

**TEACHING ENGLISH VOCABULARY THROUGH PICTURES
TO PRE-ELEMENTARY SCHOOL STUDENTS:
A CASE STUDY IN *TKIT YAA - BUNAYA*
SRAGEN 2004 / 2005**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education in English Department

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2005

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Approved to be Examined by Consultant

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Consultant II

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ACCEPTANCE

TEACHING ENGLISH VOCABULARY THROUGH PICTURES
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SRAGEN 2004 / 2005

Accepted and approved by the board of examiners
on 24 June 2005

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MOTTO

*Kegagalan adalah awal dari sebuah keberhasilan,
untuk itu belajarliah dari kegagalan yang pertama
(the writer)*

*Sesungguhnya Allah tidak akan merubah keadaan suatu kaum,
sampai kaum itu yang mengubah keadaannya sendiri
(Ar-rad: 11)*

DEDICATION

This research is paper dedicated to :
My dearest husband and children,
My dearest brother and sister,
My dearest mother and father, and
My mother in-law

ACKNOWLEDGEMENT



Alhamdulillahirabbil ‘alamin, praise be to Allah SWT, due to His protection, power and mercy given to the writer, so she could complete this research paper entitled “Teaching English Vocabulary through Pictures to Pre-Elementary School Students: Study in Tkit Yaa - Bunaya Sragen 2004/2005”.

This study is accomplished as a partial fulfillment of to get Bachelor Degree of Education in English Department, School of Teacher Training and Education of Muhammadiyah University of Surakarta.

The writer would like to express her deep gratitude and appreciation to:

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4. Aryati Prasetyarini, S.Pd., as the second consultant who gives his guidance, advice, suggestions, information, and corrections from the beginning of preparations of writing her research paper up to complete it,

5. All lecturers of English Department, who educate and give their the knowledge during her' study.
6. Someone who always accompanies her when she is sad and happy "*my husband Edwien*", for his attention, supports, advice, and motivations, "thanks for giving me the best and the worst day of my life". *I'll remain you forever*".
7. A special thanks to Aina, Suni, Yani, David, thanks for their supports and jokes and for being her best friends, and
8. Those who cannot be mentioned one by one for supporting her to make her dream come true.

Finally, the writer realizes that this research is still far from being perfect, therefore, suggestion and criticism will be accepted for the improvement of this research. Hopefully, this research paper will be useful for all readers.

Surakarta, June 2005

Writer

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SUMMARY

SRI PARTINI, A. 320 980 235. TEACHING ENGLISH VOCABULARY THROUGH PICTURES TO PRE-ELEMENTARY SCHOOL STUDENTS: STUDY IN TKIT YAA – BUNAYA SRAGEN 2004/2005. RESEARCH PAPER MUHAMMADIYAH UNIVERSITY OF SURAKARTA 2005.

Teaching English vocabulary to children is very useful especially to introduce simple English words. Teaching English through pictures is more effective, because children like pictures. Besides that, the children enjoy more and are attracted to learn. In the research, the writer is describing the implementation of teaching English vocabulary through pictures to children in pre-elementary school. The objectives of the research are to describe the activities of the teachers and the students in the implementation of teaching vocabularies using picture, to describe the kinds of problems faced by the teachers and the students in teaching vocabulary through pictures at *Yaa-Bunaya* pre-elementary school, and to find the strengths and weaknesses of teaching vocabulary through pictures.

In her research, the writer uses three techniques: observation, interview, and field notes. To get the data, the writer *Yaa - Bunaya* pre-elementary school to observe teaching-learning process. The writer did the observation from February 2005 until April 2005. The writer interviewed the headmaster and the teacher, to know more deeply about everything related to the research problem.

Based on the teaching observation, the result of teaching vocabulary through pictures is satisfying. It can be proved from the students' activities in the classroom, students' motivation and interests. Based on the interview, the writer can conclude that there are some weaknesses found in the application of the method. First, the teacher is lack of developing the way of teaching English through pictures. Second, the schools pay less attention the facilities for supporting the teaching of English.

The writer concludes that by using pictures, the students can learn vocabulary easily.

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