

USING PICTURE DICTIONARY IN BUILDING STUDENTS' VOCABULARY AT KINDERGARTEN



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ABSTRAK

VIKA OKTAVIANA. *Penggunaan Kamus Bergambar dalam Membangun Kosakata Pada Siswa Taman Kanak-Kanak*. Suatu Makalah komprehensif. Jakarta: Jurusan Bahasa Dan Sastra Inggris, Fakultas Bahasa Dan Seni, Universitas Negeri Jakarta. September 2009.

Makalah ini membahas tentang Penggunaan kamus bergambar dalam membangun Kosakata pada siswa taman kanak-kanak. Siswa Taman kanak-kanak sering menemukan masalah dan kesulitan dalam menyimak, misalnya mereka kesulitan dalam menyerap dan mengingat makna dari kata-kata baru yang mereka dengar. Oleh karena itu, penulis mengajukan penggunaan kamus bergambar sebagai sebuah alternatif pengajaran. Kegiatan ini terdiri dari presentation stage untuk mengenalkan Kamus bergambar kepada siswa agar lebih mudah dipahami, Practice stage untuk melatih kemampuan siswa, and production stage untuk mengetahui kemampuan siswa sejauh mana yang telah diajarkan. Kegiatan ini memberikan kesenangan dan kegembiraan bagi siswa dalam mempelajari bahasa inggris. Inti pembahasan dalam makalah ini adalah ditujukan untuk membuat suatu kegiatan belajar yang memberikan kesempatan maksimal kepada siswa untuk ikut terlibat dalam proses belajar sehingga akan lebih memahami dan mengingat apa yang sudah diajarkan. Dalam mengembangkan kegiatan belajar, siswa sering menemukan kesulitan dalam mengingat dan memahami makna kata yang diajarkan. Metode pengajaran yang monoton membuat siswa bosan. Oleh karena itu situasi belajar harus dimodifikasi.

Melalui teknik ini, siswa diharapkan dapat mempelajari bahasa inggris lebih nyaman dan menyenangkan.

ABSTRACT

VIKA OKTAVIANA. *Using Picture Dictionary In Building Students' Vocabulary At Kindergarten. Komprehensif.* Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta. September 2009

This paper discusses Using Picture Dictionary in Building Students' Vocabulary At Kindergarten. Students of Kindergarten often find problems in listening, for example they got difficulties in absorbing and remembering the meaning of new words they listen to. Therefore, the writer offers modified Picture dictionary as one of the alternatives. This activity such as presentation stage to introduce a picture dictionary in order to more easily to understand for kindergarten students, practice stage to drill student's of ability and production stage to know how far student's of ability have already teach. This activity provides enjoyment and fun for the students in learning English. The focus discussed in this paper would be directed to develop a set of learning activities which give maximum chances for the students to be involved in the learning process so that there will be better comprehension and retention about what is being taught. In developing the learning activities, students often find difficulties in remembering and understanding the meaning of words being taught. Monotonous method of teaching makes the students bored. Therefore, the learning situation needs to be modified.

Through this technique, it is expected that students can learn English more comfortable and enjoyable.

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VOA

TABLE OF CONTENTS

TITLE.....	i
LEMBAR PENGESAHAN.....	ii
LEMBAR PERNYATAAN PLAGIAT.....	iii
LEMBAR PERNYATAAN.....	iv
ABSTRAK.....	v
ABSTRACT.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
A. Background of the study.....	1
B. Problem Statement.....	5
C. Discussion.....	5
1. Definition of Picture.....	5
2. Types of Picture.....	6
3. The Concept of Dictionary.....	7
4. The Concept of Picture Dictionary.....	8
5. Vocabulary.....	11
6. Teaching English vocabulary for Kindergarten..	12

7. The procedures of using a Picture Dictionary in teaching Vocabulary	13
D. Application.....	14
E. Analysis.....	15
F. Conclusion.....	16
References.....	18

Appendixes

Appendix 1 Picture Dictionary

Appendix 2 Picture Things in the classroom

Appendix 3 Chart of things in the Classroom

Appendix 4 Practice 1

Appendix 5 Practice 2

Appendix 6 lesson Plan

A. Background of the study

Teaching kindergarten students is different from teaching adults. As young children, they tend to change their mood every minute and they don't like sitting still. However, they show a great motivation to do things that appeal to them.

