

ASLI

**TEACHERS' STRATEGIES IN TEACHING VOCABULARY
AT GRADE IV AND V SD NEGERI 117506
LABUHAN BATU**

A THESIS

*Submitted to the English Department of State Collage for Islamic Studies (STAIN)
Padangsidimpuan in Partial Fulfillment of the Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

BY:

IRMA YANTI SIPAHUTAR

Reg. No : 07 340 0047



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
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BY:

IRMA YANTI SIPAHUTAR

Reg. No : 07 340 0047

ADVISOR I

Drs. H. Syahid Muar-mar Pulungan, SH.
NIP. 19531207 198003 1 003

ADVISOR II

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2002

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PADANGSIDIMPUAN**

2013



**DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN**

Jalan Imam Bonjol Km. 4,5 Telp (0634)22080, Fax (0634)24022
Padangsidimpuan

Hal : **Skripsi a.n
Irma Yanti Sipahutar**
Lampiran : **5 (Lima) Eksemplar**

Padangsidimpuan, **4 April 2013**
Kepada Yth:
Bapak Ketua STAIN
Padangsidimpuan
Di-
Padangsidimpuan

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Wassalamu'alaikum Wr.Wb

PEMBIMBING I

Dr. H. Syahid Muammar Pulungan. SH.
NIP.19531207 198003 1 003

PEMBIMBING II

Eka Sustri Harida, M.Pd.
NIP. 19750917 20031 2 002

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : IRMA YANTI SIPAHUTAR

NIM : 07 340 0047

Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris - 2

Judul Skripsi : **TEACHERS' STRATEGIES IN TEACHING**

VOCABULARY AT GRADE IV AND V SD. NEGERI

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NIM. 07 340 0047

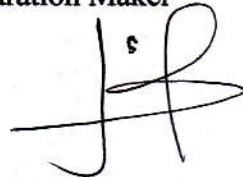
DECLARATION LETTER OF WRITING OWN THESIS

Name : IRMA YANTI SIPAHUTAR
Registration Number : 07 340 0047
Department/ Study Program : Tarbiyah/TBI - 2
The little of thesis : **TEACHERS' STRATEGIES IN
TEACHING VOCABULARY AT GRADE
IV AND V SD. NEGERI 117506
LABUHAN BATU**

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IRMA YANTI SIPAHUTAR

NIM. 07 340 0047

DEWAN PENGUJI UJIAN
SIDANG MUNAQOSAH SKRIPSI

NAMA : IRMAYANTI SIPAHUTAR
NIM : 07.340.0047
JURUSAN : TARBIYAH
JUDUL : TEACHERS STRATEGIES IN TEACHING VOCABULARY AT
GRADE IV AND V SD. NEGERI 117506 LABUHAN BATU

Ketua




Drs. H. Syahid Muammar Pulungan, S.H
NIP. 19531207 198003 1 003

Sekretaris




Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Anggota,



Dr. Mahmuddin Siregar, MA
NIP. 19530104 198203 1 003



Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002



Drs. H. Syahid Muammar Pulungan, S.H
NIP. 19531207 198003 1 003



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Pelaksanaan Sidang Munaqasyah

Di : STAIN Padangsidimpuan
Tanggal : 30 Maret 2013
Pukul : 08.30 s/d 12.00 WIB
Hasil / Nilai : 75,50
IPK : 3,40
Predikat : ~~Cukup~~/Baik/Amat Baik/~~Cumlaude~~



**KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Judul Skripsi : TEACHER STRATEGIES IN TEACHING VOCABULARY
AT GRADE IV AND V SD NEGERI 117506
LABUHANBATU

Ditulis Oleh : IRMAYANTI SIPAHUTAR
NIM : 07 340 0047

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 30 Maret 2013,

Ketua




DR. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

Name : **IRMA YANTI SIPAHUTAR**
Reg. No : 07 340 0047
Faculty : Tarbiyah
Study Program : Tadris Bahasa Inggris (TBI-1)
The Tittle of Thesis : Teachers' Strategies in Teaching Vocabulary at Grade IV and
V SD Negeri 117506 Labuhan Batu

ABSTRACT

This research concerned about Teachers' Strategies in Teaching Vocabulary at Grade IV and V SD Negeri 117506 Labuhan Batu. The formulation of the problem: What are the strategies used by teacher in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu? This research is intended to know teachers' strategies in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu. The aim of the research is to find out teachers' strategies in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu.

The research was conducted by qualitative approach in descriptive method. There were two sources in this research; they are primary and secondary sources of data. The primary sources of data were the teachers of IV and V grade. The secondary sources of data were principal and administrative officer. Next, the interview was done and questionnaire was given to the sources of data. To analysis the data, the writer used four steps; reading memo, describing, classifying and interpreting.

After analyzing the data, it was found that teachers commonly use media in teaching vocabulary at IV and V grade students. The media used were only pictures and games. It was concluded that teacher of IV grade students was interested in vocabulary teaching by using pictures. Meanwhile, teacher of V grade students was interested in vocabulary teaching by using games. Furthermore, they still used conventional teaching strategies such as demonstrative and lecturer method.

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The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis better.

Padangsidimpuan, March 2013

Writer,



IRMA YANTI SIPAHUTAR
NIM. 07 340 0047

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching the students to use foreign language helped to unsure about visiting abroad. Now, within the research most people them self were the part of educations. But the result of English subject in some school was not replace significant level, it means students' English skills were not seemed how the significant changing to positive one. It could be caused by many factors, for example, the quality of the methodology of teachers was not qualified, the motivation of the students was still low, and the teaching strategy was not suitable and less vocabulary, and so on.

More simply, the fail of teaching English was mostly caused of the students. They did not want to enlarge their vocabulary and competency in English in reading, writing, speaking and listening skill by enlarging and memorizing the new words or vocabulary.

Vocabulary has an essential role in talking about language, so vocabulary was very important in learning a foreign language. Nunan proposed that in the early stages of learning and using a second or foreign language, one was better served with vocabulary.¹ Lado also stated that vocabulary was the lexical unit or

¹ Nunan, *Language Teaching Methodology, A Text Book for Teachers*, (New York: Prentice-Hall, 1991), p. 21.

lexicon unit of written language what it was called word.² Without lexicon, the major element of meaning carried in language was missing. Another expert gave definition of the vocabulary as the lexical items that could be closely defined as any words or groups of words with meaning which it to learn as a whole, and it was a basic to communicate receptively and productively.

In addition, vocabulary devices into part; they were as productive and as receptive vocabulary. Productive vocabulary was used in every day speech, while receptive vocabulary cover words which not essential for production in speaking, in listening, reading and writing. Vocabulary contributed necessary impact on foreign language learning. Some theories proposed that learning foreign language basically was matter of learning vocabulary of the language.

Vocabulary could affect listening, speaking, writing, reading skills. In listening, vocabulary could influence how far we understood some statements, opinion, speech or discussion. In speaking the words were chosen affect how well the impression some one made and how people reacted to him/her. In reading, the more the students had vocabulary, so the students more understandable the text that read. In writing, vocabulary determined how clearly and correctly; we could state our opinions or ideas to others or vocabulary influenced how much some one understood a speech or discussion.

In general the students got some difficulties in learning English. They got difficulties to posses the four basic skills as mentioned above. One of the factors

² Lado, *Language Teaching*, (New York: Goerge Town University, 1965), p. 223.

made them difficult to do in memorizing English words which translated by the teacher were. It meant that the words which had been known then it was forgotten directly in short time. In other words, the learners did not have sufficient vocabulary to express their ideas of feelings or to understand written or oral communication, so without vocabulary, nothing could be conveyed. It meant without mastering sufficient vocabularies, we could not use English language.

Based on explanation above there were many techniques or strategy in teaching and increasing vocabulary for the English language learner. For example: the teacher could teach vocabulary by showing the object. If they were related to the noun, or by using media like showing pictures, by technique of Total Physical Respond (TPR), games or by putting the new words on certain sentences or context and others.

Through this writing, the writer would like to conduct the research more detail about the teachers' strategies in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu.

B. Focus of the Research

Based on the above problems, the researcher focused this research on the teachers' strategies which used in their vocabulary teaching. In this research, the researcher tried to find out teachers' strategies in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu.

C. Formulation of the Problem

To obtain the needed data, the researcher formulated the problem as follows “What are the strategies used by teacher in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu?”

D. Purposes of the Research

This research was aimed to find out the strategies in teaching vocabulary used by the teacher at SD Negeri 117 506. After finding teachers’ teaching strategies at the fourth and fifth grade, it was hoped that the formulation would be useful for the teacher to make them able to use and apply good and effective teaching strategies.

