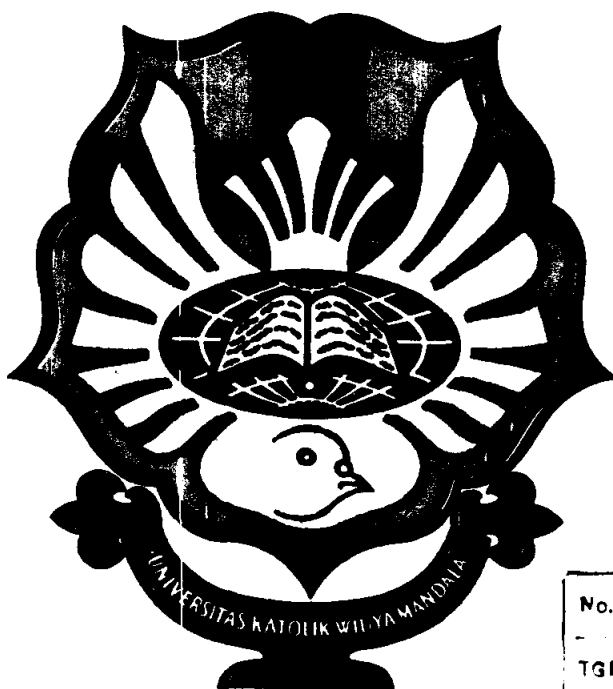


THE EFFECT OF USING PICTORIAL CONTEXT IN TEACHING VOCABULARY TO THE FIRST YEAR STUDENTS OF SLTPK ST. STANISLAUS I

THESIS

**As Partial Fulfillment of The Requirement For
The Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By :

YOELIANNY

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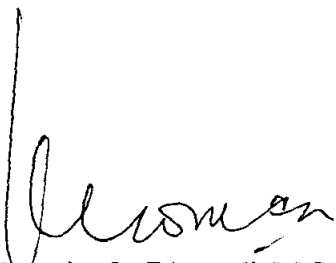
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
MEI, 1999**

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This thesis entitled The Effect of Using Pictorial Context in Teaching Vocabulary to the First Year Students of SLTPK St. Stanislaus I which is prepared and submitted by Yoelianny has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



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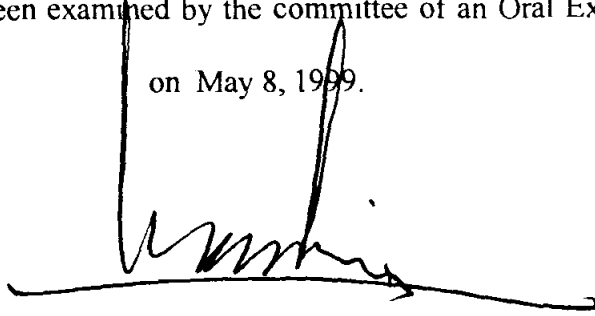
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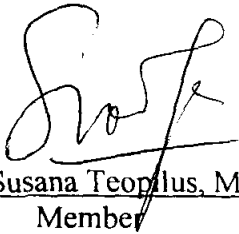
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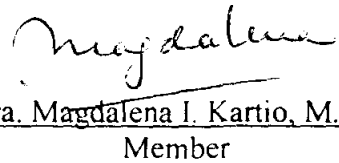
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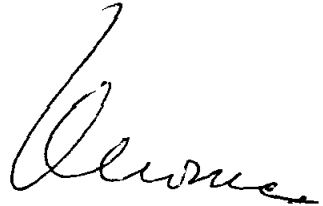
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Surabaya, 21 April 1999

The writer

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ABSTRACT

Yoelianny. 1999. The Effect of Using Pictorial Context in Teaching Vocabulary to the First Year Students of SLTPK St. Stanislaus I. Thesis, Program Studi Pendidikan , FKIP. Universitas Katolik Widya Mandala, Surabaya.

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In the past, teaching vocabulary to the students were not emphasized as the major part in learning English as a foreign language. However, as time goes by, vocabulary becomes an important thing in learning English as a foreign language since most textbooks which contain modern technology and knowledge are written in English. That is why learning vocabulary as early as possible is considered essential, especially when the students' age is about 9 to 12 years old. Because in their age, they have a great capacity to imitate and memorize.

In order to make teaching-learning more interesting, the writer, in this study, suggests pictorial context that can give great help for the students to accept vocabulary more easily since using pictorial context makes learning more memorable and fun. Teaching vocabulary using pictorial context also enables students to learn actively for interesting pictures will motivate the students to follow the teaching-learning process.

The aim of this study is to improve the students' vocabulary achievement. To carry out her study, she used two classes of the first year students of SLTPK St. Stanislaus I, Surabaya as the subjects of her study and three different topics namely Animals, Verb, and Noun. In order to know the effect of teaching vocabulary using pictorial context the writer gave posttest which was in the form of seven questions from the scrambled letter and thirteen incomplete sentences that the students had to answer with the correct word available in the box.

After collecting and analyzing the data, the writer found out that pictorial context can improve the students' vocabulary achievement better than without pictorial context