UTILIZING PICTURES IN INCREASING PUPILS' VOCABULARY MASTERY IN AN EFL CLASS IN PALU CITY INDONESIA

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Abstract

This research aimed at analyzing the implementation of pictures technique in increasing vocabulary of the fourth grade pupils of SDN 6 Palu. This research employed a collaborative classroom action research design and was implemented in the form of cycles consisting of four major steps: planning, implementing, observing and reflecting. The subject of the research were 34 pupils of grade four B at SDN 6 Palu. The instruments used to collect data were test, observation checklists, field notes, and questionnaire. This research was completed in two cycles because the results of the research in the first cycle did not meet the criteria of success. Each of cycle comprises four meetings. The findings of the research showed that the applying of technique in teaching English can increase pupils' vocabulary mastery. This is shown by the improvement of the mean score made by the pupils, that is: 7.04 in cycle I to 8.10 in Cycle II and the number of the pupils who got scores at least 6.5 or greater was 22 (64.71%) in cycle I to 34 (100%) in cycle II. In addition, the pupils gave positive response toward the model applied as reflected from the results of three variables of measurement of the questionnaire given: learning motivation, learning result, and tasks accomplishment. It can be concluded that the pictures technique is effective and applicable in teaching vocabulary.

Keywords: utilizing, increasing, vocabulary, and pictures

B a c k g r o u n d

English as a foreign language has been taught at elementary school to higher education level. According to the BSNP curriculum structure for elementary school in National Education Ministerial

Regulation number 22, year 2006, there are eight subjects and local content subjects taught at elementary school.[1] English is one of the local content subjects taught at elementary school. At SDN 6 Palu, the local content subject is English and mother tongue. As a local content subject, the objective of teaching English at elementary school is to develop the pupils' ability to communicate for language accompanying action in school context with English. In this case, to achieve this objective, the teaching of English is directed to develop the pupils' competency both in language skills and language components. Language skill consists of listening, speaking, reading, and writing while language component consist of vocabulary, pronunciation, and grammar. In teaching English it cannot be separated one and other because all of them support each other. The pupils must master not only skill of speaking but also the other skills and the language components. It is intended to the pupils to be able to communicate well. Among the four language skills and three components mentioned above, vocabulary is one of the most essential parts to be learnt since the aim of learning a language is to be able to communicate in the target language.

In order to be successful in communication, it is necessary to use correct and appropriate language situation. Thus, pupils need to possess a good command of grammar, pronunciation, and vocabulary. The pupil who does not learn grammar and have sufficient vocabulary will not be able to use language for communication. For this reason vocabulary must get high priority in language teaching in order to develop communicative skills of the pupils.

Based on the competence-Based curriculum, the competence from which pupils of elementary school are expected mastery of

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[1]BSNP, *PeraturanMenteriPendidikanNasionalRepublik Indonesia Nomor 22, Tahun 2006 TentangStandar Isi*, (Jakarta:BSNP, 2006)p. 14

vocabulary at the level of 900 words and the suitable grammar. It is intended to pupils are able to understand short and simple oral texts in the form of conversation, narration, and description, to express their feeling, to understand simple written texts, and to present simple information and ideas in written form of 100 words at length.[2]

Realizing that vocabulary is the main component of language and very important to be mastered by the pupils in learning a foreign language, they must devote part of their time for learning vocabulary items. In learning English vocabulary for foreign language pupils like Indonesian pupils need special effort because English is quite different from their mother tongue or their native language. It is not enough for them in learning English vocabulary by using indirect method that is by building up their vocabulary through learning the four language skills. They must have special time that lets them have more opportunities in learning English vocabulary through a meaningful technique that can help them in increasing their vocabulary.

Of course, the success of pupils in learning vocabulary depends on the technique that is applied by the teacher. Technique is one of the main factors that can influence the success or failure of the teaching. The technique is implementation of activities that which actually takes place in a classroom. It is particular trick used to accomplish an objective. The teaching of vocabulary is commonly carried out by the teacher with the technique of using context. The pupils learn vocabulary through the reading text given. In these activities the pupils are usually asked to find out the difficult words and get the meaning through dictionary. Sometimes they are asked to take the synonym or antonym of a word in the reading text. This technique based assumption that vocabulary is usually regarded only

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[2]Setiyadi, B, Mahpul, Sukamto, S, and Sukirlan, M.,*TEFL 2*,(Jakarta: Depdiknas, Universitas Terbuka, 2007) p. 23

as a compliment function instead of one main component in English lesson in a whole like grammar and others of four language skills. Therefore teaching English vocabulary gets fewer portions in time in teaching English activity compared with others language elements. As a result, the English vocabulary mastery by the pupils is far from being expected.

Based on the researcher's findings through observation and his experience teaching at SDN 6 Palu, most of the pupils especially for the fourth grade pupils were reluctant to communicate in English. It was difficult for them to pronounce English words and to memorize their meaning so that they hesitate to communicate in English. They still had difficulties in using English properly in both oral and written communication because they lack vocabulary. They possessed limited words, so they find difficulty to express their ideas.

As a matter of fact, the teacher's teaching style and the technique that applied by the teacher gave a great contribution to the condition. Some facts were found related to the teaching vocabulary: (1) the teacher assigned to pupils to memorize certain words found in the text book or in the dictionary; and (2) the teacher asked the pupils to find difficult words or unfamiliar words then translated them into Indonesian. The techniques applied by the teacher do not seem to be effective since they do not give much contribution in developing pupils' vocabulary mastery. The researcher further thought that inappropriate teaching technique applied by the teacher may be the cause of the low proficiency of the pupils in learning English.

To cope with theproblem identified above, the English teacher needs to use appropriate techniques in teaching English, particularly in teaching vocabulary such as song, video, games, and pictures technique. In order to help and solve the pupils' problem, the researcher is interested in applying pictures technique in teaching

vocabulary. The researcher employs Pictures technique on the consideration that it can facilitate the teacher to arouse the attention and to increase the motivation of the pupils to learn vocabulary.

Based on the above description, the researcher can identify the general problem of this research that is most of the pupils especially for the fourth grade pupils are reluctant to communicate in English. It is difficult for them to pronounce English words and to memorize their meaning so that they hesitate to communicate in English. They still have difficulties in using English properly in both oral and written communication because they lack vocabulary mastery. A solution of the problem should be found through research.

In this research is focused on teaching vocabulary through pictures. More specifically, this research is intended to answer the following research question:

How can the vocabulary mastery of the fourth grade pupils of SDN 6 Palu be increased by using pictures technique?

The objective of the research is to seek the technique of teaching that is expected to solve the problem faced by the pupils and to see the effect towards pupils' vocabulary. Related to the research question above, this research is intended to analyze the implementation of pictures technique in increasing the vocabulary of the fourth grade pupils of SDN 6 Palu.

