



**A DESCRIPTIVE STUDY ON THE FOURTH GRADE STUDENTS'
VOCABULARY MASTERY TESTED BY USING SINGLE PICTURES
AT SDN SUMBERJATI 01 JEMBER**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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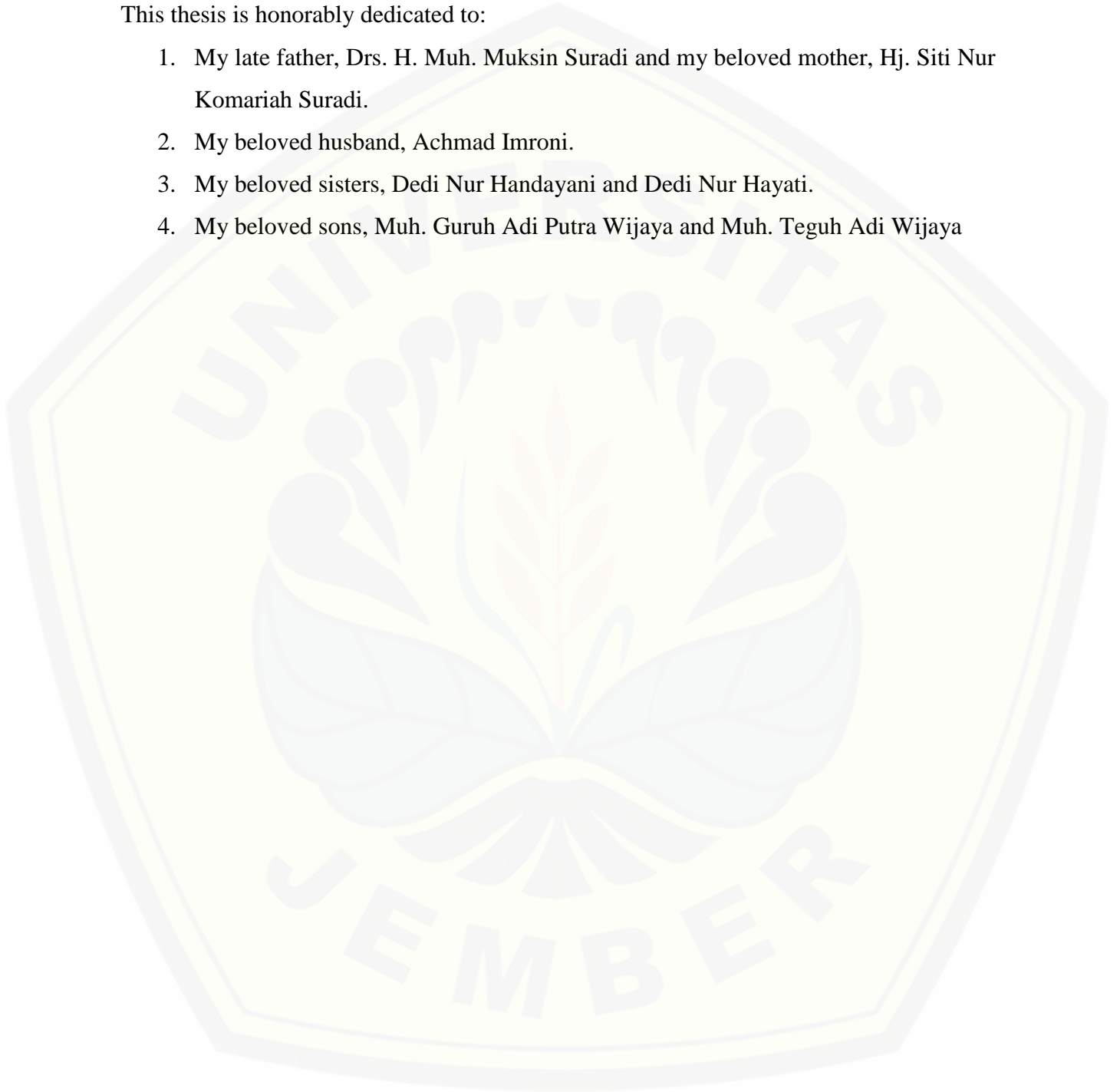
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DEDICATION

This thesis is honorably dedicated to:

1. My late father, Drs. H. Muh. Muksin Suradi and my beloved mother, Hj. Siti Nur Komariah Suradi.
2. My beloved husband, Achmad Imroni.
3. My beloved sisters, Dedi Nur Handayani and Dedi Nur Hayati.
4. My beloved sons, Muh. Guruh Adi Putra Wijaya and Muh. Teguh Adi Wijaya



MOTTO

“Our Parents are the greatest gift in a life”

“Good art provides people with a vocabulary about things they can't articulate”

(Mos Def)



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Praised to Allah SWT, the most Gracious and the most Merciful who always gives me his blessings, so I can accomplish this thesis entitled, “A Descriptive Study on the Fourth Grade Students’ Vocabulary Mastery Tested by Using Single Pictures at SDN Sumberjati 01 Jember”.

