THE EFFECTIVENESS OF LEARNING ENGLISH VOCABULARY USING PICTURES
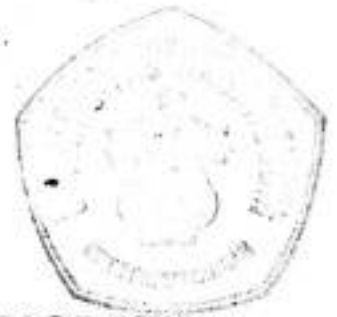
(A CASE STUDY AT SDN 67 RAPPOKALLING MAKASSAR)

A Thesis
Submitted to the Faculty of Letters, Hasanuddin University
In partial fulfillment of the requirement to obtain sarjana degree in English

R A H M A
F21102041

ENGLISH DEPARTMENT
FACULTY OF LETTERS
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SKRIPSI

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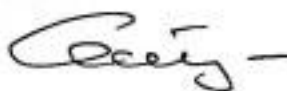Disusun dan diajukan oleh :

RAHMA

F211 02 041

Telah dipertahankan di depan Panitia Ujian Skripsi pada tanggal 03 Oktober 2007 dan dinyatakan telah memenuhi syarat.

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UNIVERSITAS HASANUDDIN
FAKULTAS SASTRA
JURUSAN SASTRA INGGRIS

Pada hari ini, Rabu 3 Oktober 2007, panitia ujian skripsi menerima dengan baik skripsi yang berjudul:

THE EFFECTIVENESS OF LEARNING ENGLISH
VOCABULARY USING PICTURES
(A CASE STUDY AT SDN 67 RAPPOKALLING MAKASSAR)

Yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar sarjana sastra, Jurusan Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin.

Makassar, 3 Oktober 2007

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6.	Drs. Abidin Pammu, M.A	Pembimbing II	

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- Unmentioned names, *wish all the best for you, Allah bless us.*

    Finally, the writer realizes that this thesis is far from being perfect, therefore criticisms and suggestions are welcomed for the thesis improvement.

Makassar, 27 August 2007

R a h m a

ABSTRAK

Rahma. 2007. "The Effectiveness of Learning English Vocabulary Using Pictures (A Case Study at SDN 67 Rappokalling Makassar)". Penelitian ini bertujuan untuk melihat bagaimana efektivitas pembelajaran kosakata bahasa Inggris dengan menggunakan gambar. Penulis melakukan penelitian lapangan. Data diperoleh dari hasil ujian *pretest* dan *posttest*. Subjek dibagi 2 kelas, kelas A sebagai kelas eksperimen, berjumlah 15 siswa, diajarkan kosakata bahasa Inggris dengan menggunakan media gambar, sedangkan kelas B, sebagai kelas kontrol dengan jumlah siswa yang sama diajarkan kosakata bahasa Inggris tidak menggunakan gambar. Hasil perhitungan dengan menggunakan t-test, menunjukkan membuktikan bahwa terdapat perbedaan yang signifikan dari hasil *pre-posttes* dari kedua kelas. Kelas A dapat menerima kosakata baru sekitar 8 kosakata, sedangkan kelas B rata-rata mengetahui 5 kosakata baru.

Rahma. 2007. "The Effectiveness of Learning English Vocabulary Using Pictures (A Case Study at SDN 67 Rappokalling Makassar)". This research aims to analyze how effective Learning English vocabulary using pictures. The writer did field research. The data was taken from pretest and posttest. The students were divided into 2 classes, class A as experimental class, consisting of 15 students, was being taught English vocabulary using pictures, and class B as controlled class, also consisting of 15 students, was being taught English vocabulary by using no pictures. The result of the research using t-test proves that there is a significant difference between the two classes' achievements. Class A can retain about 8 new vocabularies, and class B can retain 5 new vocabularies.

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

1.1. Background of Problem

English is taught as a local content to the primary schools, and has even been introduced in kindergarten level. As the local content or compulsory subject, it is not obligatory subject for primary schools. The function is as a means of self-development for young learners in science, technology, and culture. For these, they are expected to be intelligent, skillful citizens and have basic knowledge.

At the beginning, the students' interest in studying English is usually spontaneous, and the motivation of students is various, some of them learn English because they need it for their work or future study, and they learn English just because they like it.

Especially for children, they are not self-motivated and do not have an immediate need to learn English. They are not concerned with jobs or university degrees that require knowledge of English. Their world is their daily games, events that are interesting to them.

English teacher has been challenged to find ways to attract students' interest in learning English. A teacher should make every effort in order to make cooperation among students. Some ways that have been done

by many teachers are to attract interest of students like studying through songs, story telling, drawing maps and picture in English.

The writer has the same experience about elementary students' perceptions toward English. When he taught English as the local content in some primary schools in Makassar, most of students joined the class enthusiastically. The writer noted some funny answers, which could become representatives of all the students' answers. Some says that they wanted to learn English because they wanted to go abroad, they wanted to meet David Beckham, and they wanted to be strange people.

Teaching English at primary schools needs some techniques. One of them is through pictures. This technique is very important because according to Gleitman, through students' images, they can make the students more interested in learning English and as pictures more vivid then words, they are much to recall than words, and easier to keep in long term memory.

The writer chooses the title because the writer is interested in English education for children; want to know how their interested in studying English through pictures. The writer is interested in conducting research on **"The Effectiveness of Picture in Learning English Vocabulary (A Case Study at SDN 67 Rappokalling Makassar)"**

1.2. Scope of Problems

Actually, there are many things that can influence students' achievement in one class, such as the students' motivation, environment, school facilities, students' interest, teaching method etc. However, to limit the discussion of this research, the writer restricts it in one of teaching technique that is by using picture. This research is restricted on **The Effectiveness of Picture in Learning English Vocabulary of sixth grade students of SDN 67 Rappokalling Makassar.**

1.3. Statement of Problem

Based on the description above the problems that are solved in this research are:

1. How effective the picture in teaching English vocabulary to the students?
2. How many words can they retain after studying English using pictures?
3. How is the relation between students' achievement in learning English and the technique using picture in teaching.

1.4. Objective of Writing

This research is aimed:

1. To know how effective the pictures in teaching English vocabulary to primary school students.
2. To know how many words they can retain after studying English using pictures.

3. To find out the relation between students' achievement in learning English and the technique using picture in teaching English vocabulary.

1.5. Significance of Study

The result of this study is expected to provide useful information for those who involved in teaching and learning English, especially for English teacher in elementary school.

The teacher is expected to be able to use methods and technique in teaching English. Using pictures are expected to be useful technique that teacher can use in teaching English.

1.6. Methodology of Research

1. Research Method

The method used in this research is **experimental method using Pretest-Posttest Controlled Group Design**. It aims to analyze whether the pictures (as independent variable) have influence to the effectiveness of learning English vocabulary (as dependent variable), besides that, it describes students' vocabulary after the students are presented with pictures. It will be used **uncorrelated data/independent sample test t-test**. The score which will be become the calculation is **gain score**, the quarrel between pretest score and posttest score.

R (Experimental G)	$O_1 \longrightarrow X \longrightarrow O_2$
R (Controlled G)	$O_1 \longrightarrow -X \longrightarrow O_2$
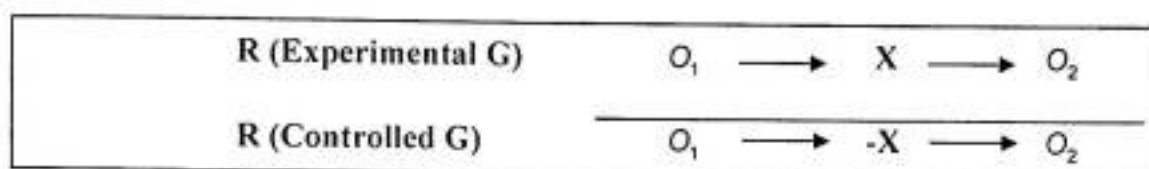
Saniati (2005)

Note :

O_1	= Pre test
O_2	= Post test
X	= Treatment (Teaching using picture)
-X	= No treatment (using no picture)

2. Population and sample

The population of this research is the fifth grade students of SDN 67 Rappokalling Makassar, academic year 2006-2007. It consists of one class with 15 students. The sample is chosen which class whose students ever study English.

3. Data collection Procedure

The tests were given to the two classes; they are class A as experimental group and class B as controlled group. The pretest was given in the first meeting while the posttest was given in the last meeting. In this research, the writer collected the data during 4 meetings; from 11th May until 28th May

2007. The students were divided into two groups, class A as controlled group and class B as experimental group. Each class consisted of 15 students. Class A was taught English vocabulary by using no picture, while class B was taught English vocabulary by using picture.

To disclose the effectiveness of picture in learning English vocabulary, the writer compared the students' achievement between class A and class B. These following are the tests that were given to the students during the research.

The procedures cover several steps, they are:

1. In the first meeting The students were divided into 2 groups, each group had 15 students, and they were given vocabulary pre-test. The test consisted about 50 numbers of vocabulary, multiple choices and matching words test.

2. The second meeting up to the fifth meeting the writer taught to the two groups. The two groups were taught with different ways. The first group (class A) as experimental group was taught English vocabulary using picture, and the second group (class B) as controlled group was taught English vocabulary by using no pictures. The class lasted for about an hour.

