

To get the primary data about the students' vocabulary achievement through pictures, the writer gave the test to the respondents, that was conducted on 3rd may 2003, and it needs 90 minutes to finish the test in which the test items consisted of 50 items.

The score of the students were obtained based on the number of the correct answers of the test. Each item was scored 2 points and the total score was 100 points. The following table shows the vocabulary test scores of the respondents.



Table 2 The Result of Vocabulary Test

No	Vocabulary						Ts
	Nouns		Adjectives		Prepositions		
	T	S	T	S	T	S	
1.	20	40	11	22	12	24	86
2.	20	40	11	22	12	24	86
3.	20	40	12	24	11	22	86
4.	20	40	8	16	8	16	72
5.	18	36	10	20	9	18	74
6.	18	36	8	16	10	20	72
7.	20	40	10	20	8	16	76
8.	20	40	12	24	12	24	88
9.	20	40	14	28	6	12	80
10.	20	40	11	22	11	22	84
11.	20	40	11	22	13	26	88
12.	19	38	14	28	7	14	80
13.	20	40	12	24	11	22	86
14.	20	40	11	22	12	24	86
15.	20	40	12	24	5	10	74
16.	20	40	12	24	9	18	82
17.	18	36	10	20	9	18	74
18.	20	40	10	20	12	24	84
19.	20	40	12	24	13	26	90
20.	20	40	9	18	10	20	78
21.	20	40	11	22	6	12	72
22.	20	40	12	24	5	10	74
23.	20	40	12	24	10	20	84
24.	20	40	8	16	12	24	80
25.	20	40	11	22	11	22	84
26.	18	36	11	22	12	24	82
27.	20	40	10	20	12	24	84

Notes :

No = Number of the respondents

T = The number of the correct answers

S = The score obtained from each indicator

Ts = The total score obtained by the respondents

### 4.3. Data Analysis

The students' vocabulary test scores were analyzed to know the vocabulary achievement through pictures. The data were analyzed by using the following formula :

$$E = n / N \times 100\%$$

Notes :

E= The percentage of the students' vocabulary achievement through pictures

n= The students' obtained scores of vocabulary through pictures

N= The total score of the test items

The following table is the computation result of the vocabulary achievement through pictures of each indicator.

Table 3. **The Analysis of the Students' Scores of Vocabulary Achievement Test Based on the Indicators :**

No	Vocabulary Indicators									Total
	Nouns			Adjectives			Prepositions			
	N	N	%	n	N	%	N	N	%	
1.	40	40	100	22	30	73	24	30	80	86
2.	40	40	100	22	30	73	24	30	80	86
3.	40	40	100	24	30	80	22	30	73	86
4.	40	40	100	16	30	53	16	30	53	72
5.	36	40	90	20	30	66	18	30	60	74
6.	36	40	90	16	30	53	20	30	66	72
7.	40	40	100	20	30	66	16	30	53	76
8.	40	40	100	24	30	80	24	30	80	88
9.	40	40	100	28	30	93	12	30	40	80
10.	40	40	100	22	30	73	22	30	73	84
11.	40	40	100	22	30	73	26	30	86	88
12.	38	40	95	28	30	93	14	30	47	80



13.	40	40	100	24	30	80	22	30	73	86
14.	40	40	100	22	30	73	24	30	80	86
15.	40	40	100	24	30	80	10	30	33	74
16.	40	40	100	24	30	80	18	30	60	82
17.	36	40	90	20	30	66	18	30	60	74
18.	40	40	100	20	30	66	24	30	80	84
19.	40	40	100	24	30	80	26	30	86	90
20.	40	40	100	18	30	60	20	30	66	78
21.	40	40	100	22	30	73	12	30	40	74
22.	40	40	100	24	30	80	10	30	33	74
23.	40	40	100	24	30	80	20	30	66	84
24.	40	40	100	16	30	53	24	30	80	80
25.	40	40	100	22	30	73	22	30	73	84
26.	36	40	90	22	30	73	24	30	80	82
27.	40	40	100	20	30	66	24	30	80	84
$\Sigma$	1062		2655	590		1959	516		1786	2188
<b>M</b>	39,3		98,3	21,8		72,5	19,1		66,1	81,0

## Notes:

No = The number of respondents

n = The score of each indicator obtained by the respondents

N = The total score of the test items of each indicator

% = The percentage of each indicator obtained by the respondents

T = The total score of vocabulary test through pictures obtained by the respondents

$\Sigma$  = The score of the students' vocabulary test through pictures in each indicator

M = The mean score

Based on the result of the data analysis, it was found that the students' means score was 81,0. It can be said that they were on the level of good based on the 1994 Curriculum by Depdikbud's scores classification.



After analyzing the students' vocabulary scores, the next step is finding the score frequencies achieved by the students based on the category proposed by Depdikbud (1994:10). The following table is the score frequencies obtained by the students and the next step is finding the means score of each indicator.

