

**THE EFFECT OF USING PICTORIAL STORY  
TELLING AND SONGS IN TEACHING VOCABULARY ON  
THE ENGLISH VOCABULARY ACHIEVEMENT OF THE  
ELEMENTARY SCHOOL STUDENTS**

**A THESIS**

**As Partial Fulfillment of the Requirements  
For the Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



By :

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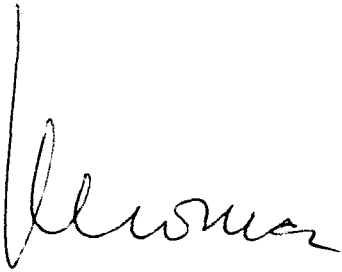
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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**JURUSAN PENDIDIKAN BAHASA DAN SENI**  
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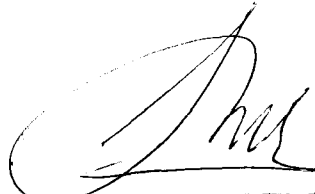
(1)

This thesis entitled **THE EFFECT OF USING PICTORIAL STORY TELLING AND SONGS IN TEACHING VOCABULARY ON THE ENGLISH VOCABULARY ACHIEVEMENT OF THE ELEMENTARY SCHOOL STUDENTS** which is prepared and submitted by Widya Andy Sondakh has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors :



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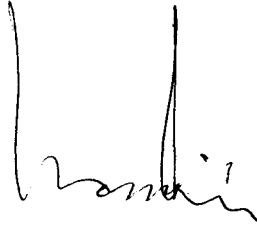
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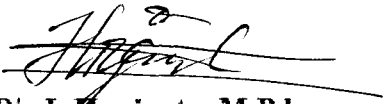
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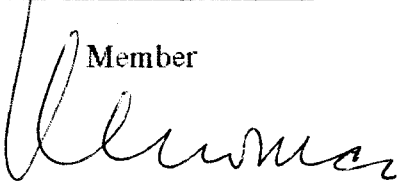
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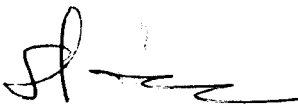
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## ABSTRACT

Sondakh, Widya Andy. 2000. The Effect of Using Pictorial Story Telling and Songs in Teaching Vocabulary on the English Vocabulary Achievement of the Elementary School Students. Thesis. Program Study Pendidikan Bahasa dan Seni. Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala Surabaya.  
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Key words : Story Telling, Songs, Vocabulary and Achievement.

English as an International language becomes an important language in almost all fields in this globalization era. Therefore, it's no wonder if English begins to be taught in schools. Primarily, English became one of the subject lessons of Junior and Senior High School students, but then according to the 1994 Curriculum, English becomes to be taught to Elementary School students.

Mastering a language means learning the language components (phonology, vocabulary and grammar) and language skills (listening, speaking, reading and writing). Among these components, vocabulary becomes the important part that should be mastered by the beginner learner of English. However, the English teacher usually uses a vocabulary list to teach new vocabulary to the students without considering their need and world which still bound with games and happiness. Vocabulary list as an old-fashioned technique of teaching English only creates stress and boredom to the students. Most of the students have difficulties in memorizing the lines of the words. Therefore, students feel that English is a difficult subject to be learnt.

Listening to stories and singing a song are the activities that children usually like to do. And it is amazing to know how children remember the new words used in the stories and songs. This means that they learn new vocabularies while they enjoy the activities. Related to this fact, it can be accepted that these two kinds of activities can be good techniques to teach vocabulary to young children. Based on the above reason, the writer is challenged to compare both techniques to teach vocabulary to the elementary school students.

In conducting this study, the writer used two classes of the fourth grade of SDK St THERESIA II Surabaya as the subject of her study, namely group A and group B. Those two groups were given different treatments. Group A was taught vocabulary by using story telling, while group B was taught by using songs. Then, both classes are given post-test that is in the form of 30 multiple choice items.

The result of the calculation of post-test shows that the vocabulary achievement of students who were taught using songs is higher than those taught using story telling. This happened because teaching vocabulary by using story telling needs a special story telling book which have to tell in a good expression to a class which consists of approximately 20 students . Besides, it also proves that both story telling and songs are good techniques to teach vocabulary to the elementary school students.