In relation to the writing and accomplishing of this thesis, I would like to express my deepest appreciation and sincerest thanks to the following people:

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6. My Academic Consultant, Drs. Sugeng Ariyanto, MA,
7. The Principal of SDN Sumberjati 01 Jember, the English teacher, the administration staff for their participation in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, 05 September 2014

The Writer

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SUMMARY

A Descriptive Study on the Fourth Grade Students' Vocabulary Mastery Tested by Using Single Pictures at SDN Sumberjati 01 Jember; Dedi Nur Cahyaning, 070210491024; 2014:42 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The design of this research was a descriptive quantitative research because it was intended to describe the fourth grade students' vocabulary mastery by using single pictures at SDN Sumberjati 01 Jember in the 2013/2014 academic year. This research focused on the students' vocabulary mastery after they had learnt the vocabulary materials. Using single pictures in this research refers to the students' mastery in vocabulary by doing a vocabulary test by using single pictures which the vocabulary indicators to be measured covered nouns (common nouns), verbs (Transitive action verb), and adjective (qualitative adjectives).

Based on the interview and documentation, the fourth grade English teacher of SDN Sumberjati 01 has used single pictures as media in teaching vocabulary. The media of the vocabulary teaching has an important role on vocabulary mastery. Through pictures, the students are helped to remember the words and the meanings that have been taught by the teacher. The pictures should be selected based on the themes or subthemes suggested in the curriculum. Pictures are also a stimulus which can provide assistance to children in making transition from recognizing an object and naming them.

Furthermore, the problem of this research was "How is the fourth grade students' vocabulary mastery tested by using single pictures at SDN Sumberjati 01 Jember in the 2013/2014 Academic Year?". The research area was at SDN Sumberjati 01 Jember. This school was chosen based on purposive method. It was chosen purposively because the use of single pictures in learning vocabulary had been applied in teaching learning process in this school. Then, the research respondents of this research were the fourth grade students of SDN Sumberjati 01 Jember in the 2013/ 2014 academic year. The research respondents were determined by population method from all of the students in

the fourth grade because the total number of the fourth grade students of SDN Sumberjati 01 Jember was not more than one hundred. The number of the fourth grade students of SDN Sumberjati 01 Jember in the 2013/2014 academic year were 42 students.

The data of this research were collected from the students' scores of vocabulary test, interview, and documentation. The score of vocabulary test was collected from the students' vocabulary test to know their vocabulary mastery. In this research, the collected data was analyzed by using two methods, they are descriptive qualitative and quantitative method. The vocabulary test was intended to obtain the primary data. Then, it was analyzed by using the formula. Meanwhile, the interview and documentation results were described to complete and support the primary data.

Based on the data analysis, on the average, the students' vocabulary mastery by using single pictures was classified as good category (Mean=74). It was in the range score of 70-79. This result was supported by the results of the vocabulary indicators. The vocabulary test consisted of large vocabulary those are common nouns, transitive action verbs, and qualitative adjectives. The average score of common nouns was 71.4 or good category, transitive action verbs was 56.3 or poor category, and qualitative adjectives was 65 or fair category.

The highest score was 90 and the lowest score was 55. There was 1 student or 2.4% who got the lowest score 55. There was 1 student or 2.4% who got the highest score 90. It means that most of the fourth grade students of SDN Sumberjati 01 Jember in the 2013/2014 academic year have enough vocabulary mastery by using single pictures. The results of the scores in this research were "Good". The results of vocabulary test showed that 97.6 % students got score above 60 and 24% of the students got score below 60.

The results of the research showed that teaching and testing English vocabulary by using single pictures could help the students to improve the students' vocabulary mastery in English language learning. Media can be one of the ways to get students'

interest and motivation. Wright (1989) has suggested that “young learners like doing activities related to drawing or looking at pictures”.



I. INTRODUCTION

Many researchers of foreign language teaching and learning indicate that the mastery of vocabulary is one of the important aspects in order to master the language. This first chapter presents the background of the research, the problems of the research, the objectives of the research and the significance of the research. All of them will be presented in the following parts.

1.1 Background of the research

Language is very important in every aspect of life. Language is a mean of communication. People can communicate with others by using language. It brings ideas, opinions, thought, and feeling. English is the first foreign language in Indonesia which is important to transfer and to gain knowledge, science, technology, art and culture to establish the international relationship.

In teaching English, there are four language skills that are taught to students. They are listening, speaking, reading, and writing and they must be taught integratedly. Learning English has a function to give an opportunity to elementary school students to get knowledge and to improve English skills for preparing them to live in the environment that is influenced by the fast development of knowledge, technology, arts and culture (Depdiknas, 2006).