E. Significance of the Research

The finding of this research was expected to give the significances to the teacher at grade IV and V SD Negeri 117506 Labuhan Batu. It would be beneficial in giving more information about teaching strategies to be a reference for teachers. After getting the data, the result of this research would be informed to the teacher about effective teaching strategies. The teachers should practice them in the teaching process and it became as an answer of the research questions. The headmaster also had to provide the media needed in applying teaching vocabulary.

F. Definition of the Key Term

To avoid ambiguity, the writer clarified the term used in this research as follows: teachers' strategies were the ways used by the teacher in teaching vocabulary, teaching is the interaction of a student and a teacher over a subject, and vocabulary is the lexical unit or lexicon unit of written language what it is called word.

According to Oxford Dictionary stated that: "Strategy is a plan designed for a particular purpose."³ Then, David Nunan stated that strategies could be defined as conscious actions that learners taken to achieve desired goals or objectives.⁴ Newfield added in Webster, Strategies were skill in managing or planning.⁵ So, it could be concluded that strategies was the way was planned to do something to get certain purpose.

According to Hornby that, "Teaching is a very complex system, because it consist of some components which support each other, if the same components are combined in different ways, the result will be different, the same thing also happen in teaching."⁶

Vocabulary was an important part in English lesson. According to Hornby in his dictionary,"Vocabulary is the total number of words that establish a language, such as word should be combined by using certain rules."⁷ Furthermore,

³ Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p.1179.

⁴ David Nunan *Loc.Cit*; p. 77.

⁵ Victoria Newfield, *Webster's New World College Dictionary* (USA: Macmillan, 1991), p. 286.

⁶ Hornby, *Op. Cit.*, p. 39.

⁷ Hornby, *Op. Cit.*, p. 347.

Ellen said vocabulary was the basic need that had to have by the students in learning language.

G. The Outline of Thesis

To facilitate the writing of this thesis was made a systematic discussion of the following:

In the first chapter, it was consisted of background, formulation of the problem, purpose of research, the significances of the research, and definition of the key terms.

In the second chapter, it was consisted of the theoretical description, the review related findings and the conceptual framework.

In third chapter, it was consisted of research methodology and in research methodology, the population and sample of research, methodology of research, instruments of research and the technique of data analysis.

In fourth chapter, it was consisted of the result of the study.

In the fifth chapter, it was consisted of conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Teachers' strategies

Teacher as David defined as a person who provided schooling for pupils and students.¹ A teacher who facilitated education for an individual student might be also described as a personal tutor. Furthermore, Abdul Rahmat stated that teacher is a name of a profession for one who dedicate one's self in educational field by educative interaction with a good pattern, formally and systematically.² The role of teacher was often formal and on going, carried out by way of occupation or profession at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain professional qualifications or credentials from a university or college. These professional qualifications might include the study of pedagogy and the science of teaching.

Strategy as Oxford's dictionary definition was the strategy was a plan designed for a particular purpose.³ Then, David Nunan stated that strategies could be defined as conscious actions that learners taken to achieve desired

¹James David.R, *Better Teaching, More Learning* (Phoenix: American Council on Education/Oryx Press Series on Higher Education, 1997), p. 45.

² Abdul Rahmat, *Super Teacher* (Bandung: MQS Publishing, 2009), p. 15.

³ Hornby, *Word Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p.1179.

goals or objective.⁴ Newfeldt added, strategies are skill in managing or planning by using strategies, that was according Webster's dictionary.⁵

So, it could be concluded that teachers' strategies was the ways provided for teaching and learning process and planned to do something to get certain purposes by teachers.

2. Kinds of teachers' strategies

There are so many teachers' strategies. They are:

a. Using Picture

Using pictures as a visual material in teaching gave any constitution to the learning process. The delivery of the instruction could be more standardized and more interesting. Learning became more interactive through applying accepted theory. The length of time required for instruction could be produced.

Pictures played an important role in teaching and learning English language process, because by using pictures was one of the kinds of tools or various technique that could influences of made easier in learning about vocabulary. Morgan said the picture, puppet and object had been used for a long time in instruction.⁶ Szyke also stated the picture could be used to

⁴ David Nunan, *Practical English Language Teaching* (New York: MC. Grow Hill, 2003), p. 68.

⁵ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1991), p. 286.

⁶ Morgan, *Methodology in Language Teaching* (United Stated: Cambridge University Press, 2002), p. 186.

provide meaningful practiced at the stage of lesson for review or as stimulus for discussion in the class.⁷

Pictures could motivate the students in learning and pictures would help the students to communicate, liked retell the story, made dialogue and so on. Honey field added that using language and pictures were two ways in communicating and in teaching and learning process.

Based on the explanation above, pictures were an important element in teaching and learning process. Pictures were also visual materials that gave many contributions to the teaching and learning language process, such as made the class interesting and teaching process more effective.

1) The advantage of using picture

According to Kalssec there are some advantages of using pictures as follows:⁸

- a) Although seldom in a fixed sequences, they could be arranged in sequence and adapted to many subjects.
- b) Collecting pictures could be students' activity, but also could be on going activities of the teacher, librarian, or material specialist for pictures files.

⁷ Szyke, *Technique and Principles in Language Teaching* (London: Oxford University Press, 2003), p. 104.

⁸ Klasesk, B.Charles, *International Media in Modern School* (Professional Education: Inc Lincoln Nebraska, 1972), p. 67

- c) The pictures multiplicity of used by students individually
- d) Pictures could assist in the prevention of correction of misconception
- e) Pictures could translate words' symbols, recorded events, explained procedures, extended experiences, made comparison, showed contrast, showed continuity, focused attention and developed critical judgment.
- f) Pictures also could enrich and stimulated reading, reviewed materials and learning.

In addition Amir also stated that there are five advantages of pictures as media in language teaching, they are:⁹

- (1) It was very useful and could create the class room became interesting, and could represent the situation which would be impossible to create in order, meant many object could be brought in to the class room, and many action could be demonstrated in the class room.
- (2) Picture could be useful to introduce the unfamiliar culture to the students was like would be easier for the teacher to show the students how to do shopping at supermarket by showing the picture of supermarket and than explained in one word.

⁹ Muhajir Amir, *Practical guide for teaching English* (FKKG.IKIP: Bandung,1974), p. 75.

- (3) By using picture, the teacher could change the new situation slowly and easily in a drill, since the students goal in new language; to use that language for communication in a variety of situation.
- (4) Picture could provide a stimulus for the students to use language. If a picture was interesting, the students want to talk or write about what happened next in the story left in finished.
- (5) Picture provided decoration for the class room. Picture of the scene helped to explain the cultural setting of new language. It could stimulate the interest of the students as well as help to make the class room more cheerful.

Gerlact added one more the advantages of using picture as a media.¹⁰ That was a picture as a cheap and widely valuable media of teaching. The picture were obvious, not only popular and interesting media, it could be used for all ages learner, and could give necessary variation and provided a change of pace in learning situation, furthermore, the pictures could make learning more enjoyable and more efficient.

2) Type of picture

¹⁰ Gerlack, Vernon S, and Donald, P.Elly, *Teaching and Media* (USA: Prentice Hal inc, 1971), p.72.

The students would be able to imagine how the things looked like through the pictures. This way could help the teacher in introducing new vocabularies and grammatical items. The teacher told the story to the students and showed the pictures of scene about story and the learning process more interesting.

There are some types of picture that could be used in teaching vocabulary. Some of them were provided in pictures stories, pictures, cards, wall pictures, and film-strips and slides.

a) Picture stories

In teaching English as a second language, the teacher could use some visual aids, for example: picture stories. They could motivate the students in learning English language.

According to Hartmut “Pictures stories are neither a simple drawing in the margin of the readers nor more in illustration of the text.¹¹ They are: by the definition, a series of three or nine pictures”. Normally, depicting logical or continuous actions, situations, or scenes in form of sketches for drawing.

b) Picture in the card

By using picture-card, it might be caption or not. They might depict only object or they showed action as well. The purpose of this object was to make the students enjoy in studying English in

¹¹ Hartmut, Breikreuz, *English Language Teaching* (London: Prentice Hall, 1954), p. 32.

their class. Keiko¹² stated that in placing the reading activity their teacher could flash cards pictures.

