

ABSTRACT

English is a new subject for the elementary school students because it was introduced formally in Yogyakarta in the academic year of 1994-1995. Each topic in the Outlines of Instructional Program contains a list of vocabulary. The vocabulary presented in it is the basic vocabulary, namely family terms, parts of body, pronoun, numbers, verbs, adjectives, and universal things. Considering that English is a new subject, it is necessary to know which technique is better for the students so that they can learn English effectively.

In reality, many English teachers teach vocabulary relying on the text only. Based on theories, some experts offer the use of pictures in teaching-learning processes. To find out which technique is better, the writer conducted an experiment "the use of pictures to teach vocabulary to elementary school students." In the experiment, the writer took two groups of students. One group was the experimental group which was taught using pictures, the other one was the control group which was taught without using any pictures. The instruments used in the experiment were a questionnaire, a pre-test, and a post-test. The pre-test was given to know the entry level of both groups. The results of the pre-test showed that both groups had the same entry levels. After being given different treatments, the two groups did the post-test in order to know which group performed better. The results of the post-test showed that the experimental group got the higher mean than the control group. To check whether the difference of the means was significant, the writer used "t-test". The result of the t-test showed that the difference of the means was significant.

The experiment proved that the use of pictures in teaching vocabulary was better than the method which did not use any pictures. Besides, pictures aid the teacher to teach vocabulary by helping him or her create situations which are outside the classroom, introduce the students to unfamiliar cultural aspects, expose reality, change situations easily, and discuss more than one topic. In fact, not all pictures are good for teaching vocabulary. Thus, it is better for the teacher to select the pictures carefully. Only pictures which are simple, have no ambiguity, in accordance with the students' level, and related to the topic taught that are good for teaching vocabulary.