In Indonesia, elementary school students are classified as beginner learners in learning a foreign language. Scott and Ytreberg, (1994:3) state that “teaching English for children is different from teaching adults because of their characteristics”. They should learn English which has different characteristics from learning Indonesian. The young learners have specific characteristics which demand the teacher to create an interesting learning situation when they learn English. If these young students are not interested in the English learning process, they cannot study English successfully. Generally, for

young learners, fun learning process, and motivation are the initial requirement to learn a foreign language (Kasihani, 2010). Young learners like fun activities and doing things in the learning process such as seeing pictures, playing games, and singing songs. So, they are expected to be interested in learning the foreign language without feeling afraid or forced.

Vocabulary is the most important language component that is important to be mastered. Many experts have considered that mastering vocabulary is very important in the foreign language learning. Media can be one of the ways to get students' interest and motivation. Wright (1989) has suggested that "young learners like doing activities related to drawing or looking at pictures". Pictures can replace the real objects as the language learning media. He also adds that pictures can motivate the students and make him or her to pay attention and want to take part. In this case, Wright (1989:4) has strongly recommended to use pictures as one of the media in language teaching and learning.

There are several kinds of pictures that English teachers might use in teaching vocabulary. One of them is single pictures. "Single pictures or individual pictures are pictures that have single objects" Wright (1989:193). These can describe human beings, animal, places or other objects with their particular characteristics.

Based on the 2006 Institutional Based Curriculum (Kurikulum Tingkat Satuan Pendidikan / KTSP), the teaching learning process should indicate life skill integration since the skills namely: listening, speaking, reading, and writing cannot be separated. Mastering English vocabulary is necessary in learning English especially for the elementary students in Indonesia as a means for learning and improving four English language skills. Tarigan (1993:2) says that "the quality of someone's language skills depends on his quality and quantity of vocabulary mastery". The richer the students possess the vocabulary, the bigger their possibility to learn the language skills. This means that acquiring vocabulary is very important in learning English because the quality of language skills depends on the vocabulary mastery. Besides, vocabulary is a tool to make words, phrases and sentences to express ideas, feeling and thinking to be

communicated. Realizing that vocabulary is important in the process of learning English, students must try to enrich their vocabulary regularly.

The teacher needs to find an appropriate media in the teaching of vocabulary in order to increase students' vocabulary mastery and make the students more interested in learning English. If the media used by the teacher is monotonous and lack of variety, the students will feel bored in learning vocabulary.

Based on the informal interview conducted with the English teacher of SDN Sumberjati 01 Jember, it was known that the English subject was taught once a week. The students' problems in learning English vocabulary was the difficulty in memorizing the meaning of words in long term memory and sometimes defining the real meaning of the words because they were influenced by their mother tongue, namely Indonesian. Occasionally, they made mistakes in pronunciation because there are many differences between letters and sounds of the English words.

To solve the problems, the English teacher used single pictures to increase the students' vocabulary mastery on the fourth grade students. Because teaching vocabulary by using single pictures are interesting media and useful to help the students to memorize the meaning of the new words that they have learned in the class. The teacher of the fourth grade students has taught vocabulary by using single pictures since they are presented in the text English book used. However the teacher never assesses the students' vocabulary mastery by using the single pictures because the teacher only gives the English test in general.

To know the students' vocabulary mastery, this research used single pictures to assess the students' vocabulary mastery. In this research, the researcher did not teach vocabulary to the students, but she only assessed the vocabulary mastery by using single pictures because the vocabulary by using single pictures had been taught by the English teacher in the fourth grade students. Thus, this research was intended to describe the phenomenon of the students' vocabulary mastery.

Therefore, it was necessary to conduct a descriptive qualitative research entitled *A Descriptive Study on the Fourth Grade Students' Vocabulary Mastery Tested by Using Single Pictures at SDN Sumberjati 01 Jember.*

1.2 The Problem of the Research

Based on the background of the research above, the problem of the research can be formulated as follows;

How is the fourth grade students' vocabulary mastery tested by using single pictures at SDN Sumberjati 01 Jember in the 2013/2014 Academic Year?

1.3 Scope of the Study

This research used a descriptive research design, that was done to the second semester of the fourth grade students at SDN Sumberjati 01 Jember in the 2013/2014 academic year. In this research, the vocabulary indicators to be measured covered nouns (common nouns), verbs (Transitive action verb), and adjective (qualitative adjectives).

1.4 Objective of the Research

Based on the research problem, the objective of this research could be formulated as follows;

To describe the fourth grade students' vocabulary mastery tested by using single pictures students at SDN Sumberjati 01 Jember in the 2013/2014 academic year.