The teachers showed the set of pictures and told that the students' task was simply to order the pictures on the box based on the instructions of the teachers. Hartmuts said the procedures of using picture in teaching vocabulary would be seen as follow:¹³

- (a) The first of all the teacher had prepared or brought several pictures in the classroom, the students were asked look at and attempted to the pictures them selves, and then the teacher took one of the picture and attached it on the white board. After that the teacher asked the students to tell what they saw in the picture and asked to describe what the picture about.
- (b) The teacher used English as a medium. Some times the native language could be used if it was badly needed to make the meaning of the word clear to the students. How ever, the teacher suggested to use the target language during explaining the lesson.
- (c) Next the teacher explained the topic clearly by creating examples through pictures.
- (d) The teacher next asked the students to tell what they saw in the picture. In this chase the teachers might help the learners by giving some descriptions about the pictures.
- (e) The teacher explained the topic clearly by creating examples through pictures that had been given.
- (f) The teacher needed to involve the students with example that given.

¹² Keiko, *Theory and Experience, Asian Studies 524 Barrows Hall* (California: Berkeley, 1989), p. 65.

¹³ Hartmuts, Breitkreuz, *Op.Cit.*, p. 54.

Based on the definition above, the using picture was visual materials that gave many contributions to the teaching and learning language process, such as made the class interesting and teaching process more effective in vocabulary teaching because to encourage learner more clearly and precisely, the teacher should lead the students with some exercises to at the end of the learning process.

b. Total Physical Response

Total Physical Response was one of approaches to teach vocabulary to students about vocational skill. Asher stated that total physical response (TPR) was an ideal approach to train people in understanding English while they were learning a vocational skill.¹⁴ Example, utter and direction (i.e., "Insert the thread in here."), model the appropriate response; then uttered the direct again with a gesture that the students should thread the in their machines. Step-by-step with one direction logical following another, the teachers could help students develop a vocation skill and simultaneously built comprehension of English was an exciting way to acquire understanding of another because the motivation was keen to assimilate the vocational.

If the children had not yet reached puberty, they were a high probability that eventually their pronunciation with itself in the direction of

¹⁴ James Asher, *Learning Another Language Through Actions* (Los Gatos CA: Sky Oaks Production, 1996), p. 3-41.

the native speaker. The teachers not to attempt to force "perfect" pronunciation uttered the children attempted to speak. At some comprehension training, children would spontaneously produce utterances in the target language. With confidence, children would talk more and more. It was important not to treat the self-confidence by insisting upon "perfect" pronunciation especially in the initial and even the intermediate stages of acquisition.

The task was not to shape pronunciation so that the speaker was accent-free (which might not be possible, nor desirable, especially in the adult learner), but rather that the student was intelligible and easily understood by the native speaker. This delicate task to achieve since the tendency of the native speaker instructor was to strive for perfection, meaning an accent pronunciation.

According to Diane Larsen, the theoretical justification for his basic approach by looking at the process by which children master the first language the core took or teacher directed the learner to look at an object, to pick it up or to put it in a specific place.¹⁵ Production was naturally delayed until the learners' listening comprehension had been developed and the learners were ready to speak. Thus, the learners gradually became aware of language and what it meant in terms of the environment. It was

¹⁵ Diane Larsen, *Techniques and Principles in Language Teaching*, (London: Oxford University, 1995), p. 139

recommended that the students also remain silent until they were ready to speak.

Asher said that the advantages of TPR strategy as follows :

- 1) TPR utilized the auditory, visuals and tactile learning channels: the learners listened and watched as the command were given. Later the learners had a chance to use all three channels they listened, watched and do the command themselves.
- 2) TPR helped teacher in teaching students to follow directions and listened attentively the two important skills for academic success (listening and speaking).
- 3) Keeping with developmentally appropriate notions or thought, the students were allowed to listen and they chose when they feel comfortable to start speaking.
- 4) This strategy could easily be adapted in many different ways for young learners.¹⁶

TPR is recommended that the students also remain silent until they were ready to speak, usually after about ten of instruct. At first they jumped, ran, sang or did whatever was necessary to show that the request of the teacher had been comprehended by the learners advancing gently, at their own rates. They eventually achieve a productive command of the target

¹⁶ Asher, *Ibid*, p. 3-4.

language. Through this process they involved from silent comprehends of language to full participants in its nuances.

The major techniques of TPR in the use of commands to direct behavior. Asher acknowledges that, although this technique was powerful, a variety of activities was preferred for maintaining student interest.¹⁷ A detailed description of using command was provided below.

1) Using commands to direct behavior

The commands were given to get students to perform an action; the action made the meaning of the command clear. It was necessary a teacher to plan in advance just which command; she would introduce in lesson. If the teacher tried to think them up as the lesson progresses, that pace would be too slow.

At first, to clarify meaning, the teacher performed the actions with think students. Later the teacher directed the students alone. The students' actions told the teacher whether or not the students understood. Therefore, the teacher should not introduce new commands too fast. It was recommended that a teacher presented three commands at a time. After students felt successful with these, three more could be taught. All grammar features could be communicated through imperatives. To give

¹⁷Diane Larsen, *Op. Cit.*, p. 28.

an example of a more advanced lesson, one might introduce the form of the past tense as follows:

Teacher: Ingrid, walk to the blackboard

(Ingrid gets up and walks to the blackboard)

Teacher Class, if Ingrid walked to the blackboard, stand up.

(The class stands up)

Teacher: Ingrid, walk to the blackboard

(Ingrid writes her name on the blackboard)

Teacher: Class, if Ingrid wrote her name on the blackboard, sit down.

(The class sits down)

2) Role reversal

Students commanded their teacher and classmates to perform some actions. Asher said students would want to speak after ten to twenty hours of instruction, although some students might take longer. Students should not be encouraged to speak until they were ready.¹⁸

3) Action sequence

The teacher gave three connected commands. For example, the teacher told the students to point to the door, walked to the floor, and touched the door. As the students learned more and more of the target language, a longer series

¹⁸ *Ibid*, p.42.

of connected commands could be given, which together comprised a whole procedure as following instructions:

Take out a pen

Take out a piece of paper

Write a letter (imaginary)

Fold the letter

Put it in an envelope

Seal the envelope

Write the address on the envelope

Put a stamp on the envelope

Mail the letter

This series of commands was called an action sequence, or an operation. Many everyday activities, like writing a letter, could be broken down into an action sequence that students could be asked to perform.

Based on the explanation above, the Total Physical Response (TPR) was the teaching-learning strategy where the teacher gave an oral command and the students responded or did directly what the teacher said. The students began to respond when they heard the word stand by standing, sit by sitting and so on.

c. Using Games

A game was to act in funny and pleasure thing. As Friedrich Georgjunger said a game was any activity which executed only for pleasure

and without conscious purpose.¹⁹ In this definition every activity that brings pleasure was a game. For example, people danced, played musical instruments, acted in plays, and played with dolls and model trains.

Aarseth said that the game was a way to "play" literature that could combine the interpretive and configurative functions and avoided exclusionist and often unproductive debates.²⁰ In Morgan Kaufman opinioned, it was a science fiction story about a future society where human hunted were staged, where participants alternatively adopted the parts of hunter and preyed, killing each other as a part of a competition.²¹

Diane said that there were many kinds of games which could be used in teaching English.²² Of course, as a technique games needed to help from media. The media could be picture, flash cards, object, puppet, cassette, projector and many others object surrounded them. It was better if the games were familiar for children, because they learned in a variety of ways, for example; by watching, by listening, by imitating and by doing things. It meant children learned their knowledge through what they saw, heard in their surrounding and then imitated it and imitating by doing things (children learn by doing)

¹⁹ <http://www.thejournalgame.com>

²⁰ Aarshets, *Quests: Design, Theory, and History in Games and Narratives*, (USA: Library of Congress, 1978), p. 6.

²¹ Morgan Kauffmann, *Theory: Killer: The Game Assassination*, (USA: Library of Congress, 1978), p. 3.

²² Diane Larsen, *Op.Cit.*, p. 37.

Children could generally imitate the sounds they heard quite accurately and copy the way adults spoke. It meant they did imitation, memorization, practice and over learning, what the people were said.

Bruner said that language was the most important tool for cognitive growth and he also investigated how adults could help the children to solve their problem. Scaffolding was Bruner's theory, it meant that scaffolding was explaining to students and interacting to students to communicate, in scaffolding was holistic and must permeate all aspects of scientific teaching, if we answered.

Games, as Diane Larasen were often used as short warm-up activities or when there was some time left at the end of a lesson.²³ Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class had nothing better to do. Games ought to be at the heart of teaching foreign languages. Games were used at all stages of the lesson, provided that they were suitable and carefully chosen.

Games encourage, entertain, taught, and promoted fluency. If not for any of these reasons, they should be used just because they helped students saw beauty in a foreign language and not just problems that at times seem overwhelming.

²³ *ibid*, p. 40.

