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IMPLICATION OF ENGLISH VOCABULARY INSTRUCTION THROUGH PICTURES FOR ELEMENTARY STUDENTS

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ABSTRACT

Vocabulary instruction in elementary students differs from other level of education. It aims to empower them understand English vocabulary related to their surroundings. This study focuses on the implication of vocabulary instruction in elementary students through pictures. The use of pictures initiate and activate students' curiosity on topic. This study focuses on the use of pictures in learning vocabulary to elementary students. The data collection technique was in the form of observation and field note in one of state Elementary School (SDN) in Surabaya. The study found that picture game is useful to empower students' in learning English vocabulary. In addition, students are able not only to write the words correctly, but also to construct simple sentence. This study provides suggestion to integrate pictures in learning vocabulary.

Keywords: *Vocabulary, Instruction, Elementary Students*

INTRODUCTION

There are many aspects that should be considered in learning a language. These involves four language skills: listening, speaking, reading, and writing. Among those, some other crucial aspects of a language should also be regarded, these are: vocabulary, grammar, and pronunciation. Thornburry (2002) explain that when someone does not know grammar, she/he will only convey very little, while when someone does not know vocabulary nothing can be conveyed. In other words, vocabulary has significant role in learning a language. Since without sufficient number of vocabulary, it is unlikely that someone are able to communicate both spoken and written one.

The latest national curriculum does not comprise English as an obligatory subject for elementary schools (Sekolah Dasar/SD). However, each school is allowed to include English lesson as a local content or *Mulok* (Muatan Lokal). Thus, the goal of learning English in this education level is not to master all of the four language skills. But to empower them understand English vocabulary related to their surroundings.

Teaching English vocabulary aims to facilitate learners to understand the meaning of unfamiliar words, obtain a greater number of words, and use the words for communicative purposes. Therefore, vocabulary mastery will support both receptive skills (listening and reading) and productive skills (speaking and writing).

Vocabulary refers to number of words that are owned by a language (Nurgiantoro, 2001). While, Suyanto (2008) emphasizes that vocabulary is a collection of words that are owned by a language and give meaning when it is used. Soejito (1992) adds that vocabulary is a number of words owned by a speaker or writer. It can be affirmed that vocabulary is words that is owned by someone and it is meaningful when to be used.

Vocabulary possessed by someone will continue to develop along with the number of experiences gained from teaching and interacting with the environment. Children's vocabulary development is not only in the form of learning new words but also knowing other meanings of the existing words. This

will also add students' vocabulary mastery.

According to Hornby (1995) vocabulary mastery is complete knowledge or skills. This includes transliteration, spelling and pronunciation. This means that when students master vocabulary, they have a complete knowledge and are able to use it properly. In other words, when students masters a vocabulary she/he understands the whole component namely knows the meaning, knows the spelling, knows how to use it in communication.

Haycraft (1978) divided vocabulary into two, they are: receptive vocabulary and productive. Receptive vocabulary refers to a word that is understood by students when it used in context. However, students could not use this type of words (Webb, 2005). This type of word is known by students when they read a text, but they do not use it in communication or in writing. In general, students found the words in reading activity. Productive vocabulary is a word that is understood by students and they are able to use this in the activity of speaking and writing. Productive vocabulary is also called as productive process since students can express their ideas to others through this words (Webb, 2005). In other words, students not only can read this words but they also can use it actively in communication.

In line with Haycraft, (Harmer, 2001) differentiate two type of vocabulary: active and passive vocabulary. Active vocabulary denotes to the words that students can use it and call it in oral communication. While passive vocabulary is word that is known by student' recognition, but they cannot call and produced in writing.

There are many ways to create learning vocabulary becomes more interesting. One of the ways is pictures that describe the words. Pictures can be used to facilitate students learn

vocabulary. Picture guessing is a game to guess certain vocabulary based on the pictures. Students observe the pictures and predict the words. The teacher provides some clues related to the topic. Then they should fill in the incomplete vocabulary on each picture.

Picture game can be done to increase students' motivation and interest in learning English. It is considered that this game is valuable for students in learning vocabulary. From this game, the teacher can see obviously whether the students have learned the new words or not. In addition, the application of picture will avoid students' difficulties in memorizing the words. This study aims to describe the application of picture game for elementary students in learning English vocabulary.

