

**TEACHING VOCABULARY BY USING THE ENGLISH
PRODUCT BRAND PICTURES TO JUNIOR HIGH SCHOOL
STUDENTS**

Paper

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One (S1)
Degree*



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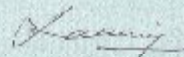
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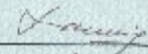
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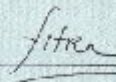
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ABSTRAK

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Dalam makalah ini penulis mencoba membahas salah satu metode dalam meningkatkan penguasaan kosa kata bahasa inggris siswa sekaligus memotivasi dan menciptakan suasana yang menyenangkan dalam belajar bahasa inggris. Metode yang akan diuraikan penulis adalah metode pembelajaran kosa kata bagi siswa SMP dengan menggunakan media “The English product brands Pictures”. Diawal pembelajaran guru membuka pengetahuan siswa dengan menjelaskan topik yang akan dibahas dengan bantuan gambar *brand* yang telah disiapkan. Setelah itu siswa dibimbing untuk melafalkan kata yang terdapat pada brand tersebut dan mencari artinya dan meminta siswa mencari kata-kata yang berhubungan dengan kata pertama. Dengan media ini diharapkan siswa akan lebih mudah mengingat kosakata bahasa inggris dan mengaitkannya dengan kata lain yang masih berhubungan karena kata tersebut sudah umum bagi mereka dan sering dilihat atau digunakan dalam kehidupan sehari-hari. Di samping itu keunggulan dari metode ini adalah dapat memberikan motivasi bagi siswa untuk mencari tahu makna *brand* yang selama ini tidak menjadi perhatian dan juga dapat menciptakan suasana yang nyaman dan menyenangkan bagi siswa.

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The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages that must be learned at schools since the kindergarten level to the university level in Indonesia. English teaching involves four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are some aspects that support the four language skills above such as grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

Vocabulary is very important for language learners, as stated by Edward (1997) that vocabulary is one of the important factors in all language teaching. Students must continually learn words as they learn structure and as they practice sound system. Davies (2000) says that vocabulary is often more important than grammar in communication and it is also supported by Thornbury (2004),” If you spend most of your time in studying grammar, your English does not improve very much. You will see most of improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” It means that junior high school students are also confused even though they have

mastered grammar but they cannot communicate effectively because they do not know many of the words they need.

Students cannot communicate and comprehend the material that is taught by the teacher accurately and effectively and the students cannot express their ideas in both oral and written forms if they have insufficient vocabulary.

Based on writer's experience while he was holding teaching practice program in SMP 27 Padang, in general students still have limited vocabulary, because they get difficulties to memorize the spelling, meaning, and pronunciation of English words

From the experience, it was known that the limited vocabulary was their problem in learning English. It is difficult for them to remember the spelling, the meaning and the pronunciation the words. Differentiate between English words with Indonesia make difficulties for the learners to remember spelling and pronunciation of the word. In Indonesia they just read the word as the spelling, but English word has to be learned how to pronounce it.

They are also not interested in studying English because they feel bored with the teacher's technique. Usually, the teacher taught vocabulary in the class directly. Means that the teacher just asks the students to find the meaning of the word by looking up dictionary or the teacher says directly and writes down in front of the class and the students also write in their notebook. In other word it can say students are only listening to the teacher explanation for meaning or definition.

In this case, the junior high school students are not too active in learning process and the teacher often asks the students to find the meaning of the words in a bilingual dictionary and memorize it. The teacher does not vary the techniques, such as pictures, songs, games, or story. Hence, the students feel bored and difficult to memorize the words.

Furthermore, an English teacher in the school is also lack of using media. It is really expected that teacher can use the the media in teaching. Teaching vocabulary must be easy and enjoyable for the students. It is intended so the students easy to keep the new words in their mind.

Therefore, the English teachers have to use good method and technique in teaching vocabulary to the learners, the English teacher has to be able to organize teaching and learning activities; they have to give materials by using a suitable technique and master the lesson effectively. Especially in learning vocabulary, teachers must make the students be able to memorize such words in English language and group of new words. The statements above mean, vocabulary is important for teaching and teachers must try to find the most effective way to teach it.

Based on the phenomenon above, the writer tries to find the effective solution to increase the vocabulary mastery by using the English product brand pictures. By using the English product brand pictures, students will be helped to memorize the words and relate to others new words easily because it is familiar and close to their daily life. For example bathe equipments and cosmetics such as clear shampoo, attack

easy detergent, electronic and automotive equipments such as sharp, rush, spin and beat motorcycle etc. It makes learning experience fun and more memorable for the learners because picture memory is superior means that whenever people see a picture they also represent that picture verbally. However when people see a word they do not always form a mental image of the word

B. Formulation of the Problem

The problem of this paper can be formulated into the following question. “How can teachers use the English product brand pictures for teaching vocabulary to junior high school students?”

C. Purpose of the Paper

The purpose of the paper is to describe how the English teachers use the English product brand pictures to teach vocabulary to junior high school students. In this paper, the writer also explains procedures of teaching vocabulary to Junior High School students in detail. So, it will be easier for English teachers to teach the students in the classroom.