3. The next meeting, the writer gave the second test which had the same items with the first test.

4. Calculating the score. It was found by comparing the students' achievement of class A as experimental class and class B as controlled class using uncorrelated data/ independent sample test t-test. The score which becomes the calculation is gain score, the quarrel between pretest score and posttest score.

The formula using for **t-test**

$$ t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 - SS_2}{(n_1 - 1)(n_2 - 2)}(\frac{1}{n_1} + \frac{1}{n_2})}} $$

Notes:

M_1	= Mean score of group 1
M_2	= Mean score of group 2
SS_1	= Sum of square of group 1
SS_2	= Sum of square of group 2
n_1	= The number of subject of group 1
n_2	= The number of subject of group 2

CHAPTER II
LITERATURE REVIEW

II.1. Previous Study

Some students have already researched about teh use of pictures. Some are found in library, such as: Warda (1995), who wrote *The effectiveness of Picture in Teaching Reading Comprehension to The Sixth Grade Of Primary School*, The researcher found out that the students who are given text white and black picture gain greatest score is 3,84, and 3,23 for text with color pictures, while the lowest is 2,96 for the students who are given the text without pictures. It is obvious that text with black and white pictures are more effective than without pictures.

Nikmaty (1993) conducted a research on *Mastering Vocabulary through Picture for the First Semester of SMA Negeri Paria Kabupaten Wajo*. She found out that learning vocabulary by using pictures made the students learn the vocabulary by using picture made the students learn vocabulary more easily and more enjoyable than learning vocabulary through verbal explanation.

Suriatiratna (1991) who conducted a research *Using Still Pictures to Guide Students of Language Department of SMA Negeri 600 Cangadi Kabupaten Soppeng*. She found that still pictures for most students were more interesting than verbal title in learning to write English. Writing

activities were more enjoyable ad the students felt that they wrote more easily.

Sari (1995) carried out the research for the students of SMP Darul Hikmah Ujung Pandang. She did the research about *The Use of Picture in Teaching Reading*. She found that there is a significant difference between the students' reading achievement by using text with pictures than who didn't. it was proved by the mean score obtained from their reading text which is only 6,3% for the text with pictures, and 5,66% for the text without pictures.

All the writers above had the same dependent variable, students interest, but they have different independent variable and the object of research. In this case, the writer will analyze students' interest with different independent variable it is studying using picture.

II.2. Literature Review

Effectiveness may be stated as the level of success in achieving your goal or target (Etzioni, 1964). It is truly a wider concept including various factors inside and out of somebody himself. Therefore, by someone's perception or attitude. Besides, it also can be seen by how the satisfaction level achieved (Robbins, 1997).

Effectiveness is a very important concept; it can give a description of someone's success in achieving his target or level of which goals have been achieved (Prokoperko, 1987), or level of achieving goal (Hoy and Miskel, 1992).

At the same time, learning also can be stated as a planned communication which bearing a change of a attitude, skill, and knowledge in relation with certain target concerns with the attitude form which is needed by the individual to realize certain duty and responsibility completely (Bramly, 1996).

Hence, the definition of learning effectiveness is the level of achieving training purpose. The achievement of the goal is by the advance of knowledge, skill, and improving attitude by learning process.

By the understanding above, we can disclose the aspect of learning effectiveness, as follows:

1. Advance of knowledge

2. Advance of skill

3. Change of attitude

4. Behavior

5. Adaptation ability

6. The increasing of integrity

7. The increasing of Participation

8. The improvement of cultural interaction
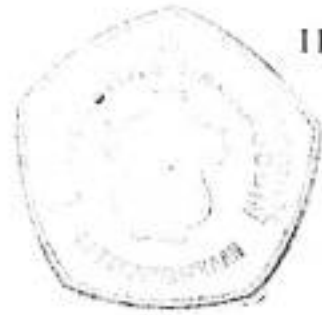
1. Picture

1. Definition of picture

Picture is visual aid that can be used to the students of English as a foreign language to practice the language in real context or situations in which they can use it to communicate.

Using pictures is a technique that teacher can apply to stimulate the students' interest as Norton (1991) states that when young children are asked what attracts them to book, they frequently mention the illustration. Moreover, according to Rijavec (1991), the use of pictures, makes the content more complex and consequently more interesting than the students' low level of linguistic competence. Warda (1995) did her research for the sixth grade students of primary school, she found out that the students who are given texts white and black pictures gain greatest score, and the students who are given the text without pictures gain low score.

Klasek (1972) give definition of picture as follow:

"The picture is still a medium which can suggest motion, emphasize keys ideas and impression and be studied individually by students, are flexible in use and can be found to visualize almost any subject, concept or instructional objective. They can be any size or color, representative or abstract".

The following are definition of picture, which may clearly give description about pictures as follow:

1. Hornby (1989) states that pictures are

    a. Pictorial representation of individual painting or drawing.

    b. Visual impression

2. Latuheru (1988) states that picture is a photograph or like that indicates people, things and places.

3. Held basic dictionary states that picture is something word picturing.

2. *Advantage of Picture*

Klasek (1972) states that the use of visual aids to compliment printed instruction material has become a common instructional technique. From these pictures, someone can see something that picture often show the events of the past degree or in the same way.

Pictures also serve their basic information function as follow us to see object or scenes that are or not in our immediate surroundings. Pictures for vocabulary learning come from many sources. They can be found almost in everywhere in magazines; albums, textbook, etc. pictures may be drawn, printed, or photographically processed. From these pictures, someone can see something happened in the past since pictures show it in the different way. Pictures also serve their basic information function as allow us to see object or scenes that are not in our immediate surroundings.

Picture as visual aids can help the teacher of English to bring more variety in language lesson may be better in stimulation students' interest to learning English. Some advantages using picture in teaching English are:

1. Picture can stimulate student to learn

2. Picture give students motivation to use their ability

3. Singer (1975) in Nikmawati states that motivating a learning of new words by showing picture is useful

4. Picture can arouse the student attention to guess the meaning of unfamiliar words

5. Picture vitalizes learning simply because students like them. Picture also clarifies vague or incorrect ideas about something, place, customs, and their ideas removed from one's immediate environment.

According to Gerlach and Ely (1990) the advantages using picture are

1. Picture is inexpensive and widely available

2. Picture can help to prevent and correct misconceptions

3. The visual details make it possible to study subject, which would otherwise be impossible.

4. They help to focus attention and to develop critical judgment

5. Picture is easy to find and to use, and it can be used for every level and interesting for the students.

According to Klasek (1972), there are some advantages using picture in learning. They are:

1. Picture is inexpensive, familiar medium of communication.

2. Although it is seldom in a fixed sequence, it can be arranged in sequence and adapted to many subject.

3. Collecting pictures can be a student's activity, but can also be an on-going activity of the teacher, librarian, and materials specialist for pictures file.

4. The picture has a multiplicity of uses-by individual students, on bulletin board in opaque projector or flannel boards.

5. Picture can assist in prevention of, and correction of, misconception.

6. Picture can translate word symbols, record event, explain process, extended experiences, make comparison, shoe contrast, show continuity focus attention and develop critical/ judgment.

7. Picture can also enrich and stimulate reading, review material and test learning.

Harmer (1991) states that pictures can be board drawings. Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures just as easily as hats, coats, walking, sticks, cars, smile, frowns, etc.

Harmer (1991) stated that picture could be used in many stages of the instructional procuress; to clarify misconception, to communicate basic information, and to evaluate students' progress and achievement.

Furthermore, he suggested several ways of using picture in the classroom base on the teacher's purposes and intended learning outcomes such as:

1. Displaying the pictures in front of the class, commenting upon or asking question about and later passing them for individual study;

2. Placing them in a file or box where students can examine them individually and detail.

3. Arranging on a bulletin board or prop them in a chalk board tray; or

4. Projecting them in the form of flat picture, with opaque projector for group viewing and discussion.

Wright (1989) states that picture can play a key role in motivating students, contextualizing that language they are using, giving, them a reference and in helping to discipline the activity. While Lee and Coppen (no year) state that pictures can brighten up the classroom and bring more variety and interest in to language class. Picture can also stimulate the students to speak the language as well as to read and write it.

2. Vocabulary

a. Definition of Picture

Vocabulary is very important in a language. When we learn a language, it always means w learn the words of the language, Allen in Rita (1994). Hornby (1989) states that vocabulary is:

1. The total number of words that make up a language.

2. Body of words known to a person or used In particular book

3. List of word with their meaning, specially on which accompanied a text book in foreign language.

Another definition is from Urdang and Flexner (1968) who state that vocabulary is the stock or words used by or known to particular persons. Good (1959) defines vocabulary as:

1. The content and function words of language, which are learnt so thoroughly that they become a pat of understanding speaking, and later reading and writing vocabulary.

2. The words having meaning when heard or seen even though it is not produced by the individual himself.

Webster (1983) states that vocabulary is a list f words, and sometimes phrases, usually arranged in alphabetical order defines; a dictionary, glossary, or lexicon. All the words used by a particular person, class, profession, etc. sometimes, al the words recognized and understood by particular person although it is not necessary used by them.