There are many criteria games as educational media for teaching English to children:²⁴

- a. A game must be more than just fun,
- b. A game should involve "friendly" competition
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.
- e. A game should give students a chance to learn, practice, or review specific language material.
- f. A game should be familiar by children.

There are many advantages of using games in the classroom:²⁵

- a. Games were a welcome break from the usual routine of the language class.
- b. They were motivating and challenging.
- c. Learning a language required a great deal of effort.
- d. Games helped students to make and sustained the effort of learning.
- e. Games provided language practice in the various skills- speaking, writing, listening and reading.
- f. They encourage students to interact and communicate.
- g. They created a meaningful context for language use.

In teaching vocabulary by using games, the teacher should pay attention:

1. Games were often used as short warm-up activities or when there was some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class had nothing

²⁴ Greg Costikyan, *Tabletop Tuesday: Revised Version of My Old Game* (USA: Rolegame Press, 1978), p. 56.

²⁵ *Ibid.*, p. 57.

better to do. Games ought to be at the heart of teaching (foreign) languages.

2. Games could be used at all stages of the lesson. But teachers must be sure that games provided, were suitable and carefully selected by the teachers.
3. Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.
4. Games also lend themselves well to revision exercises helping learners recalled material in a pleasant, entertaining way.

d. Flash Cards

Flash cards or education cards were picture cards that had the words, which introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The pictures on the flash cards were grouped among others was a series of animals, fruits, and clothing. Color forms of numbers and so forth. Flash card was a card with a word or picture on it, which teachers used during lessons.²⁶ Flash card was played by children; it

²⁶ AS. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2003), p. 509.

was read properly, just in time 1 second for each card.²⁷ According to

Kasihani, flash cards could be defined follows:

“Flash cards adalah kartu ukuran besar, biasanya menggunakan kertas yang agak tebal, kaku, dan ukurannya A4. flash card memperlihatkan gambar atau tulisan kata-kata. Biasanya flash card terdiri atas perangkat yang dikelompokkan menurut jenis atau kelasnya, misalnya kelompok gambar makanan, buah-buahan, sayuran, alat rumah tangga, alat transportasi, dan pakaian. Flash cards lebih banyak digunakan untuk seluruh kelas, biasanya, guru memegang beberapa flash cards dan digerakkan dengan cara memindahkan kartu bergambar yang berda ditumpukan terakhir ke arah depan untuk dilihat siswa. Gerakan memindah kartu dilakukan dengan cepat, mungkin itu alasan mengapa dinamakan flash card (flash: sekilas, dengan cepat).”²⁸

It meant that flash cards were the card size, typically used a rather thick paper, stiff, and A4 size. Flash cards showed pictures or writing words. Flash card usually consisted of devices that were grouped by type or class, for example, the images of food, fruits, vegetables, household items, transportation, and clothing. Flash cards were more widely used for the entire class. Typically, the teacher hold several pieces of flash cards and was driven by moving the picture card that was last displayed towards the front to see the students. Motion carried with the card to move quickly, may be it's the reason why it was called flash card (flash: quick, quickly).

So flash cards were a card with words or numbers or pictures that was displayed to the class by the teacher and an educational tool to help

²⁷ Janu Arseto, *The Influence of Using Flashcards towards Vocabulary Achievement for Elementary Students Class V*, (Tegal: Tp., 2009), p. 30.

²⁸ Kasihani KE. Suyanto, *English for Children*, (Jakarta: Universitas Terbuka, 2007), p. 37.

people memorize information. Through technological advances had enhanced many learning devices, simple flash cards had remained a vital part of the knowledge environment.

Flash cards not only could be obtained by purchase, but the teacher could make flash cards with a relatively more cheap cost, the way:

- a) Prepare a paper that was a bit thick like duplex paper or cardboard material. This paper served to store or put the pictures in accordance with learning objectives.
- b) Paper was given a sign with a pencil or marker and using ruler, to determine the size of 15 x 10 cm.
- c) Cut the duplex paper become a pieces, could use scissors or a cutter knife to each size 15 x 10 cm. make the cards a number of pictures that would be affixed to or a number of materials we need.
- d) Next, if the object image would be directly made by hand, duplex paper have to be coated with fine paper for drawing, for example: HVS paper, paper or paperboard.
- e) Start drawing by using drawing tools like brushes, watercolors, markers, crayon or made design using a computer with the appropriate size and when you finished placed on the duplex paper.

- f) If the images were sold in stores, on the market, then next image cut paper were staying in accordance with size, and then attached using glue paper.
- g) At the end, wrote at the cards accordance with the name of the object in front of him. These names by using several languages such as Indonesian or English.²⁹

So, we could make flash cards with a relative more cheap cost, could be obtained by purchase.

e. Silent Way

The students would learn better if they developed personal responsibility for their learning. Thus, for much of the lesson, the teacher remained silent. Teaching is viewed as subordinate to learning. Students were encouraged to work with one another to figure out meaning. Students were introduced to material once through the use of Cuisinare rods (small color rods of varying lengths) and a series of wall charts. After the teacher introduces the material, it was up to the student to determine what they need to learn and independently work toward their academic goals. Certain, aspects of this approach, such as the use of Cuisinare rods and developing student independence, continue to be used. However, this approach alone is rarely used because it was not practical within the classroom, and the students need and desire more teacher input. Debarah said the Silent Way

²⁹ *Ibid.*, p. 36.

was grounded in the belief that students should learn in dependently of the teacher.³⁰

According to Deborah, silent way have many strategies as follow:

1. The teacher introduced a discrete sound or structure by pointing at Silent Way charts or by using Cuisenaire rods to demonstrate a structure or grammar point.
2. Students then figure out what they were learning and reproduced the sound or structure.
3. Between activities or sessions, students might ask questions of the teacher.
4. The teacher then introduced another discrete sound or structure in the same manner.
5. Students again figure out the meaning and reproduced the sound or structure.
6. As time goes on, students were ideally able to combine discrete sounds and structures to create longer strings of language.³¹

The strengths of the silent way: 1) Students were in an environment that encourages independence, while the weakness: some students might need more teacher in put than what provided though this method was, 2) Language was not learned as a whole nor was it au then tic, 3) Teachers must have access to material and to the system.

f. Semantic Mapping

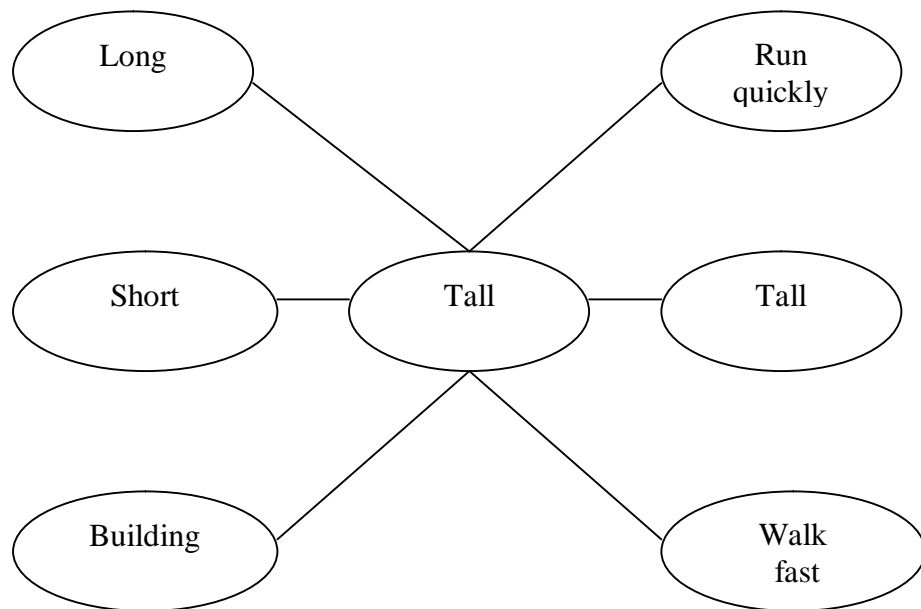
Semantic mapping was a diagram to help the students to show the relationship of the words each others. The semantic mapping could be done as follows:

³⁰ Deborah L. Norland, *A Kaleidoscope of Models and Strategies for Teaching English to Speaker of Other Languages* (Westport: United States of America, 2006), p. 12-2.

³¹ *Ibid.*, p. 12-2.

