

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In this era the government has decided that the English must be taught in elementary school. It can be seen in the elementary school there is English lesson and also there are many English teachers. Because of the result, in Indonesia the government wants to teach English in elementary school. In this case, there are many difficulties to teach English in elementary school, because the students usually are confused and find difficulties to memorize the vocabulary. There is unsatisfactory result of teaching vocabulary in Indonesia, especially in elementary school. Vocabulary is still a problem for the students and it is difficult to keep the new vocabulary in their mind without teacher's explanation. Vocabulary is one of three components of language, together with a grammar and phonology. It plays an important part in listening, speaking, reading and writing.

Vocabulary is important in speaking, reading, listening and writing. For example: sometimes the students want to say something but they do not know how to say the words or sentence appropriately. Developing the student's vocabulary is one of the most important tasks for English teachers. Because of them, vocabulary must be taught from the elementary school to give more times to learn the English. The teachers

are expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exciting.

By teaching vocabulary using pictures, as a teaching technique to Elementary School, student is expected to improve the student's mastery of English vocabulary items. They will always remember the new vocabulary if the teacher teaches vocabulary using pictures, because the students are not confused to understand the new vocabulary. In some literature "picture", is one of teaching media which is called *visual aids*. There are some kinds of visual aids like maps, post card, picture, chart, TV, cassette, film strip, etc. According to Webster (1966:664) visual aids are many varieties of devices and materials, which rely on the sense of sight to inform (as maps, chart, model picture, etc). Visual aids are not only limited to be presented through teaching media mentioned above, but it is also demonstrated by the teacher. There are many types of visual aids and each of them has different function.

Effective training is dependent upon good communication between the teacher and the students, and this means the teacher must be able to evoke in the mind students. However, an English teacher must help the students surmount their difficulties by giving motivation, and being more creative in teaching especially in teaching vocabulary, the teacher is able to give many interesting way to learn. In this case, the writer would like to observe the implementation teaching English vocabulary using visual aids at SDN 5 Purwosuman Sragen. Visual aids should be utilized frequently

not only to illustrate words that have been used but also to support other words.

**B. Problem Statement**

There are many problems in language teaching and learning. The problem statement of this concerns with the following problems:

1. How is the implementation of teaching English vocabulary using visual aids at SDN Purwosuman 5 Sragen?
2. What kinds of problems faced by the teacher when he teaches English vocabulary using visual aids?

**C. Problem Limitation**

In this research, the writer focuses the study only on teaching vocabulary using visual aids to the sixth year students of SDN 5 Purwosuman Sragen in 2005/2006

**D. Objectives of the Study**

The writer would like to formulate some objectives dealing with the research, as follows:

1. To describe the teaching process in the classrooms, especially the implementation of teaching English vocabulary using visual aids in SDN 5 Purwosuman Sragen.
2. To describe some problems when the teacher is teaching English vocabulary using visual aids in SDN 5 Purwosuman Sragen.

## **E. Benefits of the Study**

After analyzing the problems, the writer would like to hope this study gives theoretical and practical benefits as follows:

### 1. Theoretical Benefits:

- a. The result of the study can give contribution to the theory of teaching vocabulary at elementary school..
- b. The result can be used as a starting point to determine whether the teaching vocabulary at elementary school is feasible or not.

### 2. Practical Benefits:

- a. It will be useful for English teacher in teaching vocabulary for the students.
- b. The teacher is expected to be able to motivate to the students to find out the new vocabulary. Besides, the teacher is capable enough to handle the students to understand the new vocabulary.

## **F. Research Paper Organization**

To make the research easy to understand, the writer divides this research into five chapters, and they are as follows:

Chapter I deals with background of the study, statement of the problem, objective, benefit of the study and research paper organization.

Chapter II deals with underlying theories. In this chapter, the writer takes some theories written by some experts as references. The writer

discusses the notion of vocabulary, the kinds of vocabulary, the notion of visual aids, visual aids and teaching vocabulary.

Chapter III consists of research method, it is discussing the type of research, object of study, subject of study, method of collecting data, method of analyzing data and teaching observation.

Chapter IV deals with the result of teaching observation, the implementation of teaching English vocabulary using visual aids to the sixth year students of SDN 5 Purwosuman Sragen and some problems in the implementation of teaching English vocabulary using visual aids to the sixth year students of SDN 5 Purwosuman Sragen.

Chapter V consists of conclusion and suggestion.