Based on the various definition above, it can be concluded that vocabulary is a list of words which has meaning. arranged alphabetically, recognized and understood by particular person in reading, speaking, listening, and writing.

b. *Types of Vocabulary*

Harmer (1991) distinguishes vocabulary in active and passive. Active vocabulary refers to vocabulary that students have learnt and which they expected to be able to use. Besides passive vocabulary refers to words which students will organize when they meet but which they will probably to be able to produce.

Similarly, Rahman (1993) states that vocabulary is the stock of the lexical items in a language. For the purpose of teaching and learning activities, we classify the lexical items in to receptive (passive) and productive (active) vocabulary. Receptive vocabulary refers to words or lexical items which can only be recognized and comprehended in the context of reading and listening material, while productive vocabulary refers to words which can recall and use appropriately in writing and speech.

In addition, Whorter (1994) points out that, actually, we have four different vocabulary levels, reading, writing, listening, and speaking although they range widely in both size and content. For example, there are words that you recognize and understand as you read, but that you never use in your writing. Similarly, there are words that you understand when you are hearing

them, but you do not use when you are speaking, most likely when you are listening or reading vocabulary. In other words, you already know a large number of words, but many of them do not use it.

Page and Thomas in Rita divide vocabulary division in to four kinds as follows:

1. Oral Vocabulary, they consist of words actively used in speech. They are the words that come readily to the tongue of the one's conversation. The more often a person utters a word, the more readily it will come to his tongue.

2. Writing Vocabulary, They are the words that come readily to one's finger vocabulary.

3. Listening Vocabulary, they are the stock of words to which one response with meaning understand in speaking others.

4. Reading Vocabulary, they are the words which one response with meaning and understanding in writing of others

Based on the description above, it is clear that both active and passive vocabularies are very important. Active vocabulary is used for speaking and writing, and passive vocabulary is the words that can be understood in listening and reading.

c. *General Principle in Selecting Vocabulary*

One of the problems in teaching and learning is how to select words. Harmer (1991) presents criteria, which are rather scientific and have been used in word selection as follows:

1. **Frequency**

   In teaching learning vocabulary, words, which are most commonly used, are the ones we should present first.

2. **Coverage**

   A word is more useful if it covers more meaning than if it has one very specific meaning. Besides, Wallace indicates in detail nine principle of teaching and learning vocabulary as follows:

   a. Aims

   In teaching vocabulary, it has to be known about the aims, how many of vocabulary listed that learners are expected be able to know. If it is clear on this point, it will be difficult to asses how successful the vocabulary has been learnt.

   b. Quantity

   Having decided on what extend the vocabulary is learnt, it is decided on the quantity of vocabulary to be taught the number of new words that the students can learn. The actual number will depend on number of factors varying from class to class and from learner to learner.

When there are too many words, the students may become confused, discourage, and frustrated.

c. Need

In most cases, in choosing vocabulary taught the students, the teachers use the course book or syllabus. In any case, the teachers in choosing the vocabulary that are going to be taught will relate to the aims of the course and the objective of individual lesson.

d. Frequent Exposure and Repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learnt the learning has been done is by seeing whether the students can recognize the target words and identify their meaning.

e. Meaningful Presentation

In presenting the vocabulary, the students must have a clear and specific understanding of what words denote or refer to. This requires the references and denotation of words that are presented in such a way are correctly unambiguous.

f. The Situation of Presentation

The words presented are appropriate to the students' situation

g. Presenting in Context

Words seldom occur in isolation, so it is important for the students to know the usual collocation that a word occur in. so, from the very

beginning, he word must appear in its natural environment as it were, among the words it normally collocates with.

h. **Learning Vocabulary in Mother Tongue and in the Target Tongue**

Wallace in Rita (1994) states some consideration to learn or to achieve vocabulary in the mother tongue and the target language as follows:

a) There is felt meed

b) The mother tongue learner mostly controls his own rate of learners.

c) The mother tongue learner is exposed an enormous quantity of his own language and has tremendous scope for repetition of what the learners.

d) The language is nearly always encountered in an appropriate situation and in the appropriate context.

e) Since the words learnt as they arise out of a felt need in particular situation, they usually a clear denotation.

i. **Interference (guessing) procedures in vocabulary learning**

Guessing is one way in learning vocabulary. Guessing leads the students to think the meaning of the new words taught. Students guess the meaning of words by hearing them used in a certain situation, or some times by read them in a certain context.

CHAPTER III
PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer analyses the data that is obtained through the tests, they are pretest and posttest. These tests were given to the 30 students of SD Negeri 67 Rappokalling. 15 students of class A and 15 students of class B.

3.1 Data Presentation

3.1.1 Data Presentation of Class A

a. Pretest Result of class A

The data below show the students pretest result which was taken on May, 11st 2007.

STUDENT	PRETEST RESULT
1	16
2	40
3	44
4	46
5	30
6	64
7	12
8	50
9	56
10	46
11	70
12	34
13	16
14	40
15	36
Σ	600

b. Posttes Result of Class A

STUDENT	POSTEST RESULT
1	60
2	48
3	54
4	66
5	46
6	78
7	40
8	68
9	68
10	60
11	82
12	56
13	66
14	44
15	52
Σ	888

c. Gain Score of Class A

STUDENT	GAIN SCORE
1	44
2	8
3	10
4	20
5	16
6	14
7	28
8	18
9	12
10	14
11	12
12	22
13	50
14	4
15	16
Σ	288

d. Word Retain

STUDENT	WORD RETAIN
1	22
2	4
3	5
4	10
5	8
6	7
7	14
8	9
9	6
10	7
11	6
12	11
13	25
14	2
15	8
Σ	144
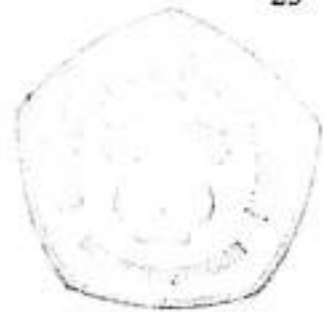
3.1.2. Data Presentation of Class B

a. Pretest Result of Class B

Student	Pretest
1	58
2	76
3	74
4	60
5	78
6	56
7	22
8	68
9	20
10	42
11	38
12	48
13	48
14	28
15	50
Σ	766

b. Posttest Result of Class B

Student	Posttest
1	78
2	92
3	90
4	76
5	88
6	68
7	26
8	76
9	22
10	42
11	42
12	50
13	66
14	50
15	66
Σ	932

c. Gain Score of Class B

STUDENT	GAIN SCORE
1	20
2	16
3	16
4	16
5	10
6	12
7	4
8	8
9	2
10	0
11	4
12	2
13	18
14	22
15	16
Σ	166

d. Word Retain of Class B

STUDENT	WORD RETAIN
1	10
2	8
3	8
4	8
5	5
6	6
7	2
8	4
9	1
10	0
11	2
12	1
13	9
14	11
15	8
Σ	83

3.2. Analysis of The Data

After presenting the data, the writer analyses the data. The writer analyses the students' achievement of class A and B. In this part, the writer determines the increase and the decrease of students' achievements after taking the pretest and posttest.

After presents the students' achievement of class A and class B in a table, the writer analyses the data by comparing the change that the students make during this research.

3.2.1. The Description of Students' Achievement of Class A

In this part, the students achievement is tabulated then the students' score of pretest and posttest is presented to see the change made after being taught English vocabulary by using picture.

(See the table on the next page)

TABLE 1

STUDENT	PRETEST	POSTEST	GAIN SCORE	WORD RETAIN
1	16	60	44	22
2	40	48	8	4
3	44	54	10	5
4	46	66	20	10
5	30	46	16	8
6	64	78	14	7
7	12	40	28	14
8	50	68	18	9
9	56	68	12	6
10	46	60	14	7
11	70	82	12	6
12	34	56	22	11
13	16	66	50	25
14	40	44	4	2
15	36	52	16	8
Σ	600	888	288	144
Mean Word That Students Can Retain				M = 8,470

In the next part, the writer describes the students' score achievement from the two tests given. Those two tests are divided into pretest and posttest. Then, the writer determines the gain score that is obtained by lessening the score of posttest with the score of pretest. After determining the student's gain score, the writer describes the total of new vocabulary by dividing the gain score number into two. This is to show the increase or decrease that has been made by a student.

It can be seen that student 1 gets 16 point in the pretest and 60 point in the posttest with gain score of posttest and pretest 44. The student is able to retain about 22 new vocabularies. It means that there is an increase of the achievement after being taught using picture.

Student 2 achieves score of 40 in the pretest and 48 in the posttest. Therefore, we can see that the gain score that is obtained is 8. It means that this student makes an increase during learning English using picture. The result of the test also shows that this student can retain 4 new vocabularies. This fact shows that this student makes a little change during learning process because the student can only retain two new vocabularies.

During the learning process using pictures, student 3 shows an increase of achievement. This is shown by the score that has been achieved. From the test result, this student gets score of 44 in the pretest and 54 in the posttest. So, the gain score of both tests given is 10. The result of the test also indicates that this student can retain five new vocabularies.

In the learning process, student 4 shows an increase of achievement. It can be seen by the result of the test, where in the pretest this student gets score of 46 and 66 in the posttest. Therefore, the gain score that has been obtained is 20. The result of the test describes that after being taught English by using picture, this student can retain ten new vocabularies.

