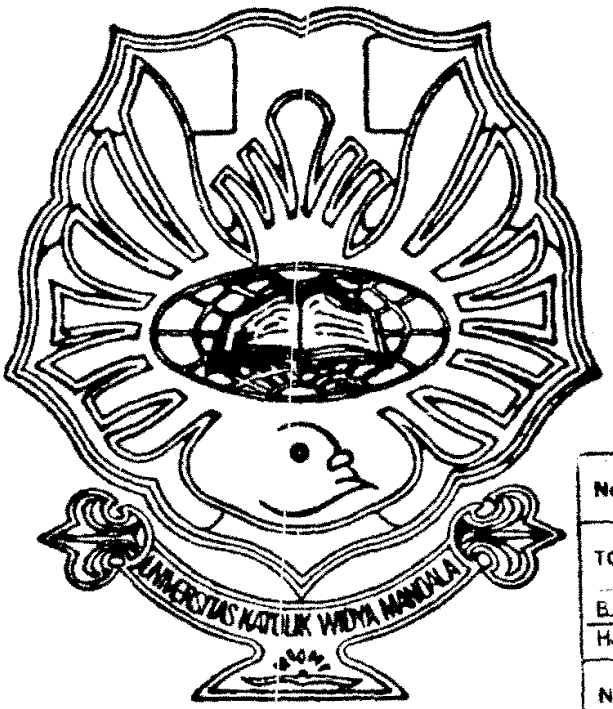
# THE USE OF PICTORIAL CONTEXTS IN THE TEACHING OF ENGLISH VOCABULARY AT SMP

## A THESIS

In Partial Fulfilment Of The Requirements For
The Sarjana Pendidikan Degree in
English Language Teaching





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- The writer -

# TABLE OF CONTENTS


| | Page |
|---|---|
| APPROVAL SHEET (1) | ii |
| APPROVAL SHEET (2) | iii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS | v |
| THESIS ABSTRACT | vii |
| CHAPTER I. INTRODUCTION | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Reason for choosing the topic | 5 |
| 1.3 The objective of the study | 6 |
| 1.4 The significance of the study | 6 |
| 1.5 Methodology | 7 |
| 1.6 The scope and limitation of the study | 7 |
| 1.7 Definition of key terms | 8 |
| 1.8 The organization of the thesis | 8 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 9 |
| 2.1 The importance of vocabulary | 9 |
| 2.2 The Technique of learning vocabulary | 11 |
| CHAPTER III THE USE OF PICTORIAL CONTEXTS IN THE TEACHING ENGLISH VOCABULARY | 21 |
| 3.1 Vocabulary | 21 |
| 3.1.1. Function words | 23 |
| 3.1.2. Content words | 25 |

3.2 The problem in Learning English Vocabulary 26

3.2.1 The problem of meaning 26

3.2.2 The problem of synonym 27

3.3 Pictorial contexts 27

3.4 Teaching Material 30

3.5 The principles of the teaching of English Vocabulary Using Pictorial Contexts 33

3.6 The Application of vocabulary Teaching through Pictorial Contexts 37

3.6.1 Preparation 39

3.6.2 Presentation 40

3.6.3 Evaluation 45

CHAPTER IV THE BENEFITS OF USING PICTORIAL CONTEXTS IN THE TEACHING OF ENGLISH VOCABULARY AT SMP 47

4.1 The benefits for the students 47

4.2 The benefits for the teacher 49

CHAPTER V CONCLUSION 51

5.1 Conclusion 51

5.2 Suggestion 53

BIBLIOGRAPHY 55

APENDIX I 58

APENDIX II 63

# A B S T R A C T

The aim of language teaching is the ability of the students in applying the four language skills, namely: reading, speaking, writing and listening. In order to achieve that abjective, there is a basic aspect that should be mastered by students, that is vocabulary. It means that vocabulary should be introduced first to students. Though vocabulary gets the most emphasis in the teaching-learning process, the other language component (sound and structure) should not be neglected.

From the existing facts that the writer has got, however, vocabulary seems to be the problem of students. They face difficulty in understanding the meaning of words either in an oral an written commonication, or in a reading passage. Therefore, the writer , here, wants to contribute her idea in solving such a problem.

There are, actually, many ways in teaching vocabulary to students, such as: through word-list memorization (traditional way), trough dialogues, or trough reading passages. However, the writer , here, wants to use another technique in teaching vocabulary which is considered suitable for students in general and for SMP students in particular, that is using pictorial contexts. Though there is not specific vocabulary class at SMP, the teacher can create the available English time by, for example, taking at least once a week for teaching vocabulary through pictorial contexts.

The teaching of vocabulary through pictorial contexts is very suitable for SMP students. Besides, it is interesting because of pictures, it also makes students know the usual collocation that word occurs in because of the context. Moreover, students will know and get the exact meaning of a word. Besides they can master and more easily retain the words whose relationships can be clearly seen and understood.

Students may get bored with the class activities if they are passive, just listening to their teacher's explanations. By using pictorial contexts, the teacher may ask students to think, guess, and finally find the meaning of the word from the contexts by themselves. It means that students will be active in the classroom.

There is nothing else of the purpose, except to introduce another technique to English teachers in teaching vocabulary to their students. The writer is sure that by giving the students the chance to use the word in various contexts, they will have a better understanding of the word meaning and finally they will be able to produce or to make sentences with the appropriate words.