THE USE OF PICTURES TO TEACH VOCABULARY TO CHILDREN IN ALPHA ENGLISH COURSE YOGYAKARTA: CASE STUDY

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Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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ABSTRACT


Pictures are commonly used by English teachers especially in teaching vocabulary to young learners. One of the reasons is pictures can arouse the students’ motivation and attention during the teaching and learning activities. The researcher chooses the use of pictures in “My First Class” program classroom activities of Alpha English Course as the phenomenon to be studied in this research. “My First Class” program uses pictures together with other media to teach English vocabulary to young learners. The researcher also wants to find out the teacher’s perception of pictures as teaching media because it will affect the degree of pictures usage in the classroom activities.

The aim of this research is to describe the use of pictures in young learners’ classroom of “My First Class” program level 5 in Alpha English Course at Yogyakarta. There are four research questions: 1) How do pictures used as teaching media to teach English vocabulary to the students of “My First Class” program in Alpha English Course? 2) What is the teacher’s perception of using pictures as teaching media to teach English vocabulary for the students in “My First Class” program of Alpha English Course? 3) What vocabulary progress do the students experience when the teaching and learning activities employ the use of pictures? 4) What approaches and methods do the teacher use in designing or selecting the pictures to be used in vocabulary lessons?

In order to answer the research question, the researcher used case study as the research method. The researcher interviewed the teacher of MFC 5 program, record the classroom activities and analyze the documents. The researcher followed general qualitative data process as the research procedure and interpretational data analysis technique. The researcher transcribed the interview and coded it using Biklen and Bogdan’s code categories (2003), observed the recorded classroom activities and analyzed the data using observation rubrics.

Based on the data analysis, it was revealed that: pictures are effective teaching media in vocabulary learning for young learners; MFC 5 teacher has positive attitude toward pictures as teaching media and communicative approach is mainly used along with pictures as the media in MFC 5 classroom.

Keywords: Pictures, young learners, vocabulary, teaching
ABSTRAK


Media gambar telah digunakan oleh para guru bahasa Inggris, untuk mengajarkan kosakata baru dalam bahasa Inggris terutama untuk anak-anak. Media gambar digunakan untuk membantu anak-anak untuk menguasai kosakata baru dalam bahasa Inggris karena dapat meningkatkan motivasi dan menjaga perhatian para murid agar selalu tertuju pada aktivitas belajar mengajar. Dari sebab inilah, penulis ingin mengetahui bagaimana media gambar digunakan untuk meningkatkan kemampuan anak-anak dalam menguasai kosakata bahasa Inggris. Penulis memilih program “My First Class” milik Lembaga Kursus Bahasa Inggris “Alpha” karena media gambar digunakan untuk mengajarkan kosakata bahasa Inggris untuk anak-anak bersama dengan media-media lain.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan gambar dalam pengajaran kosakata baru dalam bahasa Inggris dalam program “My First Class” tingkat 5 di Lembaga Kursus Bahasa Inggris “Alpha”. Terdapat 4 (empat) pokok permasalahan penelitian yaitu: 1) Bagaimana penggunaan media gambar dalam mengajarkan kosakata bahasa Inggris pada para murid? 2) Bagaimana persepsi dari guru program “My First Class” terhadap media gambar dalam penggunaannya untuk mengajarkan kosakata bahasa Inggris? 3) Apakah kemajuan kemampuan untuk menguasai kosakata bahasa Inggris yang dialami para siswa setelah media gambar digunakan dalam kegiatan belajar mengajar? 4) Apa sajakah pendekatan dan metode yang digunakan oleh guru dalam mendesain atau memilih media gambar untuk digunakan dalam kegiatan belajar mengajar?

Untuk menjawab pertanyaan-pertanyaan tersebut, penulis menggunakan studi kasus sebagai metode penelitian dan proses pengelolaan data kualitatif umum sebagai prosedur penelitian. Penulis menggunakan teknik analisis data interpretational dimana penulis menggunakan sistem kodifikasi tertentu yang telah diadapati dari sistem kodifikasi oleh Biklen dan Bogdan. Penulis mentranskrip dan mengkodifikasi data yang diperoleh dari wawancara dengan guru MFC 5, mengobservasi video kegiatan belajar-mengajar and menganalisa dokumen-dokumen yang berkaitan dengan kegiatan belajar-mengajar menggunakan rubric observasi.

Hasil dari pengolahan data data tersebut adalah: media gambar efektif untuk pengajaran kosakata bahasa Inggris untuk anak-anak, pendekatan komunikatif digunakan dalam proses belajar mengajar di MFC 5 dengan gambar sebagai media pembelajaran dan tanggapan guru MFC 5 yang positif pada media gambar untuk mengajarkan kosakata bahasa Inggris pada anak-anak.

Kata kunci: Pictures, young learners, vocabulary, teaching
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CHAPTER I

INTRODUCTION

This chapter presents the introduction to this research. The explanation in this chapter is divided into six parts, namely: research background, research problem, problem limitation, research objectives, research benefits and the definition of terms used in this research.

A. Research Background

Pictures as teaching media have been commonly used by English teachers around the world. The English teachers commonly used pictures as teaching media to explain the meaning of new English vocabulary even in the very early stage of learning. Pictures as teaching media can be in a form of flashcards and posters. According to Joklová in her research, pictures arouse the students’ motivation and attention in teaching and learning activities (Joklová, 2009). This may be the reason why pictures are commonly used by most of the English teachers around the world, especially for those who are teaching young learners English as a foreign language. In order to find out how pictures are used in young learners’ classroom, this research investigates the use of pictures as teaching media in very young learners’ classrooms. The research takes place in Alpha English Course on Jalan Monjali, Yogyakarta. Alpha English Course offers many classes for various ages and needs.
One of the classes that this English course has is “My First Class”. The class is offered to the very young children who want to learn English in an early stage. The students of “My First Class” program are in their early age of school, 4 to 6 years old. The reason why the research is conducted in Alpha English Course is that the researcher finds that this English course offers English preschoolers’ classes in full English-speaking activities, without any pre-test. Based on the informal observation the researcher conducted in the classroom in March 2014, “My First Class” program uses many kinds of teaching media to teach English vocabulary such as: songs, crafts, chants, toys and pictures. Out of those kinds of teaching media used in MFC program, the researcher analyzes pictures in vocabulary learning and teaching. In order to gather the information about the method used in the teaching and learning activities and how pictures are used to teach the MFC students’ English vocabulary, the researcher records the classroom activities and observed them through the recorded video. In the observation, the researcher is in observer as participant stance and the researcher asks one of the colleagues to observe the classroom activity video in order to confirm the facts found in the video.

“My First Class” program of Alpha English Course focuses on its vocabulary teaching method and aims to the students of this program to be able to use certain English words in a sentence or dialog. The students of “My First Class” program are not only taught the vocabulary in a particular theme learned in the meetings, but also the simple utterances used in the daily conversation. MFC students also learn the utterances used on greetings, apologizing, asking for help, borrowing things and so on. Wells points out that the children learn language through their interaction
with the people around him (Wells, 1985), thus, the children need to be able to use the language to communicate. This is why the students of MFC program learn simple utterances in daily conversation. The language used in the classroom is mainly English, except, in a certain situation when the teacher and/or the assistants need to tell the students in Bahasa.

The classes in “My First Class” program is divided into two based on the age of the students; “My First Class 3” is the class for 3 to 4 years old children and “My First Class 5” is the class for 5 to 6 years old children. The difficulty levels of the vocabulary and utterances taught in MFC 3 and MFC 5 are different. The students of MFC 5 for example, are assumed that they have been exposed to English language vocabulary and utterances in daily conversation therefore; they have enough knowledge to learn the newer and more complicated English vocabulary rather than the MFC 3 students who, most of them have not been exposed to English language at all.

In this research, the researcher wants to find out the MFC 5 teachers’ perception of the use of pictures as the teaching media. According to Luyendijk, perception is “an active process in which the individual is central”; “a combination of innate knowledge and adaption process”, and it is influenced by “social and cultural factors” (Luyendijk, 1981, p. 3). “The way teacher view the role of media in classroom teaching will to a large extent determine the level and degree of its usage” (Taiwo, 2009, p. 75) therefore it is important to know the teacher’s perception of the use of pictures as their teaching media because it can affect her/his teaching styles, method and the whole classroom activities which also could affect
the students’ English vocabulary progress. This research investigates the teacher’s view about pictures as teaching media in very young learners’ classrooms.

B. Research Problems

The research problems of this study are:

1. How do pictures used as teaching media to teach English vocabulary to the students of “My First Class” program in Alpha English Course?

2. What is the teacher’s perception of using pictures as teaching media to teach English vocabulary to children in “My First Class” program of Alpha English Course?

3. What vocabulary progress do the students experience when the teaching and learning activities employ the use of pictures?

4. What approaches and methods do the teacher use in designing or selecting the pictures to be used in vocabulary lessons?
C. Research Design

The researcher uses case study as the research methodology. Case study is one kind of qualitative study in which “it needs in depth explanation of the subject, use the natural phenomena as the subject and it uses human as participant” (Ary, Jacobs, & Sorensen, 2010, pp. 423-425). This research belongs to intrinsic case study because this research focuses on a unique phenomenon which only happens in the place where this study takes place. The subject of this research “does not necessarily represent other cases or a broader trait or problem for investigation” (Ary, Jacobs, & Sorensen, 2010, p. 455). In collecting the data for this research, the researcher uses triangulation principle in data collection. The triangulation is one of the three principles of data collection in case study which allows the researcher to collect data “from multiple sources but aimed at the same corroborating the same fact or phenomenon” (Yin, 2009, p. 116).

The researcher does an observation in MFC 5 classroom, interview with the teacher of MFC 5, and document analysis of the lesson plan and teaching media of MFC 5. The observation goal is to find out how the teacher uses pictures in the teaching-learning activity and the students’ vocabulary progress after the implementation of pictures in the classroom. The interview is used to gain the data from the teacher of MFC 5 about her perception of the use of pictures as teaching aids to help the MFC 5 students in improving their English vocabulary acquisition. The document analysis of the syllabus and lesson plans of MFC 5 is used to gain the data about the teaching and learning method used in the classroom, to what
extent pictures are used in the classroom and types of pictures used as teaching media in very young learners’ classrooms.

D. Problem Limitation

The problem is limited to the use of pictures in order to teach English vocabulary to the students of “My First Class” program in the MFC 5 level of Alpha English Course Monjali. The subjects of this study are the teachers and the students of “My First Class” program at MFC 5 level of Alpha English Course Monjali.

E. Research Objectives

The research objectives of this study are:

1. To find out how pictures used as teaching media to teach English vocabulary to the students of “My First Class” program in Alpha English Course.

2. To find the teacher’s perception of the use of pictures as teaching media in order to teach vocabulary to the students of “My First Class” program of Alpha English Course.
F. Research Benefits

This research benefits young learners’ teachers, parents and the future researchers. The benefits are:

1. For the other English young learners’ teachers

This research can give the other English young learners’ teachers idea in developing teaching media to teach English vocabulary to their students. They can also develop the teaching strategy in order to find a fun and easy way for English young learners in learning English especially English vocabulary.

