

**THE INFLUENCE OF COLORED PICTURE TOWARDS YOUNG
LEARNER' VOCABULARY MASTERY AT THE FIRST SEMESTER OF
THE FIFTH GRADE OF MADRASAH IBTIDA'YAH MATLA'UL
ANWAR, KEBUMEN, TANGGAMUS IN THE ACADEMIC YEAR OF
2019/2020**

A Thesis

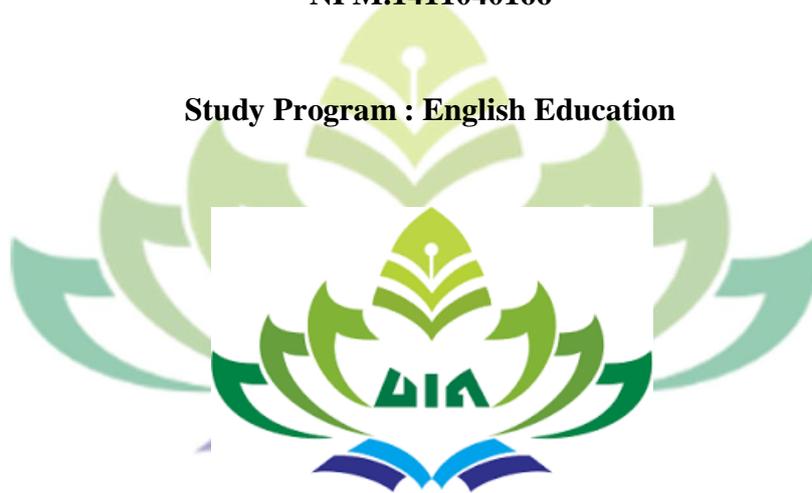
Submitted in Partial Fulfillment of
Requirements For S1- Degree

By

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ABSTRACT

The students' vocabulary mastery in Madrasah Ibtida'iyah Matla'ul Anwar was still low. To solve this problem, the researcher applied Colored Picture , a media which consisted of memorizing some word with the picture. The objective of this research is to know whether there is a significant influence of colored picture to improve student's vocabulary mastery to the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar in the academic year of 2018/2019.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VA and VB which consists of 25 students. The treatments were held in 3 meetings, 2 x 35 minutes for each. The population of the research was the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar Kebumen, Tanggamus. In collecting the data, the researcher used instrument in form of multiple choice test. After conducting try-out, the instrument used pre-test and post-test. The total items of pre-test and post-test were 30 items for each. After giving pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (P_{value}) of the equal variance assumed in the independent sample test table where the sig. (P_{value}) is 0.034. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of "Colored Picture" toward students' vocabulary mastery at first semester of the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar in the academic year of 2018/2019.

Key words : *Colored Picture, Vocabulary Mastery , Quantitative Research.*



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MASTERY AT THE FIRST SEMESTER OF FIFTH
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ANWAR KEBUMEN TANGGAMUS IN 2019/2020
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DECLARATION

I hereby certify that this paper with the title The Influence of Colored Picture Toward Young Learners' Vocabulary Mastery at the first semester at Madrasah Ibtida'iyah Matlaul Anwar Tanggamus in 2019/2020 Academic Year is completely my own works, and I am fully aware that I have quoted some statements, references, and idea from various sources they are properly acknowledge in vocabulary.

Bandar Lampung, March 2020

Declared by,



SARI EFIYANTI

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى
الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ
كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.”
(Q.S Al Baqarah: 31)¹

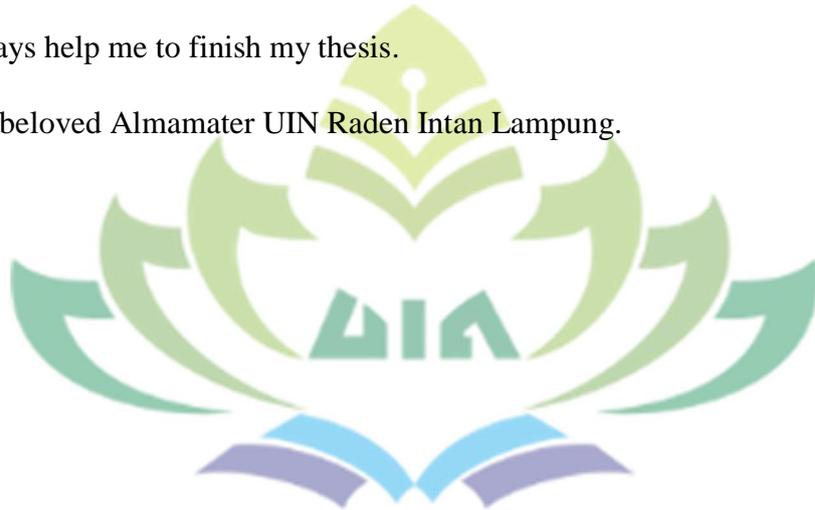


¹ Tafheem Al Quran Surah 2 Al-Baqarah,, Ayat 31” (On-line), Available on:
<http://www.islamicstudies.info/> (August, 01 2019)

DEDICATION

This script is dedicated to:

- My beloved parents, Mr. Agus Sumanto. and Mrs. Sarinah who always pray for me and give me motivation to study hard until now.
- My Beloved sister, Dwi Lestari and Aqila Kurnia Meilda
- My big family, who always give me suggestion and give their nice smile in all my age.
- Special to you (Adi Guntoro) who gives me motivation and support, who always help me to finish my thesis.
- My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Sari Efiyanti. She was born in Wirabangun on September 28th 1994. She is the first child from one children of Mr. Agus Sumanto and Mrs. Sarinah. She have a little sister Dwi Lestari and Aqila Kurnia Meilda.