A Young Children also do not come to the language classroom empty-handed. They bring with them an already well-established set of skills and characteristics which will help them learn another language. Cited in Sulis (2004) identifies those skills and characteristics as follow:

- a. Children are already very good at interpreting meaning without necessarily understanding the individual words.

Intonation, gesture, expression and actions help them comprehend what the unknown words and phrases probably mean. By understanding the message in this way they start to understand the language.

- b. Children already have great skill in using limited language creatively

In the early stages of their mother tongue development students are already excellent in using language of their age.

- c. Children frequently learn indirectly than directly

As we all know that Children tend to guess phrases or words in their language activities. As far concerned, they are not trying to learn phrases but concentrating or guessing. Guessing is actually a very

powerful way of learning words, phrases and structures, but it is indirect because the mind is engaged with task and is not focused on the language.

- d. Children take great pleasure in finding and creating fun in what they do

Children have an enormous capacity for finding and making fun. Sometimes they choose the most inconvenient moments to indulge it. They bring spark of individuality.

- e. Children have already imagination

Children delight in imagination and fantasy. It is more than simply a matter of enjoyment. However, in the language classroom the capacity for fantasy and imagination as a very constructive part to play. Teachers have to be able to stimulate the Children's creative imagination so that they want to share these ideas.

English is the one of the subject being taught in almost all levels of education in Indonesia. The aim of teaching English in kindergarten is to develop reading, speaking, listening and writing skills in a simple way. In order to master the four language skills, the students must have an adequate stock of vocabulary, because if they do not they will find difficulties in understanding English. Having good vocabulary will help the children expressing ideas better when they speak or write.

Nowadays, English as a foreign language is not just learned by adult, but also by children. Children need to learn the language. According to Jayne Moon (2000), “They have a need to use English in order to survive on a daily basis, ex. To make friends, to study in school, to shop, to travel, etc”. Therefore, it is important to start the process of language learning from children. For that reason, English is now given at many kindergarten as a subject or as an extracurricular.

Vocabulary is one of the language components that are very important for kindergarten students to learn. Without a sufficient vocabulary, they cannot communicate something effectively or express idea actively. However, many of them consider learning vocabulary as a boring task because teachers usually let the students memorize a number of words and the meanings without considering the students’ level of ability. Sometimes the presentation of materials is not attractive for kindergarten students, for teachers have lack of techniques in the teaching vocabulary. So, teachers are challenged to look for ways to motivate students to learn vocabulary in easier way.

One of the easier and familiar ways to introduce or to teach English vocabulary for students is by using visual aids. The visual aids are used to attract students’ attention and to facilitate the students in teaching and learning vocabulary. Cited in Puji (2005), there are some reasons to use visual aids or media in the classroom:

1. To explain language meaning and construction, to engage students in a topic, and as a basis of a whole activity
2. To develop more autonomous, creative and self confident learners
3. To make the lessons be much easier and exciting for the children

One of the techniques in teaching vocabulary for kindergarten students is a translation strategy. Teacher gives them the lists of new English words with their equivalents in native language and asks the students to memorize them without giving the example of using them in sentences. The result of the teaching is unsatisfied since the students will tend to forget the words that have been already taught to them as soon as the lesson finish. It means students cannot make use what they have learned optimally.

There are some factors, which support that condition, such as: students lack motivation to learn the vocabulary and the use of materials, which cannot meet student's need.

Uberman (1998: 20) says if teacher wants his or her students to remember new vocabulary, it needs to be learnt in context, practiced and then revised to prevent the students from forgetting. Teacher must make sure students understand the new words, which will be remembered better if introduced in a “memorable way”.