- a. Chosen the keyword related to the ideas of the students, or related to the matter they studied.
- b. Wrote the keyword on the whiteboard.
- c. Brainstormed the other words related to the keyword.
- d. Classified the new word in the category.
- e. Labeled in the category appeared.
- f. Discussed the keyword, the relationship of the words, and the meaning of the words in the context.³²

For example:



g. Reconstructed English Song

Reconstructed English song meant recomposed the original song to be a new song in another language, such English; it was reconstructed to be a similar song of rhythm and lyrics in Indonesia but of course differential in words.

³² *Ibid.*, p. 5-38.

Crocier said, “Song is any of several types of vocal music for solo voice with or without accompaniment.” According to Fitzer as quoted by Lisnawati said, “Song is a musical composition usually by a solo voice.”³³ While Hornby said, “Song is singing; music for the voice, while chant; often repeated tune to which slam and canticle are fitted; several syllables or words to one note. Furthermore, song is one of the basic of human spirits, and has recently become an important part of foreign language.”³⁴ It could be concluded that song could be with music or without music. As a good teacher would prepare material which suitable to the students that would follow the lesson was. It meant the material depended on the students’ old.

There are many kinds of song that could be taught to students:

- a. Original songs were song that lyrics and rhythms were still original from composer by himself and it was new for the youth mainly the students, such as: “That’s why” album Michel Learn To Rock (MLTR). For example:

Baby won’t you tell me why

There is sadness in your eyes

I don’t wanna say good bye to you

Love is one big illusion

I should try to forget

³³ Lisnawati, *Teaching Tenses Through Songs*, (Padang: Unpublisher Paper, 2002), p. 22.

³⁴ AS Hornby, *Loc. Cit.*, p. 45.

But there is something left in my head

- b. Translation song was the songs that were translated from original song where its lyrics had the same meaning and rhythms were same.³⁵ For example: “Two My Eyes” song was translated to English version into “I have Two Eyes”, for example:

Dua mata saya,

hidung saya satu,

dua kaki saya pakai sepatu baru.

Dua tangan saya yang kiri dan kanan,

satu mulut saya tidak berhenti makan.

- c. Third, reconstructed song was the song which used rhythm from original song but the lyrics were changed and did not have the same meaning as the original song. This song could be changed in the same language or in other language. Example: “Hindustan Song”: It was reconstructed from lyric of “Oh..... My Darling” song (Hindustan song)

I want to tell you transportation

I never use transportation

Let hear what I want to say

Let hear what I want to tell

Motorcycle, jeep, bus, truck, train

³⁵ Mildred L. Larson, *Meaning Based Translation*, (London: American, 2001), p. 03.

Ship, car, boat, plane, bicycle
I want to tell you transportation
I ever use transportation
Let hear what I want to say
Let hear what I want to tell
Those are the kinds of transportation
Let this song together...

Alwi one of the music arranger stated, “Reconstructed song is one creation to construct again the first song became the new one still had the same rhythm but different in lyric. The lyric could be arranged intralingua.”

In addition, Doyle and Maxine had reconstructed the song by using two melodies from Tietjens 1903 Wizard of oz score. They said that reconstructed song was to survive the original song in different verse. The word reconstructed songs were not same but the melodies could be take from original song it might be from one or two original songs.

Furthermore, by using the songs in language classroom the teacher added variety to the teaching and learning process as the music, verse and song constitute a total and dramatic departure from normal pattern of language learning experience when in the teacher done for most of the time while they were allowed to sue language. By using the songs, therefore, language learning could be combined with recreation or aesthetic appreciation for a change of pace in the classroom to enhance motivation.

Piece added, “Music and song provide powerful motivation for the students who want to understand what the music means, although he sings alone.”

In addition song could give the students insight into the target culture. They gave much information that related to the target culture. For example: names of cities, customs, season, etc. So that, they developed tolerance to another.

In general, we could say that there were some advantages of using English songs. From the theory Rekha, the writer could concluded there were some advantages of using English, they were:

a) Attracting students to study English; The students were interesting with English song, because it made the students not boring and fun and informally in the classroom, when follow the study of English, b) Motivating the students to learn English; The students were happy full when the teacher added variety to teaching and learning process as the music, c) Creating communicative activity; By using the songs, there fare, language learning could be combined and increasing the students or support the students by using English, d) Developing the students’ memorizing; The songs could develop the students in mastering English, because from time to time the students’ memorizing always added, and they could arrange the structures by helping the vocabulary, e) Improving the students’ pronunciation, vocabulary and their grammar; Music and song provided powerful motivation for the students to understand what meaning of music, using the song could improve the students’ pronunciation, vocabulary and their grammar, f) Creating a pleasant atmosphere of class, reducing boredom, stress and creating interesting and relaxing situation.³⁶

3. Vocabulary

³⁶Rekha Sanova, *Student Ability in Mastery Vocabulary of Elementary School* (Unpublished Thesis: UNP Padang, 2004), p. 21.

Vocabulary is one of the language aspects, which should be learnt. Learning vocabulary was important because it made the students or learners could speak, write, read, and listen nicely. In learning vocabulary, the students had to know the meaning of the word and also understood and could use it in sentence suitable with the context.

It is relevant to the first verse of the Holy Al-Qur'an in received by prophet Muhammad, it can be seen from commandment of Allah in the Holy Qur'an Surah Al-Alaq verse 1-5 that states:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ نَكُنْ نَدْعُهُ الْإِنْسَانَ أَكْرَمًا ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning:

1. Read it with (calling) the name of your God who created.
2. He has created human from a clot of blood.
3. Read it, and your God merciful.
4. Who taught (the human) through the medium of pen.
5. He taught the human what he did not know.³⁷

In learning the word automatically the students had to know the meaning of word itself and could use it in sentences. Wilkins stated that vocabulary learning was learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother

³⁷ Abdullah Yusuf Ali, *The Glorious Qur'an* (Beirut: Dar El Fikr), p. 558.

tongue.”³⁸ It was also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Vocabulary is an important part in English lesson. According to Hornby in his dictionary, “Vocabulary is the total number of words that establish a language, such as word should be combined by using certain rules.”³⁹ Furthermore, Ellen said vocabulary was the basic need that had to have by the students in learning language. Next, a vocabulary was defined as "All the words known and used by a particular person.”⁴⁰

So, vocabulary could be concluded that total number of words that establish a language or the basic need taht had to have by the students in learning language.

Learning vocabulary is important because it was the basic of English component for the students to speak, write, and listen nicely; they had to know vocabulary first. It meant that in learning vocabulary the students had to know the meaning of the vocabulary and also understand and could use it in sentence that was suitable with context. It also made the most appropriate lexical choices for particular linguistic and situational context. Having many vocabularies in learning language was the basic purpose in learning English. Vocabulary was

³⁸Wilkins, *Story Telling and Educational Understanding*, (California: Occasional Paper Series, 2000), p. 80.

³⁹Hornby, AS, *Oxford Advanced Learner's Dictionary*, (New York University Press, 2000), p.347.

⁴⁰Sebastian Wren, <http://en.wikipedia.org/wiki/Vocabulary>, retrieved on October 21st 2010.

one of the components of language that involved in listening, speaking, reading and especially in writing.

Lyons in Wilkins⁴¹ stated that there were some aspects that could help the students in improving vocabularies, they are:

- 1) Synonymy. There was no expectation that the words would be substitutable for one another in all contexts without distinction meaning. This synonymy was the same meaning of word.
- 2) Hyponymy. It was meant a relationship of inclusion. For example; vehicle includes car, bus and so on.
- 3) Incompatibility. The relation of incompatibility was in a sense the reverse of hyponymy, in that, it was one of exclusion. The incompatibility was between items that were similar in meaning. To say morning was to say not afternoon, not evening and not night.
- 4) Complementarily. The relationship in which to predicate one term was contradicting another. It exists between paired like perfect and imperfect, single and married and so on.
- 5) Antonym. It reserved the term 'antonym' for relation like between young and old. The difference between these and the previous category lied in the fact that to say not young was not necessarily to say old.

⁴¹ Wilkins, *Op.Cit.*, p. 83.

- 6) Converseness. In this case, the prediction of one term inevitably implied the other. It was illustrated by paired like words parent and child, bought and sold or employed and employed."⁴²

Those aspects were important for the students in improving their vocabularies. They would help them to find the meaning of difficult words in the text and helped them to understand more about the content of the text. Inflection was general grammatical process which combined vocabularies and affixes (always suffixes in English) to produce alternative grammatical form of verbs. In most general terms a vocabulary could be regarded as "generic" when it had abstract reference i.e. more schematic than particular vocabulary in its ability to distinguish specific features. Generic terms, applied to wide range of items but told us little about them.