1.5 Significance of the Research

The result of the study was expected to be beneficial for the following people:

a. The Researcher

The result of this research will be useful for the researcher as an input to prepare the vocabulary teaching that needs great attention.

b. The English Teacher

The research result is useful for the English teacher as input or information to know her students' vocabulary mastery tested by using single pictures.

c. The Other Researchers

The result of this research can be used by other researchers as a reference to conduct a further research in the same topic with a different research design, such as a classroom action research to improve the students' vocabulary mastery by using the appropriate technique, such as other types of pictures as the teaching media.

II. REVIEW OF RELATED LITERATURE

In this chapter, there are some related concepts that are served as a guide to review the related theories. They are the definitions of vocabulary, the classification of vocabulary, the students' vocabulary achievement, the teaching of vocabulary by the teacher, the types of pictures, the meaning of single pictures, the steps of using single pictures in teaching vocabulary, the advantages of using vocabulary, and the Vocabulary materials had been taught to the fourth grade elementary students. The following sessions present each issue respectively.

2.1 The Definitions of Vocabulary

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 sufficient vocabulary, it will be easier for them to understand English and get the ideas quickly when they hear the spoken language or read the written language. Vocabulary is also considered as a vital part of each student's life that affects his thoughts, action, aspiration, and often his success. Students who learn English need a lot of vocabulary to gain the four English skills namely listening, speaking, reading, and writing.

The term vocabulary refers to "a collection or list of words with brief explanations of their meanings", John Simpson and Edmund Weiner (1989:721). Dealing with the theory of vocabulary, Hatch and Brown (1995:1) define "vocabulary is a list or a set of words for a particular language or a list or set of words that individual speakers of a language might use". It is supported by William (1989:17) states that "vocabulary is a word or sequence of letters that convey meaning in the language". Thus, vocabulary refers to the total number of words that is in line with rules of combining them to make up a language which can be used to express a particular thought of ideas.

Diamond and Gutlohn (2006) <http://www.readingrockets.org/article/9943/> define vocabulary as knowledge of word and word meaning that people must know to communicate effectively. In other words, vocabulary is a number of words that are known and used by individuals in a certain language, including English.

Based on the explanations above, it can be concluded that vocabulary is a number of words with their meanings to make up the language. It is important for the students to master vocabulary in learning English, because the quality of their language depends on the vocabulary they have.

2.2 Classification of Vocabulary

According to William (1989:132), vocabulary is classified into two groups: the first is large vocabulary called as open class items and the second is small vocabulary called as closed class items. The large vocabularies include nouns, verbs, adjectives, and adverbs. Small vocabularies include prepositions, pronouns, conjunctions, articles, and interjections. In this research, the large vocabulary to be measured covered nouns (common nouns), verbs (transitive action verb), and adjectives (qualitative adjectives) because the students had learned these kinds of large vocabularies a lot, and they are the most presented in the text book used for vocabulary materials.

A large vocabulary includes all nouns, adjective, verbs, and adverbs. Hatch and Brown (1995:218) state that “a large vocabulary is a vocabulary, which has major functions of communication”. The following were present the explanation of each type of large vocabulary.

2.2.1 Nouns

Nouns are words that can function as the subjects or objects of the prepositions. Hatch and Brown (1995:219) define “a noun as a word that refers to a persons, places, or

things”. Meanwhile, Thompson and Martinet (1986:24) classify nouns in English into four types, namely:

a. Common nouns

Common nouns refer to anything that we can see, touch, hear or taste. They do not need capital letters and can be identified easily by placing “a”, “an”, or “the” in front of the word.

For examples: table, dog, girl, etc

The example in the sentence: Those are three books on the table

b. Proper nouns

Proper nouns are names of people, place, days, months and things. They always take capital letters for the first letter.

For examples: Dinca, Mr. Suradi, Friday, October, etc

The example in the sentence: Mr. Suradi is my favorite teacher.

c. Abstract nouns

Abstract nouns are names of feeling or qualities, things that we cannot see, feel, or touch, but still exist.

For examples: fear, love, beauty, joy, charity, etc

The example in the sentence: Love is an irresistible desire to be irresistibly desired.

d. Collective nouns

Collective nouns are number of persons or things considered together as a unit.

For examples: team, nation, public group, etc

The example in the sentence: Guruh and Teguh are members of the basketball team.

In this research, vocabulary materials used in the vocabulary test are common nouns and proper nouns as suggested to be taught to the fourth grade of elementary students.

2.2.2 Verbs

A verb is a word or group of words expressing an action, a condition or a state of being. Hatch and Brown (1995:222) point out that verbs are words that denote actions. Besides, Warriner (1977:6) states that “a verb is defined as a word that expresses action or otherwise helps to make a statement”. Further, he classifies verbs into two classes. They are action verbs and linking verbs.

a. *Transitive action verbs*

There are two large classes of action verbs, namely transitive and intransitive verbs.