Student 5 gets score of 30 in the pretest and 46 in the posttest. The gain score that has been achieved is 16. This student can retain eight new vocabularies. From the test result, we can say that this student makes an increase of a achievement after being taught English by using picture.

After learning English by using picture, student 6 shows an increase of achievement through the score that has been gained, which is 64 in the pretest and 78 in the posttest. Therefore, it can be determined that the gain score of the both tests is 14. There are seven new vocabularies that can be retained by this student. This result shows us that this student makes an improvement in ability during learning process.

Student 7 has score of 12 in the pretest and 40 in the posttest. Therefore, the gain score of the two tests results is 28. The new vocabularies that can be retained is fourteen words. The change of performance that has been made by this student describes that there is an increase of achievement during English learning process using picture.

Student 8 makes an increase of achievement after being taught English with picture. This is proven by score that has been achieved through the two tests. In the pretest, this student gets 50 points and 68 points in the posttest. The gain score of those tests results is 18 and the number of new vocabularies that can be retained is nine.

For student 9, we can say that there is an ability increase made. We can see through the score that has been achieved, that is 56 from pretest and 68 from posttest. The gain score that has been determined is 12. There are six new vocabularies that is retained by this student.

The score that is achieved from pretest and posttest shows that student 10 makes an ability improvement. In the pretest, this student gets 46 points and 60 points in the posttest. After knowing the scores of the both tests, we can determine that the gain score of this student is 14. The number of new vocabularies that is retained is seven.

In the learning process, student 11 shows an increase of achievement. It is shown by the different performance of both tests. This student scored 70 in the pretest and 82 in the posttest. Therefore, the gain score that has been achieved after taking the tests is 12 and the number of new vocabularies retained is six.

Student 12 is able to make improvement as shown in the tests results performance. This student gets 34 points from pretest and 56 points from posttest. The gain score of both tests performance is 22. Therefore, the writer can determine that there are eleven new vocabularies retained.

The result of the tests shows that student 13 makes an increase of achievement. It is proven by the score achieved through pretest and posttest. In the pretest, this student gets 16 points and 66 points in the posttest. The gain score of those tests results is 50. There are twenty-five new vocabularies that can be retained. Meaning that the student has made a significant increase in vocabulary achievement.

Student 14 on the other hand, gets a poor achievement. the score obtained is 40 points, while there is 44 points in the posttest. The score of both tests shows us clearly that the gain score that is achieved is 4 and the number of new vocabularies that is retained is two.

Student 15 is also able to make an increase. It can be proved by the score performance of both tests. This student achieves score of 36 from pretest and 52 in the posttest. Therefore, the gain score of the two tests is 16, while the number of new vocabularies retained is eight.

After describing the score achievement of students at class A, it may be inferred that all of students have increase achievement after being taught some English vocabulary-using picture. Generally, the students in class A retain about 8 new words after being taught English vocabulary using pictures. This is proven by the mean score after dividing total score of retains words (144) with the total number of the students in class A (15).

3.2.2. The Description of Students' Achievement of Class B

In this part, the students achievement is tabulated then the students' score of pretest and posttest is presented to see the change made after being taught English vocabulary using no picture.

TABLE 2

STUDENT	PRETEST	POSTTEST	GAIN SCORE	WORD RETAIN
1	58	78	20	10
2	76	92	16	8
3	74	90	16	8
4	60	76	16	8
5	78	88	10	5
6	56	68	12	6
7	22	26	4	2
8	68	76	8	4
9	20	22	2	1
10	42	42	0	0
11	38	42	4	2
12	48	50	2	1
13	48	66	18	9
14	28	50	22	11
15	50	66	16	8
$\sum$	766	932	166	83
Mean word that students can retain				5,533

Table 2 above shows that student 1 gets 58 point in the pretest, and 78 point in the posttest with gain score of posttest and pretest is 20. The student can retain 10 new vocabularies.

Having taught English vocabulary using no picture, student 2 gets increase of achievement. From the data we can see that the student can retain 8 new vocabularies with the posttest result 92 and pretest result 76. It means that the student has gained score of 16.

Student 3 has the same increase of achievement with student 2 because the student can also retain 8 new vocabularies after the treatment, despite student 3 has different result of pretest and posttest (74 and 90), with the gain score of 16.

The same thing also happens to student 4 who gets 60 point in the pretest and 76 point in the posttest with the gain score 16, and who also retains 8 new words. Although the three students (student 2,3, and 4) have the same number of retained vocabulary. they still have different of point in pretest and posttest.

Student 5 gets a lower achievement. By looking at increase of score that has been achieved. In the pretest, the score obtained is 78 points, while 88 points in the posttest. The score of both tests shows us clearly that the gain score achieved is 5, with gain score of ten.

The result of the test of student 6 shows that the student has new word to retain, it is about 6 words. The pretest result is 56 point and posttest is 68 point. The gain score between pretest and posttest is 12.

Student 7 has poor achievement. It is proven by the score of the student in the pretest (20), and in the posttest (26), so the gain score is 4. The student can retain 2 new words after the treatment.

Poor achievement also occurs to student 8. The student has 68 point in the pretest and 76 point in the posttest with the gain score 8. From this data, it can be seen that the student can retain 4 new vocabularies after learning English by using no picture.

Student 9 also has very poor achievement who only has one new retained vocabulary that the student can retain. It is known after seeing the pretest and posttest result that is 20 to 22, with the gain score 2.

Among all students, there is one student who does not have any achievement after being taught by using no picture. It happens to student 10 whose result makes no dfference in the pretest and posttest (42). The subject does not show any increase of achievement although the student has been taught for 4 meeting.

Student 11 has the same increase of achievement with student 7. This student can retain 2 new vocabularies after being taught. It is found from the data pretest 28 point and posttest 42 point, with the gain score 4.

Besides that, student 12 has the same achievement with student 9. This student can retain one new vocabulary. The increase of the score is not significant. In the pretest the student gets 48 point, while in the posttest the student gets 50 point.

Student 13 makes an ability improvement through the tests results performance. We can see it from the score that has been obtained. This student gets

48 points from pretest and 66 points from posttest. The gain score of both tests performance is 18. So, it can be concluded that this student can retain 9 new vocabularies. In the controlled class, this student is categorized as good because this student has significant achievement.

Student 14 also has significant achievement. Who is able to retain 11 new vocabularies after the treatment. This student gets 28 point in the pretest and 50 point in the posttest. The student gets gain score 22 from the pretest and posttest.

Student 15 has scored 50 in the pretest and 66 in the posttest. Therefore, the gain score of the two tests results is 16. The change of performance that has been made by this student shows that there is an increase of achievement during English learning process using picture. This student can retain 8 new vocabulary after being taught by using no picture.

From the description above, it can be seen that most of the students have increased in achievement after being taught some English vocabulary by using no picture. There is only one student (student 10) who has the same score, pretest and posttest. In other words, student 10 does not show any achievement after being taught by using no picture. Generally, the students in class B, as controlled class can retain about 5 new words after being taught English vocabulary not using picture. It is a mean score after dividing total score of retains words (83) with the total number of the students in class A (15).

3.2.3. The Achievement Comparison between Class A and Class B

To analyze whether the pictures (as independent variable) have influence to the effectiveness of learning English vocabulary (as dependent variable), it will be used **uncorrelated data/independent sample test t-test**. The score which will be become the calculation is **gain score**, the quarrel between pretest score and posttest score.

The formula using for **t-test**

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 - SS_2}{(n_1 - 1)(n_2 - 2)}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Notes:

M_1 = Mean score of group 1

M_2 = Mean score of group 2

SS_1 = Sum of square of group 1

SS_2 = Sum of square of group 2

n_1 = The number of subject of group 1

n_2 = The number of subject of group 2

$$SS_1 \quad = \quad \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$= \quad 7800 - \frac{(288)^2}{15}$$

$$= 7800 - 5529,5$$

$$= 2270,5$$

$$SS_2 \quad = \quad \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$$

$$= 2580 - \frac{(166)^2}{15}$$

$$= 2580 - 1837,06$$

$$= 742,94$$

$$t \quad = \quad \frac{M_1 - M_2}{\sqrt{\frac{SS_1 - SS_2}{(n_1 - 1)(n_2 - 2)} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \quad \frac{19,2 - 11,06}{\sqrt{\frac{2270,05 + 742,94}{(15 - 1)(15 - 2)} \left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$= \frac{8,14}{1,43}$$

$$= 5,69$$

df $\quad = N - 2$

$\quad = 30 - 2$

$\quad = 28$

f table $= 2,048$

f value $>$ f table

The data shows that f value (5,96) is higher than f table (2,048), thus there is a significant difference between class which is taught English vocabulary using pictures and the class taught without pictures. This means that pictures have positive contribution to learning and teaching process. In addition, learning English by using pictures is more effective than learning English without pictures, especially to primary school students.

3.2.3.1. Chart of class A achievement

Through the chart in the next page, the writer can state that the change in posttest and pretest indicates that students at class A mostly make high increase of achievement. It can be proved by the performance of score achievement that the students make.