The writer started her study in elementary school at SDN 01 Wirabangun in 2001 and finished in 2007. After that, she continued to junior high school at SMPN 1 Simpang Pematang Mesuji and passed in 2010. After graduated from junior high school, she began her study in senior high school of Perg. Diniyyah Putri Lampung and finished in 2014. In 2014 she continued her study in State Islamic University of Raden Intan Lampung as a student of English Education of Tarbiyah and Teacher Training Faculty.

While being a student, the writer was a member of art activity, Keputrian as a secretary of keputrian in Senior High School, And while being a college student, the writer was a member of UKM KSR-PMI in State Islamic of University Raden Intan Lampung.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the almighty God, for the unlimited blessing be stowed upon me one of which is my great chance to accomplish writing this thesis. May peace be always on our leader Prophet Muhammad SAW, along with his family and his followers.

This thesis aims to describe the influence of colored picture towards young learners' vocabulary at first semester of the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar Kebumen Tanggamus. The describing and suggestion in this thesis that writer make is expected can solve the problems of the influence of using colored picture towards young learners' vocabulary masteri. In accomplishing this thesis, the researcher accepted many help and guidance that is very useful for researcher.

Hence, the researcher says thanks a lot to all people that have helped the writer accomplish writing this thesis:

1. The Dean of Tarbiyah and Teacher Training Faculty Prof. Dr. Hj. Nirva Diana, M.Pd, and her staffs of UIN Raden Intan Lampung.
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Bandar Lampung, March 2020
The Writer

Sari Efiyanti

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CHAPTER I INTRODUCTION

A. Background of the Problem

“All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students’ of course, only learn English because it is on the curriculum at primary or secondary level, but for others, study the language reflects some kind of a choice.”²

Vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar). In the conventional college English teaching, grammatical translation is a common way to teach new words. Usually, teachers teach words and phrases one by one in the list, giving several sentences that are far from student vocabulary mastery. Both teachers and students make great efforts to learn and remember new words but the result is not satisfying. Therefore, the words learning will be more effective if we are able to follow those cognitive regulations³.

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages⁴.

English language is very important for most people, especially students. In recent years, a number of elementary schools have begun to introduce English into their curriculum. At elementary schools, English is introduced to the students’ through

² Jeremy Harmer, *How To Teach English* (England : Pearson Education,2007),p.11

³ Qi Pan and RunjiangXu ,*Vocabulary Teaching in English Language Teaching* Vol.1`, No.11(Finland : Academy Publisher Manufactured , 2011) ,p.1586

⁴KaterinaJoklava, *Using pictures in teaching vocabulary*(Masaryk University,2009),p.7

learning its vocabulary because it is the most important element that will become the basic competence in order to get other competences like listening, speaking, reading and writing⁵.

Vocabulary is also as the fundamental component to enable the students to speak English. In teaching English to children, the teacher should pay attention not only on how the right implementation the techniques used but also on how these techniques are suited to the elementary students' characteristics. It is the target to create the teaching learning process more interesting to the children⁶.

Every teacher wants to run the teaching learning process effectively. The use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in classroom to encourage the students' motivation and students' interest to the lesson⁷.

Then, based on preliminary research on Mei 11th 2018, by interviewed the English teacher in fifth grade (Ms. Dewi Faturrohmah,S.Pd) the researcher found there were some problems that the student faced in learning english especially in vocabulary.

Criterion of minimum mastery (KKM) in english study of vocabulary is 70. The student's vocabulary score can be seen in the following table⁸ :

⁵Himayatus Sholihah, *Teaching English Vocabulary Using Pictures To The Fifth Grade Students Of SdnTuguJebres No. 120 Surakarta* (Surakarta : Universitas Sebelas Maret,2009).p.13

⁶*ibid*.p.13

⁷*Ibid*.p.14

⁸Dewi Faturrohmah,English teacher ofMadrasah Ibtida'iyah Matla'ul Anwar,KebumenTanggamus,*interview*, Mei 11th2018

TABLE 1.1
The student's vocabulary score of the fifth grade in the first semester of Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen Tanggamus in the academic year of 2018/2019

No	Score	The Number of Student	Presentace
1	≥70	30	40%
2	<70	45	60%
Total		75	100%

Source : The teacher's document of vocabulary in the five grade of Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen Tanggamus

From the data above , it can be seen that 40% of the students had low achievement in vocabulary. It means that the vocabulary score must be improved because in Madrasah Ibtida'iyah Matla'ul Anwar use KKM is 70. The teacher should give more interested and useful media. Thus, the purpose of teaching English that is stated in curriculum can be achieved.