1. Transitive verbs are verbs that are used with direct objects.

For examples: write, read, achieve, send, cut, etc

The example in the sentence: Adi read a story book.

2. Intransitive verbs are verbs that are used without direct objects.

For examples: arrive, stand, sleep, come, sit, etc

The example in the sentence: My brother arrived from Malang

b. *Linking verbs*

Linking verbs are verbs that connect two nouns to make sentences. The most commonly use linking verbs are forms of the verb “be”. The following are the examples of the linking verbs of “be”:

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

The examples in the sentences:

- a. This bag can be brought easily
- b. We were on Bandung last month
- c. I am a student at SDN Kasih Bunda

The types of verbs used in the vocabulary test were the action transitive verbs since the students have learned them during the English lesson.

2.2.3 Adjectives

Adjectives are used to highlight qualities or attributes. Harmer (2004:37) says that “an adjective is a word that gives more information about a noun (names of persons, places, or things) or pronoun”. Further, Thompson and Martinet (1986:33) classify adjectives into six kinds. They are as follows:

1. Demonstrative adjectives
For example: this, that, these, those
2. Distributive adjectives
For example: each, every, either, and neither
3. Quantitative adjectives
For example: some, any, little/ few, many, much, one, twenty
4. Interrogative adjectives
For example: which, what, whose
5. Possessive adjectives
For example: my, your, his, her, its, our, their
6. Qualitative adjectives
For example: clever, dry, fat, good, heavy, beautiful

In this research the types of adjectives used in the vocabulary test were the qualitative adjectives since the students have learned them during the English lesson.

2.2.4 Adverbs

Hatch and Brown (1995:230) state that “adverbs are similar to adjectives in many ways although they typically assign distribute to verbs, clauses or to

entire sentence rather than noun”. Further, Thompson and Martinet (1986:47)

divide adverbs into eight groups:

1. Adverbs of manner : quickly, slowly, loudly
2. Adverbs of place : here, there, outside, everywhere
3. Adverbs of time : now, soon, after, before, then, today
4. Adverbs of degree : very, rather, too, so, nearly, quite
5. Adverbs of frequency : always, never, seldom, often
6. Adverbs of sentence : certainly, obviously, surely
7. Adverbs of interrogative : why, when, where
8. Adverbs of relative : where, when, why

This research did not use adverbs in the vocabulary test because the use of single pictures was difficult to test adverbs.

2.3 Vocabulary Mastery

As it has been discussed above, vocabulary refers to the total number of words that is in line with rules of combining them to make up a language which can be used to express a particular thought or idea. The meaning of achievement is as follows. Webster (1993) points out that an achievement performs students in a course quality and quantity of their works during the period given. Then, McMillan (1992:117) state that “achievement is the students’ knowledge, understanding, and skill acquired as the result of specific educational experience”.

Based on the ideas above, vocabulary mastery, in this research, means the quality and quantity of the students’ total number of words covering nouns and action verbs that they have known and understood after they have been taught by the English teacher. The teaching of vocabulary had been conducted by using single pictures. The vocabulary mastery was measured by the vocabulary test with the vocabulary materials of nouns (common nouns), verbs (transitive action verb), and adjectives (qualitative adjectives),

by using single pictures. The students' vocabulary mastery was indicated by their scores of the vocabulary test.

2.4 The Teaching of Vocabulary

2.4.1 The Importance of the Vocabulary Test in Learning English

Vocabulary is an important area of language because vocabulary or words are tools of thought. Vocabulary is one of language components that should be learnt by the students in learning English. Vocabulary is the basic point that should be mastered by the students to be the basic for them to learn other skills of language.

Bennet (2008) states some reasons why having good vocabulary is important for the non native learner, they are:

1. increasing vocabulary allows the learners to use more words to better communicate their thoughts,
2. understanding the meaning of more words will allow the learners to a better understand information that they are reading or listening to,
3. having a larger vocabulary will help the learners' verbal communication.

Napa (2002:6) notes that vocabulary is one of the components of language and that no language exists without words. In the lesson, the teacher has to introduce new words and ask the students to practice them, making clear the meaning and the ways in which each word can be used. It means that vocabulary has an important role in the English lesson. By having more vocabularies, the learners can comprehend the content of textbooks more easily.

Thornbury (2005:3) says that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed. Besides, vocabulary is a crucial thing to make communication with others. Based on the reasons above, vocabulary is an important factor in learning English as a foreign language. Because of the importance of the vocabulary mastery in learning English, the teacher as a motivator in the teaching

learning process should have an effective media in teaching vocabulary and then the results of the students' vocabulary test will be better than before.