THE COMPARISON BETWEEN PRETEST AND POST TEST RESULT CLASS A
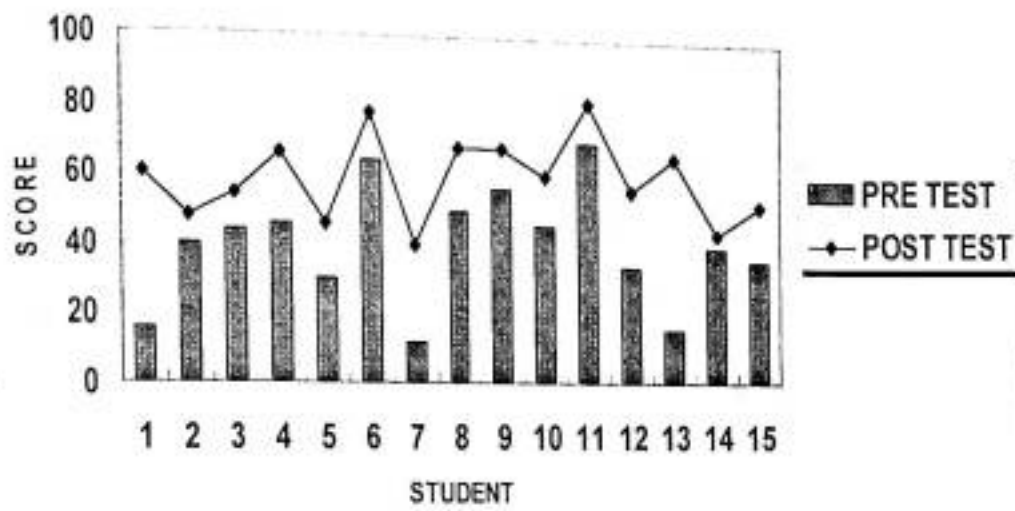
3.2.3.2. Chart of achievement of class B

The diagram on the next page describes that the score performance of class A and class B is slightly different. Unlike the result of class A, the score performance between pretest and posttest of class B shows insignificant increase. It means that there is a little change of students' ability during the learning process.

THE COMPARISON BETWEEN PRETEST AND POSTTEST RESULT OF CLASS B
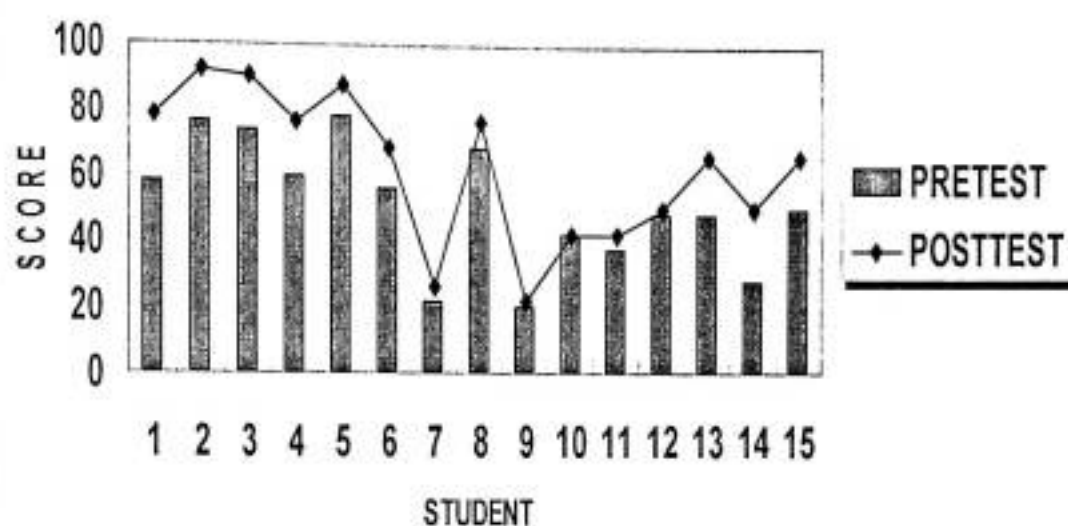
After describing the increase of achievement of class A and class B through diagram, the writer compare the change of performance of both classes. Then, some authentic facts are described to prove whether teaching English vocabulary using picture is effective or not.

Class A shows higher achievement than class B. This is proven by the score performance of class A which shows that in the pretest, students mostly achieve poor score. Only about four students who get good score (up to 50), they are student six,

student eight, student nine, and student eleven. It means that in the pretest, most students in class A have a low understanding of English vocabulary.

After being taught English vocabulary for four meetings, the students of class A show significant change. All students have higher score at the posttest than at the pretest. There are about ten students who get score up to 50. It indicates that there is a significant after the learning process using picture.

The performance of class B indicates a lower increase of achievement than class A. As shown in the diagram, unlike the performance of class A, most students make insignificant change of performance. In the pretest, there are ten out of fifteen students achieve score up to fifty and there are only five students achieve poor score. This means that the students of class B mostly have good understanding of English vocabulary.

Class B is an experimental group, which is taught English using no picture. This group is formed to be compared with class A (the controlled group) which is taught English using pictures. This is to see whether pictures are effective in teaching English. After the students of class B taken posttest, it seems that there is only a little change made after learning English by using no picture. The students performance in the diagram shows an increase of achievement that is retained by the students is insignificant. As shown in the diagram, students mostly make a little change of performance. inspite of the fact that there is one student does not make any change in achievement.

During the research process, observation was conducted in both classes to obtained more research data. In the observation, attention was paid to the students' interest and motivation during the learning process. Having compared both classes, class A and class B, it may be concluded that pictures have influence to increase the students performed. Using pictures is a technique that the teacher can apply to stimulate the students' interest as Norton (1991) states that when young children are asked what attracts them to book, they frequently mention the illustration. This is evident when the writer did the research where students in class A seems to be interested in learning and teaching process. It shows that pictures can also stimulate students' motivation in learning English vocabulary.

Unlike class A, the students of class B which are taught using no picture seems to be interested in learning English vocabulary, but it is just for a few minutes. The learning and teaching process in class A is not as enjoyable as in class B. The students get bored easily because they only learn English by seeing the words that are that are on display.

In spite of other factors which can influence students' motivation such as class condition, teacher's attitude to the students, the writer only focus on the technique using picture in teaching English vocabulary. This is because pictures are important things that can stimulate students' motivation to learn. As we know, motivation contributes to success of students learning a foreign language.

CHAPTER IV

CONCLUSION AND SUGGESTION

Having analiyzed the obtained data, some recomendation and conclution may be presented as follow:

A. Conclusions

Considering the data analysis and the discussion in the previous chapter, the writer puts toward some conclusion that it is nearly one hundred percent of students get has increase achievement after learning English vocabulary, either the students in class A or in class B.

Besides, there is a significant difference of achievement pretest and posttest between class A and class B. Class A that is taught by using picture has mean score 19,2 in the posttest, and it has mean score of the word that hey can retain about 8 new vocabulary. Class B that is taught using no picture has mean score in the posttest 11,06 and the word they can retain after learning English vocabulary by using no picture is about 5 new words.

There is a significant difference of students' motivation between class A and class B during the process of teaching. This thing can make the students' achievement in both classes to be diffetrent.

B. Suggestions

By considering the calculation given above, the writer presents some suggestion that the teacher should bring the media or teaching aids into the classroom because it will attract students' interest and motivate them to learn English and make the class be live and more fun.

The writer also suggests that the teachers vary some techniques in teaching English vocabulary especially for children like using picture.

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First Meeting Material
PRETEST

3.1.1. Multiple Choice Test

I. Choose the right answer!
   (Pilih jawaban yang benar!)

The bold option in each item is the correct answer.

1. ...can swim
   a. **fish**
   b. elephant
   c. bird
   d. cat

2. "What am I?"
   "I can fly in the sky"
   a. fish
   b. **bird**
   c. tiger
   d. crocodile

3. I will ride a...
   a. lion
   b. dog
   c. frog
   d. **horse**

4. Papaya is the kind of...
   a. tree
   b. **fruit**
   c. vegetables
   d. plants

5. I have…of tomato in my garden
   a. **tree**
   b. fruit
   c. vegetables
   d. plants

6. The color of garlic is…
   a. **white**
   b. orange
   c. green
   d. black

7. Mrs. Imran always teaches me at school. She is my…
   a. mother
   b. uncle
   c. **teacher**
   d. brother

8. "Bobo" is a kind of…
   a. book
   b. newspaper
   c. **magazine**
   d. food

9. We need a…to write a letter
   a. duster
   b. chalk
   c. map
   d. **pen**

10. I live with my parents, my father and my…
   a. sister
   b. **mother**
   c. brother
   d. grandmother

3.1.2. Matching Words Test

II. Match the words below with their meaning!
(Jodohkanlah kata-kata berikut berdasarkan artinya!)

1. Mother	a. Anak perempuan
2. Daughter	b. Kotak pensil
3. Pencil box	c. Bebek
4. Banana	d. Semangka
5. Spinach	e. Pisang
6. Eraser	f. Kakek
7. Grandfather	g. Ibu
8. Lion	h. Singa
9. Watermelon	i. Bayam
10. Duck	j. Penghapus

Below is the answer of each item

(1) Mother   = (g) Ibu
(2) Daughter   = (a) anak perempuan
(3) Pencil box   = (b) kotak pensil
(4) Banana   = (e) pisang
(5) Spinach   = (i) bayam
(6) Eraser   = (j) penghapus
(7) Grandfather   = (f) kakek
(8) Lion   = (h) singa
(9) Watermelon   = (d) semangka
(10) Duck   = (c) bebek