By interviewed the English teacher in Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen Tanggamus, the researcher knew that the condition is caused by the material is unavailable. Thus, they did not apply interested media that involved students in the classroom interactions to get the best result.

By interviewed the students, the researcher found that the students has assumption that English is hard subject. Therefore the students are lazy to follow the subject and did not pay attention to the teacher in the classroom activities. The teacher write down the lesson on the white board and asking the students to move their nails and memorize them in front of class. The students say that English subject is bored.

Based on the explanation above, the researcher gave interested media about the material to students, the researcher gave colored picture about foods and drinks in teaching vocabulary. I choose colored picture media because this media appropriated with the syllabus and more appropriated for the children. The students is prefer to study with colored picture.

There are some researcher who have done a research about colored picture in teaching vocabulary. The first researcher was Merry Mahartika Putri, based on The Preliminary Research “Improving the English Noun Vocabulary Mastery by Using Colored Pictures for Fifth Grade Students in the Academic Year 2014/2015(A Classroom Action Research at Sdn Wedarijaksa 02 Pati)”.

As a result, of this research shows that there was improvement in English noun vocabulary mastery of the students taught by using Colored Pictures. It was proved by the improvement of the students’ score from the cycle 1 to the cycle 2.⁹

The second research was conducted by Prasetyo Giallorossi Istianto discussing about “The Effect of Colored Picture to the Students’ Vocabulary Mastery at the Third Grade of Elementary School at SDN Banjaran 3 Kota Kediri in Academic Year 2013/2014”. She using pre-test, treatment, and posttest. The result was found the researcher uses colored picture as one of the strategies or media in teaching that benefits the students and also the teachers in many ways.¹⁰

⁹ Merry Mahartika Putri, *Improving The English Noun Vocabulary Mastery By Using Colored Pictures For Fifth Grade Students In The Academic Year 2014/2015* (online), URL: <https://eprints.umk.ac.id> accessed on September 22nd 2018

¹⁰Prasetyo Gia llorossiIstianto, *The Effect of Colored Picture to the Students” Vocabulary Mastery at the Third Grade of Elementary School at SDN Banjaran 3 Kota Kediri in Academic Year 2013/2014*, URL: <https://www.scribd.com/doc/226084305/The-Effect-of-Colored-Picture-to-the-Students-Vocabulary-Mastery> accessed on September 22nd 2018

Based on explanation above, there is difference between those previous research and present research. The first previous research used colored picture toward Correlation of Teacher's Ways in Teaching, and the second previous research the Effect of Colored Picture to the Students' Vocabulary Mastery.

To solve this problem, the researcher used alternative media in teaching vocabulary used colored picture media. Hopefully, it was able to make students' vocabulary skill increase.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The student believed that English is very difficult to study especially vocabulary.
2. The student have less interested in learning vocabulary.
3. The students' difficulties to remember new meaning of word.

C. Limitation of the Problem

Based on the background of the problem and identification of the problem, the researcher focused this research on the influence of colored picture toward students' vocabulary mastery about noun especially foods and drinks at the first semester of the fifth grade of Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen, Tanggamus.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulated the problem as follow: “Is there any significant influence of using colored picture toward students’ vocabulary mastery at the first semester of the fifth grade of Madrasah Ibtida’iyah Matla’ul Anwar, Kebumen, Tanggamus?”

E. Objective of the Research

The objective of the research was to know whether there is significant influence of using colored picture toward young learner’s vocabulary.

F. Use of the Research

1. For the students :

By using colored picture, the young learner is expected to be more interested in learning English so their vocabulary developed and it gave positive effect on their English achievement.

2. For the teacher :

By using colored picture, the teacher can improved his / her creativity in teaching process so that the goal of learning can be achieved.

3. For the institution :

It is expected this research can provided a useful input in increasing the quality of learning in the school.

G. Scope of the Research

1. Subject of the Research

The subject in this research was the students in Madrasah Ibtida'iyah Matla'ul Anwar Kebumen in the academic year of 2019/2020.

2. Object of the Research

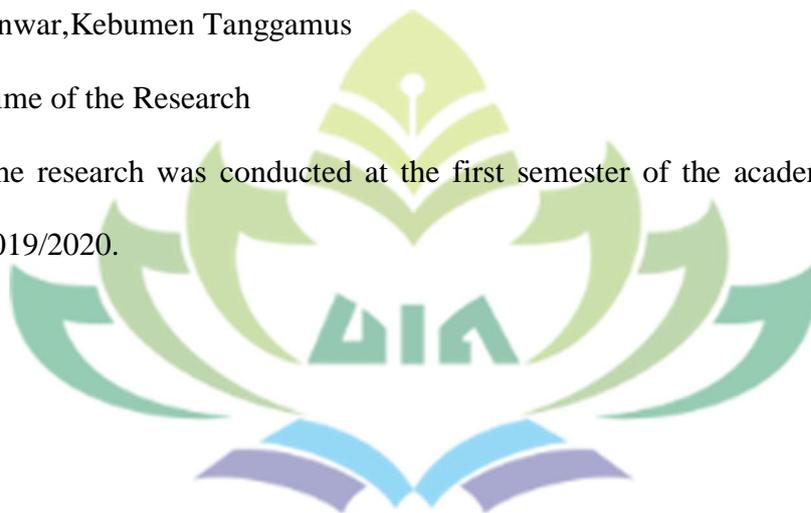
Object of the research was teaching vocabulary using colored picture.