2.4.2 The Teaching of Vocabulary by the English Teacher of SDN Sumberjati 01 Jember

Teaching vocabulary is a complex task, because the vocabulary teaching includes teaching the meanings of words, spellings, pronunciation and the usage of the words.

The media of the vocabulary teaching have an important role on vocabulary mastery. The successful teaching learning process in the classroom depends not only on the teacher and students' competence but also on the media used in teaching vocabulary by the teacher.

In this case, the teacher has a task to choose and select the appropriate media. The teacher's media used must be effective to increase the students' vocabulary mastery. Through pictures, the students are helped to remember the words and the meanings that have been taught by the teacher. The pictures should be selected based on the themes or subthemes suggested in the curriculum. Pictures are also a stimulus which can provide assistance to children in making transition from recognizing an object and naming them. If this happened, the learners' interest and motivation in learning the target language will grow well.

There are some steps applied by the English teacher in teaching vocabulary by using single pictures. First, she showed the single pictures to the students and mentioned the names of the pictures clearly. Second, all of the students repeated the words in chorus. Third, the teacher asked to the students to translate the words into Indonesian and mentioned the word meaning. Fourth, the English teacher gave the examples to show the uses of the words in sentences. The last, the English teacher asked to the students to read again and mentioned the meanings of single pictures that they have learned.

2.5 Types of Pictures

According to Yunus (1981:49), there are three types of pictures. They are as follows:

1. Individual pictures are pictures that represent single objects, people or activities
2. Picture in series are pictures that tell a story or sequences of events
3. Composite pictures are large of single pictures which show a scene (hospital, beach, canteen, railway station, and street) in which a number of people can be seen doing things.

Based on the types of pictures above, this research only focused on the use of individual pictures or single pictures because these pictures have been used by the English teacher in teaching vocabulary. In this research, the single pictures were used as the media in the vocabulary test given to the respondents. In other words, the students did the vocabulary test by using single pictures.

2.6 The Definitions of Single Pictures

There are many statements stated by some experts which specify the term "Pictures". In general, their purpose refers to the same idea. Yunus (1981:50) defines that "individual pictures are single pictures of objects, people, places or activities". Wright (1989:193) says that "single pictures are pictures that show single objects". The characteristics of single 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 the school, she could show the picture of a book, a pencil, etc. The English teacher uses them as the media in teaching vocabulary, to give the students stimulus by seeing and recognizing the pictures.

In this research, the single pictures that covered common nouns, transitive action verbs, and qualitative adjectives, were used to measure the students' vocabulary mastery. Single pictures have been used as the instructional media in teaching

vocabulary by the English teacher. The pictures used were related to the topics of My School.

2.7 Teaching Vocabulary By Using Single Pictures

Hamalik (1994) says that pictures can be used in the teaching learning process because it can make the process run effectively. Some values of pictures are described as follows:

1. Pictures is concrete, students can see clearly the topic that they learn
2. Time and space do not limit the pictures
3. Picture can be used to explain a problem
4. Pictures are relatively easy to be found and cheap
5. Pictures represent the real objects which are difficult to get (Hamalik, 1994).

Based on Wright's idea (1989:2), the use of verbal explanation to the language learners sometimes is not enough. Teachers should use a wide range of resources to help the learners understand the word meanings in contexts.

In brief, it can be concluded that using pictures in the vocabulary teaching or in the vocabulary test will bring visual impression, to make the learners get the meaning of words easily, more certainly and more quickly than using verbal description (Tidyman et al., 1969:285). Pictures are also a stimulus which can provide assistance to children in making transition from recognizing an object and naming them. If this happens the learners' interest and motivation in learning the target language will grow well.

2.8 The Advantages of Using Single Pictures in Language Teaching

Some specific advantages of using pictures in language teaching and learning are stated that they contribute to interest and motivate, a sense of context of the language and a specific reference point or stimulus (Wright:1989).

Yunus (1981:51) notes that there are some advantages of using single pictures in the language teaching learning process. These are as follows:

- a. Pictures are very useful for presenting new grammatical and vocabulary items.
- b. Pictures are easy to be collected and made.
- c. Pictures can be used to support whatever textbooks are used by the teacher whatever courses they are. It means that pictures can be used to make everything stated in textbook easy to understand.

In relation to the language teaching, pictures provide a near-real type of experience, and they have the advantage of giving students practical experience due to the impossibility to bring the real object into the classroom. The availability of pictures in the classroom can help the learners in getting the real meaning of the pictures.

In this research, it was expected that the use of single pictures as media in the vocabulary test are useful for the students to get better understanding of the vocabulary tested.

2.9 The Vocabulary Materials Taught to the Fourth Grade Students

Based on the 2006 Institutional Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*) of elementary school, it is suggested that the materials of teaching vocabulary for the fourth year students should be taught integratedly with the four language skills such as listening, speaking, reading, and writing. The vocabulary materials taught to the fourth grade students covering nouns, verbs, adjectives, and adverb in learning vocabulary. The teaching of English at the SDN Sumberjati 01 started from the first grade.