3.1.3. Rearranging letters to the right order
(Susunlah huruf-huruf berikut menjadi sebuah kata yang memiliki arti!)

R O R H T E B   = _ _ _ _ _ _ _

K O B O   = _ _ _ _

A C L A O R B B D K   = _ _ _ _ _ _ _ _ _ _

T C A   = _ _ _

H A L K C   = _ _ _ _ _

A B G   = _ _ _

K C O C   = _ _ _ _

I I C L H   = _ _ _ _ _

C R N O   = _ _ _ _

R E S T I S   = _ _ _ _ _ _

Below is the right order of the jumbled letters

R O R H T E B	= BROTHER
K O B O	= BOOK
A C L A O R B B D K	= BLACKBOARD
T C A	= CAT
H A L K C	= CHALK
A B G	= BAG
K C O C	= COCK
I I C L H	= CHILI
C R N O	= CORN
R E S T I S	= SISTER

3.1.4. Matching the picture with the word!
(Jodohkanlah gambar dengan katanya!)

(A)

(B)

(C)

(D)

(E)

(F)

(G)

(H)

(I)

(J)

a. Book   =

b. Ball   =

c. Rabbit   =

d. Bee   =

e. Fish   =

f. Mouse   =

g. Butterfly =

h. Dog   =

i. Horse   =

j. Cat   =

Below is the answer of the test

a. Book = D

b. Ball = E

c. Rabbit = B

d. Bee = H

e. Fish = J

f. Mouse = C

g. Butterfly = A

h. Dog = I

i. Horse = F

j. Cat = G

3.1.5. Finding the meaning of the words
(Tulislah arti dari kata-kata di bawah ini!)

a. Class room =

b. Ginger =

c. Mushroom =

d. Bean sprout =

e. Tomato =

f. Cucumber =

g. Bean =

h. Buffalo =

i. Camel =

j. Sheep =

Below is the meaning of the words:

a. Class room   = Ruang kelas
b. Ginger   = Jahe
c. Mushroom   = Jamur
d. Bean sprout   = Tauge
e. Tomato   = Tomat
f. Cucumber   = Ketimun
g. Bean   = Buncis
h. Buffalo   = Kerbau
i. Camel   = Unta
j. Sheep   = Domba

APPENDIX 2

The second meeting (Monday, 14 May 2007)
The material for Class A and B

FRUITS

Cherry	cheri
Pumpkin	labu
Pineapple	nanas
Eggplant	terong
Corn	jagung
Spinach	bayam
Potato	kentang
Cabbage	kol
Apple	apel
Banana	pisang
Pear	pir
Watermelon	semangka
Grape	anggur
Strawberry	strawberi
Orange	jeruk
Tomato	tomat
Cucumber	ketimun

The second meeting (Monday, 14 May 2007)
The material for Class A and B

FRUITS

Cherry	cheri
Pumpkin	labu
Pineapple	nanas
Eggplant	terong
Corn	jagung
Spinach	bayam
Potato	kentang
Cabbage	kol
Apple	apel
Banana	pisang
Pear	pir
Watermelon	semangka
Grape	anggur
Strawberry	strawberi
Orange	jeruk
Tomato	tomat
Cucumber	ketimun

APPENDIX 3
The third Meeting (Monday, 21 May 2007)
THE SECOND MATERIAL

ANIMALS

Snake	ular
Panda	panda
Elephant	gajah
Dog	anjing
Leopard	macan tutul
Lion	singa
Monkey	monyet
Kangaroo	kangguru
Camel	unta
Rabbit	kelinci
Fox	serigala
Tiger	harimau
Tortoise	kura-kura
Squirrel	tupai
Ostrich	burung onta
Crocodile	buaya
Cattle	lembu
Hippo	badak
Horse	kuda
Penguin	pinguin
Giraffe	jerapah
Deer	rusa

APPENDIX 3
FOURTH MEETING (TUESDAY, 22 MAY 2007)
THE THIRD MATERIAL

FAMILY

Father	ayah
Mother	ibu
Son	anak laki-laki
Daughter	anak perempuan
Grandfather	kakek
Grandmother	nenek
Older brother	kakak laki-laki
Older sister	kakak perempuan
Uncle	paman
Aunt	tante
Child	anak
Brother	saudara laki-laki
Sister	saudara perempuan
Parent	orang tua
Wife	istri
Husband	suami
Niece	keponakan perempuan
Nephew	keponakan laki-laki
Granddaughter	cucu perempuan
Grandson	cucu laki-laki

CLASSROOM

Teacher	guru
Student	murid
Blackboard	papan tulis
Chalk	kapur
Duster	penghapus
Color pencil	pensil warna
Sharpener	peruncing/rautan
Pen	pulpen
Bag	tas
Broom	sapu
Book	buku
Ruler	penggaris
Map	peta
Pencil box	kotak pensil
Calendar	kalender

APPENDIX 5

TABEL SCORE OF CLASS A AND CLASS B

NO	NAME	CLASS A			
		PRETEST	POSTEST	GAIN SCORE	WORD RETAIN
1	Amri	16	60	44	22
2	Andlia	40	48	8	4
3	M. Arif Yusuf	44	54	10	5
4	Munirah	46	66	20	10
5	Nasria	30	46	16	8
6	Nova Purwati	64	78	14	7
7	Nuraida	12	40	28	14
8	Nurfatimah	50	68	18	9
9	Rahmat	56	68	12	6
10	Rahmiati	46	60	14	7
11	Resky Ananda	70	82	12	6
12	Rudyanto	34	56	22	11
13	Suhaeni	16	66	50	25
14	Wildan	40	44	4	2
15	Yunita Pratiwi	36	52	16	8
		600	888	288	144
	Mean word that students can retain				8.470

No		CLASS B			
		Pretest	Posttest	Gain Score	Word Retain
1	Abd. Malik	58	78	20	10
2	Ahmad	76	92	16	8
3	Aksa	74	90	16	8
4	Arham	60	76	16	8
5	Atong	78	88	10	5
6	Feby Zulfian	56	68	12	6
7	Fitriana	22	26	4	2
8	Lily Yuliani	68	76	8	4
9	Maryam	20	22	2	1
10	Reni Anggraeni	42	42	0	0
11	Risal	38	42	4	2
12	Ruli Rahmawati	48	50	2	1
13	Sahriana	48	66	18	9
14	St. Nurbaya	28	50	22	11
15	Yahya	50	66	16	8
		766	932	166	83
	Mean word that students can retain				5.533

"The Effectiveness of Learning English Vocabulary Using Pictures"
Rahma
F21102041

APPENDIX 6

Meeting 1, 11/ 5/ 2007
PRETEST

(Pic 1, Class A)

(Pic 2, Class B)

Meeting 3
21 05 2007
Learning and Teaching Process
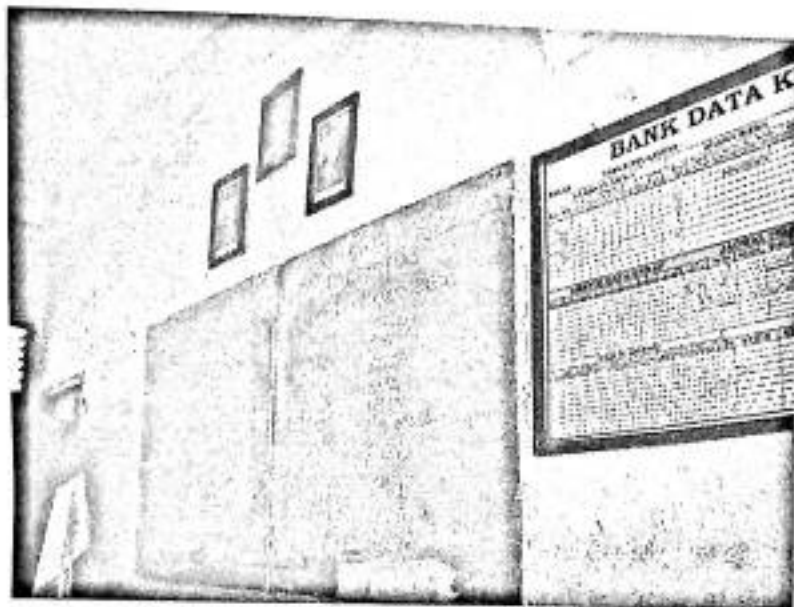
Meeting 4
22 05 2007