In teaching English words in the classroom, teachers are expected to choose and use the attractive and colorful visual aids. There are many kinds of them such as pictures, cards, puzzles, newspaper, cartoons and dictionaries. Meanwhile in order to for students to be motivated further in learning vocabulary

in English, teachers should go on creating or finding a new alternative. So, the learning is not monotonous.

A picture dictionary is an interesting dictionary which has colorful pictures and the words are generally used in everyday speech. Angela (1986) states that “the English picture dictionary is an exciting and entertaining first dictionary and readers for beginners“. It makes learning English as a pleasure hour of fun and learning with a lovable cast of characters for everyone studying English.

B. Problem Statement

Based on the previous reasons, the problem statement is:

“How is a picture dictionary used in teaching vocabulary at Kindergarten?”

C. Discussion

1. Definition of picture

According to oxford Advanced Learner’s (2000 .p. 991) picture is an image or likeness of an object person or scene produced on a flat surface, especially by painting, drawing or photography. It means picture may be drawn printed or photographically processed.

In this study the writer will use picture as teaching aids, because it can be used to help students to get the ideas to speak. This reason also supported by Heaton (1990 .p. 107) that picture also provides students with release for such tasks, enabling them to give their full attention to speak.

Added by Jennifer Goodman (2006) she said that a picture speaks a thousand words. This means students will have various descriptions only based on a picture that will attempt them to create sentences in their mind. Later on, they will express and say it verbally.

2. Types of Pictures

There are some types of pictures in learning English Process. As (Gunter Gerngross and Herberit Puchta, 1992 .p. 4) says that these below are some example pictures which can be used in speaking activity through picture, they are;

- a. Photographs from magazines or newspaper : this very general category includes several different subcategories (portraits, action photographs, landscape, objects, animals, etc)
- b. Personal photographs : Pictures taken by the teacher, the students or someone else and selected by the teacher or the students to be used in a particular activity.
- c. Drawings : another very broad category, including visual material like artwork, stickers, maps and the like.
- d. Cartoons : Generally used for humorous drawings but include picture stories, photo-romances, etc.
- e. Classroom visual aids : All kinds of visual stimuli created for use in the classroom only.

- f. Commercial artwork : Any material which has been produced in order to attract potential customers, including visuals such as book covers and advertisements.

3. The concept of dictionary

“ Dictionary is book listing and explaining the words of a language or the words or the topics of a special subject “ (Oxford Advance Learner’s Dictionary, 1974).There is no doubt that students have the single most important resources for learning English words in their dictionary. Students use the dictionary for their learning problems privately such as finding the meanings of an unknown word, spelling or pronunciation of a word and checking the grammar. In this case, The Oxford Dictionary (1974) also explains that “ For all listed items in the dictionary, there is information on spelling, pronunciation, grammatical use and meaning.” An excellent selection of dictionaries is available. There are many types of dictionary which have been used by people in the world and also produced based on dictionary users’ needs and levels of learners such as English-English Dictionary, English-Indonesian Dictionary, Indonesian-English Dictionary, English pronouncing Dictionary or Oxford Advanced Learner’s Dictionary of Current English.

So, English Dictionary is not only a tool for individual problems, but it can also become a spring board to kinds of communicative and interactive activity as exploiting the dictionary as a source of knowing words and

developing their confidence as English dictionary users and as English users in the communication.