2. For the parents of the English young learners

This research can support the parents to teach their children English vocabulary at home. The research can give them idea and/or ensure them to use pictures as one of the media to teach English vocabulary to their children in their home.

3. For the future researchers

This research can be one of the references they can use in their research later. The future researchers can also develop the teaching media analyzed here into a better form and a better teaching strategy based on this research.
G. Definition of Terms

The definitions of terms used in this research are:

1. Pictures

   According to the Oxford Dictionaries Online, the definition of picture(s) is “a painting or drawing” (Oxford University Press, 2013). Pictures belong to visual media that is commonly used by not only English teachers, but also the teachers of other subjects. Pictures are one of the kinds of visual media which “…is also very important to help convey meaning and to help pupils memorize new vocabulary” (Brewster, Ellis & Girard, 2002, p. 86). Thus, pictures can also be used not only by the English teachers, but also by the teachers of any other subjects. In this research, the word “pictures” refers to the still pictures as teaching aids to teach MFC students English vocabulary.

2. Teaching Vocabulary

   The definition of the word “teach” according to Oxford Online Dictionary is “impart knowledge to or instruct (someone) as to how to do something” and “give information about or instruction in (a subject or skill)” (Oxford University Press, 2015). In this research the subject is vocabulary thus, teaching vocabulary can be defined as impart knowledge and give information about vocabulary. The word vocabulary itself is defined as “The body of words used in a particular language” (Oxford University Press, 2013). The language which discussed in this research is English thus, the word “vocabulary” here means the body of words used in English language. Based on the definitions above, teaching vocabulary can be defined as imparting knowledge and giving information about English vocabulary to the
learners in which the teacher gives instructions in the teaching and learning activities.

3. Very Young Learners

One of the subjects of this research is the students of MFC 5 in Alpha English Course Monjali. As mentioned before, the age range of MFC 5 students are 5 to 6 years old, they are in their primary age of school and some of them have not had some exposure to English yet. According to Reily and Ward, the “children who have not yet started compulsory schooling and have not started to read” (Reilly & Ward, 1997, p. 3) are very young learners. Thus, the phrase “very young learners” in this research refers to the MFC 5 students who attend kindergartens and “learning English as a second language” (Reilly & Ward, 1997, p. 3) in Alpha English course Monjali.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter would review the related literature on the use of pictures in vocabulary teaching for young learners. The researcher gathers the information from the experts and other researches related with the topic of this research and review them in this chapter. The review is divided into two parts: theoretical description and discussion.

A. Theoretical Description

Pictures are one of the teaching aids used in young learners’ classrooms. Pictures are important to help young learners to understand the meaning of new vocabulary items and memorize them (Brewster, Ellis, & Girard, 2002). As stated in the first chapter, the word “pictures” here refers to the still pictures which are used as media to teach English vocabulary in young learners’ classrooms. This part elaborates the use of pictures in young learners’ classroom according to the experts’ opinions and the principles of teaching young learners using pictures in literatures. The elaboration begins with young learners’ special characteristics in language learning.
1. Young Learners’ Characteristics in Language Learning

The subjects of this research are very young children who are learning English as a foreign language in Alpha English Course Monjali. Teaching English as a foreign language to very young children is different than teaching adults (Brewster, Ellis, & Girard, 2002). The first difference is very young children learn English merely for communication purpose (Oksaar, 1983). It means that the children learn foreign language to convey the meaning to others whereas adults’ purpose in learning English as a foreign language is not only to make them be able to communicate in English, but also to seek jobs or to study abroad (Brewster, Ellis, & Girard, 2002).

The other difference is the physical and emotional needs (Brewster, Ellis, & Girard, 2002). Very young learners need more physical activities than adults; this is why there are many types of physical activities which can be used in very young learners’ classrooms. Very young learners tend to be egocentric (Brewster, Ellis, & Girard, 2002; Piaget, 1928). They use more egocentric language and they do not care if they are being listened or not. The use of egocentric language may be affected by their emotional needs; they are “developing self-esteem and confidence in learning” (Brewster, Ellis, & Girard, 2002, p. 28). This may affect the teaching methods in young learners’ classrooms, where the students may need more appraisal and reinforcements in teaching and learning process than in adults’ classrooms. Another characteristic of very young children in language learning is they are still developing their literacy in their first language (Brewster, Ellis, & Girard, 2002). This may affect their second language learning process as very
young learners “learn more slowly and forget things quickly” (Brewster, Ellis, & Girard, 2002, pp. 27-28).

Those distinctive characteristics of very young learners in language learning can be used as considerations to the teachers in order to choose the best teaching media which meets the students’ need and applies the teaching and/or approaches which are appropriate for young children in the classroom activities. This research discusses pictures as teaching media and the next part elaborates the use of pictures as teaching media for young learners.

2. Pictures as Teaching Media in Young Learners’ Classroom

One thing to know about pictures as teaching media is the types of pictures which are usually used in very young learners’ classrooms. The researcher takes Hill’s classification of pictures for this research. Hill classified pictures based on the size of the pictures. There are three types of pictures that can be used in very young learners’ classroom based on the size; they are large, medium and small pictures (Hill, 1990). The 20x30 cm pictures belong to big pictures, which are useful in a whole-class work (Hill, 1990). This type of picture is useful in the whole-class activity like presenting new vocabulary items because it can attract the students and make the teaching and learning process more enjoyable for them. The whole-class activity means all of the students are involved in the activity. One example of this activity is when the teacher explains about the new vocabulary items, the students
have to repeat the new word spoken by the teacher together in order to memorize and acquire it.

The other types of pictures are the medium and the small-sized pictures. The medium (10x15 cm) and smaller (5x5 cm) pictures are useful for games and group-work activities (Hill, 1990). The group-work activities in very young learners’ classroom can be in a form of team-work games, in which the students have to cooperate with each other in order to achieve a goal. In this kind of activities, Hill suggested using medium-sized pictures which are easy for the students to handle yet the pictures are still clear to see (Hill, 1990).

Those are the types of pictures according to their sizes and the use in classroom activities. The teacher may use different kinds of pictures in the teaching and learning process to support the classroom activities. The teacher may select the pictures to be used as teaching media according to the requirements of pictures to young learners which will be explained in the next part.

The pictures used as teaching media in very young learners’ classroom also have to fulfill some criteria in order to meet the students’ need. There are various sources of pictures that can be used by young learners’ teachers as the teaching media such as internet, magazines, brochures, leaflets, booklets, calendars, post cards, greeting cards and posters (Haas & Packer, 1946; Ryan, 1993). The teacher may choose the appropriate pictures for the students using the criteria from Ryan.

The first criterion is all of the students in the classroom can see the pictures in detail (Ryan, 1993). This means that the pictures used as the teaching media have to
be clear for the students to see. The pictures are not necessarily in big sizes; the
teacher can choose the appropriate pictures according to the classroom activities. As
stated in the previous part, there are three types of pictures according to their sizes.
Those types of pictures have their own speciality in their use in very young
learners’ classroom activities. The teacher can refer to this classification to choose
the appropriate pictures for each classroom activities.

The second criterion is the content of the pictures (Ryan, 1993). In selecting
the pictures for very young learners, the teacher has to consider the age of the
students and the content of the pictures (Ryan, 1993). There are various sources of
pictures and those sources may not made for young children to see. Therefore, the
teacher can pick some of the pictures which are appropriate for the students.
Besides the age of the students, the teacher also need to consider the students’ real-
life experience (Ryan, 1993). The students’ real-life experience in this research
includes the most up-to-date trend in young children’s life such as their favorite
celebrity, movies and the games they like to play lately. The teacher can select the
pictures based on this criterion to arouse their interest in the teaching-learning
activities. Selecting the pictures which are related with the students’ real-life
experience can also keep the students’ attention and concentration during the
teaching and learning process.

The last criterion is the complexity of the pictures (Ryan, 1993). The pictures
used in young learners classroom has to be complex enough for them to arouse their
attention in the teaching and learning process. Very young children (3-6 years old)
are in the “pre-operational stage” in which the children are capable in symbolic
thought (Brewster, Ellis, & Girard, 2002, Oksaar, 1983). In this stage the children can concentrate the attention “on only one striking feature of an object or action” (Oksaar, 1983, p. 80). The complexity of the pictures used in the classroom can be a “striking feature” of the word the picture represents.

3. Selecting English Vocabulary Items for Young Learners

English as a language has so many words to learn for English language learners. As stated in the previous part, adult language learners are different with very young learners therefore the vocabulary items learnt are different between adults and very young learners. The first difference is the size of the vocabulary items learnt by the children and adults (Brewster, Ellis, & Girard, 2002). Brewster suggested young learners to learn about 500 words a year but it depends on the learning condition, time and the learnability (Brewster, Ellis, & Girard, 2002). This amount is not the exact number of words that the children should learn because there are many factors which could influence the children’s learning process of new words such as their ability in acquiring new vocabulary items and their former knowledge of the new vocabulary items (Christ & Wang, 2012).

The first aspect that the teacher may consider is the children’s needs in learning foreign language. As stated in the previous part, the children learn English as a foreign language in order to communicate therefore the teacher needs to choose the words which can be used in their daily life (Allen, 1983). Regarding to this matter the teacher can choose the words about the people and the things in
children’s daily life and in their experiences. The teacher is suggested to choose the most unknown words (Christ & Wang, 2012) before the classroom activities begin in order to plan the appropriate approaches to explain the meaning of the new words.

The second aspect to consider in selecting the vocabulary items for young learners is whether the new words are easy or difficult to learn for very young English learners. This is the learnability of the words (Brewster, Ellis, & Girard, 2002) which is one of the listed aspects to consider for the teacher in selecting the new words for young learners. The learnability of words is related to the concreteness of the words. The concrete words are easier to learn for young children than the abstract ones, it is better for the teacher to select and teach the concrete words then followed by the abstract ones (McCarthy, 1992; White, 1988). Brewster, Ellis, and Girard (2002) have adapted seven factors from White’s which affects the learnability of the new words: demonstrability, similarity to the children’s first language, brevity, regularity of form, learning load, opportunism and centres of interest (Brewster, Ellis, & Girard, 2002).

The demonstrability factor is related words concreteness which has been discussed before. The similarities of the new words to the first language can affect the learning load of the new words. The learning load means that whether or not the parts of the words taught has been known by the children; if the children has known a part of the word because it is similar to the children’s first language, it may be easier for them to acquire the new words. The opportunism and centres of interest factors are related to the children’s situation. As stated before, it will be
better for the teacher to provide the children with the words which they can use in their daily life and the immediate situation in their daily life is in the classroom language therefore the teacher can select the words which are relevant to the classroom environment. The teacher can also use the words which are related to the students’ centres of interest to make the learning process more fun and enjoyable.

