TEACHING VOCABULARY USING ANIMAL PICTURES AS A TEACHING AID: THE CASE OF THE FOURTH GRADE STUDENTS OF SD (ELEMENTARY SCHOOL) 2 PAPRINGAN, KUDUS

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Abstract

The objectives of the study are (1) To find out the vocabulary mastery of the fourth grade students of SD 2 Papringan using animal pictures, (2) To know the problem faced by the fourth grade students of SD 2 Papringan in studying vocabulary using animal pictures, and (3) To know the possible solutions to overcome the problems are faced by the fourth grade students of SD 2 Papringan in studying vocabulary using animal picture. The subjects are all the fourth grade students of SD 2 Papringan. The total number of the students are 28 students. This research used the descriptive qualitative method. The research instruments used test and questionaire. The result of the result shows that (1) Students' vocabulary using animal pictures as a teaching aid is appropiate in teaching vocabulary. It is proven of the test result that 11 (39%) students who got A (Outstanding), 9 (23%) students who got B (Above average), 8 (29%) students who got C (Average), 0 (0%) student who got D (Below average), and 0 (0%) student who got E (Insufficient). It indicates that most of the students are able to do the test because the mean of the students' score is 81, 57. (2) In teaching learning process there were some problems faced by students are; the students of the fourth grade do not like learning English, they do not know about simple English vocabulary, the students of the fourth grade do not know the English animal names, the students of the fourth grade feel difficult in learning vocabulary without using picture, and the students of the fourth grade do not like to be taught vocabulary, especially animal without pictures. (3) For possible solutions to overcome the problems faced by the students are; the teacher has to select the interesting media to the students in learning English in order to make the students feel enjoy in studying, the teacher should give more information about English animal names, the teacher has to use picture as the teaching aid in order to avoid difficulties in teaching and learning vocabulary, and the teacher has to use picture as a teaching aid to attract the students' interest in learning vocabulary in particular about animal pictures, so they do not feel bored.

Keyword: teaching vocabulary, animal pictures, and teaching aid.

Introduction

Teaching vocabulary is not easy for English teacher. The teachers are free to choose the media in order to make the situation enjoy in their teaching. There is one of media that can be used for teaching learning process in Elementary School that is picture.

The use of picture has many advantages in teaching learning process, particularly in teaching vocabulary. It is hoped for the students to be more motivated to learn vocabulary. One of picture media used is animal pictures. By using animal pictures, students will understand and memorize easily.

Using animal pictures for teaching vocabulary can be very pleasant and very interesting for the students. By using pictures, the teacher is being easier in teaching vocabulary in order to keep students away from feeling bored in learning English language. Learning vocabulary by using animal picture has many advantages for students. First, the students get more comprehensible input as they see the pictures. Second, the students will be more interested in teaching learning process by using animal pictures than using explanation.

Animal pictures are excellent media for the use of teaching animal vocabulary. The animal pictures are very important in teaching animal vocabulary, because it is very possible to predict not only from what they hear and real but also from what they see around them and what they remember as well. Therefore, it is considered appropiate to be used in the elementary school.

Based on the discussion above, this study focuses on teaching vocabulary using animal pictures as a teaching aid: the case of the fourth grade students of SD (Elementary School) 2 Papringan, Kecamatan Kaliwungu, Kabupaten Kudus.

Related Theories

Teaching English in Elementary School

In Indonesia, English has been taught at elementary school. It has been accepted in line with the governments' plan on the nine-year compulsory study. Based on the 2004 curriculum, English at elementary school level is taught as local content to serve the need of the local community. At this level students learn English for the first time, so they just learn the simple English pattern including vocabulary, grammar, etc. The program begins from the fourth grade.

In teaching English, the teacher should give explanation clearly so that the students can make good communication, both spoken and written.

Davis (2000:16) suggested some procedure to specify the repertoire of English for Elementary classroom. They are:

a. Selecting and studying part of a lesson from an elementary course book.

b. Listing the English expression you think you need to teach the lesson. You can write out a probable script for the lesson if you wish.

c. When the teacher is in doubt, check the grammar, vocabulary, and pronunciation of the expression (in grammar book or dictionary, or with native speaker).

d. Consider how you would present the meaning of some of these expressions to the learners if you were introducing them for the first time.

e. If you are actually going to teach the lesson note how the learners response to your greeting, instructions, and comment. You could even record part of the lesson on an

audio, cassette, and listen to it at home.

From the explanation above, the writer comes to a conclusion that in teaching English the teacher should give clear explanation and give much more time to practice, so that the students can communicate effectively when hearing, reading, speaking, and writing English.

