THE EFFECTIVENESS OF COLORED PICTURES AND STORYTELLING TECHNIQUES IN TEACHING VOCABULARY TO THE THIRD GRADERS OF ELEMENTARY SCHOOL

THESIS
In Partial Fulfillment of the Requirement for the Sarjana Pendidikan Degree in English Language Teaching

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET I</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET II</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
</tbody>
</table>

## I. INTRODUCTION

1.1 Background of the study 1
1.2 Statement of the Problem 2
1.3 Objective of the Study 3
1.4 Significance of the Study 3
1.5 Theoretical Framework 3
1.6 Hypotheses 5
1.7 Scope and Limitation 5
1.8 Definition of Key Terms 6
1.9 Organization of the Study 8

## II. REVIEW OF RELATED LITERATURE

2.1 Underlying Theories 9
2.1.1 Characteristics of Elementary School Students 9
2.1.2 Teaching English to Elementary School Students 11
2.1.3 Nature of Vocabulary 13
2.1.4 Importance of Teaching Vocabulary 14
2.1.5 Use of Colored Pictures in Teaching Vocabulary 15
2.1.5.1 Advantages of Colored Pictures in Teaching Vocabulary 16
2.1.5.2 Choosing Good Pictures for Teaching Vocabulary 18
2.1.5.3 Steps of Presenting Pictures in Teaching Vocabulary 19
2.1.6 Use of Storytelling in Teaching Vocabulary

2.1.6.1 Advantages of Storytelling in Teaching Vocabulary

2.1.6.2 Choosing a Good Story for Teaching Vocabulary

2.1.6.3 Steps of Presenting a Story in Teaching Vocabulary

2.2 Review of Previous Studies

III. RESEARCH METHODOLOGY

3.1 Approach of the Study

3.2 Research Design

3.3 Variable

3.4 Population and Sample

3.4.1 Population

3.4.2 Samples

3.4.3 Sampling Procedure

3.5 Research Instrument

3.6 Try Out of the Instrument

3.6.1 Validity

3.6.2 Reliability

3.6.3 Item Analysis

3.6.3.1 Item Difficulty

3.6.3.2 Item Discrimination

3.7 Treatments

3.8 Procedure of Data Collection

3.9 Procedure of Data Analysis

IV. DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 Data

4.2 Data Analysis

4.3 Findings

4.4 Interpretation of the Findings
V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion 49
5.2 Suggestions 50
  5.2.1 Suggestions for the English Teachers 50
  5.2.2 Suggestions for Further Research 52

BIBLIOGRAPHY 54

APPENDIXES

APPENDIX 1: Vocabulary test (Try Out, Pretest and Posttest) 58
APPENDIX 2: Lesson Plan I (Colored Pictures) 63
APPENDIX 3: Lesson Plan II (Colored Pictures) 71
APPENDIX 4: Lesson Plan III (Colored Pictures) 80
APPENDIX 5: Lesson Plan IV (Storytelling) 89
APPENDIX 6: Lesson Plan V (Storytelling) 97
APPENDIX 7: Lesson Plan VI (Storytelling) 105
APPENDIX 8: Vocabulary Lists 113
APPENDIX 9: Table of Midterm test 114
APPENDIX 10: Try Out Reliability 115
APPENDIX 11: Item Difficulty 116
APPENDIX 12: Item Discrimination 117
APPENDIX 13: The Scores of Experimental Group 118
APPENDIX 14: The Scores of Control group 119
APPENDIX 15: Analysis of T-test 120
ABSTRACT

Koeswito, Edy. The Effectiveness of Colored Pictures and Storytelling Techniques in Teaching Vocabulary To The Third Graders of Elementary School Students. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2013.
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Keywords: Teaching, Vocabulary, Picture, Storytelling and Elementary Students.

In learning English, it is necessary to possess a large number of words in order to construct proper sentences, and vocabulary has been one of the most important components to master. Introducing vocabulary would be better done in the childhood since in the early beginning; it is possible and easy for kids to absorb fresh material given by the teacher. In teaching vocabulary to young learners, there are various techniques which can be used. Two of them are colored pictures and storytelling techniques. Teaching vocabulary using storytelling can make learning experiences more concentrated realistic or dynamic to children. Besides, using colored pictures technique can ease the children to remember words by recognizing details, shapes, sizes, and colors. Therefore, this study is conducted in order to know the effectiveness of colored pictures and storytelling techniques in teaching vocabulary to the third graders of elementary schools students.

The writer conducted a quasi-experimental study with pretest-posttest design. The writer used two classes of the third graders of private Elementary School in Surabaya as the subject of the study. In order to know the effects of those two techniques on the students’ vocabulary achievement, the writer administered vocabulary test in a form of multiple-choice test with 30 items to the students. It was used for the pretest and posttest for experimental and control groups. Both groups were also given different treatment which was conducted in three times. Colored pictures was conducted in experimental group while storytelling in control group.

The data was collected from the pretest and posttest. The writer subtracted the posttest with the pretest score in order to get gain score of
both groups. Then the writer analyzed the gain score using \textit{t-test}. The result showed that there was no significant difference on students’ vocabulary achievement between students who are taught by using colored pictures technique and those who are taught using storytelling technique. It is then concluded that the colored pictures was as effective as the storytelling technique in term of improving vocabulary achievement to the third grade of elementary school students.