The last aspects to consider are the length and the form of the new words selected (Brewster, Ellis, & Girard, 2002; White, 1988). It can be easier for the children to learn the regular plural and superlative words rather than the irregular ones; for example the word “dog” is easier to learn than “mouse” because it “dog” plural form is “dogs” whereas “mouse” plural form is “mice”.

4. The Teaching Methods/Approaches in Young Learners’ Classrooms

Pictures can be used in various kinds of teaching and learning activities (Hill, 1990) thus, there are several approaches and methods that can be used by very young learners’ teachers in teaching English vocabulary with pictures as teaching media. Finocchiaro and Brewster listed some approaches and methods in teaching English vocabulary which are suitable for very young learners; the Gouin method, audio-lingual method, communicative approach, task based learning, story-based method, direct method, natural method, the silent way, and total physical response (Brewster, Ellis, & Girard, 2002; Finocchiaro, 1989).
In the Gouin method, the teacher does sequential actions followed by the utterances to describe the actions. The students’ task is to imitate the actions and utterances performed by the teacher. Audio-lingual method is based on structuralism and behaviorism which involves the repetition of the target language (Brewster, Ellis, & Girard, 2002). This method is teacher-centered and it has been modified to meet the actual students’ need in several countries (Brewster, Ellis, & Girard, 2002). The communicative approach is a little bit different with audio-lingual method. The audio-lingual method is teacher-centered and involves the repetition of the target language, whereas the communicative approach emphasizes more on the communicative purpose of the language learning (Brewster, Ellis, & Girard, 2002). This approach involves meaningful and contextual tasks and three types of activities: problem-solving, interactive, and creative activities (Brewster, Ellis, & Girard, 2002).

Communicative approach is often referred to activity-based approach and it sometimes confuses with the task-based learning. The communicative approach is based on “the social-interactionist theory which emphasizes the social nature of language learning and interaction” (Brewster, Ellis, & Girard, 2002, p. 44). The difference between the communicative approach and task-based learning is that in the task-based learning, language is taught in order to help the learners to use language for purposes in the context “which the purpose for language emerges” (Brewster, Ellis, & Girard, 2002, p. 45). Story-based learning is, as the name suggest, the teaching method which use stories and storytelling in teaching second language to young learners (Brewster, Ellis, & Girard, 2002). Brewster, Ellis and
Girard suggest some follow up activities for story-reading: drawing and colouring, handicrafts, songs and rhymes and vocabulary activities.

The direct method is a teaching method in which the “chunks of language are taught in target language” (Finocchiaro, 1989, p. 7). In this method the major language used in the classroom is the target language. The natural method is different with the methods above. As Gatenby stated, natural method is “the natural or customary way of learning a language” (Gatenby, 1944, p. 13). Gatenby summarizes the natural method based on the observation of children who are learning a new language in the region where the foreign language is spoken: association of name with object, learning by sound, learning common groups of sounds, learning through action, constant correction, compulsion, maximum number of teachers, amount of time and equipment, constant revision, variety and interest and the children learn the speech only (Gatenby, 1944). Thus, the natural method is stated as the natural way of children to learn second/foreign language.

Gatenby stated that the teacher has to teach English language using the method that is based on the natural way of language learning, in other words, the method that the teacher use in teaching young learners has to be based on or use the natural method (Gatenby, 1944).

The silent way method is developed by Caleb Gattegno. The “silence” here does not mean that the classroom is quiet all of the time, but the silence happen in certain situation. Based on the principles of the silent way method written in Finocchiaro’s book, the silence of the teacher happens when the students do the peer collaboration and it happens to the students when they think about what they
will produce (Finocchiaro, 1989). The other principles of this method are “color coding for the sounds of letters” and “collaboration of learners to produce utterances” (Finocchiaro, 1989, p. 11).

Total physical response is found and developed by James J. Asher. This method is a mixture of the Gouin method and the direct method. This method is popular in teaching young learners because this method “develops listening skills”, introduces the target language to the students in a “…visual and contextualized way” and it “involves activity and movement” (Brewster, Ellis, & Girard, 2002, p. 44) which is suitable with young learners’ characteristics and needs to be physically active (Brewster, Ellis, & Girard, 2002). In this method, as Brewster stated before, introduces the language in a visual and contextualized way. The teacher gives the students instructions to be performed by the students and the instructions become gradually longer and complicated which requires the students to perform multiple actions (Finocchiaro, 1989).

The teacher can take several aspects of the methods discussed above and use them in the teaching and learning activities. According to Brewster, the most common method used in teaching young learners course books is the communicative approach but, the teacher can combine some or all of the principles of the teaching methods (Brewster, Ellis, & Girard, 2002) discussed above in teaching and learning activities to meet the students’ need using pictures as the teaching media.
5. Teacher’s Perception of Pictures as Teaching Media

The research on the teacher’s perception of pictures as teaching media in very young learners’ classrooms which the researcher found is done by one of the former student of English Language Education Program in Sanata Dharma University, Fl. Juliani. She conducted a survey research on 20 different English young learners’ teachers using interview and questionnaires. Based on the data gathered, most of the respondents have good perception of pictures as teaching media to teach English vocabulary to young children (Juliani, 2010). Most of English young learners’ teachers who become the respondents of the research see pictures as an effective media to teach English to young learners.

B. Theoretical Framework

Based on the explanations from various sources presented before, the researcher can conclude that teaching English vocabulary to very young learners may be different than teaching English to adults. This is because very young learners’ characteristics are different with adults; they learn English to communicate, physically active, egocentric and still need to develop their literacy skill and their self-esteem in learning (Brewster, Ellis, & Girard, 2002; Oksaar, 1983; Piaget, 1928).

Based on the very young learners’ characteristics above, the teacher can choose the appropriate teaching media in her/his young learners classroom. The
teaching media for very young learners discussed here is pictures. There are many sources of pictures which can be used by the teachers in young learners classroom, such as internet, magazines, brochures, leaflets, booklets, calendars, post cards, greeting cards and posters (Haas & Packer, 1946; Ryan, 1993) but the teacher needs to consider few things to select the appropriate pictures to be used as teaching media in very young learners’ classroom. The aspects to consider are the size, content, and complexity of the pictures (Ryan, 1993).

Pictures as a teaching media are flexible in terms of their use so there are many teaching methods and/or approaches in very young learners’ classroom which can use pictures as the teaching media to teach English vocabulary (Hill, 1990). The teaching methods and/or approaches which can be used by very young learners’ teachers to teach English vocabulary are: the Gouin method, audio-lingual method, communicative approach, task based learning, story based method, direct method, natural method, the silent way, and total physical response (Brewster, Ellis, & Girard, 2002, pp. 43-47; Finocchiaro, 1989, pp. 7-11).

The teacher’s perception of the use of pictures to teach English vocabulary to very young learners’ classroom is one of the research problem. There is a research on this topic and the data gathered in the research shows that most of the research respondents (20 young learners’ teachers) see pictures as an effective media to teach vocabulary to children (Juliani, 2010).
The methodology used in this research is case study. The next chapter explains the method used in this research, research setting, participants, procedure, instruments and data gathering techniques.
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodology used in this research. The description is divided into 7 seven sections, namely: the research method, research setting, research participants, instruments and data gathering technique, research bias, data analysis technique and research procedure.

A. Research Method

The method used in this research was case study. According to Yin, the case study as a research method was “an empirical inquiry about a contemporary phenomenon…within its real-world context” (Yin, 2009). The cases which could be studied using case study as the research method were: decisions, individuals, organizations, processes, programs, neighborhoods, institutions and events (Yin, 2009). The case in this research was a kind of real-life phenomenon of teaching and learning process in which pictures were used as teaching media to teach English vocabulary to very young learners. As Yin stated, the phenomenon studied was in its natural context; the phenomenon might not be modified by the researcher (Yin, 2003).

The case study method in this research belong to intrinsic case study, in which the researcher “wanted to know more about a particular individual, group, event or organization” and the researcher is “not necessarily interested in examining
or creating general theories or in generalizing” the finding “to the broader populations” (Hancock & Algozzine, 2006, p. 32). In this research, the researcher did an in-depth study on the real-life phenomenon in young learners’ classroom in order to be able to understand what happened in the process and the researcher did not create and/or generalize the finding to the broader populations. This research used the descriptive research design which was aimed to “present a complete description of a phenomenon within its context” (H Hancock & Algozzine, 2006, p. 33).

In data collection, the researcher followed Yin’s three principles of data collection: multiple sources of evidence, creating a case study database and maintaining a chain of evidence (Yin, 2009). The triangulation was the rationale of the data collection (Yin, 2009) and the researcher used three different sources of evidence; interview, documentation and observation. The researcher interviewed the teacher of My First Class 5 program; observed the real-life classroom activities and analyzed the MFC 5 program documents such as MFC lesson plan and the pictures used as teaching media. The researcher analyzed the data and created a case study database to organize the data gained from the sources of evidence (Yin, 2009).
B. Research Setting

The research took place in Alpha English Course at Jalan Monjali Yogyakarta. The research was done in fourth month of My First Class 5 Program. The researcher chose to do the research in fourth month of My First Class 5 program because in that month, the students of MFC 5 program learned English vocabulary using pictures as the teaching aids. There were 9 MFC students attended the class with a teacher and two assistants.

C. Research Participants

The research participants were the teacher and the students of MFC 5 program. The privacy of the participants was protected unless the participants were willing to be mentioned in the research report later. The researcher made the consent form for the research participants and the institution associated in order to assure the participants’ privacy and that there were no harmful disadvantages toward the participants and the institution.

D. Instruments and Data Gathering Technique

The instruments used in this research were interview protocol, observation protocol and rubric for document analysis. These instruments had the research questions as the guidelines and they were attached in the appendices.

The data gathering techniques which used were interview, classroom observation and document analysis. The researcher interviewed the teacher of MFC
5 program due to the use of pictures to teach English vocabulary to very young learners. The researcher recorded the classroom activities using a video recorder in order to keep the phenomenon in its natural context (Yin, 2009). Using the observation protocol, the researcher observed how the teaching and learning activities process happen in MFC 5 program through the video. The researcher acted as a non-participant, thus the researcher did not participate in the classroom activities. The researcher also asked a colleague to observe the classroom activity video in order to confirm the facts found in the video based on the observation protocol.

The researcher also did an in-depth interview with the teacher of MFC 5 program for approximately one hour. An in-depth interview meant the researcher used interview protocol as the interview guidelines while seeking for further information from the participant. The researcher transcribed the interview and returned the transcript to the interviewee. The researcher also analyzed the documents using a rubric. The researcher analyzed the documents using the rubric and gathered the information into case study database in the researcher’s personal computer. All of the information from the data sources was gathered in the database to be presented as the research results.

E. Research Bias

The researcher was aware of the research bias for the researcher has worked in the research setting before and the participants were acquainted with the researcher. In order to minimize the research bias, the researcher asked the
researcher’s colleague to confirm the facts found in the classroom activity video and did “member-check” (Yin, 2009) in the interview. The interview transcript was returned to the interviewee to confirm the validity of the information found in the interview. The researcher also sent consent form to the interviewee to assure that the interviewee’s participation in this research was voluntary and the participant’s privacy was protected unless the respondent requested to be mentioned in this research.

