

**THE EFFECT OF USING PICTURES IN TEACHING VOCABULARY  
TO THE ELEMENTARY STUDENTS OF INTERNATIONAL  
LANGUAGE STUDIES**

**A THESIS**

**In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching**



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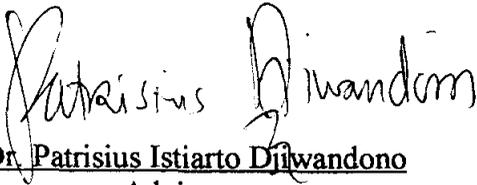
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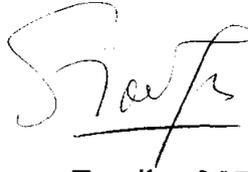
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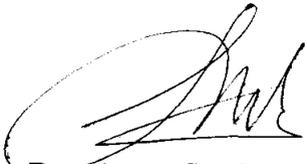
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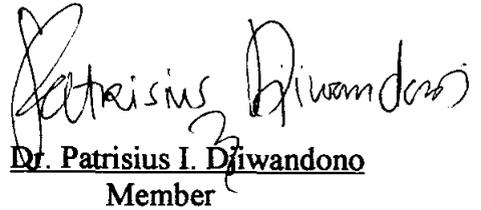
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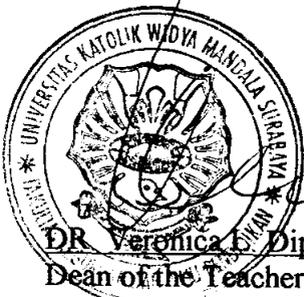


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## TABLE OF CONTENTS

APPROVAL SHEET ( 1 )	i
APPROVAL SHEET ( 2 )	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
ABSTRACT	viii

CHAPTER I	INTRODUCTION	
	1.1 Background of the Study	1
	1.2 Research Problem	3
	1.3 The Objective of the Study	3
	1.4 Theroretical Framework	4
	1.5 Hypothesis	5
	1.6 Significance of the Study	6
	1.7 Scope and Limitation of the Study	6
	1.8 Definition of Key Terms	7
	1.9 Organization of the Study	8

<b>CHAPTER II</b>	<b>REVIEW OF RELATED LITERATURE</b>	
2.1	Cognitive Theory	9
2.1.1	Short-Term Memory	12
2.1.2	Long-Term Memory	13
2.2	The Importance of Vocabulary	14
2.3	The Nature of Picture	16
2.4	Teaching Vocabulary by Using Pictures	17
2.5	The Advantages of Pictures	18
2.6	The Criteria of Good Pictures	19
2.7	Previous Studies	20
<b>CHAPTER III</b>	<b>METHODOLOGY</b>	
3.1	Research Problem	22
3.2	Population and Sample	23
3.3	Research Instrument	24
3.3.1	Validity	24
3.3.2	Reliability	25
3.4	Treatments	26
3.5	Item Analysis	27
3.5.1	Item Difficulty	27
3.5.2	Item Discrimination	28
3.6	Procedures of Data Collection	32

	3.7 Procedures of Analyzing Data	34
<b>CHAPTER IV</b>	<b>DATA ANALYSIS AND FINDINGS</b>	
	4.1 The Result of Data Analysis	36
	4.2 Interpretation of the Findings	37
<b>CHAPTER V</b>	<b>CONCLUSION</b>	
	5.1 Summary	40
	5.2 Suggestion	41
 <b>BIBLIOGRAPHY</b>		
 <b>APPENDICES</b>		
I.	The Scores of Placement Test of the Basic Level Students of International Language Studies	42
II.	Reliability Test	43
III.	The Result of Statistical Analysis by SPSS	44
IV.	The Result of Statistical Analysis by SPSS	45
V.	The Treatments for Experimental Group	46
VI.	The Treatments for Control Group	58
VII.	Pre-test and Post-test Material	63

## ABSTRACT

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Key Words : vocabulary, pictures, traditional technique, short-term memory and long-term memory.

The teaching of English as a foreign language in Indonesia is primarily emphasized on reading skill. The master of this skill is considered to be important, especially for the students who will continue their study to higher education. However, in mastering this skill, vocabulary plays an important role.

In fact, the teaching vocabulary in class is often neglected by many English teachers. If a teacher teaches vocabulary, he or she usually teaches it in a conventional way. He just asks the students to pronounce the words well. Then, he gives the meaning of them. After that, the students are asked to memorize them and to do the vocabulary exercises. This makes the students bored and also discourages the students to learn English vocabulary.

Realizing the importance of teaching vocabulary, recently, the possibility of teaching English to elementary school students has been paid much attention. Therefore, the writer introduces a technique that can improve students' vocabulary. The technique is teaching vocabulary by using pictures.

In carrying out this study, the non-equivalent pre-test post-test design was used. In this study, there were two groups involved which are a control group and an experimental group. Both groups were taught in a different way. The control group was taught by using traditional technique and the experimental group was taught by using pictures. After the treatments were finished, both groups were given a set of testing instrument which consisted of 50 items of multiple choice and essay. The scores obtained were then compared by means of ANCOVA. The result suggests that the group taught by using pictures was significantly better in their vocabulary mastery.

It is finally concluded that the pictures technique is a better technique than the traditional technique since the data analysis made indicated that there was a significant difference in the vocabulary teaching between the group of students utilizing the pictures technique and the group utilizing the traditional technique. Based on the findings, the writer can conclude that the use of picture in teaching vocabulary help the students master English vocabulary.