**Table 4 The Score Frequencies of the Students' Vocabulary Achievement Through Picture.**

No	Score Classification	Score Classification	Frequencies	%
1.	Excellent	96 – 100	0	0
2.	Very good	86 – 95	8	29,6
3.	Good	76 – 85	12	44,4
4.	More than enough	66 – 75	7	25,9
5.	Enough	56 – 65	0	0
6.	Poor	46 – 55	0	0
7.	Very poor	36 – 45	0	0
8.	Bad	26 – 35	0	0
9.	Very bad	< 25	0	0

**Table 5 The Means Score of Each Indicator**

No	Vocabulary	Mean	Classification
1.	Noun	98,3	Excellent
2.	Adjective	72,5	More than enough
3.	Preposition	66,1	More than enough
4.	Vocabulary achievement	81,03	Good

#### 4.4. Discussion

Based on the results of the data analysis, the students' vocabulary achievement through pictures can be described as follows :

The students' average score of vocabulary achievement was in category of good. In details, the students' vocabulary achievement of nouns was in the category of Excellent (98,3). The students' vocabulary achievement of adjectives was in the category of more than enough (72,5). The students' vocabulary achievement of prepositions was also in category of more than enough. (66,1)

The results showed that the students were more familiar with nouns, it was because the students used nouns more often than the others. In addition, in teaching learning process, the teacher often gave them vocabulary exercises as the homework to find out the meaning of the words (noun) by themselves. Dealing with the adjective, the students got 72,5 and it was in category of more than enough. Based on the students' answers, most of them made the same mistakes that was wild, expensive, and old. The students confused to answer and identify the picture of question number 1, number 3, and number 5 (Appendix 3). On the other hand, preposition was in the lowest category because there are some words that were unfamiliar with the students such as at, above, and the other words that might be difficult for them to distinguish such as behind and beside, in and on although they were taught and stated in book. Although the indicators different in the category level but they were almost balance.

Based on the results achieved by the students above, they were almost balance. It can be seen in the score frequencies, it was found that 29,6% students were in the level of *very good*, 44,4% students were in the level of *good*, and 25,9% students were in the level of *more than enough*.

Seeing the score level achieved by the students it was obvious that pictures have important role in teaching learning English vocabulary. The students could achieve the score level in the category of *good* because of some factors that influenced them. Firstly, students were familiar with picture because the teacher used as the media of teaching English vocabulary. For that reason, it was easy for them to memorize the kinds and the names of picture that had been showed. Secondly, the materials given were taken from the themes and sub themes that had been taught before. Thirdly, the time needed to finish the test was enough so that the students were able to do the test items correctly. Besides, the teacher also affirmed that the capability of the whole class was same and most of them were good at English especially in mastering vocabulary.

As it is stated by Yunus (1981:51), pictures are very useful for presenting new grammatical and vocabulary item and pictures can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read,



and to write. Further, pictures can be used to supplement whatever textbook the teacher uses or whatever courses he follows. In line with the ideas above, it was clear that teaching vocabulary through picture could give some positive contribution for the fourth year students of SDK Maria Fatima Jember in learning English especially learning vocabulary.

Finally, dealing with the research results, it was clear that there were some advantages in using pictures as the media of teaching English vocabulary particularly for the fourth year students of SDK Maria Fatima Jember. The first, it could help the students to memorize any kinds of English vocabulary and to stimulate the students participate in English class. It can be proved by the results achieved in finishing the vocabulary test through pictures in which their mean score of vocabulary achievement was 81,03. The second, it could help the teacher to create the materials to get the students' interest in learning English as a foreign language.





## V. CONCLUSIONS AND SUGGESTIONS

### 5.1. Conclusions

Based on the results of data analysis and the discussion above, the conclusions could be stated as follows :

#### 5.1.1. General Conclusion

In general, the students' vocabulary achievement through pictures of the fourth year students of SDK Maria Fatima Jember in the academic year of 2002/2003 was good. It was proved that the total mean score of the students' vocabulary achievement was 81,0%.

#### 5.1.2. Specific Conclusions

Based on the average of the students' vocabulary achievement through pictures on noun was excellent. It was supported by the mean score of the noun (98,3). Then, based on the average of the students' vocabulary achievement through pictures on adjectives was more than enough. It was supported by the mean score of the adjective (72,5). The last, the average of the students' vocabulary achievement through pictures, was also more than enough and it is supported by the mean score of the preposition that is 66,1.

### 5.2. Suggestions

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

#### 5.2.1. The English Teacher

1. Realizing that the result of the application of the pictures were appropriate with the classroom situation and could improve the student's vocabulary achievement, it is suggested that the English teacher to use pictures as the media of teaching.

2. It is also expected that the English teacher in SDK Maria Fatima Jember help the students in learning language effectively and efficiently.

#### **5.2.2. The Students**

1. It is suggested that the students can motivate themselves to be more active in joining the English class to improve their achievement especially in vocabulary achievement.
2. It is suggested that the students get involved in the English class without feeling of fear.

#### **5.2.3. The Next Researcher**

1. It is hoped that the result of this research will be useful as the reference to make the further research with other aspects, such as picture in connection with students' ability in listening, writing, or reading comprehension.
- ② It is also suggested that the next researcher apply the other research designs such as experimental design, or even action research.