3. Place of the Research

The research was conducted the research at Madrasah Ibtida'iyah Matla'ul Anwar, Kebumen Tanggamus

4. Time of the Research

The research was conducted at the first semester of the academic year of 2019/2020.



BAB II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories that are used by researcher to support the research.

A. The Concept of Vocabulary

The basic unit in learning language is word or vocabulary. Knowing vocabulary has big influence in learning English. There are some definitions of vocabularies. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication¹¹.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.¹²

Vocabulary as the words that are taught in foreign language. A new item of vocabulary may be more than a single word which are made up of two or three words but express a single idea.¹³

¹¹MofarehAlqahtani, *The Importance Of Vocabulary In Language Learning And How To Be Taught* , Vol. III, No. 3 / 2015,p.22.

¹² Thornbury in Rina Husnifa, *The Use of Animation Pictures to Improve Students' Vocabulary of Seventh Grade at Mts Tpi Sawit Seberang*, (Medan: Uin Sumatera Utara Medan,2017),p.7

¹³ Peny Ur in Himayatus Sholihah, *Teaching English Vocabulary Using Pictures to the Fifth Grade Students of Sdn Tugu Brebes No. 120 Surakarta* (Surakarta: Universitas Sebelas Maret,2009), p.18

As explained above, vocabulary is important because it is the basic unit of learning the English language. Vocabulary in language must be understood for communication because without understanding the vocabulary the verbal communication will not run well.

Parts of speech are sentence elements that work together to make up a sentence. The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, and Article.¹⁴

1. Noun

A noun is a word describing *who* or *what* in a sentence—it can be a person, place or thing. Remember, a “thing” can be anything—an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. It’s typically who or what the sentence is about, but other nouns are often also included in longer or more complex sentences. For example are:

- a) That plain red wooden **chair** in the **corner** is a priceless **antique**.
- b) **Trevor** and **Lance** were watching a **show** on **Animal Planet**

2. Pronouns

Pronouns can be used in place of nouns (when appropriate), and a pronoun operates just like a noun in a sentence. It’s important to remember, however, to use pronouns carefully. Often times, writers make the mistake of referring to a noun with a pronoun without first providing and introducing the actual noun a pronoun is replacing. This creates confusion for readers since it’s then not clear

¹⁴Capella, *Grammar Handbook* (Minneapolis: Capella University) p. 4-17

who or *what* a pronoun is referring to. Also, once introduced, nouns should be mentioned again here and there throughout a paragraph to remind readers of the name or title of a noun (or noun phrase) even if it's only a common noun, such as "philosophy student" or "kitten".

For example are:

- a). **He** smiled at **them**, but **I** wish **he** would also smile at **me**.
- b). **You** gave **me** your new recipe, so of course **my** lasagna tastes great.

3. Verb

A verb is a word used in a sentence to explain what a noun—a person, place, or thing—is doing or to explain what's being done to a noun. It's usually an *action* word, but a verb or set of verbs can also explain an *emotional/physiological response or action*, (like "feel") or a *mental action or state*, (like "think") or a *state of being*, which may not typically be noticed or seen by others. For example are:

- a). I **produce** short training films for my organization
- b). Boris **practices** everyday in preparation for the tour.

4. Adverb

Adverbs are modifiers of verbs, adjectives, other adverbs, or sentences. They are used to enhance one of these types of words or a sentence. For instance, adverbs modifying verbs often answer questions, such as: How? When? Where? Why?.

For example are:

- a). Helen shouted **loudly**
- b). The bridge was **pretty** wide.

5. Adjective

Adjectives are descriptive words used in sentences to modify or describe nouns or pronouns, and they typically (but not always) precede them. Adjectives help add meaning to messages delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns they modify. They add richness to a sentence. For example are:

- a). The **sad, brown willow** tree swayed gently in the wind.
- b). **Many** people are afraid of basements because they are often **dark** and **cold**.

6. Preposition

Prepositions join parts of sentences. For instance the sentence, “I found my keys **on** the car,” is linked by the preposition “**on**” and would not make sense without it. Prepositions act as a bridge between two parts of a sentence and provide readers with information, such as location and time. For example:

- a). Connie and Roger drove **from** Tucson **to** Atlanta **in** just four days
- b). He will continue working **until** his replacement is found.
- c). Mohammed was happy **about** the upcoming camping trip.

7. Articles

An article always precedes a singular noun unless a noun is universal or all-encompassing. In some cases, plural forms of nouns are also preceded by an article. This occurs when plural nouns are specific. Specific noun (the), nonspecific noun (a, an). For example:

- a). **A** party was planned in his honor.
- b). **The** party went well last weekend.