Posttest
28 05 2007
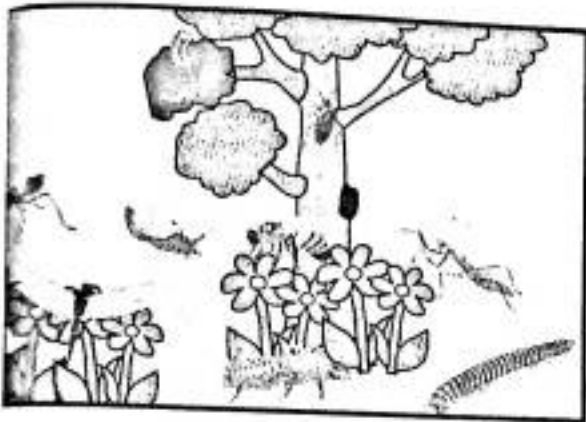
Small Animals
(smol aenimels)
Binatang-binatang kecil

ant
(an)
semut

earthworm
(er'twwm)
cacing tanah

moth
(moth)
ngengat

butterfly
(baterflai)
kupu-kupu

wasp
(wasp)
tawon
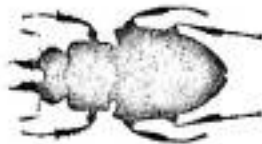
beetle
(biti)
kumbang
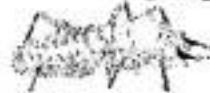
termite
(ter'mait)
rayap

red ant
(red an)
semut merah

caterpillar
(ea te pil)
ulat bulu

dragonfly
(drzen'nflai)
capung

scorpion
(sko pien)
kalajengking

mosquito
(masqito)
nyamuk

grasshopper
(grasshoper)
belalang

millipede
(milipid)
kaki seribu

bee
(bi)
lebah

housefly
(hausflai)
lalat

snail
(sneil)
siput

spider
(spaider)
laba-laba

praying mantis
(preying mentis)
cangcorang

cockroach
(kokrouch)
kecoa
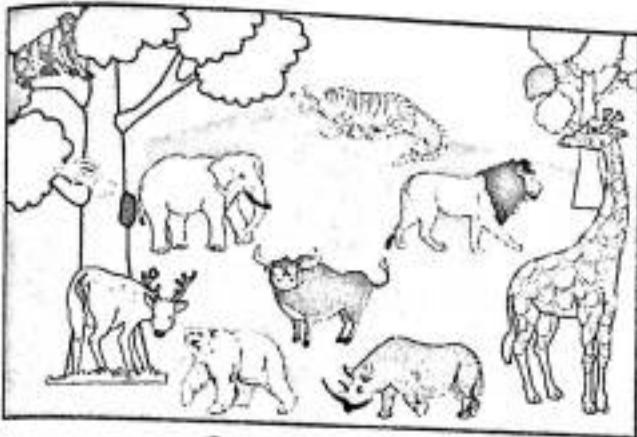
Wild Animals

Binatang-binatang Liar
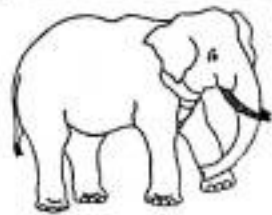
elephant
gajah

lion
singa

tiger
harimau

rhinoceros
badak

squirrel
tupai

monkey
monyet

deer
rusa

bull
banteng

giraffe
jerapah

bear
beruang

kangaroo
kangguru

otter
berang-berang

monitor lizard
biawak
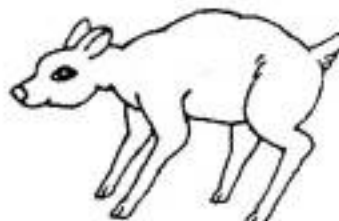
mouse deer
nelanduk

ape
kera besar

crocodile

polar bear
(pəʊ(r) beə(r))
beruang kutub

pig
(pig)
babi

zebra
(ˈzebrə)
kuda zebra

mouse
(maʊs)
tikus

bison
(baisn)
sapi liar
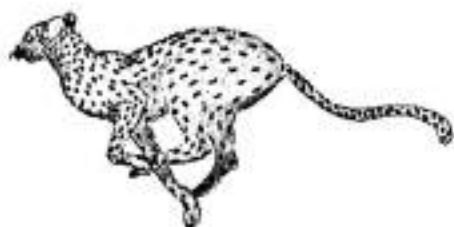
leopard
(ˈlepəd)
macan tutul
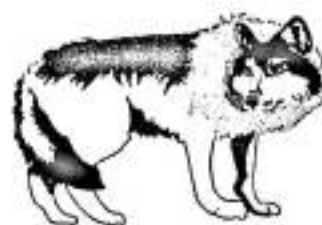
wolf
(wulf)
srigala

cuddle
(ˈkʌdl)
koala

tapir
(ˈteɪpə)
tapir

panda
(ˈpændə)
panda

bat
(bæt)
kelelawar
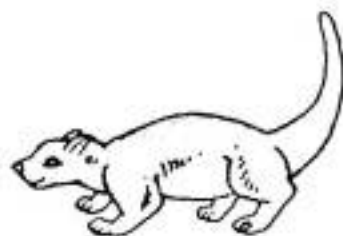
mongoose
(ˈmʌŋguːs)
luwak

porcupine
(ˈpɔːkjupaɪn)
landak
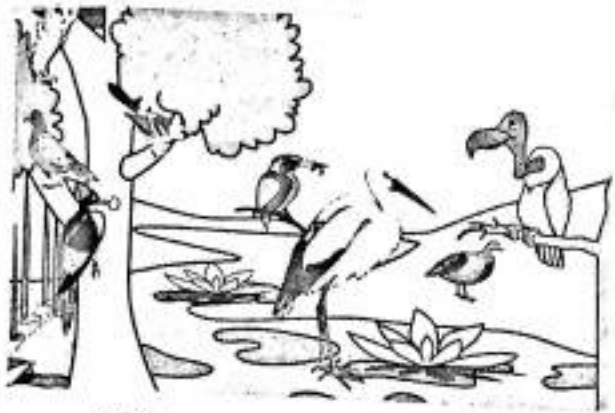
Birds

(be:ds)

Burung-burung

owl
(ouel)
burung hantu

magpie
(maegpaɪ)
burung murai

dove
(...)
burung merpati

wood pecker
(wudpeka)
burung pelatuk

parrot
(paerot)
burung nui

peacock
(pi:kɔk)
burung merak

parakeet
(...)
burung parkit

green pigeon
burung punai

hornbill
(ho:nbil)
burung enggar

myna
(maɪna)
burung jalak

king-fisher
(king fishe:)
burung raja udang

sparrow
(spaerou)
burung pipit

eagle
(i:gəl)
burung elang

nightjar
(naɪtje:)
burung tukang

quail
(kuaɪl)
burung puyuh

swallow
(swalou)
burung walet

stork
(sto:k)
burung bangau

weaver
(wive:)
burung manyar

vulture
(valce)
burung nazar

crow
(krou)
burung gagak
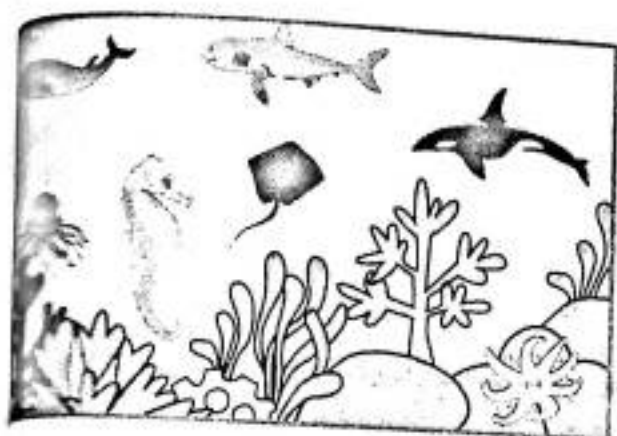
In The Sea
(in dhe sie)
Di Laut

cuttlefish
(kutlfis)
sotong
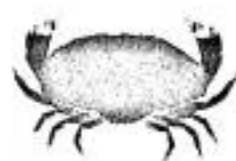
prawn
(prohn)
udang

starfish
bintang laut

crab
(kraeb)
kepiting

fish
ikan

sea horse
kuda laut
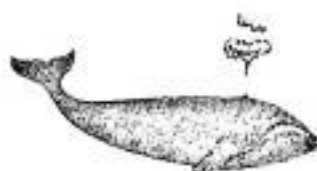
whale
ikan paus

dolphin
lumba-lumba
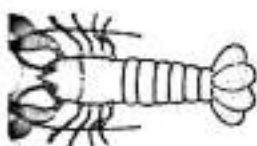
lobster
udang karang
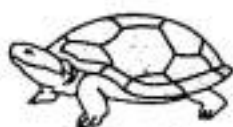
turtle
kura-kura

shark
ikan hiu

octopus
(oktopus)
gurita

sting ray
ikan pari

eel
belut

jelly-fish
ubur-ubur

oyster
(oiste)
tiram

cockles
kerang

coral
batu karang

rocks
batu-batuan

seaweed
rumput laut
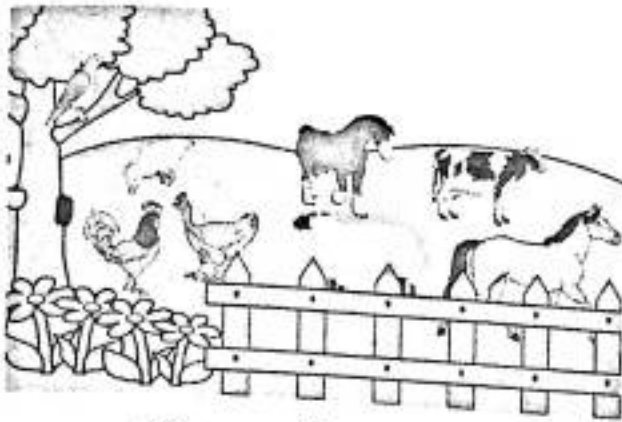
Domestic Animals
(doumestik aenimels)
Hewan-hewan Peliharaan

