

**ABSTRACT**

**AULIA WIDAYANTIE PUTRI.** *Teaching vocabulary to kindergarten pupils by using realia and pictures (a quasi-experimental study at TK BISMA).* A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of the English Department Faculty of Letters Airlangga University 2004.

Vocabulary is one of the necessary language components. According to some experts, before people acquire a language, they should recognize first the words of a language. In teaching vocabulary to kindergarten pupils, teachers need sufficient knowledge of the characteristics of the pupils. Some experts say that teachers should expose the pupils to real situations in order to create a more interesting situation in the classroom. By exposing the pupils to real situations, teachers can arouse the pupils' interests, motivations and attract them to be more active in participating in the teaching-learning activities. Since the kindergarten pupils are not self-motivated, the writer is interested in conducting a quasi-experimental study on teaching vocabulary by using realia and pictures to the TK A kindergarten pupils. The reason of choosing them in teaching vocabulary to the TK A kindergarten pupils is because realia can be used to create real situations to be exposed to the pupils, while pictures can illustrate the general idea and forms of an object or action. The respondents of this study are the TK A kindergarten pupils at TK BISMA. There are two classes: TK A1, which is the experimental group and TK A2 which is the control group. The experimental group was taught vocabulary by using realia while the control group was taught vocabulary by using pictures. The findings show that there is significant difference in the students' achievement between the two classes. The pupils who were taught by using realia have better vocabulary achievement than the pupils who were taught by using pictures. This result indicates that teaching vocabulary by using realia can help the students to understand the explanation more easily and clearly. Moreover, the pupils can also be more active in teaching-learning process because they can manipulate the objects themselves.

# CHAPTER I

## INTRODUCTION