Based on explanation above about basic parts of speech. In this research, the researcher was focused on noun part because appropriate to syllabus in Madrasah Ibtida'iyah Matla'ul Anwar.

There are some main types of nouns, namely common nouns (words of people, places and things are called common nouns), proper nouns (the name of particular people, places and things), countable noun and uncountable noun, and plural noun.¹⁵

1. Common Nouns

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table etc.*

b) Common nouns are words for animals

The common nouns are words for animals: *dog, puppy, cat, kitten, frog, etc.*

c) Common nouns are words for places

Common nouns are words for places: *bank, airport, school, hotel, library, hospital, etc.*

d) Common nouns are words for people who do certain things

Common nouns are words for people who do certain things: *manager, sailor, singer, dancer, pilot, teacher, etc.*

¹⁵Marcella Frank in Ani widya Pitri , *The Influence of Two Stay Two Stray Technique Towards Students' Vocabulary Mastery at the First Semester of the Eight Grade at SMPN 3 Kotabumi Lampung Utara in the Academic Year of 2017/2018*, (Bandar Lampung: UIN Raden Intan Lampung), p.21-23

2. Proper Noun

As mentioned before, the proper noun is a word that shows about names of particular people, places and things. According to Sargeant, there are some kinds of proper nouns such as:

- a) The people's names are proper nouns. Such are: Robin Hood, Florence, etc.
- b) The names of the days, of the week and the months of the year are proper nouns.
- c) The name of special days and celebrations are also proper nouns
- d) The name of famous places, buildings and monuments are proper nouns.
- e) The name of people who live in a particular country are also proper nouns.

3. Countable Noun

Countable nouns can be singular or plural: book(s), hotel(s), day(s), job(s), mile(s), place(s). We use countable nouns to separate individual things such as books and hotels, things we can count. Many countable nouns are concrete: table (s), car(s), shoe(s). But some are: situation(s), idea(s).

4. Uncountable Noun

Uncountable nouns are neither singular or plural: water, sugar, salt, music, electricity. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things that we can not count.

According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:¹⁶

1) **Word Meaning**

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include : polysemy (example : the house is at the foot of the mountains), Antonym (example : “full” is an antonym of “empty”), synonyms (example: the synonym of *smart* is *clever*), hyponyms (example : the hyponym of animal are dog, car, horse), connotation (example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”).

2) **Word Combinations**

Although words can appear as single item which are combined in a sentence. (the mongoose bit the snake), they can also occur in two or more item groups (the normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

¹⁶Jeremy Harmer, *The Practice of English language Teaching* , London: Cambridge , 1988.
P.18

3) **Word Grammar**

Word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

4) **Extending Word Use**

Words do not just have different meanings, however. They can also be stretched and twisted to fit different context and different uses. We can say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch through the set or metaphorical an idiom use. For example: “ you are an apple in my eyes” this idiom expression show that it began to praise someone.

Vocabulary is one basic component to develop English as a foreign language at elementary, intermediate, or advance levels. It plays important roles to support other language skills such as listening, speaking reading, and writing. Coady and Huckinstone “vocabulary is central to language and of critical importance to the typical language learner”¹⁷.

In Vocabulary Teaching researches, vocabulary knowledge can be divided into internal knowledge and external knowledge, including the definition or conceptual meaning, its grammar, connotations, pragmatic rules and the socio-cultural

¹⁷Coady and Huckin in Himayat Sholihah, *Teaching English Vocabulary Using Pictures To The Fifth Grade Students Of Sdn Tugu Jebres No. 120 Surakarta* (Surakarta : Universitas Sebelas Maret,2009), p.20

message it carries. Vocabulary does not only refer to the single words but also the —chunks— such as phrases and idioms. Thus, integrated vocabulary teaching should include following parts:

a. Pronunciation and Spelling

In Standard pronunciation and correct spelling are the essential parts of vocabulary teaching and learning. The college students have to know what a word sounds like (pronunciation) and what it looks like (spelling). When teaching vocabulary, teachers should draw them attention to pronunciation and spelling together, and clarify the relationships between them.

b. Grammar

The grammar of new vocabulary will need to be taught if this is not obviously covered by general grammatical rules. An English word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. For example, when teaching a new verb, teachers should give its past form if this verb is irregular (forbid, forbade), and teachers might note if it is transitive or intransitive. Similarly, when teaching a noun, teachers need to present its plural form if the noun is irregular (criterion, criteria), or draw them attention to the fact that it has no plural at all (people).

c. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component bits, and how these bits put together is another piece of

useful information which may be worth teaching. If students know the meaning of sub-, un-, and -able, this will help them to guess the meaning of words like substandard, ungrateful and renewable¹⁸.