**BIBLIOGRAPHY**

- Ali M. 1993. *Strategi Penelitian Pendidikan*.  
Bandung : Angkasa
- Arikunto S, 1993. *Prosedur Penelitian, Suatu Pendekatan Praktek*.  
Jakarta : Rineka Cipta.
- Ali S, 1997. *English For SD, Pelajaran bahasa Inggris untuk kelas IV*.  
PT. Grassindo
- Arikunto S. 1998. *Prosedur Penelitian, Suatu Pendekatan Praktek*.  
Ed..Rev. IV, cet. XI, Jakarta : PT Rineka Cipta.
- Depdikbud, 1994 *Kurikulum Muatan Lokal, Garis-Garis Besar Program  
Pengajaran ( GBPP ) Bahasa Inggris, Pendidikan Dasar*.  
Surabaya: Depdikbud.
- Frank M 1972. *Modern English , A practical Reference Guide*.  
New Jersey : Prentice Hall, Anglewood.
- Hadi S, 1997. *Metodology Research* .  
Cet XXIX, Yogyakarta: Andi offset.
- Hornby, A.S, Cowie, A.P, and Gimson, A.C. 1995  
*Oxford Advanced Learners 'Doctionary of Current English*.  
London : Oxford University Press.
- Hatch, E. and Cheryl B., 1995. *Vocabulary, Semantics, and Language Education*.  
Cambridge. Language Teaching Library.
- Halliwell E. S, 1972 . *Teaching English In The Primary Classroom*.  
London. Longman Group, Ltd.
- Hughes A, 1989. *Testing for Language Teachers*.  
Cambridge . Cambridge University Press.
- Mujiati, 1999. *A Descriptive study of vocabulary achievement by  
storytelling of the fourth year students of SDN Turi II  
Magetan*.  
Unpublished thesis, Jember University.
- Napa, A.Pieter 1991. *Vocabulary Development Skill*.  
Yogyakarta : Kanisius.



- Nawawi, H.H. 1998. *Metode Penelitian Bidang Sosial*.  
Cet. Ke-8 Yogyakarta, Gajah Mada University Press.
- Rivers, W.M. 1983. *Communicating Naturally in A Second Language*.  
New York. Cambridge University Press.
- Sudjana, N. dan Ibrahim 1989. *Penelitian dan Penilaian Pendidikan*.  
Bandung . Sinar Baru.
- Thompson, A.J. and Martinet, A.V. 1986. *A practical English Grammar*.  
London. Oxford University Press.
- Underhill, N. 1987. *Teaching Spoken Language  
A handbook of Oral Testing Techniques*.  
Cambridge University Press.
- Weir, C.J. 1990. *Communicative Language Testing. English Language Teaching*.  
New York: Prentice Hall.
- William, C.B. 1979. *Style and Vocabulary*.  
New York: Hafner Publishing Company.
- Wishon, G.E and Burks J. M 1980. *Let's Write English*.  
Litton. Educational Publishing International.
- Wahyuni, D. 2001 : *A descriptive study on the fifth year students' vocabulary  
achievement through pictures at SDN Prambangan Kebomas  
Gersik*. Unpublished Thesis. Jember University.
- Wright, A. 1989. *Pictures Language Learning*  
Cambridge. Cambridge University Press.
- Yunus, N.A, 1981. *Preparing and Using Aids for English Language Teaching*  
Singapore : Oxford University Press.

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study on Vocabulary Achievement Through Picture of the fourth year students of SDK Maria Fatima Jember In the academic year 2002 / 2003.	<p>1. General Problem How is the Vocabulary Achievement through Picture of the fourth year students of SDK Maria Fatima Jember in the Academic Year 2002/2003</p> <p>2. Specific problems</p> <p>a. How is the vocabulary Achievement of Noun through Picture of the fourth year student of SDK Maria Fatima Jember in the Academic Year 2002/2003</p> <p>b. How is the Vocabulary Achievement of Adjective through Picture of the fourth year student of SDK Maria Fatima Jember in the Academic Year 2002/2003</p> <p>c. How is the Vocabulary Achievement of Preposition through Picture of the fourth year student of SDK Maria Fatima Jember in the Academic Year 2002/2003</p>	Vocabulary Achievement Through Picture	<p>1. Noun</p> <p>2. Adjective</p> <p>3. Preposition</p>	<p>A. Respondents : The fourth year students of SDK Maria Fatima Jember</p> <p>B. Informants : 1. The Principal 2. The English Teacher</p> <p>C. Documents</p>	<p>A. Reseach Design Descriptive Study</p> <p>B. Area Determination Method: Purposive Method</p> <p>C. Respondents Determination Method: Proportional Random Sampling by lottery.</p> <p>D. Data Collection Method: 1. Interview 2. Documentation 3. Test</p> <p>E. Data Analysis Method Descriptive : Quantitative by using the percentage formula :</p> <p><math>E = n / N \times 100 \%</math></p>

## Appendix 2

**Guided Research Instruments****I. Interview Guide**

<b>No</b>	<b>Questions</b>	<b>Informant</b>
1.	Could you explain about the techniques that used in teaching vocabulary through pictures?	The English Teacher
2.	Could you please explain to me about the English books you use in teaching English to the Fourth year students ?	
3.	Could you explain to me about the kinds of pictures you used in teaching vocabulary?	
4.	What method do you use in teaching vocabulary?	