This research results could be generalized through the analytic generalizations process, which required “conceptual claims” and they could be applied in the situation outside this research setting in which “similar concepts, constructs or sequences might be relevant” (Yin, 2012, p. 18). The generalization of this research could also be done using the naturalistic approach which allow the readers to generalize the research results as if they were in the same situations (Stake, 1995).

F. Data Analysis Technique

There were three types of data analysis technique in case study as a research method: interpretational, structural and reflective analysis (Gall, Gall, & Borg, 2007). The data analysis technique used in this research was interpretational data analysis technique. The interpretational data analysis “involves a systematic set of procedures to code and classify [sic]” the data gathered (Gall, Gall, & Borg, 2007).
The researcher coded and classified the data gathered from the interview, observation and document analysis based on the research questions. The first step that the researcher took was to classify which data could inform the research and which data could not, then the researcher classified the data based on the research question it could answer. When the data had been classified to its research question, the researcher synthesized the information gathered and generated them into themes according to the research questions to be reported in the fourth chapter of this research.

G. Research Procedure

The research procedure followed the general qualitative data process analysis which included data gathering, data display and conclusion drawing processes (Miles & Huberman, 1992). The first step of the research was data gathering process. The researcher collected the data of the phenomenon using three types of data gathering techniques: interview, observation and document analysis. The use of multiple data sources was based on triangulation as one of the data collection principle in case study method (Yin, 2009). Yin stated that this was the strength of case study and this was why the case study method was considered valid (Yin, 2009). The triangulation principle allowed the researcher to use multiple data resources from the phenomenon studied in this research (Yin, 2009). Patton in Yin’s book stated that there were four types of triangulation: of data sources, among different evaluators, of perspectives to the same data set and of methods (Patton, 2002 in Yin, 2009). Another reason why the researcher used multiple data resources
was that the researcher realized that there could be bias in the data collection, analysis and publication phases of this research. The bias might be caused by the researcher’s subjectivity because the researcher had worked in the institution where the research conducted and the unwanted error of the case study database.

The researcher interviewed the teacher of MFC 5 program on May 21, 2014 in the interviewee’s home. The researcher also recorded the classroom activities on July 24, 2014 for two hours. The researcher also asked for the lesson plan specimen for that day and the pictures used in the teaching and learning activity.

When all of the data gathering process finished, the researcher analyzed the data using interpretational data analysis technique and display the data. As stated in the previous part, the procedure of the data analysis technique began with classifying the data which could be used in the research and which were not. When the data which could be used for the research had been classified, the data distributed in different topics or themes based on the research questions. The aim of this study was to describe the use of pictures to teach English vocabulary for very young learners in MFC 5 program of Alpha English Course Monjali, thus, the data which had been distributed based on its topic was used as the description of the event studied.

Based on the data analysis, the researcher drew conclusion in order to describe the use of pictures to teach English vocabulary to very young learners in MFC 5 program of Alpha English Course Monjali Yogyakarta.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the process of data gathering, data display and the conclusion drawing processes. The first part of this chapter describes the process of data gathering and data reduction techniques. The second part of this chapter elaborates the coding scheme and elaborated themes according to the research questions. The third part of this chapter elaborates the conclusions drew based on the data analysis.

A. Data Gathering Process

The researcher used three different data gathering techniques; interview, classroom activity video observation, and document analysis. The reason why the researcher used more than one data source was to be able to have a fuller understanding about the case being studied (Bogdan & Biklen, 2003). The use of multiple data sources was the first principle of data collection according to Robert K. Yin (Yin, 2009); this principle was called triangulation (Yin, 2009). In this study, the researcher used data triangulation in order to develop the converging lines of inquiry and address the potential construct validity problems (Yin, 2009). In addition to those three sources of data, informal observations were done in the interview and the classroom activity recording day.
The first thing the researcher did in conducting this case study research was contacting MFC 5’s teacher as one of the respondents of this research to be the interviewee. The researcher contacted MFC5’s teacher for an hour interview and she agreed as long as the interview conducted in the morning. We agreed that the interview would be conducted on May 21, 2014. One day before the interview conducted, the researcher contacted her again for the meeting point and she suggested in her house. The researcher agreed to come to her house and conduct the one-hour interview successfully.

The researcher discussed the time for classroom activities video recording time with MFC 5’s teacher and she suggested the researcher to call the director of Alpha English course. Later, the researcher called the English course office and the researcher was suggested to meet and talk directly to the director on the recording day. The researcher came to the English course and talked to the director to confirm and inform the consent form the researcher had made. The director agreed and the director invited the researcher to prepare the tools inside the classroom. The researcher also discussed about the document needed for this research with MFC 5’s teacher. We agreed that the researcher could borrow the teaching media but not for the lesson plan. It was because of the course’s regulation that the researcher was not allowed to copy the lesson plan outside of the course, but the researcher was allowed to take a specimen of the lesson plan.
B. Data Reduction

In data reduction, the researcher selected, simplified, abstracted and transformed the raw data found in the field. The researcher read the interview transcript several times and decided to adapt the coding system offered by Biklen and Bogdan (2003) and generated them into themes based on the research questions. The researcher used observation sheets in order to reduce the data from classroom activity video, teaching media and the specimen of the lesson plan.

In the data display process, the researcher organized and arranged the data in order to enable the conclusion drawing process. The data display process consisted of generating the matrix of the coding system, generated theme and research questions (Miles & Huberman, 1992). In the conclusion drawing process, the researcher conquered the meaning of the data gathered and drew the conclusions from it. The main purpose of this research was to answer the research questions in order to describe the phenomena. The researcher generated the matrix of the coding system, theme and the research questions and produced logical conclusions from it in order to describe the case studied.

C. Coding Strategy

In this research, the researcher adapted the coding system from Biklen and Bogdan’s coding family (Bogdan & Biklen, 2003) in order to organize the data from the interview with the teacher of MFC 5. There were ten coding families
offered by Biklen and Bogdan, they were: setting/context, definition of situation, perspectives held by subjects, subject’s way of thinking about people and objects, process, activity, event, strategy, relationship and social structure, and narrative codes (Bogdan & Biklen, 2003). Each of these codes could be used to sort the data according to its type and meaning to this study. The descriptions of each coding family of Biklen and Bogdan were written below.

<table>
<thead>
<tr>
<th>Coding Family</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting/Context</td>
<td>The general information of the setting, topic or subjects</td>
</tr>
<tr>
<td>Definition of Situation</td>
<td>The description of how the subject define the setting or particular topics</td>
</tr>
<tr>
<td>Perspectives Held by Subjects</td>
<td>Shared rules, norms and general points of view.</td>
</tr>
<tr>
<td>Subjects’ Ways of Thinking about People and Objects</td>
<td>The subjects’ understandings of each other, outsiders and/or objects.</td>
</tr>
<tr>
<td>Process Codes</td>
<td>Sequences of events, changes over time, or passages from one type or kind of status to another.</td>
</tr>
<tr>
<td>Activity Codes</td>
<td>Regularly occurring kinds of behavior.</td>
</tr>
<tr>
<td>Event Codes</td>
<td>Specific activities occurred in the setting or the lives of the subjects.</td>
</tr>
<tr>
<td>Strategy Codes</td>
<td>Tactics, methods, techniques, maneuvers, ploys and other conscious way of people to accomplish things.</td>
</tr>
<tr>
<td>Relationship and Social Structure Codes</td>
<td>Regular patterns of behavior among people not officially defined by the organizational chart.</td>
</tr>
<tr>
<td>Narrative Codes</td>
<td>Described the structure of talk itself.</td>
</tr>
</tbody>
</table>

The researcher listened to the interview several times and transcribed it. The researcher then read the transcript several times in order to get the idea to code the
data from the interview (Bogdan & Biklen, 2003). The researcher decided to use four coding families in order to answer the research questions: way of thinking, strategy, definition of situation and activity. This was because the other six coding families did not significantly occur in the transcript. The coding families used contain the general terms in order to help the researcher reduce the data from the interview transcript. The codes were the actual tags applied to the interview transcript.

The interview transcript had been coded into four different groups and stored in a database. The figure below showed the code categories used in this research, adapted from Biklen and Bogdan’s and the data coded from the interview (Bogdan & Biklen, 2003).

<table>
<thead>
<tr>
<th>Way of Thinking</th>
<th>Strategy</th>
<th>Definition of Situation</th>
<th>Activity</th>
</tr>
</thead>
</table>
| • The teacher’s perception toward pictures as teaching media for young learners | • The teacher’s strategies in preparing the pictures  
• The teacher’s strategies in teaching young learners | • The teacher’s descriptions of the students’ response toward classroom activities  
• The teacher’s descriptions of the students vocabulary skill progress | • The whole classroom activities  
• The pictures implementation in the classroom activities |

Figure 1. The Coding System Matrix
The way of thinking code category contained the teacher’s perception of pictures and young learners. The strategy code category consisted of the teacher’s way in preparing the pictures as teaching media and the teacher’s method and approaches in teaching young learners. The definition of situation code category contained how the teacher described the students’ response and vocabulary progress during teaching and learning activities. The activity code category included the whole teaching and learning activities and the teaching and learning activities which indicated the use of pictures as teaching and learning media. The table below showed the relationship between the research questions, code categories and the generated themes of this research.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Code Categories</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do pictures used as teaching media to teach English vocabulary to the students of “My First Class” program in Alpha English Course?</td>
<td>Strategy</td>
<td>1. The Use of Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Teacher’s Strategies in Teaching Vocabulary to Young Learners</td>
</tr>
<tr>
<td>2. What is the teacher’s perception of using pictures as teaching media to teach English vocabulary for children in “My First Class” program of Alpha English Course?</td>
<td>Way of Thinking</td>
<td>3. Teacher’s Positive Perception of Pictures as Teaching Media</td>
</tr>
<tr>
<td>3. What vocabulary progress do the students experience when the teaching and learning activities employ the use of pictures?</td>
<td>Definition of Situation</td>
<td>4. The Students’ Vocabulary Progress</td>
</tr>
</tbody>
</table>
The researcher decided to classify two themes from the “strategy” category because it was revealed that there were two different topics: the use of pictures and the teacher’s strategies to teach vocabulary to young learners to answer the first research question. The researcher also organized the themes based on the research questions. The explanation based on the generated themes was displayed below.