Vocabulary has been studied in research for more than half a century. It is pointed out by White as one of the properties that is specific to language that has to be learned. Vocabulary here includes the words (lexical items) and their meanings together with their syntactic categories and subcategories requirements. Some linguists refer to vocabulary using the term lexicon or mental dictionary. Vocabulary is not only a list of words. It is a system embedded in language. It is a part of any language that is, just like grammar, defined by experts in various ways.¹⁹

Vocabulary learning is universal but at the same time unique to the individual. Universal in the sense that learning vocabulary is important for every language learner, however, the way of learning vocabulary is different from one learner to another as well as from one level to another.²⁰

In addition, according to Grauberg the process of learning vocabulary involves four stages²¹:

¹⁸Qi Pan and Runjiang Xu, *Vocabulary Teaching in English Language Teaching, Theory and Practice in Language Studies*, Vol.1, No.11 (Finland: Academy Publisher Manufactured, 2011), p.1586-1587.

¹⁹Fransisca Maria Evone, *Teaching English As A Foreign Language in Indonesia: The Urge to Improve Classroom Vocabulary Instruction TEFLIN Journal* Vol.16, No.2 (Malang: Universitas Negeri Malang, 2006), P.197.

²⁰*ibid.* p.206

²¹Grauberg in Rohmatillah, *The Effectiveness of Using Electronic Dictionary to Teach Vocabulary Viewed From Students' Self-Efficacy* (Surakarta: Sebelas Maret University, 2013), p.13

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

d. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language (Meara as cited in Grauberg. Achieving lexical command is a slow process. If one tries to analyze

this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntactic links comes next and full semantic knowledge is last.

Define knowledge of words also comes in at least two forms as follows:²²

a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

B. The Concept of Young Learner

There is a big difference between what a three – year - old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time. Teaching young learners requires the knowledge of knowing all the development difference.

²²*Ibid*, p.14

Point out some characteristics about age group 7- 11;

1. They are happy when they can play.
2. They love to share their experiences, they love when people pay all attention to them and they talking.
3. They are able to talk about what they are doing.
4. They use imagination a lot.
5. They can thing, argue, discuss, and they are able to interact with both children and adults.
6. They are able to concentrate for certain time.
7. They understand situation and through situation- they use several senses.
8. They are able to use language skills not even reelizing them.
9. They do not realize what is fact and what is fiction sometimes.
10. They want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learnt something, they can show of a little bit.
11. Often they “teach” each other.
12. They love to be praised for what they have don’t and learnt this is very impotant fact to keep their motivation.
13. Very often they pretend they understand everything and they know everything.²³

Teaching English to young learners are different from teaching adult learners.

Related to teaching and learning process, the students as the young learners

²³Lenka Pribilova, *Teaching Vocabulary to Young Learners* (Brno : Masaryk University , 2006) ,p.10-11

require the different treatment and situation that is more attractive, various, and interesting. Jeremy Harmer states, more than anything else, children are curious and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult²⁴.

Learner are often described as children, young learners, adolescents, young adults or adults. the term *children* is generally used for learners between the ages of about 2 to about 14. Students are generally described as *young learners* between the ages of about 5 to 9, and very young learner usually between 2 and 5²⁵.

The focus of English teaching learning at elementary schools is on the vocabulary. Students in elementary schools can be called young learners. Sarah Philips defines that young learners mean children from the first year formal schooling (five or six years old) to eleven or twelve year age²⁶.

C. The Concept of Colored Picture

Picture is one of media that can stimulate students' knowledge to understand the materials in teaching and learning process. According to Wright, picture can be used to motivate the learner and remind him or her what to say.²⁷

The picture can be more attractive to have a variety of colors that correspond to the picture illustration. According to Nugroho, color is a thing that important in determining the response of people, it is the first thing seen by someone, any color

²⁴ Jeremy Harmer in Himayatus Sholihah, *Op. Cit* p.20

²⁵ Jeremy Harmer, *How to Teach English*, (England : Pearson Education, 2007), p.14

²⁶ Philips in Himayatus Sholihah, *Op. Cit*, p.20

²⁷ Andrew Wright, *Picture for Language Learning* (New York: Cambridge University Press, 1989), p.22

will give the impression and specific identity, although this depends on the setting of the back of his/her observer.²⁸ It means that color is the important thing to make something interest to see and give motivation for people to learn the material.

Colored picture can explain something or objects to make the students more effectively to understand the materials and develop the students' motivation in learning. Picture have many advantages in teaching and learning process. According to Wright, the pictures have motivated the students, made the subjects that are dealing with clearer, and illustrated the general idea and form of an object or action which are particular to a culture.²⁹

Picture is a graphic media used for teaching process. Besides picture, there are many media suggested to use by them, such as: photo, graphic, diagram, poster, cartoon, and comic as a graphic media. Solid model, mock up, and diorama are the three dimension media while projection media are slide, filmstrips, film, OHP, etc. They advise to use media in teaching language because of some reasons:

1. The teaching will attract students' attention so they will have goodmotivation
2. The teaching material will be more meaningful so it can be understood by the students easily and possible the students to reach the goal.

²⁸Eko Nugroho, *Pengenalan Teori Warna* (Yogyakarta: CV. Andi Offset, 2008), p.1

²⁹ Andrew Wright, Id, p.136

3. The teaching method will be varied so the verbal communication not only come from the teacher as the centre of communication but also come from the students.
4. Students will have many activities like observation or demonstration³⁰.