4. The Concept of Picture Dictionary

There are many kinds of materials and visual aids available to be used by teacher. Many English Textbooks provide stories, songs and pictures. Some books are provided with colorful and interesting picture dictionary. Teacher can modify the available sources to be more interesting materials, appropriate to the topic and suitable for the students. To decide on which materials or aids to be used, teacher should carefully consider their teaching objectives. For example, if the objective of listening task is that the students are able to describe something thus, visual aids like pictures, diagram or map can be provided. Those aids will help students to succeed in the task, as well as raising motivation and interest. (Ur,1991 : 110)

Using picture is not a new technique. It is a technique that can help students in creating their ideas or imagination to develop the topic. Heaton (1997 : 3) says that picture not only provides the students with the basic materials but also stimulates their imaginative power. Moreover picture can arouse the student's interest and attract the student's attention. So, teaching learning process can run smoothly and interesting. Bhandari (1995 : 85) supports that our aim of teaching English is to impart certain skills without making the process of teaching learning monotonously. So, by using picture to improve vocabulary make the students' response, involvement, and motivation

are highly and for the teacher can train their students to create their ideas before they read.

The first book that children use to improve their vocabulary are often picture books with a few words and sentences appearing beneath the pictures here and there. Pictures dictionaries are more valuable at beginning stages than later. When using a picture dictionary created and made by students, it is easy for the students that they just cannot get the words they need and they do not understand their meaning in the sentence while reading, students' pictures can assist them to remember a word and also picture dictionaries that the students' create will be easier to be applied by themselves. Therefore, beginning dictionaries, workbook exercises, charts and other materials often use pictures of objects, people, animals, to be sure that the learner can identify a word.

Compiling a dictionary is not a merely a mechanical activity. It demands that the learner make decisions about classifying items the degree of difficulty depending on the level of instruction and his/her age and compiling dictionary will not only help the students learn a lot of words and expressions, but will also enable him/her to be the proud owner of a unique book.

It is said in the picture dictionary that a picture dictionary, with its clearly labeled illustration, provides the teacher with the means to present a vocabulary item without ambiguity or the need for translation. In the English picture dictionary, words are defined both through illustrations and through example sentences. In this way, the dictionary encourages children to read, while satisfying their love for colorful.

The presentation of picture dictionary in teaching vocabulary is a new alternative strategy for kindergarten in the class in order to they are interested in learning vocabulary. Kellog and Howe (1971) and Webber (1978) confirms that “Learner had better recall of picture words than of those meaning was presented verbally.” In other word, A picture dictionary are very well for teachers and students in teaching and learning vocabulary. We know that a picture dictionary is very interesting with the colorful pictures and topics or the subjects organized. Angela (1986) has explained about the picture dictionary in the background that “The English Picture Dictionary, an exciting first dictionary for children which are introduced to over 1,200 of the words most commonly used in every day speech.” In the case, teachers should know more about the picture dictionary correctly.

There are some resources give their definitions about the picture dictionary. First, Nesi (1989 : 128) which stated that “The New Oxford Picture Dictionary has eighty-three categories, some of which are labeled with relatively rare words which are in themselves difficult to define such as Treatments and Remedies.”

While that Thornbury (2002 : 64) confirms “Picture Dictionaries, they are thematically organized, are another kind of meaning based dictionary, are particularly useful in that they group together words of the same lexical field and are restricted to things or actions that can be illustrated.” And then www1.harenet.ne.jp/-warning/vocab/dictionary explains that “These dictionaries illustrate the meanings of words.” The last information is

Indonesian-English Picture Dictionary (2002) states that “ The picture dictionary is arranged according to topics, starting with the most familiar everyday groups of objects to groups of items that people come across in work, travel and education.”

The conclusion of these sources, Picture Dictionary is a collection of topics or objects of the same lexical field which can be illustrated by pictures and give the meaning of words.

5. Vocabulary

Seely (1998:29) divides English vocabulary into two categories. They are structure and content words. Structure words are the words that do not have meaning that you can look up in a dictionary but they play an important role in determining the meaning of a sentence since they are used to combine the content words into sentences. Structure words consist of articles, pronouns, prepositions and conjunction. Content words are words which describe things, people, events and processes. Content words consist of nouns, adverbs, verbs and adjectives. The combination of the structure and content words will create meaningful sentences.