**II. Documentation Guide**

<b>No</b>	<b>The Data Taken</b>	<b>Sources</b>
1.	The personels of SDK Maria Fatima Jember	Documentation
2.	The name of respondents.	Documentation



## Appendix 3

**Vocabulary Test**  
**Subject : English**  
**Class : IV**  
**Time : 90 minutes**

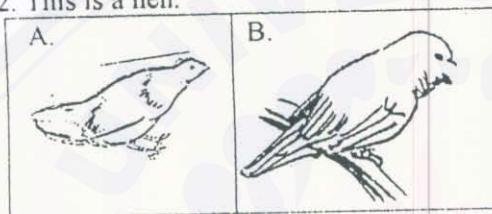
- I. Read the sentences below and match the number of the sentences with the suitable letters on the left pictures on the following table !  
 (Bacalah kalimat-kalimat dibawah ini dan jodohkan nomor-nomor kalimat dengan huruf- huruf yang cocok disebelah kiri gambar yang tersedia pada tabel dibawah ini).

**Contoh :**

1. That is a bird.
2. This is a hen.

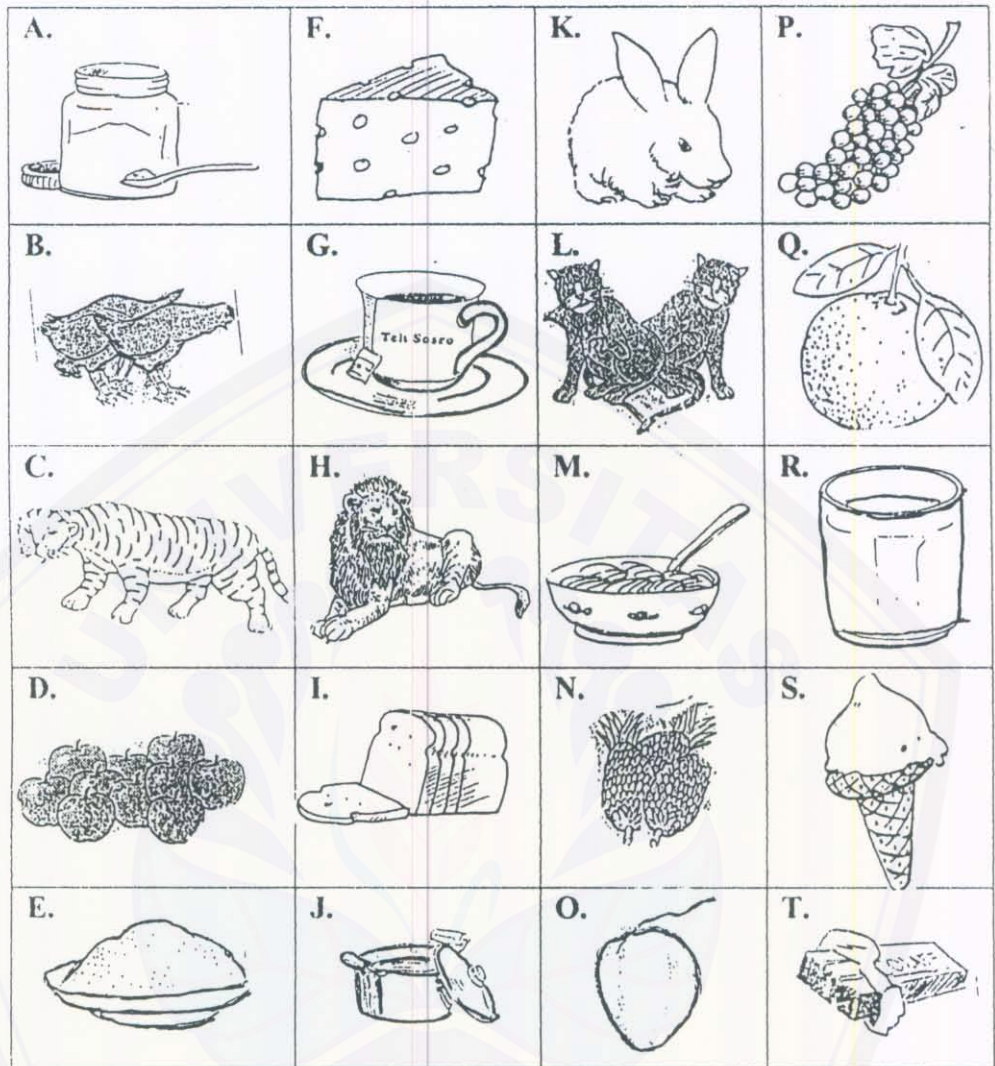
**Jawaban :**

1. B
2. A



NO	SENTENCES	
1.	Those are cats.	
2.	That is a lion.	
3.	It is a rabbit.	
4.	These are chickens.	
5.	This is a tiger.	
6.	This is a glass of milk.	
7.	It is a slice of cheese.	
8.	This is a bowl of noodle.	
9.	That is a spoon of sugar.	
10.	It is a plate of rice.	
11.	Those are grapes.	
12.	These are apples.	
13.	Those are pineapples.	
14.	That is a coconut.	
15.	This is an orange.	
16.	It is a cup of tea.	
17.	That is a loaf of bread.	
18.	This is a bar of chocolate.	
19.	It is an ice cream	
20.	This is a bowl of soup.	