However, the words known and used by a particular person did not constitute all the words a person was exposed to. By definition, a vocabulary included the last categories such as never encountered the word, heard the word, but could not define it, recognize the meaning, while vocabulary mastery was the ability to give meaning to a number of words and recognized the sound and of words that appear in written material that had lexical meaning and contextual meaning. They could be grouped into general vocabulary, synonymy and

⁴²Lyons, Story Telling, *Educational Understanding*, (California: Occasional Paper Series, 2000), p.92

antonym, kinds of words and changing of word. All were as the indicators in this research.

B. Review of Related Findings

There were some findings related to this research. First, Mohammad Agus Salim El Bahri⁴³ (2000), in his research, he investigated "Teaching English Vocabulary Using Games in 1999/2000", he found that 1) they have strong and good motivation to deepen English language, 2) they are easy to accept the English language because they learn by playing games that nowadays has been grown and developed in Indonesia, 3) teaching English vocabulary using games can help teacher in teaching learning process, 4) they (teacher and students) can teach and learn English vocabulary using games.

Second, Leny⁴⁴ (2006), in her research, she investigated "Teaching vocabulary through pictures to the kindergarten students". She found that 1) pictures help the students to understand the difficult words easily by looking at the pictures, 2) the teacher should give short, clear and simple instruction, 3) the teacher should keep in control the students' activities, 4) the teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games etc.

⁴³ <http://www.scribd.com/doc/9639825/Teaching-English-Vocabulary-Using-Games>

⁴⁴ <http://www.scribd.com/doc/50934182/Teaching-Vocabulary-Through-Pictures-to>.

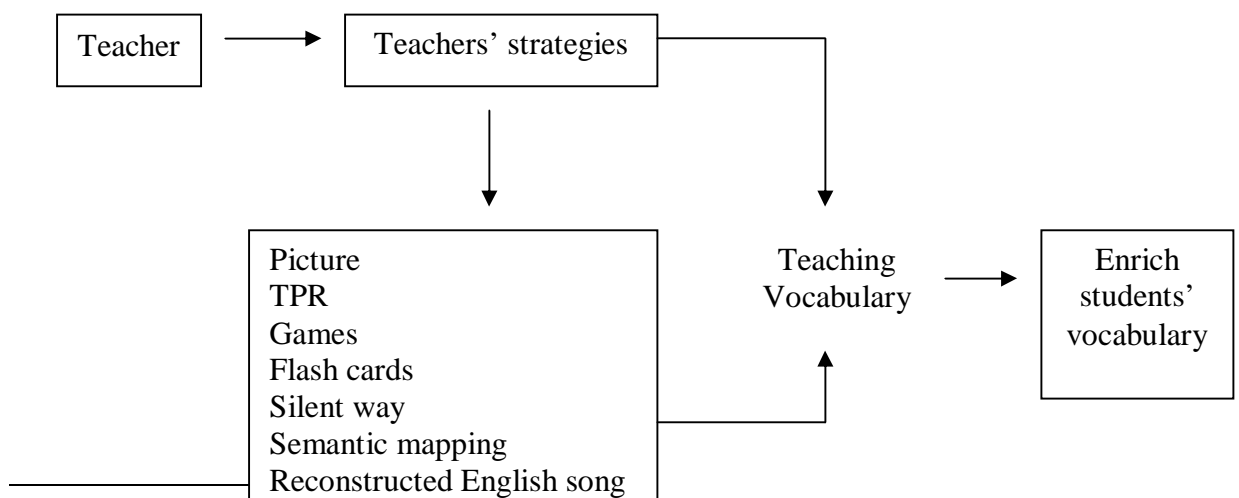
The third, Ariesta Eka Susanti⁴⁵ (2007) she investigated "Teaching English vocabulary through pictures at Kemuning kindergarten Bekasi." She found that 1) teaching vocabulary through pictures improves the student's achievement, 2) teaching vocabulary through pictures is effective.

From the findings above, it could be concluded that using picture and games could be used as strategy to teach vocabulary. But in this research, researcher was interested in investigating teachers' strategies in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu.

C. Conceptual Framework

Due to the theories above, teachers' strategies was the ways provided for teaching and learning process and planned to do something to get certain purposes by teachers. The research framework could be conceptualized as below:

Figure 1: Conceptual framework of the research



⁴⁵ Ariesta Eka Susanti, *Teaching English Vocabulary Through Picture* (Bandung: Rineka Cipta, 2007), p. 12.

From the picture above, the vocabulary was taught by teacher to the students. In vocabulary teaching, the teacher used strategies. The vocabulary teaching had the result; the result was students knew English words which taught by teacher. The teachers' strategies were seen as an effort to develop basis skill to know English word and enrich students' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research had been conducted in SD Negeri 117506 Jl. Lintas Tapanuli Utara Kab. Labuhan Batu Utara, Kec. Aek Natas Desa Sibito, North Sumatera. The writer chose this school because the writer was interested in doing the research about the teachers' strategies in teaching vocabulary. The process of the research was from August up to October 2012.

B. Research Design

This research was qualitative research that is descriptive. Gay and Airasian explained that "Descriptive study determines and describes the things are".¹ Robson stated that research designs were concerned with turning the research question into a testing project.² The best design depended on your research questions. Every design had its positive and negative sides. The research designed had been considered as a "blueprint" for research, dealing with at least four problems: what questions to study, what data were relevant, what data to collect, and how to analyze the results. They also stated that descriptive study was

¹ Gay, LR and P. Airasian. *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, Inc., 2000), p. 210.

² Robson, C, *Real-world research: A Resource for Social Scientists and Practitioners-Researchers* (Malden: Blackwell Publishing, 2001), p. 133.

useful for investigating a variety of educational problems and issues in addition, descriptive studies mainly concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures.

From their explanation, it was known that descriptive educational research study about the variety of educational problems and issues which concerned with the assessment of attitudes, opinions, and practices of education. They also explained that in descriptive research the researcher made an interpretation of the data that included developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally or theoretically therefore, in this research the researcher tried to describe the data about the teachers' strategies used in teaching vocabulary at grade IV and V SD Negeri 117506 Labuhan Batu.

C. Sources of Data

Primary sources were the main sources that form the basis for other studies. This source was usually the first formal presentation of research results in the literature printed or electronic (e.g, the first publication of the results of scientific research was a primary source). These sources provided the information in the original form, not in-interpretation or summarized or evaluated by other authors. This source was the source of the relevant time period (e.g: something that was written at a time close to the time of the

incident might well as primary sources). Primary sources presented original thinking, reported the discovery, or shared new information.

In other hand, the secondary source of the data meant to describe interpret, analyze and evaluate primary sources. Comment (review) and discuss the evidence from primary sources. The work within one or more steps of the events or information that a refence, because it was written after the incident, and after a lot of things revealed and could be learned. So, the participants can be listed as follows:

1. teacher at Grade IV SD Negeri Labuhan Batu
2. teacher at Grade V SD Negeri Labuhan Batu
3. principal
4. administrative officer

D. Instrumentations

To obtain the necessary data in this study, it was used the following instruments:

1. Observation

Observation could be interpreted as the experience and the systematic recording of the symptoms that appear on the object of research. Suharsimi Arikunto stated that if the researcher wants to know about language teachers' ability in teaching in classroom, the researcher has to enter the class and observe

the teaching learning process by using observation sheet.³ It means that observation is a data collection instrument used to observe the behavior of individuals or the occurrence of an activity that could be observed in a real situation where observation was used to see exactly how the teacher of grade IV and V SD Negeri 117506 Labuhan Batu.

The observation was did by researcher when the students were learning vocabulary on Monday and Friday. The reseacher did observation by using the form of observation sheet (see Appendix 1) . The other observation was done to know the condition of the school generally from the secondary source of data. It was done by using the form of laboratory and class observation sheet (see Appendix 2).

2. Interviews

Interview data collection instrument was used to collect information from individuals by asking some questions to be answered orally. Suharsimi Arikunto stated that interview can be used to ask some matters about the ability of teacher in teaching.⁴ It means that interview is suitable for this research because the researcher wanted to know about teachers' ability in teaching. In doing the interview, the researcher was guided by a form of interview guide (see Appendix 3). The questions are about teacher used conventional strategies, teacher do or not variation of teaching learning, teacher used picture, flashcard,

³ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 115.

⁴ *Ibid*, p. 115.

song, games, TPR, silent way or semantic mapping in learning vocabulary. In this case addressed to the teachers to support the data.

In conclusion, the researcher used the form of observation sheet, form of laboratory and class observation sheet, and form of interview guide as the instruments in this research.