1. **Theme 1 - The Use of Pictures**

   The complete title of the theme in this section was the use of pictures in games and coloring as the classroom activities to teach vocabulary to young learners. Theme 1 emerged to answer research question number one: “How do pictures used as teaching media to teach English vocabulary for the students of “My First Class” program in Alpha English Course?” In order to answer this question, the researcher used the data from interview, classroom activity video observation and teaching media and lesson plan analysis. The interview revealed that the teacher used pictures of the vocabulary in the introductory activities and games as the teaching and learning activities for young learners. “My First Class” program focused more on the vocabulary teaching, simple English expressions and moral lesson, as the teacher stated in the interview: “our program actually talking more about ee what is that? Vocabulary more and also functions in English. I mean how
to express English in simple way so vocabulary and then teaching English, moral lesson sometimes. [sic]”

The simple English expressions could be in the form of greetings, asking for and giving something politely and expressing gratitude. There were always eight vocabulary items on one meeting as stated by the teacher, “We always give them eight vocabulary items for one meeting”. The vocabulary theme on that day was “Kitchen Utensils” consisting of eight vocabulary items: “kettle”, “refrigerator”, “rice cooker”, “pan”, “mixer”, “oven”, “toaster” and “frying pan”. This was consistent with the lesson plan which included eight vocabulary items and the expressions mentioned before. It was also observed that the teacher used a board to attach smiley stickers which represent the students’ mood on that day.

Figure 2. The "Today's Mood" Board

The teaching and learning activities were divided into two parts; first hour and second hour. In the first hour, the pictures were used in the introduction and games.
The teacher introduced the pictures to the students and reminded them about the vocabulary items which have been taught in the first meeting.

…introducing the vocabulary by showing the picture and then after that we can play games like guessing games or memory game with that or we can attach the picture around the class, ask them to touch the right picture and…uhm.. hiding the picture around the class for them to seek the right picture.

This was consistent with the classroom activity video observation and the lesson plan. The teaching and learning activities were started with introducing the students to the pictures of the vocabulary items. The guessing game was done as the introductory activity. This game started when the teacher showed the pictures of the vocabulary items to the students and the students guessed the name of the vocabulary items represented in the pictures. The teacher asked “Is it (the name of the vocabulary)?” and the students responded with “Yes” or “No”. She also asked the students “Do you have (the name of the vocabulary) at home?” to introduce the vocabulary items to the students.

The second game was called: “Can You Show Me the Picture?” This game required the students to find and touch or stand below the correct picture according to the teacher’s order in groups of three. The pictures were attached around the classroom using cellophane tape and the teacher asked one group of three students to come in front of the class. This group was assigned to find certain vocabulary items mentioned by the teacher. The teacher asked, “Where is (the name of the vocabulary)?” and the group of the students started to search the correct picture of the vocabulary while the other students cheered them from their seats. The group succeeded in finding the correct picture then touched or stood below it and responded to the teacher’s question by “This is (the name of the vocabulary)”.

There were three groups of the students because there were only nine students who were present on that day. The game continued until all of the students in the classroom got their turn. When the game finished, the teacher asked the students to help her collecting the pictures. She asked the students, one by one, to take the pictures and give them to her. Each student took one picture according to the teacher’s command and gave it to her.

The third game which used pictures was “Memory Game” to test the students’ memory and understanding of the vocabulary items. This game was done while the teacher, the assistants and the students were sitting on the stage. The teacher began the game with showing the pictures to the students and let them name the vocabulary items then, the teacher flipped the pictures over therefore, the students could not see them. The teacher asked them to guess where a certain vocabulary picture was. The students responded by touching the picture and the teacher flipped it open; if the students guessed correctly, the teacher put the guessed picture aside. The game continued until the students could guess all of the pictures correctly. It was the playing time after the game finished.

When the playing time was over, the teacher continued the teaching and learning activity with coloring. She introduced the coloring sheet to the students and checked their understanding of vocabulary items. It was observed that the forms of the objects in the coloring sheets were a little bit different from the teaching media. This was consistent with the lesson plan and teaching media analysis. There was a slight difference of the pictures in the teaching media and the coloring sheets. The pictures in the teaching media were real pictures of the objects, whereas the pictures
in the coloring sheets were the comical version of the real objects. The pictures of the vocabulary items in the teaching media were presented individually whereas in the coloring sheets, the pictures were presented as a whole picture of a kitchen.

The teacher invited the students to sit together at the back of the classroom to check and correct the students’ concept of the vocabulary item pictures on the coloring sheets. The teacher asked “What is this?” while touching the picture of the vocabulary and the students responded by mentioning the name of the vocabulary. The teacher invited the students to go back to their seats when they got the correct concept of the vocabulary item pictures on the coloring sheets, and began to distribute the coloring sheets to the students.

It was observed that the teacher encouraged the students to ask for the coloring sheets politely by asking, “Can I have the picture, please?” and saying “Thank you,” after they got the picture. This was consistent with the interview, and the lesson plan which required the students to learn simple English functions and moral lesson. The teacher asked them to write their names on the coloring sheets when all of the students got the coloring sheets and began to color the pictures of the vocabulary. They colored the pictures one by one according to the teacher’s command. The teacher supervised the coloring activity and encouraged the students to speak in English with the help of the assistants. The time was not enough for the students to finish coloring the whole sheet therefore, the teacher asked them to continue coloring at home.
2. Theme 2 - Teacher’s Strategies in Teaching Vocabulary

The complete title of the theme in this section was language change, activity variations and avoiding translations as the teacher’s strategies in teaching vocabulary to young learners. Theme 2 also emerged to answer research question number 1 “How do pictures used as teaching media to teach English vocabulary for the students of “My First Class” program in Alpha English Course?” This part described the teacher’s strategies in teaching young learners based on the interview, video observation and the lesson plan analysis. In the interview, the teacher stated that she had been teaching for five years and in the first period of her teaching, she was teaching elementary school students and assisting MFC. She assisted MFC for a year and it has given her experience in dealing with young learners. She stated that assisting was harder than teaching because when she assisted, she needed to help the students to focus on the teacher. Having the experience as teaching assistant, she already knew the strategies in dealing with young learners when she became the teacher of MFC.

The first thing to do was changing the language from the daily language into simpler language for children; “at first of course changing my language from
teaching adults, talking to my friends, talking to my colleague to talking to children and then trying to make things as simple as possible”

This was consistent with the sentences the teacher used in the classroom activities. For example, in the classroom activity video, when the teacher wanted to check the students’ concept of the vocabulary items, she asked “Do you have kettle (for example) at home?” and “Is it kettle?”. Another example was when the teacher encouraged the students to ask for the coloring sheets politely, the teacher encouraged the students to ask, “Can I have the picture, please?” instead of “Can I have the coloring sheet, please?” The sentences used in the classroom were made as simple as possible for the students.

The other strategy was making a set of different activities. Various set of classroom activities were needed in teaching vocabulary to young learners, “changes are needed to do during the teaching so we have to ...(be) able to set (make) uhm..set of activities”. One activity might be done only for five to ten minutes then activity was changed into another in order to avoid the students being bored; “Probably it’s just five minutes, ten minutes and then change again into another activity. Not to make them bored. [sic]” This was consistent with the classroom activity video analysis. In the classroom activity video, the teacher and the students played three kinds of games in the first hour. The first game was used to check the students’ understanding of the vocabulary items and this game was lasted approximately five minutes. The second game was “Can you show me the picture?” which required a group of 3 students to run around the classroom and show the picture of the vocabulary to the teacher. This game required physical
activities the most and lasted approximately 7 minutes. The third game was “Memory Game” which test the students’ understanding and memory. This game lasted approximately five minutes before the playing time.

Besides changing the activities, translations were avoided in the classroom and repetitions were used instead. The reason was not to make the students think twice. “Not to make them think twice, so… no translation so keep mentioning “This is apple, this is apple, this is apple” and they will understand that. … Without thinking apel, apple, so double job, “This meant, translation was not used in the classroom because it required the students to think in Bahasa then translated it into English in the process of recognizing and memorizing an English word. In the classroom activity video, it was shown that the teacher repeated each English words several times and the researcher spotted no words in Bahasa used by the teacher during the teaching and learning activity.

This part has described the teacher’s strategies to teach vocabulary to young learners, namely: language change, activity variations and avoiding translations. The following part would describe the teacher’s perception of pictures as teaching media.
3. **Theme 3 - Teacher’s Positive Perception of Pictures**

The complete title of the theme in this section was teacher’s positive perception of pictures as teaching media. Theme 3 was emerged to answer the research question number 2 “What is the teacher’s perception of using pictures as teaching media to teach English vocabulary for children in “My First Class” program of Alpha English Course?” The teacher’s view of the role of media in teaching and learning activity determines the level and degree of its usage (Taiwo, 2009), in other words, teacher’s perception of pictures as teaching media could affect its usage in the teaching and learning activities. The teacher of MFC program stated her perception of pictures as teaching media to teach vocabulary in young learners’ classroom in the interview.

The interview with the teacher of MFC program revealed that the pictures were used as the “side media” in the classroom activities. One of the reasons was pictures were interesting to the students, especially the colorful and funny ones; “…the funny one perhaps, colorful ones e e the yea of course the interesting one for children.” It was evident that the pictures used as teaching media were colorful and interesting for the students. It was seen in the classroom activity video that some of the students showed their interest on the pictures by getting up from their seats.

Another reason pictures used as teaching media was to give the students’ more exposure to different teaching media; “actually the basic is to give them e as… many exposures as possible” The students could experience different learning experiences using more than one kind of teaching media. The pictures were used
along with other teaching media such as: toys, songs, movements and videos. “The information would complete each other” and the students were given as many exposure as possible to the different kinds of teaching media. Pictures were also used as another variation of teaching media to avoid the students being bored.

when we have the first meeting then we will have the realia then probably the second meeting we will use other media like pictures not to make them bored and to to give them what is that-more..explore them (the learning experience) more so that they know “Ah I see”.

As an example, toys were used as the teaching media in the first meeting and pictures were used in the second meeting as the review from the first meeting.

Pictures were also used when there were no toys found to represent the vocabulary items under specific themes. One of the themes was “Sports” “..sometimes it is difficult to..what is that..to make the realia of sports “. The other themes was abstract themes; “like weather..yeah..yeah..that is when we really can’t uh to have the realia so we will provide pictures in that case”

This part described about the teacher’s perception of pictures. It was evident that the teacher’s perception of pictures was positive because pictures were interesting, giving the students more exposure to different kinds of teaching media and pictures were used when it was difficult to find toys to represent certain vocabulary themes such as “Sports” and “Weather”. The following part would describe the assessments and the students’ vocabulary progress after the implementation of pictures as teaching media.
4. **Theme 4 - The Students’ Vocabulary Progress**

The complete title of the theme in this section was the students’ vocabulary progress to recognize and use vocabulary items in simple sentences after the implementation of pictures as teaching media in classroom activities. The progress of students’ ability to recognize and use the vocabulary items taught in simple sentences was observed from the classroom activity video. The video was recorded on the second meeting of the week which aimed to review the vocabulary learned on the previous meeting. In the classroom activity video, it was seen that in the first half of the classroom activities, the teacher remind and checked the students’ concept of vocabulary by asking “Do you have (the name of the vocabulary)?” and “Is it (the name of the vocabulary)?” It was observed that some of the students cannot answer to the teacher’s question yet, then the teacher gave the students hints while pointing at the picture. It was observed that the students could answer the teacher’s questions after the teacher gave them hints repeatedly while pointing at the pictures.

