

**IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH  
PICTURES TO THE FIFTH YEAR STUDENTS OF SD PANGUDI LUHUR  
SUGIYOPRANOTO KLATEN IN ACADEMIC YEAR 2018/2019**

**S1 THESIS**

**The Thesis is Presented as a Partial Fulfillment of the Requirement for  
Undergraduate Degree in English Education Study Program.**



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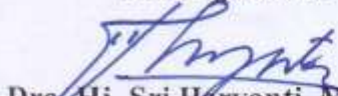
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled : “IMPROVING STUDENT’S VOCABULARY MASTERY THROUGH PICTURES TO THE FIFTH YEAR STUDENTS OF SD PANGUDI LUHUR SUGIYOPRANOTO KLATEN IN ACADEMIC YEAR 2018/2019”

This is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment including the withdrawal or cancellation of my academic degree.

Klaten, 17<sup>th</sup> Augustus 2019



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## **Motto**

“Tuhanlah Pengharapanku”  
“God is my hope” (The Writer)

## **PRESENTATION**

This thesis is dedicated to :

1. My lovely mom, Mrs. Veronica Yuli Astuti. Thank you so much for your prayer and love. I hope this can make you proud of me.
2. My Dad in heaven, deceased Mr. Yacobus Sigit Santoso. I miss you so much.
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The writer is really aware that this thesis is far from being perfect because of her limited knowledge and experience. Therefore, the writer will receive with thanks the criticism and suggestion for the sake of perfection of this thesis.

Finally, the writer deeply hopes that this thesis can be a real contribution to the improvement of teaching English in Indonesia.

The Writer



## LIST OF TABLE

TABLE 1 : The schedule of cycle one .....	36
TABLE 2 : The result of vocabulary mastery in cycle one .....	43
TABLE 3 : The students' score improvement .....	45
TABLE 4 : The strength and weakness reflection of the first cycle.....	46
TABLE 5 : Schedule of cycle two .....	47
TABLE 6 : The result of vocabulary mastery in cycle 2 .....	50
TABLE 7 : The students' score improvement .....	52
TABLE 8 : The strength and weakness reflection of cycle 2 .....	53

## TABLE OF CONTENTS

TITLE .....	i
APPROVAL .....	ii
RATIFICATION .....	iii
PRONOUNCEMENT .....	iv
PRESENTATION .....	v
MOTTO .....	vi
ACKNOWLEDGEMENT .....	vii
LIST OF TABLES .....	viii
TABLE OF CONTENTS .....	ix
ABSTRACT .....	x
CHAPTER I : INTRODUCTION .....	1
A. The Background of the Study .....	1
B. The Reason for Choosing the Topic .....	3
C. The Limitation of the Study .....	4
D. The Problem of the Study .....	4
E. The Aim of the Study .....	4
F. The Use of the Study .....	5
G. The Clarification of the Study .....	5
H. The Organization of the Study .....	6

CHAPTER II : REVIEW OF RELATED LITERATURE .....	8
A. Vocabulary .....	8
B. The Technique to Learn Vocabulary .....	13
C. Teaching English through Picture .....	16
CHAPTER III : RESEARCH METHOD .....	20
A. The Meaning of Research Method .....	20
B. The Strategy of the Research .....	20
C. The Data and the source of Data .....	21
D. The Technique of Collecting Data .....	22
E. The Technique of Analysing Data .....	25
CHAPTER IV : THE RESULT OF THE STUDY .....	30
A. Data Analysis .....	30
B. The Discussion of the Finding .....	53
CHAPTER V : CONCLUSION AND SUGGESTION .....	55
A. Conclusion .....	55
B. Suggestion .....	56
BIBLIOGRAPHY .....	57
APPENDICES .....	59

## ABSTRACT

**Clara Karisma Putri, No. 1311202855**, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2019 Thesis: *Improving Students' Vocabulary Mastery through Pictures to the Fifth year Students of SD Pangudi Luhur Sugiyopranoto Klaten in Academic Year 2018/2019.*

Can learning through pictures improve vocabulary mastery of the fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten? The aim of the study is: to answer the problems students' improvements of mastering vocabulary through picture especially fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten.

In this research, the researcher uses the classroom action research. In classroom action research, the researcher presents the result of the study which consists of two parts namely: Cycle 1 and Cycle 2. In each part, some processes are discussed 1) Pre-observation, 2) Planning, 3) Action, 4) Observing and 5) Reflecting. The techniques of collecting data used in this study are observation, interview and test. In analyzing the data, the researcher uses descriptive qualitative method.

