

**TEACHING VOCABULARY BY USING IMAGE MEDIA TO ELEMENTARY
SCHOOL STUDENTS**

ARTICLE

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ABSTRACT

This paper is aimed to give explanation about teaching vocabulary by using image media to elementary school students. Using the media images in the learning process, makes students more interested in learning. In the learning process, students become easier to accept the material provided in the learning process. Evaluation of learning can be done using media images. Learning by using media image creates a learning environment that engages students, so that students become active in the learning process.

Keywords: *Teaching Vocabulary, Image Media*

Introduction

English is an international language. Almost all countries have adapted the English language as a compulsory subject in schools and even in some colleges.

The students have to master the four basic language skills. They are listening, speaking, reading, and writing. Beside such basic skills, the student has to master some vocabularies.

Vocabulary is an important aspect of learning a foreign language. Anyone with a limited vocabulary will also have a limited understanding in listening, speaking, reading, and writing. Generally, the students often get bored and lazy when teachers explain new vocabulary. In other words, they do not have the interest and motivation to learn vocabulary. They think vocabulary is just a series of empty words that are difficult to memorize.

Lack of students mastery of vocabulary in the English language is influenced by two factors among other; 1) lack of knowledge of student. 2) lack of media in teaching vocabulary.

Among the factors described above in the vocabulary teaching, lack of proper use of the media is the most dominant factor. Teachers continuous introducing verbal vocabulary without context and balance with instructional media. Students were never interested in the teacher's explanation in learning process. Teachers explained without interesting media therefore, an increase in students' vocabulary knowledge is not optimal.

To overcome this problem, the teacher should use of learning fun, practical, easy to obtain, communicative, and in accordance with the contextual meaning of teaching. In teaching vocabulary by using some media of learning, there are opportunities for students to interact, practice, analyze, and conclude the use of the vocabulary studied.

Vocabulary

When we talk about vocabulary, we are talking about words that might have a receptive knowledge of a wider range of vocabulary, which means that they can recognize the item and recognize its meaning.

Kate et.al (2002) says that vocabulary knowledge is strong and unequivocal. Although the causal direction of the relation is not understood clearly, there is evidence that the relationship is largely reciprocal.

Young (2005) say that vocabulary is the essential element of comprehending concepts in content areas. Many words used in science content area materials are used to define concepts and to increase the conceptual development of the content area.

Type of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing

vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

Nation in Sari (2012) has divided vocabulary in the specific reference, such as the following:

- a. *Receptive Vocabulary*: Knowing a word involves able to recognize it when it is heard (What is the sound like? Or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

- b. *Productive Vocabulary*: Knowing a word involves able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any. It refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, it is more difficult to put into practice.

Strategies of Teaching Vocabulary

In teaching and learning a foreign language, teaching vocabulary strategies takes an essential part when we start to learn the second language. We must start to acquire vocabulary in order to

be able to use the language. Teaching vocabulary strategies could be said as a process or a way to make student learn to unit of words presented by the teacher. As the result, the students can respond teacher's command.

According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. Notably, this covers vocabulary teaching strategies as well since they also lead, or are meant to lead, to vocabulary learning.

Allen (1983) says that vocabulary teaching, which is understood here to be teacher and class room oriented, needs to be established as an area of research which would ultimately lead to a theory of vocabulary teaching.

Image Media

Image media are the most commonly used. This is because the students like drawings more than writing. It is because image media are interesting,

as the result, they will add the spirit of the students in the learning process.

According to Hamalik (1994) image media is everything visually manifested in the form of two dimensional flow or thought as diverse as painting, slides and film.

Advantages of Using Image Media

The use of instructional media in learning orientation will help the learning process and message of and content at the time.

Arsyad (2009) adds that there are some advantages of image media:

1. Image media and message are to clarify the presentation of information so that it can facilitate and improve the process and learning outcomes.
2. Image media can change and direct child's attention so it can lead to motivate to learn.

3. Image media can overcome the limitation of the senses, space, and time, it mean that:
 - a. Object that is large to be displayed directly in the classroom can be replaced by an image.
 - b. Object that is too small that cannot be seen by sense can be shown through image.
 - c. Natural events that take a long time can be present trough picture.
4. Image media can provide a common experience and perception in student.

Procedure of Teaching Vocabulary by Using to Image Media

Pre-teaching Activities

Pre-teaching activity is used to introduce and to guide the students before coming to the subject matter. In addition, the teacher can also motivate the students to be a good and active learner.

1. Greeting

The teacher greets the student.

- 2 The Teacher gives the students the material and gives questions to brainstorm the students' idea by showing image media. In this occasion, the material of the lesson is poster. For example:



Whilst Teaching Activities

The whilst-teaching activity is a main activity in teaching learning process. In this activity, the teacher explains about the topic to the students. The teacher discusses about topic that will be learned. There are several steps in this way:

- a. The teacher explains the topic clearly through media image in the

picture that the teacher hangs on the whiteboard, and then the students answer the teacher question about the picture.

Example:

What do you do everyday? Make a list of daily activities based on the pictures below!



b. Teacher gives the students exercises:

- | | |
|----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |

- | | |
|-----------|-----------|
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

3. The teacher asks the students to write the daily activities on the white board based on the picture.
4. The Teacher discusses the picture with the student.

Key answer:

- | | |
|------------------|-------------------|
| 1. Get up | 9. Brush hair |
| 2. Take a shower | 10. Comb hair |
| 3. Brush teeth | 11. Make the bed |
| 4. Floss teeth | 12. Get undressed |
| 5. Shave | 13. Take a bath |
| 6. Get dressed | 14. Go to bed |
| 7. Wash face | 15. Sleep |
| 8. Put on makeup | |

Post-teaching Activities

Post teaching activity is the last activity in teaching learning process. In this activity the teacher concludes the material. It gives example of exercises!

a. Evaluation

In this activity, the teacher tries to know how far the students understand about

material. Students are able to answer question and to memorize vocabulary about daily activities. The students are asked to do the following exercises

- b. The teacher concludes the lesson and closes the teaching process.

Conclusion and Suggestions.

Conclusion

In this chapter, the writer concludes that the learning process by using media image can increase the activity of students step by step. Using the media images in the learning process, makes students more interested in learning. In the learning process, students become easier to accept the material provided in the learning process. Evaluation of learning can be done using media images. Students can enhance the learning materials so that they are able to express their ideas easier. Learning by using media image creates a learning environment that engages students, so that students become active in the learning process. Teacher can more

easily and quickly give the subject matter bu using image media.

Suggestion

The followings are suggestion from the writer for improving students vocabulary by using media image. Media images as a medium can be used in learning process. The followings are some of the things suggested by the authors. Teachers can more easily and quilly give the subject matter by using image media.

1. Teachers need to implement instructional media images as one alternative to improve the process of learning English.
2. Students are suggested to apply new vocabularies that have been learned.

Students should be active in learning process in order to improve their abilities in using vocabulary.

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