The progress could also be seen through the results of the assessments. The assessments in this program were done in the form of games or other activities in which the students did not aware that they were being assessed. The reason of this decision was “it seems like giving real-a test-to test them sometimes … it feels like it’s really a pressure for them.” The assessments were done in the classroom using the teaching media as the instruments and the difficulties depend on the students’
The teacher asked: “Can you show me the apple?”

The student tried to find the picture of an apple. The student referred to the correct picture and say “This is apple.”

The older students were expected to do better than the younger students. In the identifying game, the older students were expected to refer to the correct picture of the vocabulary items and produce a simple sentence using the vocabulary items. One example of the process assessing young learners done in “My First Class” program as described by the teacher is shown in the diagram below.

Figure 3. The Vocabulary Assessing Process

This was consistent with the classroom activity video and the lesson plan. This game was done after the teacher remind and check the students’ concept of the vocabulary using hints and the pictures repeatedly. While doing the games, the students touched and mentioned the name of the vocabulary items. It was observed that most of the students were able to do this task successfully. The researcher also observed that the teacher corrected the students’ pronunciation using repetitions several times.

This part has described the assessment process and the students’ vocabulary progress in the classroom. The following part would describe the teacher’s basic
consideration in selecting pictures to be used as teaching media for young learners in “My First Class” program.

5. Theme 5 - Basic Consideration in Selecting Pictures

The complete title of the theme in this section was learners’ need as the basic consideration in selecting pictures. Theme 5 emerged in response to the research question number 5 “What approaches and methods do the teacher use in designing or selecting the pictures to be used in vocabulary lessons?” In order to answer this research question, the researcher gathered the data from the interview, classroom activity video observation and informal observations outside teaching and learning hours.

The basic criterion of the selected pictures to teach vocabulary for young learners was the pictures suit the students’ need. Being interesting for the students was one of the learners’ need in order to keep them focused and engaged in learning activities. Another young learners’ need was the pictures did not contain any form of violence or any other form of bad things examples which could be harmful to the students; “does it contain violence or not, does it contain..uhm.. bad things…so we have to be careful with that.” This was consistent with the teaching media analysis which shown that the pictures used as teaching media was colorful enough for the students and they did not contain any examples of violence or any other bad things.
There were three different media sources used to prepare the pictures to teach vocabulary to young learners, namely: internet, books and drawings, as stated by the teacher in the interview: “Sometimes we browse in the internet sometime we copy from the book, sometimes we draw if it’s really impossible to find it.”

It was observed that on the “Kitchen Utensils” theme, the pictures were taken from the internet. The pictures selected were the pictures which fulfill one and/or all of the criteria needed for young learners; “we really need to select the pictures to suit their needs so the funny one perhaps, colorful ones…of course the interesting one for children.”

The teaching media was prepared by the teacher’s assistants approximately 30 minutes before the class began. It was observed that one of the assistant brought the colored printed pictures of eight vocabulary items to the office. The researcher observed that the assistants discussed which pictures were suitable to use in the teaching and learning activities. The pictures which meet the criteria were cut and attached on half pieces of Tosca-colored BC paper. The preparation process was simple and did not take a long time to make the teaching media was ready to use in the classroom activities.

The size of the pictures should “accommodate those sixteen students so that it can be clearly seen to them”. It was evident that the teacher did not clearly state the exact size of the pictures which were good for the students. It was observed that on the classroom activity video recording day, there were only nine students present in the classroom therefore, the pictures on the half BC paper size could be clearly seen
D. Discussion

The previous part presented the research findings through the themes generated from the research questions. This part would elaborate the findings and its’ correlations with the theories and experts’ opinion.

The purpose of learning English for young learners was to be able to communicate with other people in their daily life (Oksaar, 1983). The students of “My First Class” program in Alpha English course learned simple English sentences in the classroom. As stated in the previous part, the sentences learned were greetings, asking and giving something and expressing gratitude. Those simple English sentences were used by the students to communicate with other students, the teacher and the assistants in the classroom.

Young learners also had specific characteristics which could affect the teaching approach and or methods and the teaching media selection. The characteristics were: need more physical activities, egocentric, learns slowly and forgets quickly (Brewster, Ellis, & Girard, 2002; Piaget, 1928). The need for more physical activities required young learners’ teacher to make as many learning activities as possible which include physical activities. In “My First Class” classroom, the learning activities were made in the form of games. There were three different games implemented in the classroom; guessing, “Can you show me the...
picture?” and memory game. Out of those games, “Can you show me the picture?”
game required physical activities the most because the students were expected to
search for the correct picture attached around the classroom based on the teacher’s
command and touched it. There were also singing and dancing time in the
beginning and the end of the classroom activities.

Young learners being egocentric might be the effect of “developing self-
estee and confidence in learning” (Brewster, Ellis, & Girard, 2002). In order to
build the students’ self-esteem and confidence in learning, there were always
reinforcements in the forms of appraisal words, claps and high-fives and special
permission given during the teaching and learning activities. Appraisal words, claps
and high-fives with the teacher were done after the students succeeded in doing
certain tasks such as: guessing the name of the vocabulary correctly, succeeded in
finding the correct pictures, sings and dances energetically and following the
teacher’s order obediently. The special permission was given to the students who
participated actively in the teaching and learning activities. The special permission
was going home a little bit earlier than the other students. The other young learners’
characteristics were learns slowly and forgets quickly (Brewster, Ellis, & Girard,
2002). The teaching and learning activities in “My first Class” program were
organized in two meetings in a week. The first meeting was aimed to introduce the
new vocabulary items to the students and the second meeting was aimed to review
the material from the previous meeting. Besides having two meetings in a week, the
students’ understanding and memory on the vocabulary were progressed by doing
the games in the classroom.
The suggested amount of vocabulary items learned by young learners was 500 words per year, but this was not exact amount because it would depend on the learning condition, time and learnability (Brewster, Ellis, & Girard, 2002). There were eight vocabulary items taught in one week of “My First Class” program. This meant that there were approximately 32 new English words learned by the students in a month and approximately 384 new English words in a year. This amount was not exact because there were holidays and examination period of the English course.

The teacher needed to select the words which were required in young learners’ daily life (Allen, 1983). This was implemented in the vocabulary themes selection of “My First Class” program. The vocabulary theme for the observed meeting was “Kitchen Utensils” which was exist and needed in the students’ daily life. The learnability of words was also an important aspect for the teacher to consider in selecting the vocabulary items (Brewster, Ellis, & Girard, 2002). Experts suggested that the teacher began with concrete words and followed by the abstract ones (McCarthy, 1992; White, 1988). It was evident that all of the words selected under the “Kitchen Utensils” were concrete words which made it easier for the students to learn the vocabulary items. There were also seven factors which would affect the learnability of words: demonstrability, similarity with the children’s first language, brevity, regularity of form, learning load, opportunism and centres of interest (Brewster, Ellis, & Girard, 2002). It was evident that all of the words selected could be demonstrated using pictures. Some of the vocabulary items were also similar with the students’ first language, such as: mixer, rice cooker,
toaster and oven. All of the words selected were regular nouns which could make the students learn the vocabulary items easier.

The first research question was: How do pictures used as teaching media to teach English vocabulary for the students of “My First Class” program in Alpha English Course? In order to answer this question, the researcher gathered the data from three different sources, namely: interview, video observation protocol and data (teaching media and lesson plan) analysis. The researcher coded the data and generated the themes in response to answer the research questions. There were two themes generated to answer research question number one: “The use of pictures in games and coloring as the classroom activities to teach English vocabulary to young learners” and “Language change, activity variations and avoiding translations as the teacher’s strategies in teaching vocabulary to young learners”. Based on the analysis in these two themes, the researcher found that the students vocabulary progressed after pictures were used as teaching media in games and coloring as the classroom activities and using language change, activity variations as well as avoiding translations as the teaching strategies.

The pictures were used as the teaching media in almost all of the teaching and learning activities. Games were effective for young learners because they motivated and provided young learners chances to practice “pronunciation, vocabulary, grammar and four language skills” as well as provided “important link between home and school” which helped them to “feel more secure and confident” (Brewster, Ellis, & Girard, 2002, p. 172). There were three games done in the classroom: guessing game, memory game and “Can you show me the picture?”
game as the activity variations in the classroom. The guessing and memory game were focused on accuracy and they were aimed to train the students’ memory. “Can you show me the picture?” game required the students to work together in a group of three. This fluency-focused game was important for communicative teaching approach (Brewster, Ellis, & Girard, 2002). The language used in the classroom was made as simple as possible. One example was the teacher referred the coloring sheet as “picture” when she encouraged the students to ask for the coloring sheet politely. The teacher ordered the students to ask “Can I have the picture, please?” rather than “Can I have the coloring sheet, please?” Translations were avoided in the classroom and repetitions were used instead. The reason was not to make the students think twice in learning the vocabulary items.

The researcher found that the strategies and the classroom activities in general were based on the communicative approach. The communicative approach emphasized the social nature of language learning and interaction (Brewster, Ellis, & Girard, 2002) which was the major approach of the teaching and learning activities for the students who learned English for communicative purpose only. The words taught were related to the students’ daily life and they learned simple English sentences in daily life language. Brewster and Finnochiaro listed the teaching methods and approaches which were suitable for young learners (Brewster, Ellis, & Girard, 2002; Finocchiaro, 1989) and the researcher found that some of them were used in the classroom, namely: audio-lingual, direct method, Total Physical Response and natural method. The audio-lingual method involves repetition of the target language (Brewster, Ellis, & Girard, 2002) and the
researcher found that this method was used in introducing the students to the vocabulary items and in correcting the students’ pronunciation. In direct method, the chunks of language were taught in target language (Finocchiaro, 1989) therefore, this method was used all the time because English was the major language used in the classroom and translations were never used in the observed classroom activities.

Total Physical Response involved activity and movements and developed listening skills (Brewster, Ellis, & Girard, 2002). This method was used in “Can you show me the picture?” game which required the students to search for the correct pictures attached around the classroom based on the teacher’s command. The researcher also found that the natural method which involved association of name with object, constant correction, constant revision the speech language (Gatenby, 1944) was used in the classroom activities. The association of name with object was observed through the use of the pictures to represent the vocabulary items in the classroom activities. The constant correction and revision were observed through the use of repetition in correcting and checking the students’ vocabulary understanding and pronunciation. One example was when the teacher introduced the pictures in the coloring sheet which were different with the pictures in the teaching media. The teacher gathered the students at the back of the class and asked the students to show the correct picture according to the teacher’s command by pointing or touching it. The teacher also observed using repetition in correcting one of the student’s pronunciation.