The result of this research is expected to be able to provide a practical contribution to the following:

1. To assist the pupils to find a meaningful technique to overcome their problems in increasing their vocabulary.
2. To enrich the English teacher's knowledge on the use of various techniques in language teaching and to be able to apply pictures technique as one of techniques in teaching vocabulary.

This research will be restricted on teaching vocabulary using pictures related to the things or objects around the pupils. This

research is an action research, conducted at the fourth grade pupils of SDN 6 Palu of first semester in 2017/2018 academic year.

Concept of Vocabulary

To understand about the concept of teaching vocabulary, it is important to know what vocabulary is. Vocabulary is list words of a language. Vocabulary is (1) total number of words which (with rule for combining them) make up a language, (2) a range of words known to, or used by, a person, in a trade, profession, etc. (3) list of words used in a book, usually with definitions or translations.[3]

Referring to the proposed definition above, it can be understood that definition of vocabulary is given based on form and size. The form refers to a list of words with their meaning which is arranged alphabetically in a certain language. On the other hand, the size refers to number of words that someone use or comprehend when s/he communication with each other in a particular time or situation.

As long as vocabulary is list of words whether in foreign, second and target language, the pupils hope to mastery them in order to be able to communicate in that language. By considering this fact, vocabulary is viewed as main or prominent components of a language compare with other. Vocabulary acquisition is considered by many to be the single most important aspect of foreign language learning. It doesn't mean that four skills of a language that is listening, speaking reading, writing and other components of language grammar, spelling and pronunciation are not important, but on the contrary, the pupils must learnt and master the four skills of a language and also other component of language. The more vocabulary the learners have, the easier for them to develop their four

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[3]Hornby, AS.,*Oxford Advanced Learner's Dictionary of current English*, (Oxford:Oxford University Press, 1987) p. 959

language skills. Obviously, to learn vocabulary means to learn language skills all together even all of language components. Richards and Renandya state:

> Vocabulary is a core of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to native speakers, using the language in different contexts, watching television and reading.[4]

It is clear that basically the vocabulary is no single item or separated components of language to be learnt, but it must be integrated with language skills and other components of language. They support each other when they utilized in communication. There is no one focus only on grammatical aspect or spelling aspect to grasp without having sufficient vocabulary to support the pupils to study listening, speaking, reading, writing, and pronunciation.

Types of vocabulary

In teaching vocabulary it is important to know about types of vocabulary. Nation classifies vocabulary into two different terms: receptive and productive vocabulary.[5] Receptive vocabulary use involves perceiving the form of word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting

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[4] Jack C Richard and Willy A Renandya, *Methodology in Language Teaching; An Anthology of Current Practice,*(Cambridge :Cambridge University Press,2002) p.255

[5] Nation, I.S.P.,*Learning Vocabulary in Another Language*,(Cambridge: Cambridge University Press,2001) p. 24

to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

Vocabulary knowledge can be divided into four types.[6] The first is active speaking vocabulary, that is, words that the speaker is able to use in speaking. The second is passive listening vocabulary, which is a word that the listener recognizes but cannot necessarily produce when speaking. The third type is passive reading vocabulary, which refers to words that a reader recognizes but would not necessarily be able to produce. Finally, there is active writing vocabulary, which is a word that a writer is able to use in writing.

In addition, Harmer explains a distinction is frequently made between 'active' and 'passive' vocabulary.[7] The former refers to vocabulary, that have been learnt by the pupils and which they are expected to be able to use whilst the latter refers to words which the pupils will recognize when they meet them but which they will probably not able to produce. Furthermore he states that, this distinction becomes a bit blurred, however, when we consider what 'knowing a word' means and when we consider the way pupils seem to acquire their store of words. It is true that pupils 'know' some words better than other, but it has not been demonstrated that these are necessarily the words which teachers have taught them.

For beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which pupils can learn. Most of these early words will be constantly and so can, presumably, be consider as 'active'. But at intermediate level, it can assume that pupils have a store of words but it would be difficult to say which are active and which are passive. A word that has been active through

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[6]Kitao, S. K and Kitao, K. 2005. *Testing Vocabulary*. Retrieved on January 30, 2017 from http://www1.doshisha.ac.jp/~kkitao/library/article/test/vocab.htm

[7] Harmer, J.,*The Practice of English Language Teaching*, (London : Longman Group UK Limited, 1991) p. 159

constant use may slip back into the passive store if it is not used. On the other hand, a word that pupils have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to a permanent state of affairs.

Selection of vocabulary

In teaching of vocabulary, there are not all the vocabulary material are presented. This based on the consideration that some of them not beneficial for the pupils to learn. Thus, which words should teach for the pupils is on the basis of importance and how frequently they are used by the pupils.

The aim of vocabulary selection is to make the learning process becomes more efficient and effectively. Nation states that teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.[8]Sukmin points out that the aim of vocabulary selection is to remedy the lack of vocabulary a person most needs and to make the learning process to become a more efficient one.[9]A language is so complex that selection from it is always one of the first and most difficult problems of anyone who wishes to teach it systematically.[10] It has come to be more and more generally realized that random selection is wasteful approach, and that only a complete system capable of continuous enlargement can

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[8]Nation, P. 1997. *Teaching Vocabulary*.Victoria University of Wellington, New Zealand. Retrieved on December 30, 2017 from http://Engengine,googlepages,com/teaching vocabulary,pdf

[9]Sukmin. 2004. *Word Games to Increase the Vocabulary of the Third Year Students of MTs Sunan Kalijogo Malang*. Unpublished Thesis. Graduate Program in English Language Education State University of Malang.

[10] Jack C Richards, *Curriculum Development in Language Teaching,*(Cambridge: Cambridge University Press, 2001) p.6

form a satisfactory objective for the first stage in any attempt to grasp as much as possible of the entire language as may ultimately be necessary. Roughly a language system may be considered as consisting of words entering into grammatical constructions spoken with conventional stress and intonation. To find the minimum number of words that could operate together in constructions capable of entering into the greatest variety of contexts has therefore been the chief aim of those trying to simplify English for the learner. Various criteria have been employed in choosing the words, but the dominant activity throughout the period among all those concerned with systematic teaching of English has been vocabulary selection.

Based on these statements above, it is clearly that vocabulary selection is very important. The fact shows there are many word that are rarely used for communication and thus, they are not necessary to be taught since spend a large amount of time and they cannot directly support the pupils to learn their lesson.

In order to select what words will be taught to pupils in this case frequency and coverage is two important criteria in vocabulary selection. Vocabulary should the pupil learn is the words most frequently used in the language.[11]A general principal of vocabulary selection that is frequency and coverage.[12] Frequency refers to which words we should teach on the basis of how frequently they are use by speaker of the language. The words which are most commonly used are the ones we should teach first while coverage refers to a word is more useful if it covers more things than if it only has one very specific meaning.