E. Techniques of Data Analysis

Data analysis in qualitative research involved summarizing data in dependable and accurate manner and led to the presentation of study findings in a manner that had an air of undeniability. Its critical steps in the research process require the researcher both to know and to understand the data. Gay LR and P. Airasian said one way to proceed with analysis was followed by three interacting, or repeating, steps: reading/memo, describing what was going on in the setting, and classifying research data.⁵

The data were analyzed by using the techniques suggested by Gay LR and P. Airasian:⁶

1. Reading memo

In first step in analysis was to read and write memos about all field notes, transcripts and observer comments to get an initial sense of the data. Kratwohl in Gay LR and P. Airasian wisely pointed out that “The first time you sit down to read your data is the only time you come to that particular set

⁵ Gay LR and P. Airasian, *Op. Cit.*, p. 449.

⁶ *Ibid.*, p.449.

fresh.” In the margins or underline section or issues that seem important to thoughts and sense of the data.

2. Describing

The next step, describing involved developing thorough and comprehensive descriptions of the participants, the setting, and phenomenon studied to convey the rich complexity of the research. The aims of this step were to provide a narrative picture of the context in which the studying was taking place. So, descriptions should make note of how interactions and social relations among the participants might have changed during the course of the study.

3. Classifying

Qualitative data was a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in amore general, analytical form. Qualitative data were typically broken down through the process of classifying or coding; the pieces of data were then categorized. A category was a classification of ideas or concepts; categorization, then was grouping the data into themes.

4. Interpreting

The researcher interpreted the data about the teachers’ strategies of grade IV and V SD Negeri 117506 Labuhan Batu. Kuswaya stated that in interpreting a researcher should considerate whether there are some important data that had been lost, whether the researcher answered all questions that had been stated

before and whether the findings were logic if it is related with the reading references.⁷ From the quotation, it is concluded that in interpreting the researcher should answer all previous questions logically according to reading references.

⁷ Kuswaya Wihardit, *Metode Penelitian* (Jakarta: Universitas Terbuka, 1997), p. 35.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. General Findings

This chapter presented research findings dealing with the data that had been investigated and taken from the observation and interview. The research was conducted at grade IV and V of SD Negeri No. 117506 Labuhan Batu. The first Headmaster was Mr. Norma, S.Pd the recent Headmaster of this school, Dra. Eti Supiati. She said that there were some facilities in SD Negeri No. 117506 Labuhan Batu and all of the buildings were in good condition even though they are all old. The school was categorized old because it was built on 1983. (see Appendix 4). Paying attention to the facilities, teaching learning process is generally can be done well in the school without any serious barriers. Students can study comfortably and they can focus on the lesson with the good condition of facilities.

There were 314 students of SD Negeri No. 117506 Labuhan Batu in 2012; one hundred and fifty one male and one hundred sixty three female. The student in grade IV was 59 contained of 28 male and 31 female, and the students in grade V was 47 contained 22 male and 25 female. The information can be seen as follows:

Table 1
Students Number of SD Negeri No. 117506
Labuhan Batu¹

No	Grade	Male	Female	Total
1	I	26	27	53
2	II	25	30	55
3	III	29	27	56
4	IV	28	31	59
5	V	22	25	47
6	VI	21	23	44
Total		151	163	314

Based on the table it was concluded that the percentage of female students was bigger than male students. The female students were 52% while male students were 48% of the total students.

There were two English teachers for grade IV and V of SD Negeri No. 117506 Labuhan Batu. They are Nurlina S.Pd. and Hasanuddin Pane (see Appendix 5). The number of English teachers was enough if they are compared with the amount of students who study English in that school.

¹ Norma, The Headmaster in SD Negeri 117506 Labuhan Batu., *Interview*, at 18th October 2012.

2. Specific Findings

The strategies to teach vocabulary at SD Negeri No. 117506 Labuhan Batu could be viewed in full and would be described in a systematic effort after collecting data from interviews with the teacher of grade VI and V. The description was as follow:

From both observation sheets of both of the classes (see Appendix 6 and 7) the researcher found that both teachers use conventional strategies in explaining vocabularies. They gave the meaning of each vocabulary and they also gave explanation for each vocabulary. The researcher found in the class that teacher gave example of land transportation to explain about the meaning of vocabulary “land transportation”.

Nevertheless, the researcher also found difference between the teacher at the fourth grade and fifth grade in giving the meaning or translation of a word; teacher at the fourth grade gave the translation directly while teacher at the fifth grade gave the translation after giving some explanations firstly. It can be seen as an association for students at the fifth grade that have been better in receiving some explanations to form a concept in their mind.

Both teachers did not use flashcards, songs, TPR, Silent Way and Semantic Mapping when teaching about vocabulary. They often use games in teaching vocabularies. It can be concluded that the teachers have made some variation in teaching vocabulary in the class even though they still use few strategies. Furthermore, it seemed difficult for the students to understand the

rules of the game at the beginning of the games. The teachers should explain the rules of the game clearly and give the warming up before entering the main game.

Both teachers have known about students' psychology that students need to be appreciated when they do well. It can be seen that teachers gave compliment to students who answered correctly by saying very good, excellent, or good job. But they should appreciate students not only on correct answer, but also for every single action that they have done because it can avoid students from felling afraid to do wrong.

The teaching learning process happened with a few facilities, it can be seen from the condition of the class that there were not any practical tools. When teachers want to use some pictures in explaining vocabulary, they had to bring their own materials to the classes. So, there were some topics that do not use picture as the additional media in explaining. Furthermore, students had to memorize what they have learned in vocabulary learning.

The last difference between both teachers in teaching vocabulary is on training to practice the new vocabulary. The fourth grade's teacher trained students to practice their vocabulary especially new verbs. Teacher guided students to memorize the word by using experience in acting like the verb such as the action of cry to memorize word 'cry'. In other hand, the fifth grade's teacher only asked students to memorize without any experience in practicing the vocabulary.

The teacher greeted students before, then the teacher done brainstorming about last lesson. The teacher taught next lesson of vocabulary after done brainstorming. The teacher taught vocabulary by games and by using picture. The observation and interview were done by giving questions and the observation sheet to teacher. After checking the sheets, it was found that they are closely same. Both teachers used strategy in teaching. It can be seen from the answer of Nurlina, "I use lecturer strategy and demonstrative strategy in teaching English in my class"² and Hasanuddin said, "I use conventional strategy such as demonstration and lecturing strategies."³ They usually use demonstrative and lecturer strategy by using some media such as picture and games.

When they were asked why they need strategies in teaching vocabulary, Nurlina said, "It is important because strategy help me to manage the process of teaching"⁴ and Hasanuddin said, "Because strategy is important part in teaching learning process."⁵ They assumed that strategies in teaching is important because it can help them to teach the students more efficient and systematically. They also assumed that demonstrative and lecturer strategies by using games and picture media can increase students' vocabulary.⁶

² Nurlina, S.Pd., An English Teacher at Fourth Grade, *Interview*, at 3th March 2012.

³ Pane Hasanuddin., An English Teacher at Fifth Grade, *Interview*, at 3th March 2012.

⁴ Nurlina, S.Pd., *Loc. Cit.*

⁵ Pane Hasanuddin, *Loc. Cit.*

⁶ Nurlina, S.Pd., *Loc. Cit.*

When teachers were asked if they only explained by giving vocabulary meaning, Nurlina said that she often explain the meaning with example or picture, because some students often do not understand about the meaning.⁷ The students' age that are still young do need more effort to give them explanation. While Hasanuddin said that he often only give the meaning of the verb because his students can understand the meaning easily.⁸ The fifth grade students can understand the meaning of vocabulary better than the fourth grade students.

Even though they used strategy in teaching, they still used the conventional strategy. Nurlina said, "I've ever heard about TPR but I don't use it in teaching because I'm afraid the students cannot understand the steps."⁹ Teachers feel afraid if new strategies cannot be run well in their class. This is the reason why there were a little variation such as song and flash card in teaching and they did not use another strategies related to enrich vocabulary such as TPR, Silent Way and Semantic Mapping.

The grade IV teacher stated that she used the media of picture to teach vocabularies to the students.¹⁰ Hasanuddin said, "I sometimes use picture when teaching vocabulary but I must bring it from home because the school does not provide it. Picture is important to help me explain the vocabulary because

⁷ Nurlina, S.Pd., *Loc. Cit.*

⁸ Pane Hasanuddin, *Loc. Cit.*

⁹ Nurlina, S.Pd., *Loc. Cit.*

¹⁰ *Ibid.*

students like to see it.”¹¹ Picture is important because the interesting of students take a big influence for focusing the lesson.