The result of the data analysis can be proven by in teaching and learning English process in class, the students paid more attention than in pre observation. Beside that, the result of the test : 1) Pre observation mean score is 72. 2) Cycle 1 mean score is 82.97 3) Cycle 2 mean score is 91.35. That scores show a real and significant improvement of students' vocabulary mastery. The score is more than the minimum criteria competence standard (KKM) which is 75 and fulfil the minimum criteria classical competence standard which is 75 % students reach 75. The students follow the lesson and do the task well. The implementation of asking the students to find the word of picture, meaning and spelling can improve the students' vocabulary. The implementation of giving certain time to the students to do the tasks is successful. It can make them enjoy more and fun in doing the tasks. The students who bring dictionary can do the tasks effectively. By bringing the dictionary, the students can find the words they do not know faster. It makes them work independently. The implementation of picture to the class is successful. It can be seen from what they can do in the classroom such as : they can catch what kind of picture fast and look for the words in dictionary. Although a few of them cannot do it well and fast. In general, the students are relatively active in every activity. They try to be active though the teacher does not looking at them. The students ask the teacher if they find a problem, it means that they interested in this teaching and learning process. By doing the action research in the classroom , it not only improves the students' learning achievement but also enlarges the researcher's knowledge.

The use of picture to improve students' vocabulary mastery to the sixth year students of SD Pangudi Luhur Sugiyopranoto Klaten in academic year 2018/2019 gives positive contribution to the English teaching process.

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the study**

English is the international language. That is why people need English to be able to communicate and understand each other. English has several components, namely vocabulary, structure, and pronunciation. Vocabulary is a very important component in learning English because it is a set of rules (Hatch and Brown, 1995: 10) that must be mastered by students in learning English both in oral and written form.

Vocabulary has a very important role in learning English. By mastering vocabulary students can be skilled in writing, listening, reading and speaking. Writing includes making sentences and paragraphs. Students must understand grammar and language structure correctly. Listening includes learning to listen to native speakers or the teacher in the class. In order to understand the text, students must master the vocabulary. Speaking skills are very important in order to be able to communicate verbally. A person cannot speak well, without mastering vocabulary, so can not write, listen and read well. If students do not master the vocabulary, they will experience difficulties in learning English. The more we master the vocabulary, the more skilled we are in English. The first important stage

for learning vocabulary is finding new words, namely having a source for words (Hatch and Brown, 1995: 737).

To be able to master English, many people use several methods such as reading books, listening to English songs and writing English texts etc. The method must be appropriate for the age of the student. For elementary school students, reading and writing methods make them bored because they have to memorize vocabulary. To overcome this, the teacher must have a creative way so that children are interested in learning English. To teach vocabulary, the teacher must be creative, for example by using pictures. Pictures will help students a lot in understanding the situation and memorizing vocabulary. Vocabulary means the total number of words that make up language; words known or used by someone in a trade, profession, etc. (Hornby, 1995: 959)

In *Kemendikbud 2013 Standar Nasional Pendidikan* there is a new government policy of teaching English :

*“Dalam Pasal 77 Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional dinyatakan bahwa : (1) Muatan lokal untuk setiap satuan pendidikan berisi muatan dan proses pembelajaran tentang potensi dan keunikan lokal; (2) Muatan lokal dikembangkan dan dilaksanakan pada setiap satuan pendidikan.”*

*"In Article 77 of Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Standards it is stated that: (1) Local content for each education unit contains content and learning processes about local potential and uniqueness; (2) Local content is developed and implemented in each education unit. "*

Based on the government policy above English as an additional subject in primary schools is still a concern of the Indonesian government. This means that learning English is very important. Every school in Indonesia must pay attention to the policy for the effectiveness of the teaching and learning process of English especially in primary schools by making several plans as soon as possible since they are in first grade.

Using pictures can improve vocabulary. English teachers can use pictures to make it easier for students to recognize new vocabulary so that they are interested in learning English. Learning English is fun. In addition, in teaching learning process, an English teacher for the elementary level plays a very important role, because he/she is the most important person in the classroom. He/she can support the success of the teaching and decisions to be made. Each decision involves a challenge to the skills or accessing a new situation and coming up with new problems. Furthermore the efficiency of the use of media depends on how well a teacher determined and manipulated the good media for children.

Based on phenomena above, the writer is interested in describing the improvement of English vocabulary mastery in an elementary school, especially at the fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten. Teaching vocabulary by picture will give an easy way to the students to remember and memorize longer than learning vocabulary by reading. Besides, pictures can be used to remind the students to the real life, real experience, and real situation.

## **B. The Reason for Choosing the Topic**

Based on the description of the background above, the topic is chosen with the following reasons:

1. Vocabulary is one of the important parts in learning English. By learning vocabulary the students can learn another part such as reading, listening and writing. So, if students master vocabulary they will master others.
2. Teaching and learning vocabulary by using picture is very interesting for students. This way can motivate the students to understand the meaning of vocabulary which is taught by the teacher.