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[11] Wilga M Rivers,. 1981. *Teaching Foreign-Language Skills*,(Chicago:University of Chicago Press, 1981) p. 467

[12] Jeremy Harmer, *The Practice of English Language Teaching*,(London,Longman Group UK Limited, 1991) p. 154

The two principles would suggest that a word like 'book' would be an early vocabulary item because it is frequently used by native speaker and has greater coverage than 'notebook', 'exercise book', and 'textbook.' In addition, Harmer suggests that to teach words at lower levels must be more concrete and gradually become more abstract. Word like 'table', 'chair', and 'chalk' have figured in beginners' syllabus because the things which the words represent are there in front of the pupils and thus easily explained. Word like 'charity', however, is not physically represented in the classroom and is far more difficult to explain.

In addition to the criteria of vocabulary selection, Richardsstates that words with the highest frequency and the widest range are considered to be the most useful ones for the purposes of language teaching.[13] Richards further suggests that other criteria were therefore also used in determining word list, these included:[14]

Teachability: In a course taught following the Direct Method or a method such as Total Physical Response, concrete vocabulary is taught early on because it can easily be illustrated through pictures or by demonstration.

Similarity: some items may be selected because they are similar to words in the native language. For example, English and French have many cognates such as *table, page*, and *nation,* and this may justify their inclusion in a word list for French- speaking learners.

Availability: Some words may not be frequent but are readily "available" in sense that they come quickly to mind when certain topics are thought of. For example, *classroom* calls to mind *desk, chair, teacher,* and *pupil,* and these words might therefore beworth teaching early in a course.

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[13]Richards, *Curriculum Development*, p.7
[14]Ibid.

Coverage: Words that cover or include the meaning of other words may also be useful For example, *seat* might be taught because it includes the meaning of *stool, bench*, *and chair.*

Defining power: Some words could be selected because they are useful in defining other words, even though they are not among the most frequent words in the language. For example, *container* might be useful because it can help define *bucket, jar* and *carton.*

The procedures of vocabulary selection lead to the compilation of a basic vocabulary that is, a target vocabulary for a language course usually grouped or graded into levels such the first 500 words, the second 500 words, and so on. Referring to the teaching of vocabulary at elementary school, the selection of the words is done by text book writers and the vocabulary selection is usually put at the end part of the text book in the form of words list

Teaching Vocabulary in EFL Class

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. In relation to the role of vocabulary, Richard and Renandya state that the status of vocabulary now seems to be changing. [15] For one thing, the notion of a word has been "broadened" to include context and use frequency, and it has been

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[15] Jack C Richard, and Willy A Renandya, *Methodology in Language Teaching; An Anthology of Current Practice,*(Cambridge: Cambridge University Press, 2002) p. 225

suggested that in the initial stages of learning these play a primary role in communication and acquisition.

In teacher preparation programs today, there is more attention to techniques for teaching vocabulary. One reason is this in many EFL or ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes after month or even years of English many of words most needed have never been learned. Especially in countries where English is not the main language of communication, many teachers and pupils more help with vocabulary in order to able communication in a foreign language.

Teaching vocabulary is clearly more than just presenting new words. It means that teaching vocabulary does not enough just present a new word and the meaning of the word. To create in pupils' mind a sense of personal need for a foreign word, it is not enough to say "Here is a word to learn". "Here is what the word means". "The word will be useful to you someday". [16] In teaching vocabulary furthermore Prayogo states it is not enough just to know the meaning of word. It also needs to know: (a). what words it is usually associated with, (b). whether it has any particular grammatical characteristics, (c). how it is pronounced.[17]

There are three approaches to vocabulary teaching and learning: incidental learning (learning vocabulary as a by-product of doing other things such as reading or listening), explicit instruction, and independent strategy development. [18] Furthermore, they recommend that a major source of incidental learning is extensive reading as a regular out- of-class activity. Thus, incidental learning of

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[16]Allen, Virginia F.,*Techniques in Teaching Vocabulary*,(Oxford: Oxford University Press, 1983)p. 9

[17] Johannes A Prayogo,*English Language Education, Models of Vocabulary Teaching Strategies,* (Malang:FPBS IKIP Malang, 1997) p. 34

[18]Richard, and Renandya, *Methodology,*p.256

vocabulary requires that teachers provide oppurtunities for extensive reading and listening. And explicit instruction depends on identifying specific vocabulary acquisition target for learners. In this case, in explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. Meanwhile, independent strategy development involves practicing guessing from context and training learners to use dictionaries.

Objectives of teaching vocabulary

The objectives of teaching vocabulary in teaching English basically cannot be separated from the objectives of teaching English in general. It means that the objectives of teaching English implicate the objective of teaching vocabulary. BSNP about the Graduate Competency Standart in National Education Ministerial Regulation number 23, year 2006,[19] stated that the objective of teaching English at elementary school namely: (1). Listening: to understand instruction, information, and simple short story that is conveyed in oral form in school and pupils' environment context; (2). Speaking: to express meaning of the interpersonal and transaction discourse in oral form in school and pupils' environment context; (3) Reading: sonorous reading and to understand the meaning of instruction andinformation about the simple and short functional and descriptive text; (4) Writing: to write word, expression, and short of functional text correctly.

Related to the above statement, the objectives of teaching English at elementary school is to develop listening, reading, speaking and writing skills provides pupils with more words level

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[19]BSNP,*PeraturanMenteriPendidikanNasionalRepublik Indonesia Nomor 23, Tahun 2006 TentangStandarKompetensiLulusan*,(Jakarta:BSNP, 2006)p. 28

and the structure level suitable for the themes and topics to be determined on the basis of pupil's interest and stage of development. It can be concluded that the objective of teaching vocabulary at elementary school is basically aimed at sustaining the four language skills in English since vocabulary is an essential aspect of mastering English or other foreign languages. Hence, to learn vocabulary means to learn all language components all together even language skills (listening, reading, speaking and writing).

To be successful learner, the pupils should have a good competence in vocabulary mastery. More vocabulary they have it is more possibility they can used the language to communication.Without grammar, very little can be conveyed but without vocabulary nothing can be conveyed.[20] Rivers proposes more extreme conception that it would be impossible to learn a language without vocabulary-without words.[21] According to her, language is not dry bones. It is a living, growing entity, clothed in the flesh of words. Allen suggests that much of the vocabulary in English textbook must be learned.[22] Without it, no one can speak or understand the language. Vocabulary is viewed as something essential in language components to be learnt since it has a great role in using target language to communicate both oral and written. In relation to Allen, Harmer (1991:153) states that if language structures make up the skeleton of language, then it is vocabulary that provides vital organ and the flesh. [23] Furthermore, Prayogo asserts that the study of vocabulary is at the heart of language teaching in term of organization

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[20]Sukmin. 2004. *Word Games to Increase the Vocabulary of the Third Year Students of MTs Sunan Kalijogo Malang*. Unpublished Thesis. Graduate Program in English Language Education State University of Malang.