PICTURES















II. Choose the suitable pictures by writing A or B based on the following sentences!

(Pilihlah gambar yang tepat dengan menulis A atau B sesuai dengan kalimat-kalimat yang tersedia pada tabel dibawah ini !


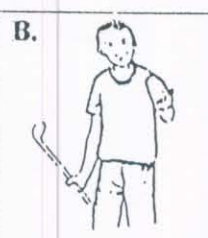








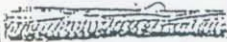
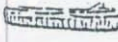






Contoh :

No	Pictures		Sentences
1.	A. 	B. 	It is hot.

Jawaban : 1.B


No	Pictures		Sentences
1.	A. 	B. 	1. The book is new.
2.	A. 	B. 	2. He is dilligent.
3.	A. 	B. 	3. The animal is wild.
4.	A. 	B. 	4. He is old.
5.	A. Rp.20.000 	B. Rp.25.000 	✓ 5. The dress is expensive.
6.	A. 	B. 	6. The mouse is big.






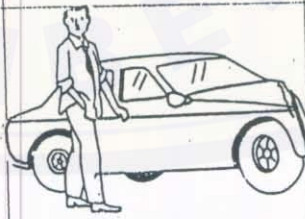

7.	A. 	B. 	7. Tono is fat.
8.	A. 	B. 	8. The shirt is dirty.
9.	A. 	B. 	9. The book is thick.
10.	A. 	B. 	10. Mrs. Lala is beautiful.
11.	A. 	B. 	11. The ball is small.
12.	A. 	B. 	12. The stick is long.
13.	A. 	B. 	13. Mr. Anton is young.
14.	A. 	B. 	14. Didi is thin.
15.	A. 	B. 	15. Andi is happy.


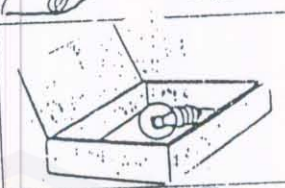
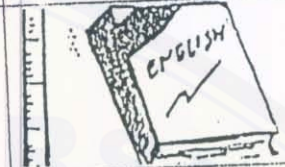

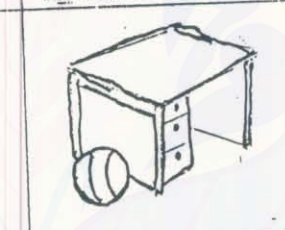

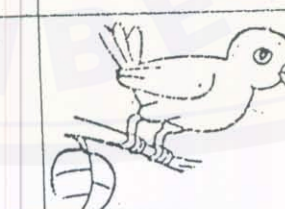
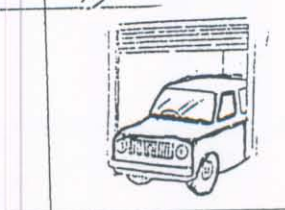
III. Choose the correct preposition (a, b, or c) based on the sentences and the pictures provided in the following table!  
 (Pilihlah preposisi yang tepat (a, b, atau c) berdasarkan kalimat dan gambar yang tersedia pada tabel dibawah ini.

Contoh :