cock
(kok)
ayam jantan

hen
ayam betina

chick
anak ayam

duck
bebek

duckling
anak itik

sheep
biri-biri

cow
sapi
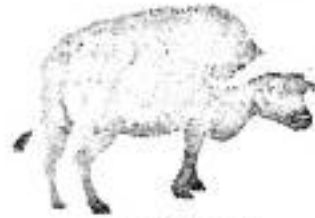
buffalo
kerbau

donkey
keledai
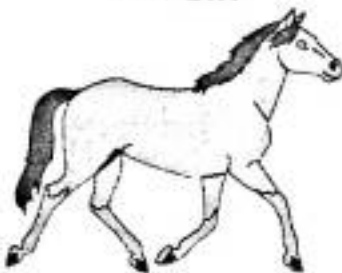
horse
kuda
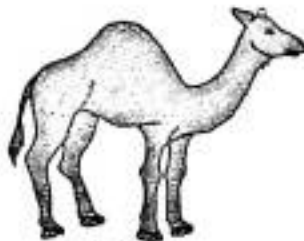
camel
onta

cat
kucing

kitten
anak kucing

dog
anjing

rabbit
kelinci

turkey
kalkun

goose
angsa

goat
kambing

pigeon
burung merpati
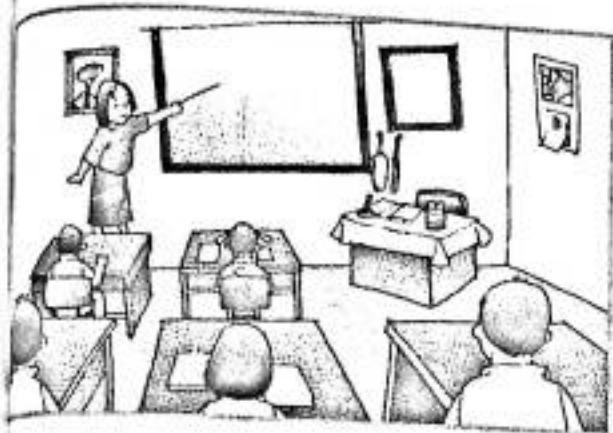
In The Classroom
(in dhe klasrum)
Di Ruang Kelas

teacher
(ti ce)
guru

pupil
(pupil)
murid

blackboard
papan tulis

duster
penghapus

chart
grafik

pen
pena
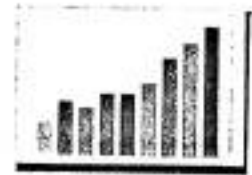
bag
(baek)
tas

colour pencils
(kale pensils)
pensil warna

eraser
(ireisu)
penghapus pensil

sharpener
peruncing
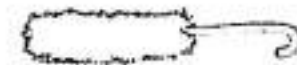
feather duster
kemoceng

broo
(bru)
sapı

chalk
(cok)
kapur

book
(ouk)
buku

Painting brush
(penting bras)
kuas

globe
(grioub)
bola dunia

ruler
(rule)
penggaris

map
(maep)
peta

pencil box
(pensil boks)
kotak pensil

waste-paper basket
(weis pepe basket)
keranjang sampah

calendar
(kalende)
kalender

Family
(faemelie)
keluarga

father
ayah

mother
ibu

son
anak laki-laki

daughter
anak perempuan

grandfather
kakek

grandmother
nenek

baby
bayi

older brother
kakak laki-laki

older sister
kakak perempuan

uncle
paman

aunt
tante

child
(caild)
anak

brother
(brʌ...)
saudara laki-laki

sister
(...)
saudara perempuan

parent
(pɛərənt)
orang tua

wife
(...)
istri

husband
(...)
suami

niece
(ni:s)
keponakan
perempuan

nephew
(nefju)
keponakan
laki-laki

granddoughter
(...)
cucu perempuan

grandson
(grændsʌn)
cucu laki-laki

Fruits

(fruit)

Buah

jackfruit

nangka

bananas

pisang

mangosteen

manggis

apple

apel

rambutan

rambutan

papaya

pepaya

guava

jambu biji
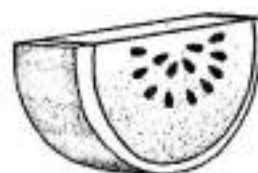
water melon

semangka

durian

durian
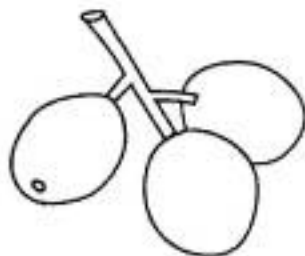
avocado

alpukat

rambai

rambai

mango

mangga
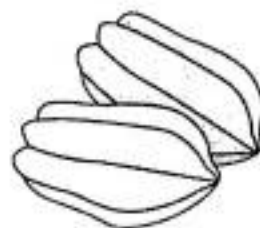
starfruit

belimbing
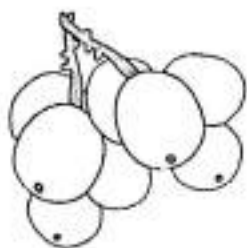
kiwi
(kiwi)
kiwi

langsat
(langsat)
langsat
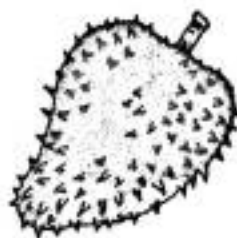
sour sop
(sour sop)
sirsak

cherry
(cherry)
ceri

orange

jeruk

grapes
(grapes)
anggur
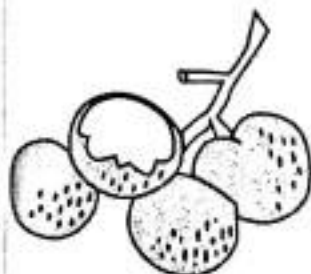
longan
(longan)
kelengkeng
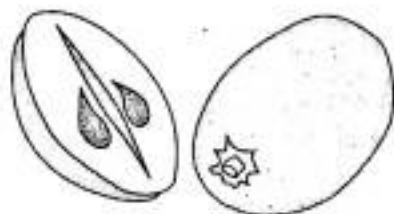
chiku
(chiku)
sawo

pear
(pear)
per
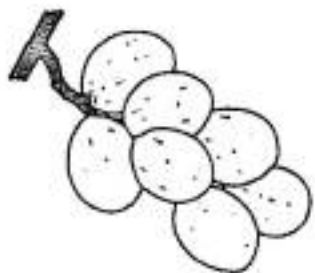
duku fruit
(duku fruit)
buah duku

rose apple

jambu air
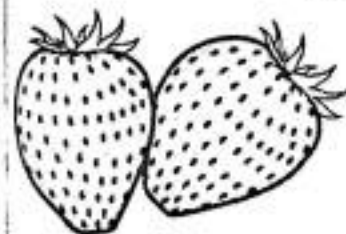
strowberry
(strowberry)
arbei
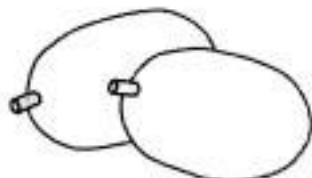
passion fruit

markisa
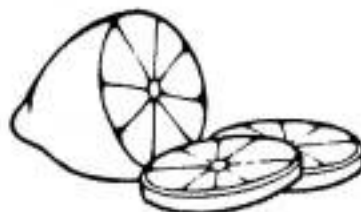
lemonade

jeruk nipis

pineapple

nanas

In The Vegetable Farm
(in dhe vejitabl fa:m)

Di Kebun Sayur

onion

bawang merah

chilli

cabai

cucumber

ketimun

brinjal

terung

cabbage

kol

tomato

tomat

carrot

wortel

sweet potatoes

ubi jalar

bean sprouts

tauge

ginger

jahe

mustard

sawi

long beans

kacang panjang

bitter gourd

pare

lady's finger

okra

french bean

kacang buncis

brokoli

brokoli

lemon grass

serai

cauliflower
(kolifloue)
kembang kol
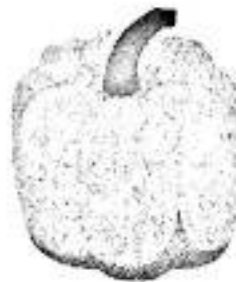
pete beans
(peteben)
pete

spring onion
(spring onien)
daun bawang
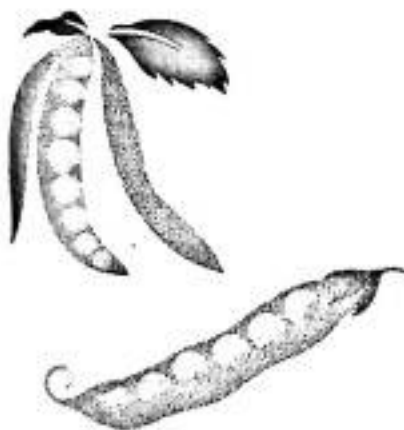
hotpeper
(hotpeipe)
cabe rawit

garlic
(garlik)
bawang putih

pumpkin
(pamkin)
labu

spinach
(spinij)
bayam

corn
(ko:n)
jagung

mushroom
(masrum)
jamur

peach
(pi:tc)
kacang polong