

## ABSTRACT

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Nowadays, there are many techniques to be used to teach English vocabulary. Techniques for teaching vocabulary are also varied. Right techniques are needed for giving right teaching to the students. Many students are taught English vocabulary with different techniques, depending on the teachers themselves. Different techniques of teaching English vocabulary are given to different level of students. This study focuses on teaching vocabulary with pictures in TK Mardi Siwi, at Simo Sidomulyo 3 Surabaya. Kindergarten students are at the first stage of their cognitive development. They have their own characteristics in which they can only work with during the learning activity. Pictures become one technique they can work with during the learning vocabulary. This study investigates whether there is a difference result between teaching English vocabulary with pictures and without pictures. The sample of the data is the second grade kindergarten students that consist of 48 students. They are divided into two groups, the control group and the experimental group. Both groups are differently treated. The data were obtained from the kindergarten students by using two kinds of tests. In collecting data of the research, two tests called pre test and post test are used. Each test consisted of 10 items. The tests model was multiple choice questions. The final result of this study is that there is a difference result between teaching vocabulary with pictures and without pictures. The result shows that the experimental group is better than the control group. It shows that pictures help them in learning English vocabulary easier. The result above supports Akbari's theory and Nirmalawati's theory that pictures are effective and can be motivation for the students. Hence, pictures can be used to teach English vocabulary to kindergarten students.

*Keywords: learning, English vocabulary, pictures, kindergarten students*