[21]Rivers, *Teaching, p.* 462

[22]Allen, *Techniques*, p. 7

[23]Harmer, *The Practice,*p. 46

of syllabuses, the evaluation of learner performance, and the provision of learning resources.[24]

The insufficiency of pupils' possessed of vocabulary will influence their ability to develop the four of English language skills. For instance, pupils are weak in reading comprehension because of insufficient vocabulary mastery. They will find problem in comprehending of a reading text if there are more words unknown by the pupils. Although the pupils are interested in the subject matter of the reading text, they will soon lose interest if they find the vocabulary too difficult.[25]

From the discussion above, it is obvious that vocabulary take a crucial role on one's language mastery, proficiency, learning and acquisition. Since vocabulary acquisition is considered very essential not only in language learning but also in other academic achievements, teachers and researcher have been taking all efforts to find the most effective and efficient techniques to teach it.

Techniques in teaching vocabulary

A technique is implementation that which actually take place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. The success and the failure of a language instruction conducted in a class relies heavily on the technique apply by the teacher. Thus, in relation to the vocabulary teaching technique, it is expected that the technique selected can foster the pupils to increase and to establish their vocabulary. Similar to the teaching of other language components or language skills, the teaching of vocabulary requires suitable technique to offer pupils an

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[24]Prayogo, *English,*p. 29

[25]Abbott, G and Wingard, P.,*The Teaching of English as an International Language*, (London:Collins ELT, 1987)p. 95

interesting ways to make them easy to understand the topic being discussed. It is one of the reasons that the teaching technique plays an important role in the teaching and learning process. In this case the programs that prepared language teachers gave little attention to technique for helping pupils learnt vocabulary.

By using precise technique is not only able to attract the pupils to be fully involved in the teaching and learning process, but also be able to emerge pupils' interest to the learning process. To teach vocabulary means to introduce learners with new words that can increase their mastery of those words. Those words will be then useful for pupils to understand the messages covered in English passages. In other words, the technique of teaching vocabulary is intended to foster the pupils to increase their new vocabulary. Besides, it can establish pupils' ability in covering all their problems related to learning vocabulary. It is obvious that the function of the technique of teaching vocabulary is not only aimed at increasing pupils' mastery on new words, but it is also aimed at establishing pupils' ability to be master certain vocabulary.

On basis consideration of the importance of vocabulary, the teaching of English should be firstly directed to bring the pupils to master vocabulary in order to equip them with the richness of vocabulary to communicate in foreign, second or target language. On the other hand, the teacher should provide the pupils with enough time to manage their selves to gain much more chance to get new vocabulary through teaching and learning process in the classroom. In addition, the teacher should also be able to offer an interesting technique to teach vocabulary in order to put the pupils in a fresh atmosphere to learn. In teaching vocabulary it is better to integrated with other components of language and four skills of language. Prayogo states that the teachers do not realize that integrating the teaching of vocabulary into the teaching of the four

language skills will help the learner use their vocabulary in more natural and meaningful way.[26] Recycling the teaching of vocabulary using various contexts will also make the words learned remain longer in the learners' memory. Furthermore he suggests some examples of techniques of vocabulary teaching such as: 1) Ostensive definition, that is giving the learner sensory experience of the referent (example: seeing an actual "boot", touching something "rough", tasting something "sweet"), 2) Paraphrase, that is expressing the same contextual meaning in other words (example: the sun Parched the ground = the sun made the ground completely dry), 3) Exemplification, that is giving an example of the item in context so as to illustrate its use (example: after it had been washed the shirt had shrunk to a much smaller size), 4) Definition, that is saying what the word can mean (example: port = a town with a harbor, a sweet red wine, the left hand side of a ship or aircraft, a small opening through which a gun can be pointed), 5) Translation:(a) providing equivalent words in the L1 (example: story = cerita, riwayat, kisah), (b) providing a contextual equivalent in the L1 (example: he went upstairs to bed. Upstairs = keatas), 6) Comparison, showing an item is similar to and different from another item already known to the learner (example: "cunning" is similar to "clever" in that both refer to an ability to plan and achieve things - but " cunning " also implies deceiving somebody in order to achieve a selfish purpose), and 7) Contrast, showing how an item contrasts with an item already known (example: look at the drawing of the swimming pool .What do you call the end   in which you can't stand up? Yes, that's right. It is the deep end. What do you call the other

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[26]   Prayogo,   Johannes   A.   1998.   *Kencenderungan-KecenderunganDalamPengajaranBahasa: PembelajaranBahasaInggris   Di sekolahMenengahSebagaiSasaran*.   Unpublished   Paper.Depdikbud,   Institute KeguruandanIlmuPendidikan Malang, Malang.

end, the end where there is only a little bit of water? It is called the shallow end

In relation with Prayogo, Setiyadi suggests a way of teaching English integrated skills that is called content-based instruction or immersion program.[27] Furthermore, he state by using this program the pupils are expected to practice all of the language skills in highly integrated, communicative activity by learning content subjects. In this case there are two kinds of immersion program that is: full immersion and semi immersion. The first refers to the texts of the chosen subjects are written in English, learning teaching interaction for the subjects is done in English, and their learning output of the subjects is also evaluate in English. While the later refers to English is used to present the content of the teaching materials and the pupils may use their first language to respond to the class.

In addition to techniques in teaching vocabulary, Harmer states that presentation, discovery techniques and practice are activities which are designed to teach and practice words and their various uses.[28] Furthermore, he gave some examples form of presentation as the best way to bring new words into the classroom such as:

(a) realia, one way of presenting words is to bring the things they represent into the classroom - by bringing 'realia' into the room. Words like 'postcard', 'ruler', 'pen', 'ball' can obviously be presented in this way.

(b) pictures, can be used to explain the meaning of vocabulary items and illustrate concepts such as *above* and *opposite* just as easily as hats, coats, walking sticks, cars, smiles, and frowns.

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[27] Setiyadi, B, Mahpul, Sukamto, S, and Sukirlan, M.,*TEFL 2,*(Jakarta:Depdiknas. Universitas Terbuka, 2007) p. 57

[28]Harmer, *The Practice,*p. 161

(c) mime, action and gesture, it is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime.

(d) Contrast, words exist because of their sense relations and this can be used to teach meaning.

(e) Enumeration, another sense relation looked at in was that of *general and specific* words. We can use this to present meaning.

(f) Explanation, it is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant.

(g) Translation, it is a quick and easy way to present the meaning of words but it is not without problems and it a bit too easy for pupils by discouraging them from interacting with the words.