The use of pictures made the vocabulary learning more enjoyable and interesting because they could memorize the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary, pictures were possibly used in pronunciation teaching and structure also, the use of pictures made the class more active and alive, and the use of pictures could attract the students' curiosity in learning new vocabulary. The result of observation and interview showed that the students could add or enrich their vocabulary by using pictures.

B. The Discussion

The findings had been gathered from the result of interview and observation shows that the teachers used strategy in vocabulary teaching in SD Negeri No. 117506 Labuhan Batu.

Teaching strategies in the use of these images started with the didactic principles and practice, namely: the principle of demonstration. In presenting, this research demonstrated vocabulary by using pictures, photographs, paintings according to the vocabulary presented.

Techniques using pictures was a technique of vocabulary teaching in the process of learning English. The technique used an image could be very varied

¹¹ Pane Hasanuddin, *Loc. Cit.*

and communicative. As a creative teacher could make the usual method was to be more effective in the teaching process for novice learners. Though the image of teaching would attract more attention so as to foster students' motivation to study because the learning materials more clearly as could be seen in person, so it was easy to understand words. Thus, to acquire and remember vocabulary increases.

The format of games was usually associated with specific purpose of a competition involving the assessment. Normally, in a game no instructions included, because the main purpose was just entertainment or demonstrate the amazing experience vicariously. Although it could used to teach new information or concepts were generally used to provide observations on the concept words taught. Solving problems required students to find out, discovered, understood or could pronounce English words correctly. Examples of games in English lessons children were flash cards, puzzles, guessing words, hide and seek, hang man, word ball, and others. All games could also be designed by teachers who in turn would provide an atmosphere of fun in learning English solely to avoid the boredom of students received a lesson to always pay attention to the integrity of the purpose of learning English in order not to lose the child.

So as such, the media was an integral part of the learning process in order to achieve the purpose of education in general and school learning objectives in particular. And also, the researcher found that the media used by the teachers in SD Negeri No.117506 Labuhan Batu as medium of instruction in the teaching-learning process could be: generating new desired and interested,

motivated and stimulated learning activities, psychological influence on students, and helped students improved comprehension, presented the data and facilitated interpretation of the data.

C. The Limitation of the Research

The study produced a simple paper in the form of thesis with various limitations. The researcher faced limitations in carrying out the study and the completion of this thesis were:

1. Researcher could not as certain the level of honesty and seriousness of the respondents in interviews and observation.
2. Limitations of knowledge, insight and the existing literature on a particular author relating to the issue discussed were also one of the obstacles in the completion of this thesis.

The limitation in this study was the lack of ability of researchers in terms of the basic theories about the chapter. Another limitation was the lack of ability researchers in developing the interviews to make accurate data, so that respondents did not understand well that there were questions that allowed respondents to provide answers to match the skills and knowledge they had, the lack of reference books to analyze the theory that it was possible this research study was less profound and accurate.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the result got in the chapter IV before, it could be concluded that the research had the result as follows:

1. The findings that had been gathered from the result of interview and observation known that the teacher in grade IV in SD Negeri No. 117506 Labuhan Batu was interested in vocabulary teaching by using pictures.
2. While the results of research conducted on the grade V in SD Negeri No. 117506 Labuhan Batu indicated that teacher was more interested in vocabulary teaching by using games.

B. Suggestion

Based on the conclusion above, the writer wanted to give some suggestions as teaching strategies had been tried with considerable communicative vocabulary was the writer suggests to her fellow English teacher to try to find and used other teaching strategies that were considered to enhance the students' understanding of vocabulary which was the basis of language competence and achievement.

By using pictures and games, so vocabulary learning in class IV and V took place with communicative and fun so that students' understanding of English

vocabulary was increasing as they continued to exist in memory and were also easily seen. For that in using this learning medium, teacher should:

1. Give students approximately 5 to 10 words per week.
2. Keep these words in a variety of forms that would be more appealing to students.
3. Use words that best fit the theme of learning.
4. Do use a variety of strategies were fun for students.
5. Evaluate students' understanding of vocabulary in a variety of tests.
6. Make the picture and game as portfolios of student work and gave students assessment and awards.

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APPENDIX 3

THE FORM OF INTERVIEW GUIDE

QUESTIONS

1. What teaching strategies do you use in teaching English in your class?
2. Do you use strategies in teaching vocabulary? What are they?
3. Why do you need strategies in teaching learning process?
4. In your opinion, can the strategies increase students' vocabulary?
5. Do you just explain by giving vocabulary meaning?
6. Do you use game in teaching vocabulary?
7. Do you know TPR? If you know, do you use it in teaching vocabulary?
8. Are pictures used in your teaching? Why?

APPENDIX 4

Table of Infrastructures of SD Negeri No. 117506

Labuhan Batu¹

No	Infrastructures		
	Object	Number	Info
1	Class	8	Good
2	Office Room	1	Good
3	Headmaster Room	1	Good
4	Administration Room	1	Good
5	Sport Room	1	Good
6	Toilet	4	Good
7	Mushollah	1	Good
8	Canteen	1	Good

¹ Norma, The Headmaster in SD Negeri 117506 Labuhan Batu, *Interview*, at 18th October 2012.

APPENDIX 5

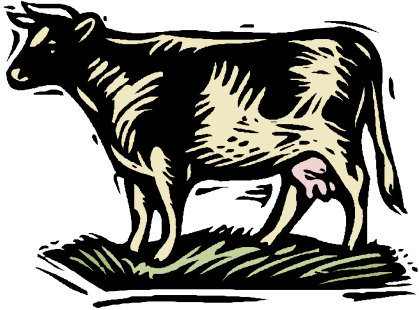
Table of the English Teacher of SD Negeri No.117506

Labuhan Batu²

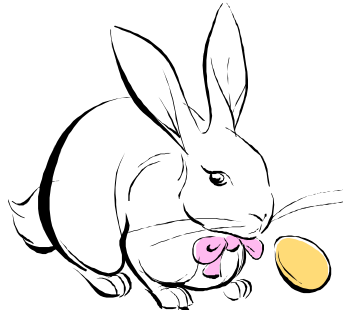
No	Nama	Agama	Jabatan	Keterangan
1	Norma, S.Pd	Islam	Kepala Sekolah	PNS
2	Rukiah Siregar, A. Ma. Pd	Islam	Guru kelas VI	PNS
3	Ade Junaedi Harahap, S.Pd	Islam	Guru kelas V	PNS
4	Hafsah Lubis	Islam	Guru kelas IV	Honorar
5	Hakamuddin Harahap, BA	Islam	Guru kelas II	PNS
6	Lisbet Sibarani	Islam	Guru kelas II	Honorar
7	Nurlela Siahaan	Islam	Guru kelas I	Honorar
8	Nurlina, S.Pd	Islam	Guru B. Inggris	PNS
9	Hassanuddin Pane	Islam	Guru B. Inggris	PNS
10	Robert Aritonang	Kristen	Guru PAK	PNS
11	Lismalia Lubis	Islam	Guru PAI	PNS
13	Mahyudin, S.Pd	Islam	Guru MIPA	PNS
14	Benny Safri Siregar	Islam	Penjaga sekolah/kantin	Honorar

² Norma, The Headmaster in SD Negeri 117506 Labuhan Batu., *Interview*, at 18th October 2012.

ANIMALS



COWS



RABBIT



BIRD



TIGER



CAT



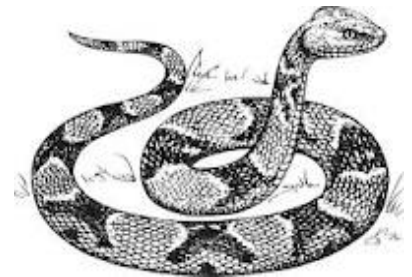
ELEPHANT



MOSQUITO



LION



SNAKE



SHARK



DOLPHIN

CURRICULUM VITAE

Name : Irma Yanti Sipahutar

Registration Student Number : 07. 340. 0047

Place / Date of Birthday : Unte Mungkur / 26 september 1988

Sex : Female

Address : Jl. Lintas Toba Samosir, Unte Mungkur Desa Sibito
Kec. Aek Natas. Kab. Labuhan Batu Utara

Father's Name : Rasi Sipahutar

Mother's Name : Jamilah Hasibuan

Husband's Name : Silvanus Sembiring

Daughter's name : Citra Aulia Sembiring

Educational Background :

Primary School : SD Negeri 117506 Sibito

Junior High School : MTs s Ponpes Darul Hikmah K isaran

Senior High School : MAN 1 Rantau Parapat

Institute : Enter to Educational English Department of Tarbiyah
Faculty at State Collage for Islamic Studies
Padangsidimpuan on 2007.