Several kinds of pictures according to the type of the picture or type of use such as:

- a) picture of single object;
- a) pictures of one person;
- b) pictures of famous people;
- c) picture of several people;
- d) pictures of people in action;
- e) picture from history;
- f) etc³¹.

The kind of this picture that the researcher used picture of single object in this research.

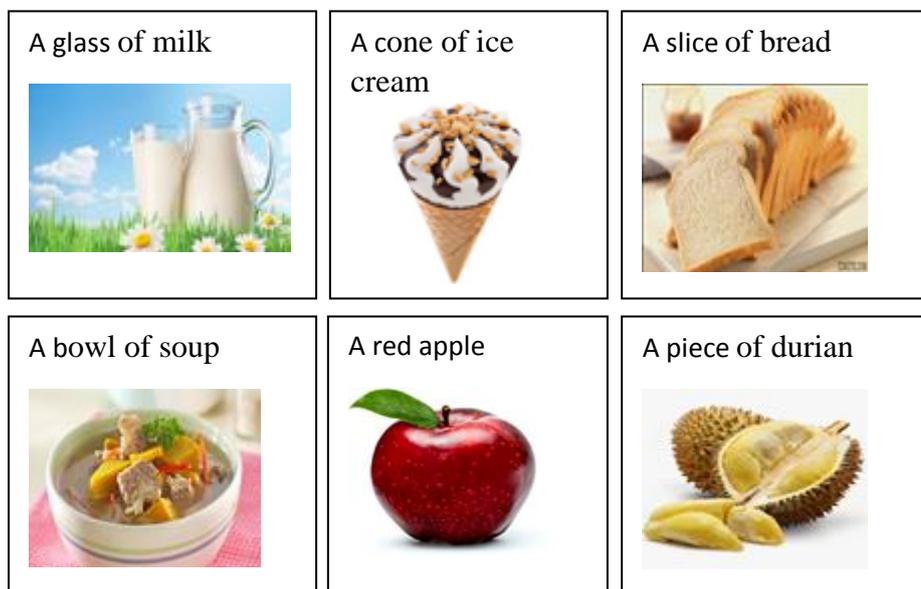
The function of picture has many implications in teaching as follow :

1. The use of picture can capture the students' motivation and interest
2. Picture that is choosen and selected properly can help the students to understand and remember information in it well
3. The simple line picture is often more effective then abstract lines
4. Color should be used effectively so that picture became clear and realistic³².

³⁰Sudjana and Rivai in Hesty Puspita Sari, *The Effectiveness of Using Pictures in Teaching Vocabulary to the Sixth Grade Students of SdnSingkalanyar I PrambonNganjuk Viewed From Their Motivation*, (Surakarta : universitassebelasmaret) ,p.113.

³¹*ibid*,p.115

In this research, the researcher was focused on vocabulary especially noun about foods and drinks material. Example :



D. Procedure of Teaching Vocabulary Using Colored Picture

Colored picture is one of tools that can help the students' visual reflection of the objects to show the meaning of the right vocabulary. Wright stated that, picture can play a key role in motivating students, contextualizing the language they are using, giving them reference and in helping to discipline the activity.³³ It means that that using colored picture students can focus and interest in the learning process if they have more motivation by teacher and that include of the right context.

In this research, the researcher was use Presentation, Practice, and Production (PPP) procedure. According to Harmer, in this procedure, the teacher introduce a

³²Nurma Yunita, *The Influence of Using Picture Towards Students' Preposition of Place Mastery at the Second Semester of The Seventh Class of SMPN 1 Kedondong in 2010/2011*(Bandar Lampung: UIN Raden Intan Lampung, 2015/2016, p.17-18

³³Andrew Wright, *Loc.Cit*, p.10

situation which contextualises the language to be taught. In the presentation, the teacher shows the students the following picture and asks them whether the people in it are at work or on holiday to elicit the fact that they are on holiday. In the practice, the teacher gets the students to repeat the sentence. The end point of PPP is production, here the students are asked to use the new language in sentences of their own.³⁴

Table 2.1
Procedure of Teaching Vocabulary Using Colored Picture

Presentation	1. In the presentation, the teacher presents the materials, in this part the teacher shows the colored picture media. The picture especially about foods and drinks to the student. The teacher asks them whether the noun.
Practice	2. In the practice, the teacher explains the material about nouns especially foods and drinks to the students, then the teacher gives pictures and asks students to tell vocabulary on pictures and the teacher gets the students to find out the vocabulary, based on the pictures and stand in front of class to ask their friend to repeat the vocabulary.
Production	3. In the production, the students are asked to use the new language in sentences of their own. In the final step, the teacher concludes what the teacher has taught and asks the students about their difficulties in learning vocabulary and find out problem solving in the next meeting.

Source: Jeremy Harmer, The Practice of English Language Teaching Fourth Edition.