In relation with the technique in teaching vocabulary explained above, Prayogo states that other vocabulary teaching strategies presented below are based on the idea that pupils' vocabulary growth and acquisition can be obtain by developing pupils' background knowledge of words and their categorizing skills.[29] Furthermore they stated that background knowledge of words can be provided through a discussion of (a) word histories such as *generalization, specialization,* (b) figurative language such as *metaphor, hyperbole,* and (c) , word relations, such as *analogies,* example: 'glass-water, boat cargo'; *homographs,* example: 'wind-wind, record-record'; *synonyms, antonyms, associations, homonyms (homophones), classification, words with multiple meanings and words with denotative-connotative meanings.*

All of these presentation techniques either singly or in combination are useful ways of introducing new words. What must be remembered with vocabulary presentation, too, is that pronunciation

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[29]Prayogo, *English,* p. 33

is just as important here as it is for structural material. We should not introduce words without making sure that pupils know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

Pictures

To discuss this part, it is better to define first what a picture is. A picture is: (1) painting, drawing, sketch, of something, especially as a work of art, (2) beautiful scene, object, person, etc, (3) type of embodiment, (4) account or description that enables somebody to see in his mind an event, etc, (5) Film (to be) shown in a cinema, and (6) what is seen on a television screen.[30] Based on these definitions, it can be understood that a picture is an object about something that derived from drawing or photography.

In relation to the purpose of teaching vocabulary through pictures, it is better to raise the question on why we need and use pictures in language teaching. To answer this question, Murcia states that pictures are very flexible language teaching.[31] It can be use whether the pupils are children or adults, for teaching vocabulary, practicing grammar, stimulating writing practice, and for many other activities. One use pictures because pictures can evokes a variety of thoughts and emotion that strike the receiver at several levels simultaneously and give a lot of information. They may use to arouse interest, motivation introduce new items, illustrate specific steps in the presentation, develop appreciation, review unit of subject matter, and test pupils' knowledge. Furthermore, Wright states that it is important to have as wide range of resources as possible in the classroom so that the pupils can have a rich base and stimulus for this

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[30]Hornby, *Oxford,* p. 631

[31]Murcia, Celce M. And McIntosh, L.,*Teaching English as a second or Foreign Language. Language Teaching Aids,* (New York:USA Newbury House, 1979)p. 312

development and the resources must include pictures.[32] Things that the pupils see play an enormous part in affecting them and in giving them information. The pupils predict, deduce and infer, not only from what they hear and read but from what they see around them and from what they remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences help the pupils to cope with. He further adds that specifically, pictures contribute to: 1) interest and motivation; 2) a sense of the context of the language; and 3) a specific reference point or stimulus.

In choosing what kind of pictures used in language teaching, Harmer states that pictures whether drawn, taken from books, newspaper and magazines, or photographed have always used by the teacher to facilitate learning.[33] Furthermore, he adds that pictures can be in the form of: (1) flashcards (small cards which we can hold up for the pupils to see), (2) large wall pictures (big enough for everyone to see detail), (3) cue cards (small cards which pupils use in pair or group work), (4) photograph or illustration. Pictures of all kinds can be used in a multiplicity of ways as the following examples:

1) Drills: with lower-level pupils, an appropriate use for pictures, particularly for drilling grammar items, for cueing different sentences and practicing vocabulary

2) Games: pictures are extremely useful for a variety communication activity, especially where these have a game

3) Understanding: one of the most appropriate uses for pictures is for the presenting and checking of meaning. In the same way, it is easy to check pupils' understanding

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[32] Wright, A.,*Pictures for Language Learning,*(Cambridge: Cambridge University Press, 1989) p. 2

[33]Harmer, *The Practice,*p. 178

4) Ornamentation: pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph.

5) Prediction: pictures are useful for getting pupils to predict what is coming next in a lesson. Thus, pupils might look at a picture and try to guess what it shows.

6) Discussion: pictures can stimulate questions for discussion

Related to the all activities above, pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not. There are five criteria provide a way of deciding whether to use an activity or not, whether the activity is a conventional drill or game making use of pictures that is: (1) easy to prepare; (2) easy to organize; (3) Interesting; (4) meaningful and authentic and (5) sufficient amount of language.[34]

The choice and use of pictures is very much a matter of personal taste, but should be bear in mind three qualities that pictures need to possess if they are to engage pupils and be linguistically useful. In the first place, they need to be appropriate not only for the purpose in hand but also for the classes they are being used for. Second, the pictures should be visible. They have to be big enough so that all our pupils and can see the necessary detail. Lastly, pictures should be given to how to make them durable and perhaps they can be stuck to cards and protected with transparent coverings. Finocchiaro and Brumfitstate some criteria to be used to make the pictures effective for class use include the following. They should be:

a. Large enough to be seen from all parts of the room

b. Clear and simple in design

c. Without captions (so that they can be used for diverse purposes)

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[34]Wright, *Pictures,* p. 3

d. Both in black and white and in color for practice in more advanced units

e. There should be more than one picture of each concept: person animal, or thing in different situation.

f. Where feasible, there could be two pictures files: one with pictures related to the lives and experiences of learners in their native land; one with pictures related to the target country.[35]

In conducting this research, the researcher will be use pictures that taken from photography about objects around pupils. In teaching learning process the pictures will be displayed by using LCD. It used based on consideration that picture from photography is clearer in form or shape, color than other, so this can avoid to misinterpretation of the pictures made by the pupils.

Pictures in Teaching Vocabulary

In order to make the teaching learning process runs well especially in teaching vocabulary, the teacher needs to provide the pupils with one effective technique, so that they can easy to understand the lesson. In this case, the researcher assumed that teaching vocabulary with pictures is one of effective technique. Smith in Prayogo state the used of picture clues and recognition of sight words are strategies that children usually are taught in the earliest stages before the other strategies are introduce.[36]

The activities involve in pictures identification should be suited with the pupils level in order to make them easy to complete classroom task. In relation to the above statement, it is clear that pictures have important role in teaching vocabulary. Pictures provide valuable assistance to pupils in making transition from recognizing an object and naming it to recognizing a symbol which stands for an

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[35] Finnochiaro, M and Brumfit, C.,*The Functional-Notional Approach from Theory to Practice,*(Oxford:Oxford University Press, 1983) p. 177

[36]Prayogo, *English,* p. 30

object and naming it. Pictures can play a key role in motivating pupils, contextualizing the language they are using, giving them a reference and in helping to discipline the activity.[37]

In relation to teaching vocabulary, pictures have important role to help pupils in understanding the lesson. Allen states that for helping pupils understand the meaning of word, teacher often find that a picture is useful, if it is big enough to be seen by all members of the class.[38] Furthermore, it is important to know what pictures can use in teaching vocabulary. For this purpose, Werff suggests that pictures from magazines are a source of varied classroom activities in the areas of speaking, listening, writing, vocabulary and grammar.[39] In addition to those pictures can be drawn by the pupils or drawn by the teacher. Allen adds that pictures are made by the pupils have certain advantages:[40]

a. They cost little or nothing

b. They are available even in places where no other pictures can be found

c. They do not require space for storing and filing as pictures from other sources do.

d. Sometimes pupils who are poor language-learner can draw well. Exercises which require drawing will give such pupils a chance to win praise, and this praise may help those pupils learn.

e. When someone has drawn a picture of scene, he knows the meaning of the English words that the teacher will use while talking about parts of his scene.