English for Young Learners

Young learners are the students of elementary school who are 6-12 years old. Brewster and Ellies (2002:15) state that young learners can be divided in two groups, that is *younger group* (6-8 years old) and *older group* (9-12 years old). Most primary level learners will share these characteristics:

a. Children respond the language well through concrete thing (visual aid) rather than abstract things.

b. Children need physical movements and real activities to stimulate their thinking.

c. Children will be enthusiastic if they are taught using fun activities or being involved in activities.

d. Children love to play, and learn best when they are enjoying themselves.

e. Children learn well through something that is close to their culture.

f. Children like to work together.

Goverment and private schools all over the world have decided to introduce English at primary level, because there is a strong 'folk' belief, a sort of 'act of faith', that young children learn languages better and more easily than older children. This means there is a widespread belief that there are definite advantages to introducing language learning early on in life which outweigh the disadvantages. The age of Elementary School students begin at 6 years old. So that, the fourth grade of Elementary School students are usually at the age of 10. . In this age, they have some general characteristics. So, the teacher teaches young learners using special methods that are different from teaching older learners.

According to Brewster and Ellies (2002:31), the characteristic of young learners, as follows:

a. Children develop in sequential stages from concrete to abstract levels of thingking. A child must be 'ready' to move on to the next developmental stages and must not be forced to move to a higher level of thinking. (e.g. beginning to read or write, recording numbers).

b. Children learn through first-hand (concrete) experinces, particulary through structured play.

c. In social development children move from egocentrism to the ability to empathize with others.

d. Children need to develop competence in their fisrt language to function efficiently as learners.

e. Every child is an individual learning in their own unique way.

f. The children are easy to get bored.

g. The children are active and have high imagination.

From the statement above, it can be concluded that children have a unique characteristic. Inside their unique characteristic, it can be known that they are very smart and easier to react what people say in daily life.

Media

Media in Latin is Medium and the general meaning of medium is communication tools, or medium is tools which give an information between source and receiver. Those tools are called "instructional media if it's used to convey the messages in education environment" (Heinich and Ruselo, 1982:100).

The use of media can give motivation for students in teaching learning process. Media are used as communication and interaction between the teachers and the students in teaching learning process.

There are some advantages of using media in teaching learning English. They are as follows: a) media could raise the students' interest of the lesson, b) media is important to lead students' attention, c) media increase students' responsibility to control their own learning, d) media help the teacher to simplify and to complete their teaching learning process, e) to arise the students' motivation, f) to explain the new concept in order to the

students can understand the explanation without difficulties, g) to similar perception if the new concept have many meaningful, h) to increase the quality of learning English, i) to make the students' interesting and interactive in teaching learning process, j) media increase students' responsibility to control their own learning, and k) media can help teachers to get students' attention back and to make learning process more effective.

From the citation above, it means that media is a thing used to attract students. As a teacher, it is better to use such an interesting media to avoid students' boredom.

Kinds of Media

There are many kinds of teaching media that can be used in teaching process as stated by Finocchiarro (1974:155).

1) Visual Media

Visual media is term used to include teaching aids which depend on the use visual communication channel.

2) Audio Media

It is term used to include teaching aids which depend on the use of audio communication

3) Visual Media

Audio visual media is a term used to include teaching aids which depend on the use of audio visual and visual communication channel

Kinds of Picture

There some kinds of pictures according to Wright (1989:29), as follows:

1) picture of single subject.

2) picture of person: pictures of famous person, picture of people in action, pictures of several people.

3) picture of animals.

4) picture of places.

5) picture from history.

6) picture with a lot of information.

7) picture of fantasies.

8) picture of the news.

9) picture of map and symbols.

Animal pictures

Animal is a major group of multicellular, eukaryotic organisms of the kingdom animalia or metazoa (www.wikipedia.org/wiki/animal).

Picture is the art of painting; representation by painting (www.brainyquote.com).

From the statement above, it can be concluded that animal picture is animal which representing in painting. Animal pictures are excellent media in teaching vocabulary. By using animal picture teaching learning process will be more interesting and the students will get more motivation and they also will be easy to learn vocabulary.

Teaching Vocabulary

Teaching Vocabulary Using Animal Pictures

Teaching vocabulary is an activity to teach students about vocabulary. A picture is excellent media in teaching vocabulary. By using picture students will understand and see the object directly.

There are many advantages of teaching English vocabulary through pictures, according to Gerlach (1980:277) as follows: 1) pictures can help the teachers attract the students and their motivation, 2) Pictures can help the students to know more about vocabulary, 3) pictures provide common experience for an entire group of students; it means by using pictures, teachers can involve all of students in his or her class.