The vocabulary materials that should be taught to the fourth grade students of SDN Sumberjati 01 Jember in the second semester, namely the words used in the following topics:

1. Greeting and Parting

For example: Good morning; how are you, etc

2. My Family

For example: Mr. Muksin is my father; She is my aunt, etc

3. Parts of the Body

For example: face, nose, hand, fingers, etc

4. My School

For example: Is that your book? Yes, it is/ No, it is not

5. My Friends

For example: Gina is my best friend, she is very patient, etc

In this research, the vocabulary materials that were used for the vocabulary test related to the themes of “My School” because it was suggested in the 2006 Institutional Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*) for the fourth grade students elementary students in the 2013/2014 academic year.

III. RESEARCH METHODS

This chapter presents the discussion about the research methods that were applied in this descriptive research. They covered research design, operational definitions of the terms, area determination method, the respondents' determination method, data collection methods, and data analysis method. Each topic will be discussed in the following parts.

3.1 Research Design

Research design is a strategy to arrange the setting of a research to get the valid data that match with the variable and the objective of the research (Arikunto, 2006:44). The design of this research was a descriptive quantitative research because it was intended to describe the fourth grade students' vocabulary mastery by using single pictures at SDN Sumberjati 01 Jember in the 2013/2014 academic year. This research focused on the students' vocabulary mastery after they had learnt the vocabulary materials from the English teacher about nouns (common nouns), verbs (transitive action verbs), and adjectives (qualitative adjectives) by using single pictures.

According to Arikunto (2006:28), the characteristics of the descriptive research are : (1) it does not need to control in the treatment; (2) it does not need a hypothesis, and (3), the research works systematically about the contents of the problem.

The procedures of the research design were as follows:

1. Determining the research area by using the purposive method;
2. Determining the respondents by the population method;
3. Constructing the supporting data instruments (interview guide and documentation guide);
4. Constructing the research instrument (vocabulary test by using single pictures)

5. Collecting the main data by administering the vocabulary test to the respondents;
6. Analyzing the results of the vocabulary test quantitatively;
7. Classifying the results of the data analysis qualitatively based on the classification of the score levels;
8. Concluding the research results to answer the research problem.

3.2 The Operational Definitions of the Key Terms

In this research, it is important to define the operational definitions of the terms. There are some terms that need to be defined in order to avoid misunderstanding between the researcher and the readers. The terms that need to be defined operationally are Single Pictures, Vocabulary, and the Students Vocabulary mastery.

3.2.1 Single Pictures

Single pictures mean individual pictures which can be pictures of single objects, people, places, or activities. Pictures, in this research, means pictures that were used as the media in the vocabulary test. The researcher focused on single pictures which consisted of either single objects, people, or activities.

3.2.2 Vocabulary

The term 'vocabulary' means the English vocabulary having been taught by the English teacher to the fourth grade students. In this research, the vocabulary materials used in the vocabulary test covered nouns (common nouns), verbs (transitive action verbs), and adjectives (quantitative adjective). Common nouns refer to usual things or possession, for examples: a table, a pencil, a book, a teacher, etc. The action verbs, in

this research refer to the transitive verbs for examples: play, work, play, teach, etc. Quantitative adjective, for examples: fat, good, heavy, etc.

3.2.3 The Students' Vocabulary Mastery

The Students' vocabulary mastery in this research means the students' vocabulary mastery of nouns and verbs after these vocabularies have been taught by the English teacher. In this case, the students' vocabulary mastery was indicated by the students' scores of vocabulary test that covered the materials of the large reserve vocabulary of nouns (common nouns), verbs (transitive action verbs), and adjectives (quantitative adjectives).

3.3 Area Determination Method

The area determination method is the method in determining the area or a place where the research is conducted. The method of determining the research area was purposive method. A purposive method is a method based on a certain purpose and reason. Arikunto (2006:139) says that "the purposive method is conducted based on a certain purpose dealing with technical cases, such as time and fund". In this research, SDN Sumberjati 01 Jember was determined purposively as the area of this research because of the following considerations:

1. The English teacher had taught vocabulary to the fourth grade students by using single pictures.
2. The fourth grade students' vocabulary mastery by using single pictures had never been evaluated by the English teacher because the test given was on general English.
3. The Headmaster and the English teacher of SDN Sumberjati 01 Jember gave permission to the researcher to conduct the research at the school.