METHOD

This is a qualitative study. The data collection technique was obtained through participatory observation and field note. Observations were carried out for two weeks in a state elementary school located in Surabaya. The respondents are 35 students. During observation, the writer role was as teacher's partner. The results of the observations are collected and explained qualitatively.

DISCUSSION

Vocabulary Instruction in Classroom

Based on the writer observation, there are some steps that has been done by the teacher in applying picture guessing in vocabulary instruction to elementary school students. These are:

a. Brainstorming

This is the first step of teaching learning process. It aims to introduce the students to the learning topic. Besides, the teacher explained the purpose of teaching. To activate students' prior knowledge, the teacher showed some

pictures related to the topic and students were asked to guess them. In this activity students gave positive respond to the teacher's instruction. They tried to predict the name of each pictures. Teacher wrote the words on the board and she modeled to pronounce the words correctly. Students repeat the teacher many times. After that, the teacher explained the words meaning. In addition, she provided some examples in the form of simple sentences. On the other hands, there are students who were hectic with their friends and their own activity and some others were silent.

b. Group Discussion

After asking questions related to the pictures, students were divided into group consists of four to five students. They were given 10 pictures that have been shown before. The group were asked to match the pictures with the vocabulary provided. The teacher guide the students to understand the pictures. In doing so, she provided the students the name of the things in pictures in English version.

c. Picture Guessing

After matching the pictures, students were given another task in the form of completing the name of pictures. They were given 10 pictures with modification. In this section they filled out the incomplete name of the picture. After that, students collected the work and read aloud it in the front of the class. While checking students' words, teacher gave feedback for students who had pronounced the words incorrectly. Students repeated the teacher many times. After that, students were asked to write simple sentence based on the pictures.

Implication of English Vocabulary Instruction through Picture Guessing

In this paper, the writer analyzed the use of pictures in vocabulary

instruction. The writer identified students' vocabulary and simple sentence. In this study, they learnt 2 themes, those are *hobbies* and *recreation*. The vocabulary were analyzed based on vocabulary concept presented by Harmer (2001) active vocabulary and passive vocabulary. The writer observed the type of vocabulary mastered by students which is reflected in students' writing of vocabulary and simple sentences.

Vocabulary Mastered by Students

The writer identified students' vocabularies and found some mistakes. Students' errors were in the form of writing (spelling). Some students' wrote the words incorrectly. For example in the theme I *hobby*, the word *shopping*, written by students: *shoopng, sopping, soping, soppng, shopping*. The word *running* is written by students: *raaning, ranning, reaning, riining, ruuning*. In theme II - *recreation*: the word *beach*, written by students: *beace, beat, beads, biccg, behec, beats, beat, beath*. The word *temple* is written by students: *tampele, paste, teple, telple*. While most students write the word *lakeaslike, loke, leke, leka, lekc*. Errors in writing English vocabulary (spelling) can be considered as a serious problem. Since it will have negative impact namely it can cause differences in meaning or even the word cannot be understood at all.

Furthermore, the researcher analyzed the vocabulary obtained by students based on the results of writing vocabulary and simple sentences. In general students are able to compile simple sentences correctly. Students can construct simple sentences based on the pictures. This can be seen in the following sentences: *My hobby is swimming, my mother is cooking in the kitchen, Aira likes dancing, Bagas likes running*. Although, it was found some incorrect sentences. For example: *She hobby is drawing, My hobby ___dancing, Aida___ hobby is reading, I like reading, Rama likes to reading*. This

can be affirmed that students' errors in constructing simple sentences were in the form of grammatical errors.

From the description above, this can be stated that students' type of vocabulary can be outlined as both active and passive. Students' have active vocabulary when they are able to write and to call the words correctly. While, student are categorized to have passive vocabulary as they are not able to write and call the words correctly.

CONCLUSION

Based on the results of this study, it can be concluded that vocabulary instruction through the application of picture has positive impact on students' vocabulary mastery. The types of vocabulary mastered by students are in the form of both active and passive vocabulary. Students are able not only to know the meaning of the words but also able to use the words to construct simple sentences. Although the sentences compiled by students are categorized as unvaried. This is understandable considering that students in grades 3 of elementary school is as early learners in learning English. In addition, the implementation of picture is helpful in creating joyful learning for elementary students and stimulate them to be more active in learning and acquiring vocabularies. This study suggested that the teachers could integrate pictures in vocabulary instruction.

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