According to Uberman (1998:20), there are two types of vocabulary presentation techniques:

a. Visual technique

Those pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the

material that has been presented by means of visual aids. They help students associate presented material in a meaningful way and incorporate it into their system language values.

b. Verbal technique

This pertains to the use of illustrate situations, synonyms, opposite, scales (Gairns and Redman 1986:76), definition (Nation 1990:58) and categories (Allen and Vallette 1972:116)

6. Teaching English Vocabulary For the kindergarten

Student who starts learning a foreign language like kindergarten students often find difficulties to understand the language. It is due to the fact that they meet new vocabulary, new spelling and new structure of the learned language. According to Uberman (1998:1) he says that if teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. What Uberman says about vocabulary is supported by Hubbard (1983:50) he says that teachers must make sure that students have understood the meaning of the new words, so that, they will remember the words. To do this teacher should enable his students to understand and use the necessary vocabulary by using any creative and interesting way.

Kindergarten and Elementary school instead of young children although kindergarten age 4 to 6 and elementary school age 6 to 12 but they can call as young children.

(en.wikipedia.org/wiki/kindergarten)

A good teacher should have initiative in creating the most effective and efficient way to help students learn the lesson. He is supposed to be able to prepare the lesson in such way so that he can both motivate the students and release barriers such as fear and anxiety by creating a good and interesting class atmosphere (Helaly 1987:49).

7. The procedures of using a picture dictionary in teaching vocabulary.

In order to help the students achieve new words by using pictures dictionary teachers need to consider the following ways:

Step 1 : Present each item on a page, pronouncing the word while pointing to the picture (as a variation, point to the picture [without naming it] and elicit the word from the students).

Step 2 : Have the students repeat the word

Step 3 : Give the students practice saying the word while looking at the picture; if they need to, they may look at the word list for help.

Step 4 : Have the students practice saying the word while looking at the written word; if they need to, they may look at the picture to remind them of the meaning.

Step 5 : Reserve the process. Say the word and have the students point to the item. The students may or may not be asked to repeat the word.

Step 6 : Write the word on the chalkboard and have the students point to the item. The students may or may not be asked to pronounce the word.

D. Application

The stages of learning activities in teaching vocabulary by using picture dictionary to the first class of kindergarten students are:

1. Students greet to the teacher and check their present based on the attendance list.
2. Students pay attention to the teacher's explanation about a picture dictionary
3. Students follow the language drills from the teacher to motivate them in learning vocabulary before doing practice 1 and practice 2. The language drills are:
 - Students look at the picture on the blackboard
 - Students pronounce the word while teacher points to the picture
 - Students repeat the words again
 - Students practice saying the word while looking at the word (If they may, looking at the pictures)
 - Students practice it again and again

- Students are given the opportunity to point the items on their picture dictionaries and say the word
- Students write the word one by one and pronounce them orally
- Students do practice 1 (Students match the picture with the words)
- Students learn the feedback of practice 1
- Students do the practice 2 (Fill each blank with a letter to form a complete word)
- Students learn the feedback of practice 2
 - Students are asked to mention some objects in their classroom orally
 - Students are asked to review all the lessons and answer the questions, for example: Today, the lesson is about the picture dictionary. The objects are in the class, they are a book, a door, a pen, a book, and a pencil.

E. Analysis

The followings are the analysis of each heading in the previous information. A picture dictionary is emerging innovation in teaching vocabulary in Indonesia especially the students in the kindergarten. And also, the picture dictionary is to improve the students' vocabulary in learning English.

Marriane (2000) believes that this alternative can facilitate teachers and students in learning English process. This is because using picture dictionary in particular can be a way to teach and to learn the more concrete items of basic

vocabulary. This is confirmed by Angela (1986) that this dictionary introduces over 1200 words most commonly used in everyday.

The benefits of having the picture dictionary, which can be put through as an alternative way in learning English vocabulary, the benefits are :

1. Attract and entertain students especially beginners with the colorful pictures or the words accompanied by pictures which are generally used in their own words.
2. Practice students can recognize a word before they recall it or use it correctly.
3. Practice teachers with the means to present a vocabulary item without ambiguity or the need for translation .
4. Teach the students of the basic vocabulary.