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[37]Wright, *Pictures,* p. 10

[38] Virginia FAllen,*Techniques in Teaching Vocabulary*,(Oxford:Oxford University Press, 1983)p. 24

[39]Werff, J. 2003. '*Using Pictures from Magazines'*.TESL Journal vol. IX No. 7.Retrieved on November 23, 2009 from http://Iteslj.org/Technique/Werff-Pictures.html.

[40]Allen, *Techniques,* p. 28

Often a picture will show a situation or a scene in which there are several different things and persons and show meanings of basic words. It is good for pupils to see the total scene or picture of a single object or person as the only focus of attention. Suppose, for example we have a pictures of each of the following: a glass, a plate, a spoon. In relation to teaching vocabulary, suppose each of the pictures is large enough to be seen by all in the class. The pupils have seen and heard the English word for each one, and have copied the word into their notebooks. In order to help the pupils master the vocabulary, so we want to encourage the use of each word for communication.

Teaching Vocabulary through Pictures

As stated in the first chapter that teaching through pictures is intended to increase pupils' vocabulary, in this case the researcher assumption that teaching through pictures is one of an effective technique that can used in teaching vocabulary in order to increase pupils' vocabulary. Vocabulary lesson for the first stage of English instruction, use pictures for showing many meanings.[41]

Successful language learning outside the school is generally in a situation where the learner can see what is named by the word to be learned. Whenever possible, that condition of successful vocabulary learning should be providing in second or foreign-language classroom. In this case the researcher thinks that picture is one of media that can use in teaching vocabulary because pupils directly see the pictures and can named by the word to be learned. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. For helping pupils understanding the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class.

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[41]Ibid., p.12

In addition to prepare what kinds of pictures will be used in teaching and learning process. Because successful planed of teaching and learning depends on the effective use of pertinent pictures. In choosing the pictures that will be used, in this case must be suitable with the material being discussed. The pictures can be out from magazines, or drawn by the teacher, by friends of the teacher, or perhaps by the pupils themselves. Allen states:

> Pictures for vocabulary teaching come from many sources. In addition to those drawn by the pupils (or by the teacher) there are attractive sets which are intended for schools. Pictures which have been cut out of magazines and newspaper are also useful; many inexpensive books for children have attractive pictures which show meanings of basic words.[42]

In relation with Allen, Davis states pictures from magazines, calendar, these can be used for many teaching activities and also can be put on the wall of the classroom to make it more attractive.[43] In this matter, the pictures should be large and clear enough use in front of the classroom to the whole class. It is good to mount the picture on the piece of poster board large than the pictures itself so they can be held up without the hand covering part of pictures or sometimes the teacher can stick it on the board.

In addition to vocabulary teaching using pictures technique, Prayogo suggests that picture clues strategy includes the used of:

> (a) picture clues in books example name of a person or an animal printed under the picture; (b) pictured vocabulary cards, example cards that have a picture and the word that represents the picture on one side and the word alone on the other side; and (c) pictured dictionaries, consisting of pictured dictionaries prepared in the

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[42]Ibid., p.33

[43]Evelyn CDavis,. 1988. *Guidelines for Excellence; Assisting Teacher of English As A Foreign Language, Integrated Skills Approach.*Hasanuddin University &The Summer Institute of Linguistics, Ujung Pandang. P. 109

classroom and pictured dictionaries prepared commercially; both basically contain pictures to illustrate the words written in the dictionaries. [44]

With respect to the above statement about teaching vocabulary through pictures, it can be elaborated that the task collecting data relates to the information the pupils get from the pictures that enables to enlarge their vocabulary, for instance, in an activity of teaching learning process using pictures, as analogies the pupils will develop their vocabulary because through pictures the pupils will directly see the pictures and try to guess the name of the object base on the pictures. Then, they asked to remember the name of an object through pictures that teacher shows to them.

Research Design

The design of this research was Classroom Action Research (CAR). Both qualitative and quantitative analyses were employed by researcher in this research. It was designed to increase the pupils' vocabulary mastery through pictures technique. This research employed collaborative action research type because in conducting this research, he worked collaboratively with an English teacher at SDN 6 Palu. He and his collaborator were involved from the beginning to the end of these research activities. This principle was in line with Kemmis and McTaggart stating that action research is collaborative, it involves those responsible for action in improving it, widening the collaborating group from those most directly involved to as many as possible of those affected by the practices concerned. [45] However, in conducting the research activities they were positioned

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[44]Prayogo, *English,* p. 30

[45] Kemmis, S and McTaggart, R.,*The Action research Planner*, (Victoria:Deakin University Press, 1988) p. 23

differently. The researcher acted as a model of teacher who taught vocabulary to pupils meanwhile his collaborator acted as observer who observed the teacher and the pupils' activities when the teaching and learning took place.

This research was conducted in form of cycles using the model of classroom action research as stated by Kemmis and McTaggart that an action research starts with small cycles of planning, acting, observing and reflecting which can help to define issues, ideas, and assumption more clearly so that those involved can define more powerful questions for themselves as their work progresses. [46] Furthermore, Suhardjono states in classroom action research each of cycle was involved four steps namely: planning, implementation, observation and reflection.[47]

Setting and Subject of Research

This research was conducted at Elementary School that is SDN 6 Palu. This school had seven classes and the subject of the research was the fourth grade pupils of the first semester in 2017/2018 academic year. So, the subject of this research was class IV of fourth grade pupils at SDN 6 Palu.

Setting criteria of success

In order to have required achievement in vocabulary mastery and to determine continuation of cycle, criteria of success need to be previously determined. Moreover, the main concept of action research indicated that an appropriate form of analysis will be through discussion of criteria and areas of concern as well as isolated

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[46]Ibid, p. 25

[47]Suhardjono,*PenelitianTindakanKelasdanPenelitianTindakanSekolah*(Ma lang:UniversitasBrawijaya, 2009)p. 23

instance of behavior.[48] The criteria to obtain target in this research, there were three major indicators of success of this research, which are as follow:

a) The mean score of the test should be 6.5 or greater.
b) There were at least 75 % pupils who get individual achievement at least 6.5 or greater.
c) The pupils should be motivated and involved actively in the teaching and learning process.

Indicator (a) and (b) were taken from the results of the vocabulary tests. Meanwhile, indicator (c) was taken from the observation checklists, questionnaires, and field notes.

Techniques of Data Collection

Technique of data collection is the way how to get accurate data in order to support the success of this research. This is the process of collecting data is concerning with the whole activities during the research. There were four techniques that the researcher used in this research such as:

1. Observation

It was used to observe the teacher and pupils' activities during the teaching and learning process in the classroom. The aim of observation was to know whether there was adjustment between what has been planned and what was implemented during the activities. This observation was carried out by his collaborator English teacher using observation sheets

2. Test

In this research the researcher used the test. It was used in order to find out the pupils mastery of vocabulary as well as teaching and

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[48] McNiff, J., *Action Research: Principle and Practice*, (London:Routledge, Chapman and Hall, Inc., 1992)p. 85

learning process of vocabulary through pictures and to collect or to record the pupils' achievement after treatment.

