

**USING PICTURES AND SYMBOLS TO ENRICH ELEMENTARY SCHOOL
STUDENTS' VOCABULARY**

PAPER

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ABSTRAK

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Makalah ini diharapkan dapat memberikan beberapa informasi, pengetahuan atau pun masukan bagi guru bahasa Inggris khususnya guru bahasa Inggris yang mengajar di Sekolah Dasar dalam merancang materi sendiri. Ada pun pendekatan yang digunakan di sini adalah pendekatan dengan menggunakan media symbol gambar. Pendekatan ini adalah pendekatan yang cocok untuk di terapkan pada anak yang belajar bahasa Inggris sebagai bahasa asing dan kurang memperoleh masukan maupun kesempatan dalam menggunakan bahasa Inggris dalam kehidupan sehari-hari. Karena, pemakaian symbol gambar dalam proses belajar akan mempermudah anak untuk memahami materi yang akan diajarkan pada mereka. Selain itu pendekatan ini diterapkan karena pola pembelajaran bagi mereka berbeda dengan siswa, di tingkat lanjut.

Simbol-simbol atau pun gambar yang dipergunakan di harapkan akan mampu memicu semangat mereka untuk belajar lebih giat dan lebih baik tanpa takut di hantui rasa ketidaktahuan arti dari kata-kata. Di sini di tuntut kreatifitas guru didalam kelas dengan mencari media gambar semenarik mungkin sehingga anak menjadi terpancing untuk belajar Berta dengan cepat memahami penjelasan guru dan mampu mengingat kata kata, yang di ajarkan dalam jangka waktu lama.

TABLE OF CONTENTS

ABSTRACT	i
TABLE OF CONTENT	ii
CHAPTER I. INTRODUCTION	
A. Background of the problem	1
B. Limitation of the problem	3
C. Formulation of the problem	3
D. Purpose of writing the paper	3
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Teaching vocabulary by Using Pictures Symbols	4
B. Media	6
C. Pictures Symbols: How It Functions	8
CHAPTER III. DISCUSSION	
A. Using Pictures Symbols	11
B. Preparation	13
C. Procedures of the teaching	13
CHAPTER IV. CONCLUSION AND SUGGESTION	
A. Conclusion	16
B. Suggestions	17
BIBLIOGRAPHY	18
APPENDIX	19

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is the basic and a very important element in language learning. Before we learn about structure of language, we should learn about vocabulary first. The acquisition of vocabulary is needed to express our opinions whether oral or written language. The mastery of vocabulary also makes it easier for us to communicate each other. From this statement, we obviously understand learning words is essential in learning foreign language.

Vocabulary is knowledge of words and word meanings. According Beck, I. L., & McKeown, M. G. (1991) in Kamil, M. L., & Hiebert E. H. (in press) states there are two kinds of form of vocabulary; Receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

Besides, Persulesy (1988) says that the words or vocabulary of the language are the next essentials of language learning after pronunciation. Kustaryo (1988) states that vocabulary proficiency does not only influence the students' reading skills but also speaking, writing, and listening.

In mastering vocabulary will affect four English skills: speaking, listening, writing and reading. If the students only know such few words, it will interfere them in learning foreign language. They will have difficulties in expressing their project, reading text book, listening and speaking to express their ideas. Therefore, we can not neglect the importance of teaching and learning vocabulary.

In teaching foreign language, particularly English, a teacher should use suitable media, especially for the beginner students. There are at least two problems involved in the process of teaching English words. Firstly most of the students do not have strong motivation to learn them so that they do not know how to use words accurately in certain contexts. Secondly the teacher who teaches English at school does not choose suitable media for teaching vocabulary. No doubt that the teachers face problems in finding valuable, effective media or choosing appropriate media to get students' interest. Many of them still use old ways like memorizing which makes students bored and finally leave it behind other lesson.

To overcome these problems, the teacher should find or choose some new media in teaching vocabulary. Because, by using an appropriate media it will help teachers in teaching learning process. Vice versa, students getting more interest and fun. To achieve this aim, it needs teacher's creativity.

Using picture symbols can be one of interesting media in teaching vocabulary for beginners. It will help teachers and students in expanding their vocabularies since it is familiar, new and easy to remember. Of course, the teacher must also relate it with the theme of the lesson.

Moreover, it is expected the students become more active and interest in teaching speaking-learning process.

B. Limitation of the Problem

In teaching and learning process, there are number of learning strategies and teaching aids to choose. In this paper, the writer would like to use picture symbols as teaching media and combine several appropriate techniques.

C. Formulation of the Problems

This paper can be formulated in the following question: "How to teach vocabulary in order to enrich Elementary School Students' vocabulary by using picture symbols?"

D. Purpose of the paper

It is hoped that using picture symbols as media in teaching vocabulary can help students to know many new English vocabularies. Besides, it will be useful for English teacher and reader especially increasing the students' vocabularies and also giving a useful insight and new teaching media for the foreign language learner and teacher to enrich their vocabulary.