During the process of discussion, it is believed that the best way to teach vocabulary using the picture dictionary is to give more opportunity to students to be active. For teachers, Kellog, Howe and Webber (1971) propose that to recall the pictured words is a good way in teaching vocabulary than of those whose meaning are presented orally.

F. Conclusion

In communication, words are the most essential part of language. Language emerges first as words, both historically, and in term of the way each of us learned our first and any subsequent languages.

Students can do the communication effectively through continually learning new words and meanings and then having sufficient words.

Unfortunately, kindergarten students are having some problems in reality when learning new words in English. They often lose their interest and motivation in the vocabulary activity which can be caused by many factors such as the vocabulary teaching ways and also activities that are monotonous, the students' difficulties to memorize and say English words and how to expand their vocabulary in language skills.

Therefore, the teacher needs to vary his/her teaching way and make it easily to memorize and say the words correctly and to make them motivated. In order to do so, the picture dictionary is a good alternative for teaching vocabulary to the kindergarten students.

The picture dictionary is designed to attract children in learning English by showing the colorful and interesting pictures to motivate students in developing their language skills and to internalize new words.

By using the picture dictionary in teaching words, the teachers will make the vocabulary activity more attractive and challenging which eventually can develop students' motivation and enrich their vocabulary.

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Appendix 6

Lesson Plan

Subject	: English
Level	: Kindergarten
Theme	: Things in the classroom
Time	: 60 minutes
Skill	: Vocabulary

I. Basic Competence

Students are able to answer some questions about Things in the classroom on the questions given.

II. Standard Competence

1. Students are able to match the picture of the text to find a new words
2. Students are able to find general information about the text through picture

III. Indicator

1. Teacher given some pictures and a list of words about things in the classroom with some missing letters in each, Students are able to match with the words on the right side.
2. Teacher some pictures and the words of parts of Things in the classroom, students are able to fill each blank with a letter to form a complete word.

IV. Material and aids

Materials : Books

Aids : Pictures chart, and Students Worksheet

V. Teaching Procedures

1. Lead in

- a. Greeting and check the attendance list
- b. Brainstorming about Things in the classroom

2. Presentation Stage

- a. Teacher puts on the big pictures of things in the classroom with their names on the board.
- b. Teacher reads aloud each of things in the classroom name in the picture chart and students repeat after the teacher. Then, teacher asks students to pronounce the words by themselves without repeating the teacher but according to the words that the pictures points to.
- c. To make students pronounce and memorize the words better, teacher asks students some questions about parts of things in the classroom.

3. Practice stage

- a. After teacher feels satisfied with students' pronunciation, teacher begin to give the exercise about things in the classroom to know students ability in spelling and memorizing the words. In the first exercise, students have to complete the missing letters of the

words with the appropriate alphabet based on the pictures of things in the classroom given.

- b. Teacher distributes the exercises' sheet to all student explain how to do it and gives the limit of the time to do that exercise.
- c. Teacher monitors the students' activities and after the time is up, the teacher collects the students' worksheet.
- d. Teacher gives the students feedback of exercise 1
- e. Teacher gives exercise 2 to the students, explains how to do it and gives the limit of the time to do it.
- f. Teacher directs feedback of exercise 2

4. Production stage

- a. To know the students' ability in understanding these vocabularies, teacher makes game. Given some direct question about Things in the classroom.
- b. Teacher directs feedback of the questions.

5. Closure

- a. After the time is up, teacher concludes about what they had studied at that time.
- b. Teacher closes the lesson with repeat again about things in the classroom
- c. Pray after the lesson and greeting

Time allocation :

1. Lead in : 5'
2. Presentation stage : 20'
3. Practice stage : 10'
4. Production stage : 15'
5. Closure : 10'

60 minutes