3.4 Respondent Determination Method

According to Arikunto (2006:145),” the respondents are the people who give responses or answer of the questions given by the researcher either in oral or written forms”. The respondents of this research were the fourth year students of SDN Sumberjati 01 Jember in the 2013/2014 Academic Year. Further, Arikunto explains that if the number of population is less than 100 people, we can take all of them. However, Arikunto (2006:134) states that random sampling method can be used if the number of the population is more than 100 persons, we can take 10% up to 15%, 20% up to 25% or more of the population as the sample.

In this research, the population method was used to determine the respondents from all of the students in the fourth grade because the total number of the fourth grade students of SDN Sumberjati 01 Jember was not more than one hundred. The number of the fourth grade students of SDN Sumberjati 01 Jember in the 2013/2014 academic year was 42 students.

3.5 Data Collection Methods

In this research, there are two kinds of data collected. They were primary data and supporting data. The primary data were collected by administering the vocabulary test. Interview and documentation were used for gaining the supporting data dealing with the names of the respondents, and the information from the English teacher about the English teaching, especially the vocabulary teaching. The data collection methods used will be explained in detail in the following parts:

3.5.1 Primary Data

a. Test (Vocabulary test)

According to Arikunto (2006:150), “a test is a set of questions or exercises or the other instruments used to measure skills, knowledge, intelligence, and the

talent of an individual or a group”. McMillan (1992:1140) states that “a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task”. In this research, test was the vocabulary test that was used to measure the students’ vocabulary mastery after they had been taught by the English teacher about the vocabulary about my school by using single pictures.

Hughes (2003:11) says, there are four types of test namely proficiency test, achievement test, diagnosis test, and placement test. Achievement test was used in this research since the researcher wanted to know the students’ vocabulary mastery. This is in line with what Hughes (2003:20) states that “achievement test is designed to determine how successful individual, group of students, or courses themselves have been achieving the objectives”. In this research, vocabulary mastery test was used because the test was intended to measure the students’ vocabulary mastery that had been taught by the English teacher. Achievement test can be classified into two kinds, namely standardized test and teacher-made test (Arikunto, 2006:198). Standardized test is a test constructed by the institution and its validity and reliability have been evaluated. Then, teacher-made test is a test constructed by the teacher with certain procedures. This research used the teacher-made test because it was constructed by the researcher. The test materials were taken based on the basic course outline of the local content curriculum for the fourth grade students.

The test forms chosen were multiple choices and completion by using single pictures. A good test must concern with validity and reliability. As stated by Hughes (2003:12), “a test is said to have content validity if its content constitutes a representative of the language skill or element to be measured”. Based on the idea, this vocabulary test was valid based on its content since it was constructed based on the indicators to be measured that were nouns (common nouns), verbs (transitive action verbs), and adjectives (qualitative adjectives). The vocabulary test items consisted of the nouns, verbs, and adjectives. The common nouns were 8

items, the transitive action verbs were 6 items, and the qualitative adjectives were 6 items. The total number of the test items was 20 items. Each correct answer was scored 5 points. The test was administered in 45 minutes and the total score of the vocabulary test was 100.

3.5.2 Supporting Data

a. Interview

According to Arikunto (2006:201), “interview is used to get some information from the interviewee”. The researcher did the interview with the English teacher on Tuesday, 15 April 2014. Further, Arikunto (2006:202) divides interview into two kinds, namely structured interview and unstructured interview. This research used structured interview, which means that the list of questions were prepared to get the information needed. The researcher used it as a guide in the interview process. The interview was conducted with the English teacher of fourth grade at SDN Sumberjati 01 Jember. The purpose of the interview was to get the information about the teaching of vocabulary dealing with the vocabulary materials and the media used by the teacher in teaching vocabulary.

b. Documentation

Arikunto (2006:231) says that documentation is written documents, such as books, magazines, documents, rules, etc. In this research, documentation was used to get the supporting data about the names of the respondents, the English curriculum for elementary school and the lesson plans constructed by the English teacher.

3.6 Data Analysis Method

Data analysis is an important step in a research. In this research, the collected data were analyzed by using two methods. The data gathered from the vocabulary test were analyzed using quantitative method in the percentage formula, and the supporting data obtained from the interview and the documentation were presented descriptively. The statistic analysis used was based on Ali's formula (1993:186) as follows:

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

Notes:

- = The percentage of the students' vocabulary mastery
- n = The total number of the respondents who answer the test items of each indicator correctly
- N = The total number of the respondents

Then, the scores of the vocabulary test were classified qualitatively based on the following classification of the score levels:

Table 3.6:

The classification of the Score Levels

Range (%)	Category
80% - 100 %	Excellent
70% - 79%	Good
60% - 69%	Fair
40% - 59%	Poor
0% - 39%	Fail

(Depdiknas, 2006)

The steps in analyzing data were as follows:

1. Scoring the results of vocabulary test by using the formula above;
2. Classifying the results of the data analysis based on the classification of the score levels;
3. Describing the result of the data analysis to answer the research problems.