The interview with the teacher revealed that the teacher had positive attitude toward pictures. The positive attitude toward pictures occurred because
pictures were interesting for the students, giving more learning experience, a kind of variations, being another option if there were no toys found to represent the vocabulary items and to teach abstract words. The pictures were used in the second meeting of the week as the review of the previous meeting under the “Kitchen Utensils” theme. The teacher’s positive attitude towards pictures affected the degree of its implications in the classroom activities. This was also stated by Taiwo (2009) in his research that the teacher’s perception affected the degree of the teaching media implementation practice in the classroom activities (Taiwo, 2009). There was research on the teacher’s perception of pictures conducted by the former ELESP student; Fl. Juliani which claimed that most of the young learners’ teachers who participated in her survey research shown positive attitude toward pictures as teaching media for young learners (Juliani, 2010).

The third research question was “What vocabulary progress do the students experience when the teaching and learning activities employ the use of pictures?” In order to answer this question, the researcher interviewed the teacher, observed the classroom activity video and analyzed the lesson plan of “My First Class” program on that day. The focus of the program was to teach English vocabulary, simple English expressions and moral lessons. The students were expected to be able to recognize, memorize and use English vocabulary items in simple English expressions. In the end of the second meeting, the students were able to reach these goals. They were also able to pronounce English vocabulary items correctly.
The researcher found that the teacher used the learners’ needs as the basic consideration in selecting the pictures. The pictures selected were colorful, funny, not containing examples of any kinds of violence or any other bad things and the sizes were able to accommodate all of the students in the classroom. Ryan (1993), also stated similar criteria for pictures; all of the students could see the pictures in detail, content of the pictures, the students’ age, students’ real-life experience and the complexity of the picture. The pictures used as teaching media in the classroom activities met almost all of the criteria of both the teacher’s and the expert’s. The pictures were colorful and complex enough to attract and maintain the students’ attention to the teacher. There was no violence or any other harmful content in the pictures. The pictures’ sizes varied from 12 x 16 cm to 13 x 17 cm and they were classified as medium size (10 x 15 cm) according to Hill (1990). The medium sized pictures were useful for games and group-work activities (Hill, 1990). The pictures did used in games in the classroom and one of the games was done in groups. There were nine students present in the classroom on that day and most of them were observed to be able to see the pictures and participate in the games and other classroom activities fully. Based on these facts found in the field, the researcher claimed that pictures as teaching media were effective to teach English vocabulary to young learners.

This chapter had explained the research findings, claims and the elaboration in relation with the theories from the experts and former research. The following chapter would conclude the findings and the research claim.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study and the recommendations for future researchers and current practice related to the use of pictures to teach English vocabulary to young learners. This chapter is divided into two parts: conclusions and recommendations for future researchers and current practice of pictures as teaching media to teach vocabulary in young learners’ classroom.

A. Conclusions

This part presents the conclusions of the research results presented in the previous chapter.

1. The Use of Pictures in Games and Coloring as the Classroom Activities

The teacher stated in the interview that she would use pictures in games as the review of the vocabulary taught on the first meeting. It is seen in the classroom activity video that pictures are used in the guessing game, “Can You Show Me the Picture?” game and memory game. The pictures of the vocabulary items are also used as the coloring sheet with slight differences in terms of form and presentation. The teaching and learning activities went as planned in the Lesson Plan.
2. The Teacher’s Positive Perception of Pictures as Teaching Media

The interview with the teacher of “My First Class” program reveals that the teacher has positive perception of pictures as teaching media to teach vocabulary for young learners. She stated in the interview that pictures are good for the students in attracting the students’ attention, giving the students more exposure, being one of the teaching media variations and being the teaching media for the vocabulary abstract themes and other themes which are difficult to represent, such as weather and sports.

3. The Vocabulary Progress of “My First Class” Students

The students’ vocabulary progress was observed through classroom activity video observation and the teacher’s interview. The observed vocabulary progress was they were able to recognize, pronounce, and use the name of the objects in the pictures in simple English utterances correctly.

4. Basic Consideration in Selecting the Pictures

The teacher prepared the pictures with the help of the assistants. She asked her assistants to take the pictures from online sources. The pictures selected are colorful, no form of violence or any other harmful contents for the students, complex enough for the students to maintain their attention and the sizes are able to accommodate all nine students present in the classroom.
B. Recommendations

This part presents the researcher’s recommendations for the future researchers and the current practice of vocabulary teaching for young learners.

For the future researchers

The future researchers who are interested in the use of pictures as teaching media for young learners theme may study the vocabulary improvements of young learners. The students’ vocabulary improvements are the results of their learning process, therefore the researcher recommend the future researchers to use quantitative research method such as quasi-experimental method to compare the implementation of pictures as teaching media with other media such as songs, video, toys or any other media found in the field. Survey method also can be used in order to find the degree of the students’ and/or the parents’ satisfaction of the pictures implementation in teaching vocabulary to young learners. The future researchers can also use class action research method in order to find the most effective steps of teaching vocabulary to young learners using pictures as teaching media.

The researcher also recommends the future researchers to focus on the limitations of the study if they are interested in using case study as the research method. Based on the researcher’s experience in applying case study as the research method, there are several times the descriptions go overboard and unclear, therefore the researcher recommend the future researchers who are interested in case study
method to focus on the limitations of the study and be careful in writing and arranging the research results.

For current practice

The researcher recommends young learners’ teachers complete the teaching media needed in the classroom in order to make the teaching and learning activities flow smoothly. The lack of teaching media variations could make the students bored which can affect their attention in the classroom and their final results and/or grades. The researcher finds out that pictures are flexible enough to be used together with other teaching media such as: toys, songs and videos therefore, the researcher recommends young learners’ teachers maximize the use of pictures as teaching media, especially in teaching English vocabulary, to give them more exposure to different kinds of teaching media.
REFERENCES


APPENDICES

A. Interview Protocol

B. Classroom Activity Video Observation Sheet

C. The Table of Scanned Pictures Used as Teaching Media

D. Teaching Media Observation Rubric

E. Specimen of the Lesson Plan

F. Respondent Invitation Script

G. Consent Form (Surat Pernyataan)

H. Official Statement from Alpha English Course

I. Surat Keterangan from Alpha English Course
A. Interview protocol for the teacher of MFC 5

1. How long have you been teaching young children in MFC program?
2. Would you please tell me about your first MFC Class?
3. How do you use the media in teaching MFC Class?
4. How do you see pictures as teaching media especially in young learners’ classes?
5. How would you select and or design the pictures for teaching media?
6. How about the students’ response to the pictures used as the teaching media?
7. Would you please tell me about the instruments to assess the children?
8. In what situation do you think pictures are effective? Tell me about that.
B. Classroom Activities Video Observation Sheet

Date: 24 July, 2014
Time: 16.00-18.00
Number of Teacher: 1 Teacher and 2 Teacher Assistants
Number of Participants: 9 Students
Media Used: A board to attach the mood stickers, Song: “Polly Put the Kettle On”, Pictures
Theme: Kitchen Utensils (2nd Meeting)

<table>
<thead>
<tr>
<th>Classroom Activities</th>
<th>The Use of Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Hour:</strong></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students while inviting the students who comes late for coming in and the assistants invite the students to reply the greeting</td>
<td>-</td>
</tr>
<tr>
<td>2. The teacher encourages the students in the class to help to open the door for the students who come late</td>
<td>-</td>
</tr>
<tr>
<td>3. The teacher encourages the student who comes late to say sorry to other students because of the lateness and thank the students who have helped to open the door for her.</td>
<td>-</td>
</tr>
<tr>
<td>4. Attaching the “smiley” stickers on “Today’s Mood Board” one by one</td>
<td>The board is made of hard paper and it has the name of the students on it. The students attach their mood stickers on it. There are “happy” and “sad” smiley stickers.</td>
</tr>
<tr>
<td>5. The teacher makes the students aware of the students who are absent by asking “Where is..(the student’s name)” to other students and all of them reply with “I don’t know”</td>
<td>-</td>
</tr>
<tr>
<td>6. Small dialogue about the students’ meal</td>
<td>-</td>
</tr>
<tr>
<td>7. Greeting one another on the stage</td>
<td>-</td>
</tr>
<tr>
<td>8. Singing “Polly Put The Kettle On” together on the stage</td>
<td>-</td>
</tr>
<tr>
<td>9. The teacher arises the students’ curiosity</td>
<td>The teacher takes out the</td>
</tr>
</tbody>
</table>
of the pictures

| 10. The teacher shows the pictures and the students guess the name of the object in the picture |
| 11. The teacher reminds and checking the students about the concept of the vocabulary items and its colors by asking “Do you have (the name of the vocabulary) at home?” “Is it (the name of the vocab)?” |
| 12. Playing a game using the pictures to teach and check the students’ concept of the vocabulary |
| 13. The teacher asks a 3-member group of the students to show where the picture of the vocabulary is by asking “Where is the...(name of the vocab)?” |
| 14. The students run around the classroom and show where the picture asked by the teacher by saying “This is...(name of the vocab)” |
| 15. The teacher asks the students one by one to help her collecting the pictures attached (one picture for one student) |
| 16. The teacher lets the students to drink |
| 17. The teacher invites the students to sit on the stage to do “Memory Game” using the pictures |

| pictures from the cupboard on the side slowly |
| The teacher and the assistants attach the pictures around the classroom with a cellophane tape. |
| The students show the pictures to the teacher and other students by standing below or touching the picture |
| The teacher asks each of the students to take the pictures attached based on the teacher’s command and give it to her |
| The game concept is to check the students’ understanding of the vocabulary taught and their memory. The teacher shows the pictures to the students, let them name it and put it closed on the stage. The students guess where the picture of the vocabulary asked by the teacher is. |

| PLAYING TIME |
| Second Hour: |
| 1. Coloring time; The teacher arises the students’ excitement on the coloring sheet |
2. The teacher re-checks the students’ concept about the vocabulary in the coloring sheet while correcting the students’ pronunciation. The teacher asks the students “What is this?” and touches the picture on the coloring sheet. The students need to recognize them because the form of the pictures is a little bit different from the teaching media.

3. The teacher invites the students to sit together at the back of the class to correct their concepts of the vocabulary in the coloring sheet. The teacher does this to clarify the students’ concept and understanding about the names of the vocabulary items.

4. The teacher distributes the coloring sheet by asking the students to come to her and ask for the coloring sheet one by one. The teacher encourages the students to ask for the pictures politely using the correct expression “Can I have the picture, please?”—“Here, you are”—“Thank you,”—“You’re welcome.”

5. The teacher asks the students to write their names on the paper. The teacher supervises the coloring activity and encourage the students to speak English with the help of the assistants.

6. The students color the picture of the vocabulary items one by one based on the teacher’s command.

7. The time is up so the teacher asks the students to finish coloring at home.

8. The teacher reviews the vocabulary items taught today by asking the students to show the picture of the vocabulary items asked by the teacher.

9. The teacher lets the students who cooperate well that day to go home first as an appreciation of their hard work for that day.