## **C. The Limitation of the Study**

Before the writer does the research, the writer would like to limit the study about the improvement of vocabulary mastery through picture of the fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten in academic year 2018/2019.

## **D. The Problem of the Study**

Based on the background of the study the problem that is discussed in this study is “Can learning through picture improve vocabulary mastery of the fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten in academic year 2018/2019?”

## **E. The Aim of the Study**



Based on the research statement, this research is aimed to get the description of the students' improvements of mastering vocabulary through picture especially of the fifth year students of SD Pangudi Luhur .

**F. The Use the Study**

The research is expected to have some uses as follow :

1. To help the teacher in order to find out the suitable method of teaching English vocabulary to the fifth year students of SD Pangudi Luhur SugiyopranotoKlaten so that the teacher can improve the teaching ability.
2. To give the students a learning method so that the students can learn and master the English vocabulary easily.

**G. The Clarification of the Term**

To avoid misunderstanding and misinterpretation among the readers, it is important to clarify some of the terms used in this study:

1. Improving

According to Hornby, 1995:625 Improve means becoming or making better. Improving is to do something in a better way or with better result than before in terms of quality, value or usefulness. To make something better is not easy. It needs process, method and technique.

In this study, improving means making the students' English vocabulary mastery better by using pictures to the fifth year students of SD Pangudi Luhur Sugiyapranoto Klaten in academic year 2018/2019.

## 2. Vocabulary mastery

Vocabulary is the cornerstone of English skills. Hatch and Brown (1995:1) define vocabulary as a list or set of words usually arranged alphabetically in a dictionary. Without a large vocabulary, even the best understanding of English grammar will not allow students to speak English. Memorizing vocabulary may not be students' favorite activity, but there is a creative way to improve vocabulary.

According to Hornby (1995:721), mastery is a complete knowledge. So mastery is a great skill of knowing anything from many sides and understand deeply about the object of study. It also means holding the entire of knowledge strongly and has less lack of the knowledge.

So, vocabulary mastery is the students' complete knowledge of sets or total number of words in a language. The students hold the entire of vocabulary that they had learned. It can be said that they not only know the vocabulary but

also understand the meaning and how to use the vocabulary in appropriate condition and place.

### 3. Picture

According to Hornby (1995:871), picture is a painting, drawing, sketch, as a work of art, etc. It means picture is an image made by a painter or a drawerto reflect message or intention.

## **H. The Organization of the Study**

The thesis organization is presented in order to give the direction of the thesis arrangement. It is also meant to give a brief description to the readers.

Chapter I : Introduction contains the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms and the organization of the study.

Chapter II : Review of related literature contains vocabulary, the techniques to learn vocabulary and teaching English through pictures.

Chapter III : The method of the study contains the meaning of research method, the strategy of the study, the data and the source of data, the technique of collecting the data, the technique of analyzing the data

Chapter IV : The result of the study contains the analysis of data and the discussion of the finding.

Chapter V : Conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The result of the study shows that using picture technique in teaching vocabulary can overcome the students' problem effectively. Based on the research result and discussion, the researcher can conclude that the use of picture can improve the students' vocabulary mastery in the fifth year students of SD Pangudi Luhur Sugiyopranoto Klaten in academic year 2018/2019. It can be proven by the improvement of students' skill and scores. The average result of the pre-observation and cycles shows the significant improvement. The average of pre-observation score is 72,57, cycle 1 is 82,97, cycle 2 is 91,35. This indicates that there is an improvement in students' vocabulary mastery.

The implementation of picture media can also establish better atmosphere to study which students get various learning styles and also the various learning skills and the study skills that are adopted by them are important for enhancing the students' capacity to study better. The atmosphere in the class can be very good because the students get something new in the class such as achieving the goals, making decisions, communicating, and managing conflict involving every member.

## **B. Suggestion**

Realizing that picture is a very appropriate and effective method to improve the vocabulary mastery, the researcher wants to give some suggestions to the teachers, students and other researcher, as follows:

### 1. To the English teacher

Conducting action research in the class is very good. The English teacher can conduct this kind of research in his/her own class in order to improve the quality of the teaching and learning English in the classroom.

English teacher is expected to be creative in finding the new technique to develop vocabulary mastery for students. Classroom action research is suitable with it because the teacher knows the problems which the students face, so he/she can do the evaluation in order that the students get better achievement.

### 2. To the students

The result of the study enables them to get significant experience or how to enlarge their knowledge of vocabulary mastery through picture technique.

### 3. To the other researcher

This research mainly focuses on how to improve students' vocabulary mastery. There are still many problems in the field, which are not yet solved.

The result of the study can be used as additional reference for further researchers with different sample and occasions.

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