

# TEACHING VOCABULARY BY USING PICTURE TO JUNIOR HIGH SCHOOL STUDENT

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## Abstract

**This paper explains that vocabulary is a very important aspect in English Learning and a basis of a language because without vocabulary we cannot communicate with others well in both oral and written. We cannot speak well and understand written materials if we do not have enough about vocabulary. Teaching vocabulary by using picture is useful for students because it makes the students more interested to learn. In classroom context, learning vocabulary with pictures is accepted as the most enjoyable and proficient way to broaden the vocabulary base of a learner. This way can be applied in classroom that make class more lively and motivate students to learn vocabulary. There are kinds of picture that teachers can give to students such as picture flashcards, big picture flashcards, etc. Teacher should select interesting media to make students concentrate to learn. Teachers should motivate students that learning vocabulary is interesting and fun. Using pictures in teaching vocabulary shows that pictures can be put to use in classroom so that it is easy for students to remember the vocabulary having been taught.**

**Key words: Teaching vocabulary, Learning media.**

### A. Introduction

Language has an important role in our life. Language is the means of expression and communication, the medium of thought and a

central tool for learning. Without language we cannot communicate each other. We know that our first language is Bahasa Indonesia and English is

regarded as a second language or foreign language. However, English is the most popular language in the world. That's why learning English is very important for us, because it makes us easy to communicate with the people in the world. Purpose of writing this paper is to share ideas about teaching vocabulary by using picture. Besides, writing this paper is also to fulfill one of the academic requirements to get S1 degree at the English Department of Faculty of Teacher Training and Education Bung Hatta University.

## **B. REVIEW OF LITERATURE**

### **a. Definition of Vocabulary**

Vocabulary is a very important aspect English Learning. Schmitt (1997, p. 40) states that vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand written materials if we do not master vocabulary. According to Hornby (1975, p. 959) vocab is

total number of words which (with rules for combining them) make up language, (range of ) words known to, or used by. a person, in trade, profession.

### **b. Kind Of Vocabulary**

According to Robbined in Novarida (2000, p. 6) there are two kinds of vocabulary that can be used in teaching and learning language. They are productive vocabulary and receptive vocabulary. Productive vocabulary is used in everyday speech also called *achieve*. Receptive vocabulary is needed for comprehension also called *receive*.

### **c. Learning Vocabulary by Using Picture**

Vocabulary is one of important aspects in learning language because without vocabulary we cannot communicate with others well in both oral and written. In classroom context learning vocabulary with picture is accepted as the most enjoyable and proficient way to broaden the vocabulary base of a child.

According to Katerina (2009) there are some kind of activities teachers can

give to the students applied in teaching vocabulary by using pictures. As follows :

### 1. Pictures flashcards

Katerina classified pictures according to their size into:

#### a. Big picture flashcards

Big picture flash cards are very helpful media in presenting and remember forms of new words, since they appeal learners attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language to make their learns full attention, to increase their interest in the presented subject and hence also their motivation.

At the same time flashcards enable students to connect the meaning of the words with real word images immediately. When using flashcards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of vocabulary with flashcards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

#### b. Small pictures flashcards

A sufficient of variations of these cards are typically applied in

communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g by their meaning.

### 2. Drawing

Drawing finds huge potential in teaching languages. Although some teachers may not exactly proficient in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. The activity of drawing within the classroom could be perhaps divided into two categories: drawing on the board carried out by teacher for example illustrate the meaning of new language in presentation and drawing as an activity of students in various, usually listening or reading, exercises. (Wright, 1990).

### 3. Wall-pictures

Wall-pictures are another valuable visual material for language classes. In the first place, they can be displayed

in the classroom to set English environment and then they function as another source of language to be absorbed by students in the process of natural acquisition. Wright and Haleem (1996) specified in their characteristics of wall-pictures that these are often complex pictures, illustrating a scene and containing lots of objects and details. They are big enough to be seen by the whole class and they can be used instantly and repeatedly.

### C. PROCEDURES OF TEACHING VOCABULARY

#### a. Pre-teaching Activities

Pre teaching activity is the activity done at the beginning of the class that is used to give students background knowledge and build their confidence. Pre teaching activities have some functions. They can give new information, increase students concentrations, and stimulate curiosity. Besides, they could make the students understand what they are going to study as stated by Mahdalení (2003).

There are some procedures of pre-teaching activities. First, greeting the

whole students. Secondly, teacher check students attendance. Last, teacher leads the students by asking some question. For example :

1. **Teacher : Did you still remember about our topic yesterday ?**

2. Students : Yes, mom.

3. Teacher : About what ?

4. Students : Describe someone mom.

#### b. Whilst-teaching Activities

To start teaching the lesson, firstly the teacher writes the topic on the whiteboard. Secondly, the teacher puts the picture on the white board because the teacher uses picture as media to teach lesson on that day. One thing a teacher should consider is the pictures should be clear for the students to see. Thirdly, the teacher asks the students about the picture and ask them to describe it. Fourthly, the teacher checks the students answer. Here, the writer gives detail prosedur as an example :



Words that indicate the attributes of nouns are adjectives, i.e. : colour ; black, white, ; weather ; hot, warm, ; description people ; tall, handsome and beautiful. While noun is a word that person, place, thing, actions and ideas.

### c. Post-teaching Activities

According to Maja (2005)

post-teaching activities are necessary as the follow-up on what the students have studied. He gives us some procedures of post-teaching activities. First, the teachers reviews again about the topic. Second, teachers give exercise with use another picture to look what the students have understood. Third, the teachers gives times to do exercises. Fourth, the teachers monitors and helps them if necessary. Last, the teacher gives homeworks for the students.

1. Teacher : Do you know who is he ?
2. Students : Yes, mom. He is a actor.
3. Teacher : Can you describe him ?
4. Students : Yes, Mom. He is handsome. His hair is black and short. His skin is white. He has smalleyes, pointednose, bigears, smalllips and thickeyebrow. He wear blouse and black coat.

### D. Conclusion and Suggestion

- a. Vocabulary is an important aspect in language because it affects the mastery of the

four basic language skills.

Using pictures in teaching

vocabulary shows how

pictures can be put to use in

the classroom that make

easily for students to

remember the vocabulary

having been taught. It will

help the students to increase

their new vocabulary and

tell them that vocabulary

learning is not boring but

fun and interesting.

b. Based on the conclusion

above, the writer would like

to give some suggestion as

follows :

i. Teacher should

prepare interesting

media in teaching

vocabulary.

ii. Teacher should

select appropriate

picture in relation to

the students need.

iii. Teacher should

motivate students

that vocabulary

learning is not

difficult but

interesting and easy.

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