Based on the explanation above it can be concluded that pictures support the students to know the meaning of vocabulary in a picture, so it can enrich the knowledge of vocabulary mastery.

The Use of Animal Pictures in Teaching Vocabulary

The use of animal picture in vocabulary is to help the students to memorize the word easily, because they can see the object directly. Animal pictures are appropriate to be used as media in learning vocabulary. They are used to help the students to memorize the new words easily.

The advantages of using animal pictures, they are as follows:

a. Many children explore their connection to other living things through their affection for animals.

b. Help the students to remember in their mind well. They can remember from what they have heard and seen.

From statement above it can be known that improving vocabulary using animal pictures has many advantages in students daily life.

Research method

Research is an activity to answer a problem through scientific approach in order to find out the continued answer because when the answer is found, it needs more perfect answer and accuracy.

In this research, the writer used descriptive qualitative research. It means the research does not fully present the quantitative data. The research result in the form of digit or statistic are presented in this research but it is only fields the data and the result phenomena. Therefore this research does not intent to prove specific hypothesis as other researches do.

There were some methods of data collection that used to get the data related to the study. They were test and questionnaire.

1. Test

In this research the test is used to measure the students' achievement in teaching vocabulary using animal pictures as a teaching aid.

2. Questionnaire

In this research the questionnaire is used to measure the students' difficulties and to know the possible sollution to overcome the students' difficulties in mastering vocabulary by using animal pictures.

Techniques of collecting the data are one of the most important steps in the research to get a good result. Here are some steps or stages in collecting the data taken by the researcher:

1. The researcher came to SD 2 Papringan Kecamatan Kaliwungu Kabupaten Kudus and asked the permission from the headmaster to conduct a research in that school.

2. The researcher met the English teacher to make an agreement in teaching learning activity in the classroom.

3. The researcher gave explanation to the students about teaching vocabulary using animal pictures.

4. The researcher gave the test to the students related to the material given.

5. The researcher got the result of the test.

Discussion

The result of the students' answer in mastering vocabulary by using animal pictures.

The result of the data analysis shows that after the students were taught by using animal pictures as a teaching aid, there are 11 students who got A, 9 students who got B, 8 students who got C, 0 student who got D, and 0 student who got E. The classical mean score of the students is 81, 57. It can be seen that the students who got grade A is 39%, grade B is 32%, grade C is 29%, grade D is 0%, and grade E is 0%. Based on the data, it can be concluded that the use of animal pictures as a teaching aid is appropiate in teaching vocabulary.

Problems Faced In Studying Vocabulary Using Animal Pictures

From the data taken from questionnaire, there were some problems faced by the student's difficulties in mastering English vocabulary, as follows:

a. The students of the fourth grade do not like learning English.

b. The students of the fourth grade do not know about simple English vocabulary.

c. The students of the fourth grade do not know the English animal names.

d. The students of the fourth grade feel difficult in learning vocabulary without using picture.

e. The students of the fourth grade do not like to be taught vocabulary, especially animal without pictures.

The Possible Solutions to Overcome the Problems Faced by the Students in Studying Vocabulary Using Animal Pictures.

From the data taken from questionnaire, there were some solutions to overcome student's difficulties in mastering English vocabulary, as follows:

a. The teacher has to select the interesting media to the students in learning English in order to make the students feel enjoy in studying.

b. The teacher must give more knowledge about English vocabulary.

c. The teacher should give more information about English animal names.

d. The teacher has to use picture as the teaching aid in order to avoid difficulties in teaching and learning vocabulary.

e. The teacher has to use picture as a teaching to attract the students' interest in learning vocabulary in particular about animal pictures, so they do not feel bored.

Based on research findings, there are 11 students who got score A or 39%, 9 students who got score B or 32%, 8 students who got C or 29%, 0 student who got score D, and 0 student who got score E. The classical mean score of the students is 81, 57. Based on the data, it can be concluded that the use of animal pictures is appropiate in teaching vocabulary.

In teaching learning process there were some problems faced by students are; the students of the fourth grade do not like learning English, the students of the fourth grade do not know about simple English vocabulary, the students of the fourth grade do not know the English animal names, the students of the fourth grade feel difficult in learning vocabulary without using picture, and the students of the fourth grade do not like to be taught vocabulary, especially animal without pictures.

The solution of the problems are faced by students are; the teacher has to select the interesting media to the students in learning English in order to make the students feel enjoy in studying, the teacher must give more knowledge about English vocabulary, the teacher should give more information about English animal names, the teacher has to use picture as the teaching aid in order to avoid difficulties in teaching and learning vocabulary, and the teacher has to use picture as a teaching aid to attract the students' interest in learning vocabulary in particular about animal pictures, so they do not feel bored.

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