No	Sentence	Picture	Options
1.	The ball is.....the chair.		a. under b. in c. on

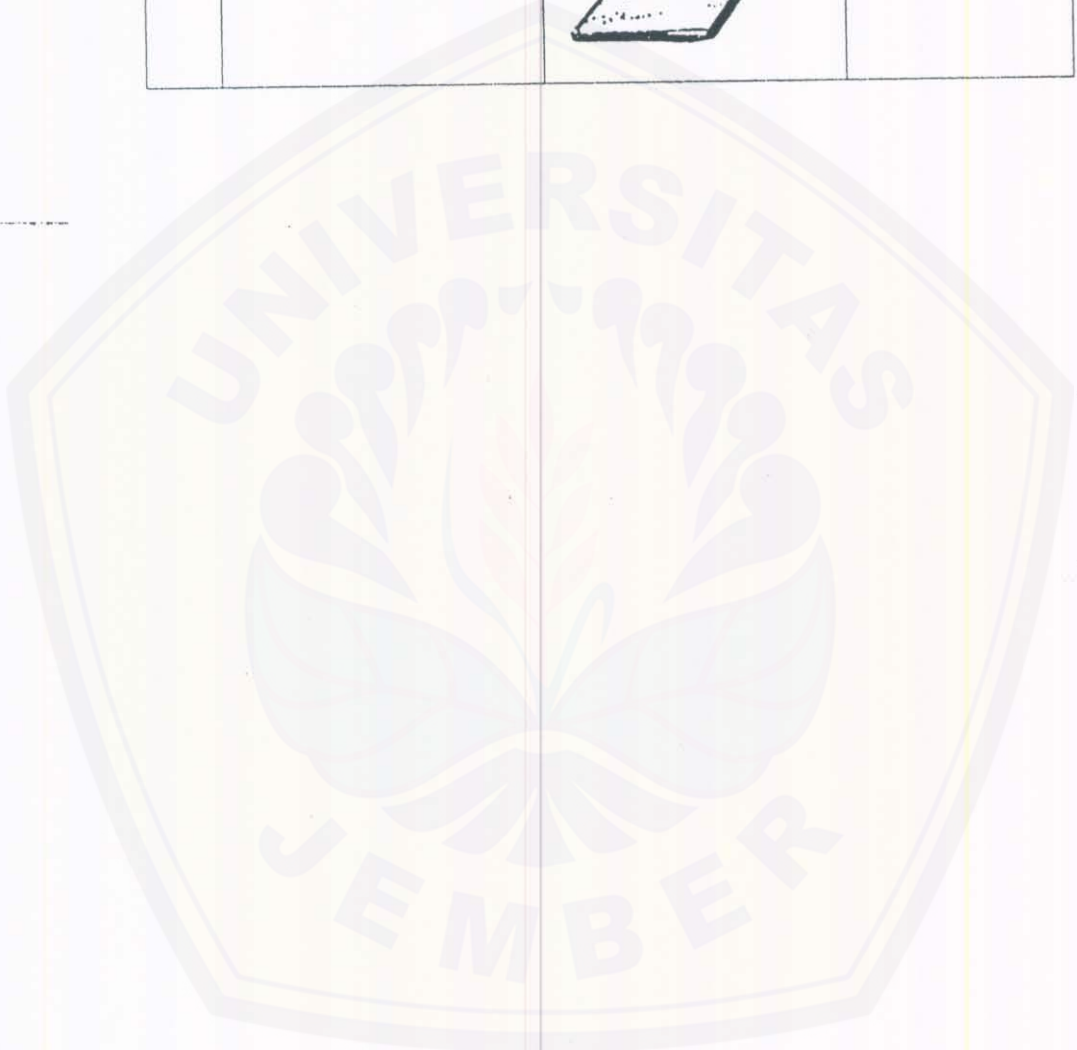
Jawaban : a

No	Sentences	Pictures	Options
1.	The cat is .....the box.		a. on b. in c. under
2.	The boy is .....the tree.		a. under b. behind c. beside
3.	She is lying .....the grass.		a. in b. on c. at
4.	The man is .....the car.		a. behind b. beside c. in front of
5.	The plane is ..... the house.		a. above b. in c. on

6.	The dog is .....Lala.		a. beside b. behind c. at
7.	The lamp is ...the box.		a. in b. under c. at
8.	The book is .....the ruler.		a. in front of b. beside c. in
9.	The dog is ....the house.		a. under b. in front of c. at
10.	The ball is ... the desk.		a. under b. beside c. behind
11.	The boys are ...the truck.		a. at b. behind c. in
12.	The bird is ....the tree.		a. on b. at c. behind
13.	The car is ...garage.		a. on b. at c. in



14	Tono is ..... Rany.		a. beside b. behind c. in front of
15	The pencil is.... The book.		a. in b. above c. on



Appendix 4

The Answer Key

<b>PART I</b>	<b>Noun</b>			<b>PART II</b>	<b>Adjective</b>	<b>PART III</b>	<b>Preposition</b>
<b>NO</b>	<b>ANSWERS</b>	<b>NO</b>	<b>ANSWERS</b>	<b>NO</b>	<b>ANSWERS</b>	<b>NO</b>	<b>ANSWERS</b>
1.	L	16.	G	1.	A	1.	A
2.	H	17.	I	2.	A	2.	A
3.	K	18.	T	3.	B	3.	B
4.	B	19.	S	4.	B	4.	B
5.	C	20.	J	5.	B	5.	A
6.	R			6.	A	6.	B
7.	P			7.	A	7.	A
8.	M			8.	B	8.	B
9.	A			9.	B	9.	C
10.	E			10.	A	10.	C
11.	P			11.	A	11.	B
12.	D			12.	A	12.	A
13.	N			13.	B	13.	C
14.	O			14.	B	14.	C
15.	Q			15.	A	15.	C

## Appendix 5

### Distribution of the Test Items

No	Indicators	Items Number	Amount
1.	Noun	Countable nouns : 1,2,3,4,5,11,12,13,14,15. Uncountable nouns : 6,7,8,9,10,16,17,18,19,20.	20
2.	Adjective	Adjective of quality : 1 – 15	15
3.	Preposition	Preposition of place : 1 – 15	15