³⁴Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, p.64-66

E. Advantages of using colored picture

According to Lee WR, there are some advantages in teaching learning process:

1. Can motivate the students in learning the foreign language.
2. Can incentive the students in learning a foreign language.
3. Can help the students to communicate, that is to understand, to speak and to write correct vocabulary.
4. Can visualize the subject.³⁵

F. Disadvantages of using colored picture

Colored picture has disadvantages, these are:

1. It is difficult to look for specific picture which is suitable for the students level, curriculum and needs.
2. The students still find the difficulty to express something in the picture in detail if they never seen it.
3. Each person has different perception about the meaning of picture.³⁶

G. The Concept of Textbook

Textbook is a book as a media, consist of many kinds of the suitable and relevant topic or content that the teacher used in teaching learning process which both teachers and pupils use them. The use of textbooks depends on the teachers in the school.³⁷ Textbook is defined as a comprehensive learning resource that is in print

³⁵Nurma Yunita, *Op.Cit*, p.30

³⁶Paul Nation in Adhe Risky Mayasari, “*The implantation of picture sequence technique in teaching vocabulary at the eleventh grade of the second semester of MA Al-Hikmah Bandar Lampung*”, (Bandar Lampung: Universitas Islam RadenIntan Lampung, 2016), p.40

³⁷Yuliawati *The Effectiveness of English Textbook in Teaching Reading for Elementary School 1 Pancor In The School Year 2005/2006*. Universitas Muria Kudus, 2013,p.9

or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the Ontario curriculum expectations for a specific grade and subject in elementary school or for a course in secondary school, or a substantial portion of the expectations for a learning area in the Ontario Kinder arten program. Such a resource is intended for use by an entire class or group of students.³⁸

Textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year.³⁹

H. The strategy of Teaching Reading Using Textbook

Here are some pre-activity and while-activity preparation media that will be use in combination with one another.

1. Teacher worked out ways of teaching difficult part of textbook by them selves.
2. Teacher consult reference material.
3. Teacher using teaching supports manual.
4. Teachers discussing problem areas with colleagues.

³⁸Ontario. *Guidelines for Approval of Textbook*, Ministry of Education, New York, 2001, p.6

³⁹ Freddy Mugisho. <https://www.teachervision.com/curriculum-planning/new-teacher/48347.html>. Accessed on October 23th 2018

5. Teachers gives students exercise found in the textbook as either classroom work or homework
6. Teachers give students oral practice in English.
7. Teachers ask students study the language focus in groups.
8. Teachers using assignments from prescribed textbook.
9. Teachers provide students with teachers-made assignments.
10. Teacher using sample assignments taken from sources such us references books and prescribed textbooks other than those use by the students.
11. Teacher pre-assigned parts of a prescribed textbook for use in the next lesson.⁴⁰

Based on the explanation above, it can be concluded the textbook is a book as media which can help students to find the information from a text in the text book.

I. Advantages of Textbook

According to Richards, there are some advantages of using textbook as media in the classroom.

1. Textbooks can save teachers' time.
2. Textbooks can provide support for teachers whose first language is not English.
3. Textbooks may serve primarily to supplement the teachers' instruction.⁴¹

⁴⁰ Safnil, [http://www.google.com/serach?q=DEFINITION+BOOK & ie.=utf-8](http://www.google.com/serach?q=DEFINITION+BOOK&ie=utf-8). Accessed on Aug 17th 2018

⁴¹Jack C. Richards,*Op.Cit*, p. 255

From the statements above, it means that textbook is the basic media for learn, it can make easily for teacher to explain and understand the material for the learners. Textbook can also support the teacher and students in teaching and learning process because it matches the needs of that situation perfectly.

J. Disadvantages of Textbook

According to Richards, there are also some disadvantages of using textbook as media in the classroom:

1. They sometimes present inauthentic language.
2. Textbooks often present an idealized view of the world or fail represent real issue.
3. Textbooks may not reflect students' need.⁴²

Based on the statement above, it means that textbook must be appropriate to the context, the language should be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. But, students need other media that it can makes them interest to learn in the classroom because information of textbooks is not current and relevant, students only see one perspective on a concept or issue.

K. Frame Of Thinking

English has assential meaning in education program. Therefore, the students in elementary school should have the ability and knowledge to used English well for

⁴²*Ibid*, p. 255

communication in the social life. In English learning , students should be mastered four skills, but in this context, the students should be focused in vocabulary mastery because it is basic skill in English.

However, vocabulary is an important factor in teaching learning English. In fact, the students have little motivation to learn English. The media that used by the teacher become a factor that causes them to get bored of learning mastering English. Consequently, an attractive teaching media needs applying to raise students' motivation. The researcher assumed that colored picture can make students have high motivation to learn because every child is interesting kind of picture. It is strategy to increase vocabulary mastery come easier.

Based on the explanation above, in relation to the vocabulary teaching and referring to the frame the theories mentioned in the preceding sections. The researcher hoped that students got some interesting experience in learning English, they can do some exercises in vocabulary test easier and the colored picture will motivate the students in learning English especially in vocabulary mastery.

L. Hypothesis

The hypothesis of the reasearch are follows:

H_a : There is a significant influence of using colored picture toward young learners' vocabulary in Madrasah Ibtida'iyah Kebumen,Tanggamus in the 2019/2020 academic year

H_0 : There is no significant influence of using colored picture toward young learners' vocabulary in Madrasah Ibtida'iyah Kebumen,Tanggamus in the 2019/2020 academic year



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