3. Questionnaire

It was used to get information or data concerning about the pupils' response of the teaching technique and material preparation applied by the teacher as well as teaching and learning process of vocabulary through pictures technique. This questionnaire was answered by the pupils by using questionnaire check lists.

4. Field Notes

Field notes was used to note or to record the important things related to the teaching and learning process which is not covered with other instruments. The aim of this activity was to anticipate the possibility losing the necessary data during the teaching and learning process.

Data Analysis and Reflection

1. Data analysis

To analyze the data in this research, the researcher followed some procedure such as classifying the data, presenting the data, and concluding the data.

a. Data classification

In classifying the data, it was based on kind and the sources of data. The data gained from observation and field notes were classified as qualitative data, while the data obtained from test and questionnaire classified as quantitative data.

b. Data display

The data have been classified were presented in an organized description in which the data gained from observation result and field notes were described in qualitative means. Meanwhile data obtained

from tests were presented in tables and data from questionnaire were calculated in percentage using quantitative data analysis as follows:[49]

1) The formula of finding individual degree of mastery

$$\text{Degree of mastery} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

2) The Formula of finding the mean score

$$M = \frac{\sum X}{N}$$

M = Mean score

$\sum X$ = Total score earned

N = Number of pupil

3) The formula of calculating the percentage of the pupils' responses in the questionnaire

$$\text{Percentage} = \frac{\text{Total number of pupils choosing certain item}}{\text{Number of pupil}} \times 100\%$$

The criteria of success will follow the following criteria:

Table 3.1 Table Criteria of Success

Percentage of achievement	Score	Qualification	The level of success

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[49]Sukmin. 2004. *Word Games to Increase the Vocabulary of the Third Year Students of MTs Sunan Kalijogo Malang*. Unpublished Thesis. Graduate Program in English Language Education State University of Malang.

86% - 100%	8.6 – 10	Very Good	Success
76% - 85%	7.6 – 8.5	Good	Success
65% - 75%	6.5 – 7.5	Average	Success
< 65%	< 6.5	Bad	Fail

c. Conclusion

Data conclusion was done after interpreting the data in order to finalize research judgment. In this case, there were two kinds of conclusions derived, the conclusion of each cycle and final conclusion.

2. Reflection

Reflection is the most important part of classroom action research. Through reflection, the action employed is evaluated to see whether or not the next cycle is still needed. For this reason, the results of the data analysis are consulted with the criteria of success. If the criteria of success have been fulfilled, the action is stopped but if not the research is continued to the next cycle.

Research Results and Discussion
The Essential Activities in Vocabulary Teaching Using Pictures Technique

The researcher initialized the discussion with the appropriate model of vocabulary teaching by using pictures technique. According to the researchers' opinion in teaching vocabulary by using pictures, there were some procedure requires to follow by the teachers, namely: (1) Deciding objectives, (2) Preparing appropriate pictures, and (3) Presenting the pictures technique using three phase in teaching- pre, while, and post activity. These activities needed in order to get success in increasing pupils' vocabulary mastery.

1) Deciding objectives

Deciding objectives is a very important thing to do before conducting a teaching activity because it directs teacher to achieve the expected result that state in his or her lesson plan. The clear objectives will be providing the framework for the teachers' thinking and as guide for their pupils to construct of the topics they are teaching. Objectives should be stated as what it is desired that pupils will learn and as actions to be undertaken by teachers and they need to be clear, concise and to be capable of being understood by the learners themselves.[50] This means that our objectives of teaching are the point that we want our pupils to be able to do.

In relation to this, the objective formulated in this research was directed to increase the pupils' vocabulary mastery in order to develop their oral and written skills in English. These objectives were presented through applying pictures technique had different objectives based on the topic discussed. For example for topic "Objects around Home", the pupils required to be able to: (1) mention name of each room at home, (2) mention name of objects that find in each room, (3) Guess the words correctly based on the definition given, and (4) write the words with correct spelling. For the topic "Objects around School" the pupils are required to be able to: (1) mention name of objects find in the school, (2)guess the words correctly based on the definition given, and (3) write the words with correct spelling. Meanwhile, for the topic "Food and Drink" the pupils are required to be able to: (1) mention kinds of food and drink, (2)guess the words correctly based on the definition given, and (3) write the words with correct spelling. On the other hand, for topic "parts of the Body", the pupils are required to be able to: (1) mention part of the body,(2) guess the words correctly based on the definition given, and (3)write the words with correct spelling. The idea of formulating these objectives is in reference with the aspect involved

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[50] White, R, Martin, M, Stimson, M, and Hodge, R.,*Management in English Language Teaching*, (Cambridge:Cambridge University Press, 1991) p. 175

in knowing a word, that is, to know a word is not only a matter of knowing the meaning of a word but also to know the form and use as an integral part of it.[51]

2) Preparing appropriate pictures

Preparing pictures in teaching vocabulary using pictures technique is done in order to facilitate the pupils to discover and practice the words they learnt based on what they see in the pictures. In preparing pictures some aspects must be consider such as: (1) the pictures must be clear and big enough, so it can see by all of the class, (2) the pictures must be colorful, it is intended to make the pupils become interest and motivated in learning vocabulary, and (3) The pictures that used in teaching-learning process must be suitable with the material discussed.

In addition, in choosing the pictures that suppose each of the pictures is large enough to be seen by all in the class. So, the pupils have seen and hear the English word for each one.

3) Presenting the pictures technique in three phases teaching

The teaching of vocabulary by using "Pictures Technique" was carried out in three systematic phase – pre, while, and post activity. The pre activity was stated to be the introduction phase. In this phase, the teacher wrote the objectives of learning, introduced the topic and then the pupils were given modeling first before they practiced about what would be done to the pictures. On the other hand, while activity was stated to be the application phase. In this phase, the teacher explained the material and the pupils were provided with wider chance to practiced how to wrote the name of objects that they see on the pictures, how to pronounced the words,

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[51] Nation, I.S.P.,*Learning Vocabulary in another Language*, (Cambridge:Cambridge University Press, 2001)p. 26

and how to make a sentence using the words. And the last, post activity was determined to be the evaluation phase. In this phase, the teacher gave the pupils test and made judgment about the result of the teaching learning process. Besides, the teacher also summarized the main point of the presented material and concluded it before the lesson ended.

To give clear explanation or a detail discussion about those phases, the following are the steps that the teacher activities when in pre-activity, while activity, and post activity.

1. Pre-activity

The pre activity was said to be the introduction phase. For vocabulary teaching using pictures the teaching activity was initialized by showing the pupils pictures of objects or things related to a topic. The pictures were showed through slide and then the pupils are asked to guess the name of the thing based on the pictures. By showing the pictures, it is intended to enable the pupils to lead into the topic will be discussed.