Appendix 6

**The Data of Respondents**

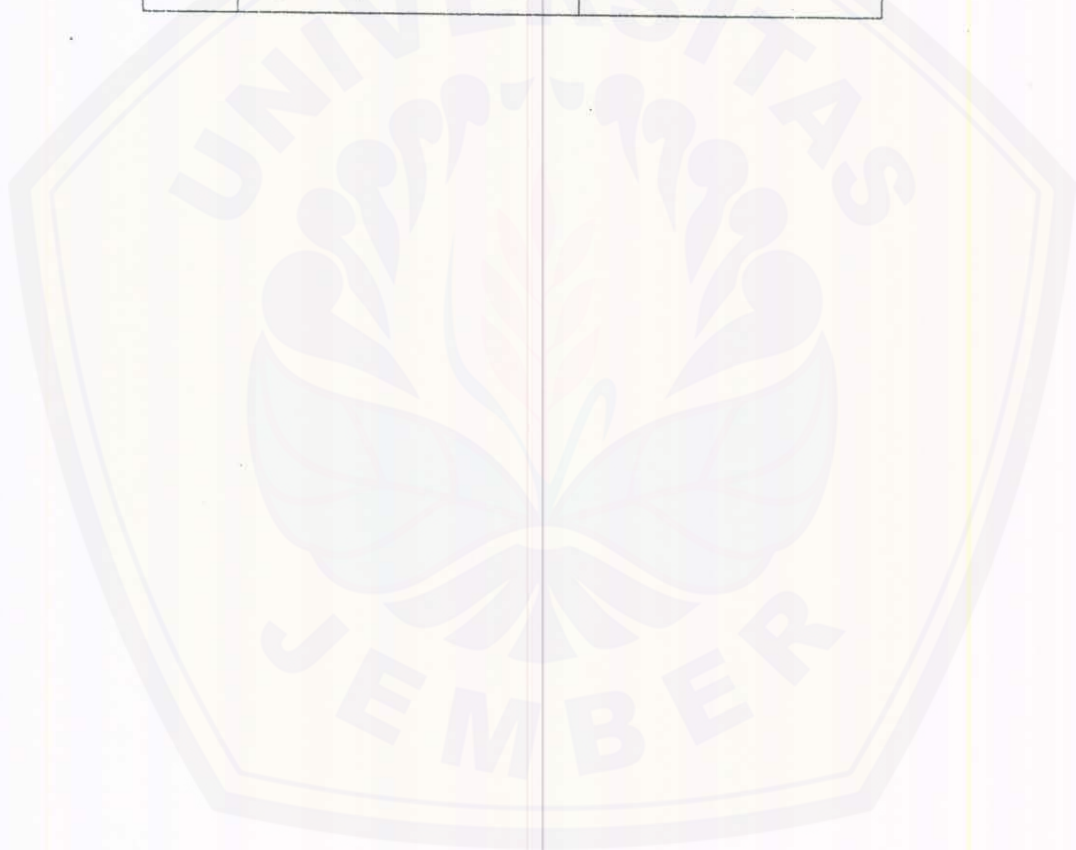
<b>NO</b>	<b>NAMES</b>	<b>GENDER</b>
1.	Aditya Pramana Iskandar	Male
2.	Alfio Yulianto Berdikari	Male
3.	Albert Budianto Liadi	Male
4.	Anita Permatasari	Female
5.	Christine Tjokroraharjo	Female
6.	Chandra Adi	Male
7.	Fonnyzia Mezque	Female
8.	Fransiskus Xaverius	Male
9.	Fanny Mulyanus	Male
10.	Handy Setiawan	Male
11.	Happy Kurnia	Male
12.	Heru Chrisandy	Male
13.	Jessica Evangelin	Female
14.	Lidya Karolina S.	Female
15.	Lutvia Anggrayani	Female
16.	Meilisa Elizabeth	Female
17.	Nita Juniwati	Female
18.	Ongky Sugianto	Male
19.	Owen Chandra Kusuma	Male
20.	Paskalis Yoga Putra	Male
21.	Rahella Oktalita	Female
22.	Rinno Pristiana	Female
23.	Robin Sanjaya	Male
24.	Sandra Kurniasari	Female
25.	Stevie Augusta	Female
26.	Stephanie Magdalena	Female
27.	Yohanes Santoso	Male

## Appendix 7

### The Personnels of SDK Maria Fatima Jember In the Academic Year- 2002/2003

NO	NAMES	OCCUPATION
1.	Sr. M. Priska Takarini	The Principal
2.	I. Rini Dukawati	Teacher
3.	J. Sri Hartini	Teacher
4.	A. Puji Astuti	Teacher
5.	G. Sri Astuti	Teacher
6.	A.Joko Prasetyo	Teacher
7.	P.M.Tri Agressasi	Teacher
8.	Agustine Suprobowati	Teacher
9.	V.Puji Slamet Rahayu	Teacher
10.	Maria Magdalena	Teacher
11.	Agnes Dyah Korie P.	Teacher
12.	R. Mariastuti	Clerk
13.	A. Hasan,S.Pd.	Teacher
14.	Y.M.Sukartini	Teacher
15.	Th. Supriningsih,S.Pd.	Teacher
16.	A.Adiyanto,S.Pd.	Teacher
17.	Susuhati	Teacher
18.	Ch.V.Kristinawati	Teacher
19.	Th. Maria Kula	Teacher
20.	Ch. Trisih Winarni	Teacher
21.	Bjs. Masrianto, S.Pd.	Teacher
22.	SM. Kaniah	Teacher
23.	F.X. Sumardi	Teacher
24.	Yohanes Sutrisno	Teacher
25.	Ch. Pradewi	Teacher
26.	Valleria Vivi, S.Pd.	Teacher
27.	St. Tri Cahyono	Teacher
28.	V. Cristianto	Teacher