<table>
<thead>
<tr>
<th>GOING HOME</th>
</tr>
</thead>
</table>
Note:
The recording was done in the second meeting of the week so most of the students have known the names and pronunciation of the vocabulary items.
<table>
<thead>
<tr>
<th>Name</th>
<th>Picture</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixer</td>
<td><img src="image" alt="Mixer" /></td>
<td>13 x 17 cm</td>
</tr>
<tr>
<td>Refrigerator</td>
<td><img src="image" alt="Refrigerator" /></td>
<td>13.5 x 15 cm</td>
</tr>
<tr>
<td>Kettle</td>
<td>12.5 x 16 cm</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Rice Cooker</td>
<td>14 x 15 cm</td>
<td></td>
</tr>
<tr>
<td>Pan</td>
<td>13 x 16 cm</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Image</td>
<td>Size</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Oven</td>
<td><img src="image_url" alt="Oven Image" /></td>
<td>12 x 16 cm</td>
</tr>
<tr>
<td>Toaster</td>
<td><img src="image_url" alt="Toaster Image" /></td>
<td>13 x 16 cm</td>
</tr>
<tr>
<td>Frying Pan</td>
<td><img src="image_url" alt="Frying Pan Image" /></td>
<td>11.5 x 17 cm</td>
</tr>
</tbody>
</table>
D. Teaching Media (Pictures) Observation Rubric

Date: 24 July 2014

Theme: Kitchen Utensils

<table>
<thead>
<tr>
<th>Name of The Vocabulary</th>
<th>Size</th>
<th>Material</th>
<th>Colorfulness (Yes/No)</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kettle</td>
<td>12.5 x 16 cm</td>
<td>Printed picture attached on a half of BC paper</td>
<td>Yes</td>
<td>Internet</td>
</tr>
<tr>
<td>Refrigerator</td>
<td>13.5 x 15 cm</td>
<td>Printed picture attached on a half of BC paper</td>
<td>Yes</td>
<td>Internet</td>
</tr>
<tr>
<td>Rice Cooker</td>
<td>14 x 15 cm</td>
<td>Printed picture attached on a half of BC paper</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Mixer</td>
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<td>Printed picture attached on a half of BC paper</td>
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</tr>
<tr>
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<td>Internet</td>
</tr>
<tr>
<td>Toaster</td>
<td>13 x 16 cm</td>
<td>Printed picture attached on a half of BC paper</td>
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<td>Internet</td>
</tr>
<tr>
<td>Frying Pan</td>
<td>11.5 x 17 cm</td>
<td>Printed picture attached on a half of BC paper</td>
<td>Yes</td>
<td>Internet</td>
</tr>
</tbody>
</table>

Note: all of the pictures are close to the real object (realist pictures)
E. LESSON PLAN (SPECIMEN)

MY FIRST CLASS

Date: 24 July 2014
Program: MFC 5
Theme: Kitchen Utensils
Time Allotment: 2 x 45 Minutes

A. Basic Competence

1. The students are able to communicate verbally and enrich the vocabulary needed in daily communication including nouns, verbs, adjectives and time adverbs

B. Indicators

- Guess the picture of the vocabulary items correctly
- Mention eight vocabulary items under the “Kitchen Utensils” theme correctly
- Pronounce the vocabulary items taught correctly
- Use the vocabulary items taught in simple English expressions correctly
- Color the pictures of the vocabulary items

C. Learning Goals

In the end of the lesson

1. The students are able to guess the picture of the vocabulary items correctly
2. The students are able to mention eight vocabulary items under the “Kitchen Utensils” theme correctly
3. The students are able to pronounce the vocabulary items taught correctly
4. The students are able to use the vocabulary items taught in simple English expressions correctly
5. The students are able to color the pictures of the vocabulary items

D. Material

Kitchen Utensils

E. Teaching Methodology

Lecturing, discussions and demonstration
## F. Teaching Scenario

<table>
<thead>
<tr>
<th>TIME ALLOTMENT</th>
<th>STEPS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td></td>
<td>• The teacher greet the students</td>
<td>15 Minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher encourage the students to attach the &quot;smiley&quot; stickers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>on &quot;Today’s Mood&quot; board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Taking attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher encourages the students to greet each other on the stage</td>
<td></td>
</tr>
<tr>
<td>MAIN</td>
<td></td>
<td>• The teacher encourages the students to sing and dance to “Polly Put</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td></td>
<td>the Kettle On” on the stage</td>
<td></td>
</tr>
<tr>
<td>(PART ONE)</td>
<td></td>
<td>• The teacher introduces the pictures of the kitchen utensils to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher encourages the students to guess the name of the objects in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher checks the students understanding on the vocabulary items by</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>asking, “Do you have (the name of the vocabulary) at home?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher invites the students to play “Can You Show Me the Picture?”</td>
<td></td>
</tr>
<tr>
<td>45 Minutes</td>
<td></td>
<td>game</td>
<td></td>
</tr>
<tr>
<td>30 Minutes</td>
<td>BREAKTIME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAIN ACTIVITIES (PART TWO)</strong></td>
<td>• The teacher invites the students to play “Memory Game” on the stage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>45 Minutes</th>
<th>MAIN ACTIVITIES (PART TWO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLOSING</strong></td>
<td>• The teacher introduces the coloring sheets to the students</td>
</tr>
<tr>
<td></td>
<td>• The teacher distributes the coloring sheets to the students</td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to color the pictures of the vocabulary items one by one</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35 Minutes</th>
<th>G. Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The pictures of the vocabulary items</td>
</tr>
<tr>
<td></td>
<td>• Cassette</td>
</tr>
<tr>
<td></td>
<td>• Tape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 Minutes</th>
<th>H. Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. The students’ cooperation in the classroom</td>
</tr>
<tr>
<td></td>
<td>b. Vocabulary Mastery</td>
</tr>
<tr>
<td></td>
<td>c. Pronunciation</td>
</tr>
<tr>
<td></td>
<td>d. Speak fluently</td>
</tr>
</tbody>
</table>
F. RESPONSIDENT INVITATION SCRIPT

Invitation Script

Hello, this is Melati Octavia. I would like to invite you to be the respondent of my research on English vocabulary teaching for young learners. You are invited to be the main informant of this research because you are the coordinator as well as one of the teachers of “My First Class” program in Alpha English Course Monjali in which pictures are used as one of the teaching media for vocabulary learning. I would like to ask some questions regarding to your experience in teaching English vocabulary to young learners. The interview will take approximately one hour and it will be recorded using digital recorder. The title of my thesis is “The Use of Pictures to Improve English Vocabulary Acquisition for 5 to 6 Years Old Children in My First Class Program of Alpha English Course at Jalan Monjali Yogyakarta: A Case Study”. The questions are attached with this invitation.

Risks/Benefits:
There are no foreseeable risks involved in participating on this research. There are no direct benefits of participating research but learning about the use of pictures in teaching vocabulary to young learners could be of value to you, your institution and the education community in general.

Confidentiality:
The respondent can be assured of the confidentiality in this research. There will be no individual real names mentioned in the research except the respondent desired to be. The digital audio and video recordings will be restored in researcher’s password protected computer and there are no one other than the researcher has the access to the recordings. All of the digital recordings will be erased and the documents and notes will be destroyed after the research is finished or at the respondent’s request.

Voluntary Participation:
The participation in this research is voluntary. You are free to choose to participate or not. Even if you participate, you are free not to answer any question or withdraw participation without any penalty. The participating decision will not affect the institution merit rankings or your standing in the institution.
G. CONSENT FORM (SURAT PERNYATAAN)

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa saya penulis dari skripsi dengan

JUDUL: "The Use of Pictures to Improve English Vocabulary Acquisition for 5 to 6 Years Old Children in “My First Class” Program of Alpha English Course at Jalan Monjali Yogyakarta: A Case Study"

PENULIS: M.I. Melati Octavia Malo

Dosen Pembimbing: Drs. Pius Nurwidasa P., M. Ed., Ed. D.

Tujuan dari skripsi ini adalah mengetahui dan mendeskripsikan penggunaan media gambar pada pembelajaran kosakata dalam Bahasa Inggris untuk anak-anak peserta program "My First Class 5" di LPK Alpha yang bertempat di Jalan Monjali, Yogyakarta.

Dalam rangka pengembangan skripsi ini penulis akan mengambil data yang berupa suara hasil rekaman interview dengan guru pengampu program MFC 5, video kegiatan pembelajaran di kelas yang menggunakan media gambar. Penulis juga akan melakukan dan menganalisa rerencana pembelajaran, media, dan media pembelajaran yang berupa gambar. Penulis menyatakan bahwa:

2. Data rekaman suara dan video akan disimpan di tempat penyimpanan pribadi penulis, dimana hanya penulis yang dapat mengakses data tersebut. Data-data tersebut akan dihancurkan setelah skripsi dinyatakan selesai.
3. Partisipasi responden bersifat sukarela dan tidak ada resiko umum yang bersifat membahayakan. Tidak ada keuntungan langsung atas kontribusi responden selain kesempatan untuk belajar bersama.

Demikian surat pernyataan ini penulis buat dengan sebenar-benarnya.

Apabila ada pertanyaan silahkan menghubungi penulis di:
085647115454, email: melati.octavia10@gmail.com
Atau Drs. Pius Nurwidasa P., M. Ed., Ed. D: piuspribatin@usd.ac.id

Mengetahui,

Pembuat Pernyataan

Dosen Pembimbing Skripsi

M.I. Melati Octavia Malo

Drs. Pius Nurwidasa P., M. Ed., Ed. D
H. OFFICIAL STATEMENT FROM ALPHA ENGLISH COURSE

TO WHOM IT MAY CONCERN

This is to certify that Ms. MI. Melati Octavia Malo, taking the English Study Programme at the Teacher’s Training Faculty of Sanata Dharma University Yogyakarta has done an independent research and collected relevant data in Alpha English Course Jl. Monjali 34C, Sleman, DIY.

The research done at My First Class Programme of Alpha English Course on July 24, 2014 was meant to complete her thesis entitled “The Use of Pictures to Improve English Vocabulary Acquisition for 5 to 6 year old Children in “My First Class” Program of Alpha English Course at Jl. Monjali Yogyakarta: A Case Study.”

Yours faithfully,

[Signature]

Dra Sri Joelianining
Director
I. SURAT KETERANGAN FROM ALPHA ENGLISH COURSE

Dengan surat ini kami menegaskan bahwa:

Nama : Mi. Melati Octavia Malo
Kuliah : Universitas Sanata Dharma Fakultas Keguruan dan Ilmu Pendidikan Jurusan Pendidikan Bahasa dan Seni
NIM : 101214066

 telah melakukan penelitian di Lembaga Kursus dan Pelatihan Bahasa Inggris Alpha, serta telah mengumpulkan data dari Program 'My First Class' di LKP Alpha pada hari Kamis tanggal 24 Juli 2014, yang relevan bagi penyusunan skripsi berjudul 'The Use of Pictures to Improve English Vocabulary Acquisition for 5 to 6 year old Children in ‘My First Class’ Program of Alpha English Course at Jl. Monjali Yogyakarta: A Case Study.'

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sepihanya.

Yogyakarta, 9 Desember 2014

Dra. Sri Joelianti
Pimpinan