Basically, there were two primary activities done by the teacher in pre-activity phase; they are (1) asking preliminary oral questions to pupils directed them to the content of lesson and to explore pupils' prior knowledge to the topic that the class will discussed. Preliminary questions are regarded as one of the main points in beginning the class. It is offers teacher valuable recognition of pupils' prior knowledge about the topic. Besides, it is it important for directing pupils to certain topic they will study, (2) instructing pupils about classroom activities they are going to do. It implies sense that by giving clear instruction to pupils about the activities they are going to do, the teacher puts them into right direction. It was important thing done by a teacher before offering a task to the pupils.

2. While-activity

The while-Activity was usually called as the core teaching activity or the application phase. In this teaching phase, the teacher gives clear instruction on how to work with the pictures. It was essential for the teacher to do in order to make sure that the pupils really know the task they were going to complete and how to complete it.

Then, the pupils are exposed to some pictures related to the topic discussed and asked to guess the name of the thing. Besides, the pupils are asked to pronounce the words, wrote the words with correct spelling and practiced to use the word in a sentence. In this case, the teacher was required to provide the pupils with clear explanation about the core material in which they have completed through classroom task. It was regarded as the essential step to guaranty the pupils with sufficient knowledge about the topic they have discussed. The teacher might not let the pupils to understand the concept or the lesson on the basis of their own different comprehensions. It means that the teacher should be able to make sure the pupils that they have similar input and they are in the right path on understanding the lesson.

In joining these activities, the pupils were equipped with a worksheet containing vocabulary task to be accomplished. While the pupils were working on the task, the teacher controlled their activity and gave help when necessary. As soon as the task time was over, the teacher and the pupils discussed the answers of the task. In this case, the pupils are asked to write their answer on the whiteboard while the other asked to give comment about the answer.

3. Post-activity

Post activity was the place where the teacher and the pupils were nearly to end the class. This phase was said to be the evaluation phase. In this phase, the teacher made judgment about the pupils'

learning result, such as restating the errors or mistake produced by the pupils. Besides, the teacher summarized and concluded the topic discussed and the pupils are asked to copy all of the important words related the topic have been learnt in their personal vocabulary notes. In addition to these activities, the teacher also gave homework to the pupils. Giving homework to pupils was the way the teacher to enrich pupils with learning experience. Furthermore, homework was valuable to judge pupils' attention in completing homework. It was also the way the teacher to activate pupils to study independently without being under supervision. The last, ending the class with greets or salutation was supposed to be classroom routine. Leaving the class without greeting or closing expressions was not a paragon for pupils to imitate. The pupils would have great impression to teacher if the teacher greeted them before leaving the class; as a symbol of care and tentative   farewell.

Improvement of Pupils' Vocabulary Learning Result

The finding of the research shows that one of the strength of vocabulary learning by using "Pictures Technique" is it can improve the pupils' vocabulary mastery. As paramount criteria to judge the pupil's improvement in vocabulary mastery is the result of the last test at the end of cycle II. The improvement on pupils score was gained from comparing the result of the analysis of the pupils' learning result in cycle I and cycle II.

After   being treated with the techniques mentioned above, the pupils make progress in their vocabulary learning with the model applied. This can be shown from the product assessment that the pupils vocabulary learning improves steadily following the improvement of the treatment given in each cycle during the research (see Figure 5.1). This can be examined from the fact that the mean score of the pupils' achievement in cycle I was 7.04 and the mean score increased 8.01 in cycle II

There was an increase of the mean score from 7.01 in cycle I to 8.01 in cycle II was achieved after the technique implemented and improved for two cycles containing six meetings.

Figure 5.1The Average of the Pupils' Score in Vocabulary Test
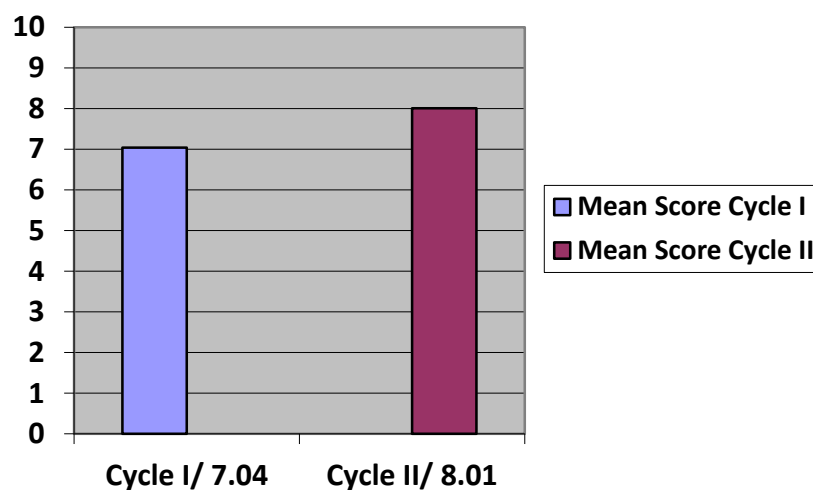
Pupil's Response of the Use Pictures Technique in Learning Vocabulary

Based on the result of the pupils' questionnaire about their response to the use of pictures technique in learning vocabulary indicates that vocabulary learning model have good impact to the pupils. From three variables of questionnaire to be measured: 1) learning motivation, 2) learning result, and 3) task accomplishment, all of them produced satisfactory response. Furthermore, the use of the technique brings good impact to the pupils in some aspects such as: 1) the pupils had high motivation in learning vocabulary with employed pictures technique because it made the pupils competed to say something about the pictures. Besides, this model offered a challenge to the pupils to employ their background knowledge in learning a word, 2) they had deepest understanding on a word

meaning because they did only learn with its single meaning but also in context, 3) they were contented to learn vocabulary by using pictures technique since this technique provided a chance to practice their vocabulary in oral or written English, 4) they could keep the words they learnt in long- term memory because the applied of pictures technique provided opportunity to recall their previous vocabulary through a review section given at the pre activity in each meeting, and 5) they were well motivated to accomplish the vocabulary tasks using pictures technique since they had high curiosity to know the words about the pictures.

Based on the fact above, it can be inferred that pupils have positive response toward the use of pictures technique in learning vocabulary. The positive response given by the pupils is rooted to the ability of the technique to provide more enjoyable learning atmosphere and to increase pupils' learning achievement.

Conclusions

Based on the finding and discussion presented in the previous chapters, some conclusions are highlighted in the points below:

First, the teaching of English vocabulary by using pictures technique can increase pupils' vocabulary mastery in term of understanding word use and meaning as well as their vocabulary size. Second, by comparing the result of pupil's achievement on first cycle, the pupils' achievement on second cycle has significant development. This can be studied from the mean score of vocabulary test in cycle I was 7.04 be increased to 8.04 in cycle II. Third, pictures technique can encourage pupils being active to join classroom activities. By showing the pictures on slide the pupils compete in guessing the name of the pictures, writing correct words, practicing to pronounce the words. And the last, the pupils have positive response toward the use of pictures technique in learning vocabulary. This technique can develop pupils' enthusiasm,

motivation, interest, and progress in joining the class and completing the classroom tasks.

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