29.	M.G. Murni	Teacher
30.	Alexius Sakri,S.Pd.	Teacher
31.	Rosalia Andayani	Clerk
32.	F. Sri Ningsih	Librarian
33.	Sr. Chriscentine	Clerk
34.	F.M. Nastiti	Librarian
35.	Anang Zainik	Librarian
36.	Mochammad M.	Gardener
37.	Suko Wijoyo	Gardener
38.	Agus Priyanto	Gardener







DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegayhoto Kotak Pos 162 Telp/ Fax (0331) 334988 Jember 681

Nomor : 1916 /J25.1.5/PL5/2001  
Lampiran : Proposal  
Perihal : Ijin Penelitian

Jember, ..... Mei 2003 ..... 2001

Kepada : Yth. Sdr. .... Kepala SDK Maria Fatima  
..... Jember.....  
di. -  
..... Jember.....

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

Nama : Martina Tana.....  
Nim : 08 --- 0210401239.....  
Jurusan/Program : Pend. Bhs. dan Seni / Pend. Bahasa Inggris.....

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

A Descriptive study on vocabulary achievement through  
picture of the fourth year students of SDK Maria  
Fatima Jember in the academic year 2002 / 2003.....

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,  
  
M. MISNO AL, M.Pd  
160 937 191

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH DASAR KATHOLIK MARIA FATIMA JEMBER

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Kepala Sekolah Dasar Katholik Maria Fatima Jember, menerangkan dengan sebenarnya bahwa :

Nama : Martina Tana Lamak  
NIM : 98-0210401239  
Tempat / Tgl. Lahir : Flores, 7 November 1977  
Program : Bahasa Inggris  
Fakultas : KIP / UNEJ

Yang bersangkutan telah selesai mengadakan penelitian di SDK Maria Fatima Jember pada tanggal 31 Mei sampai 3 Juni 2003 dengan judul ;

**A DESCRIPTIVE STUDY ON VOCABULARY ACHIEVEMENT THROUGH  
PICTURE OF THE FOURTH YEAR STUDENTS OF SDK MARIA FATIMA  
JEMBER IN THE ACADEMIC YEAR 2002/2003.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 10 Juni 2003



Kepala SDK Maria Fatima Jember

St. M. Priska Takarini

NIP. .



**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

**N a m a** : Martina Tana  
**NIM/Angkatan** : 98 - 1239  
**Jurusan/Program Studi** : PBS / Pendidikan Bahasa Inggris  
**Judul Skripsi** : A Descriptive Study On Vocabulary Achievement Through Picture of The Fourth Year Students Of SDK Maria Fatima Jember in the Academic year 2003 / 2004.  
**Pembimbing I** : Dra. Made A. Andayani, MED.  
**Pembimbing II** :

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	28 Maret 2002	Matrix	
2.	10 April 2002	Bab & Chapter 5	
3.	20 April 2002	Chapter 5	
4.	7 September 2002	Chapter 6	
5.	27 November 2002	Chapter 5, 6	
6.	6 Desember 2002	Chapter 5, 6	
7.	10 Januari 2003	chapter 5, 6, 15	
8.	20 Januari 2003	chapter 15	
9.	12 Maret 2003	chapter 11 + instruments	
10.	30 Maret 2003	Instruments	
11.	20 April 2003	chapter 5, 6, 15 + instruments	
12.	24 Mei 2003	Seminar Proposal Skripsi	
13.	8 Juni 2003	Chapter IV, V, Abstract	
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



STAMP: UNIT Penguasaan  
 ...

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Martina Tama  
 NIM/Angkatan : 98 - 0210401239  
 Jurusan/Program Studi : PBS / Pend. Bhs. Inggris  
 Judul Skripsi : A descriptive study on vocabulary achievement through pictures of the fourth year students of SDK Maria Fa Jember in the academic year 2002/2003.  
 Pembimbing I :  
 Pembimbing II : Drs. Bambang Suharjito, M.Ed.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	10 Mei 2002	Matrix	
2.	8 Juni 2002	Chapter I	
3.	23 Juni 2002	Chapter I, II, III	
4.	14 September 2002	Chapter III	
5.	15 November 2002	Instruments	
6.	20 Januari 2003	Instruments	
7.	16 Mei 2003	Chapter I, II, III, Instruments	
8.	24 Mei 2003	Seminar Proposal Skripsi	
9.	21 Juni 2003	Chapter IV, V, Cover	
10.	27 Juni 2003	Chapter IV, V, Cover	
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