

CHAPTER I

INTRODUCTION

A. Background of the Study

Every human being living in society needs language. Language is an important tool that helps people make communication among individuals or even nations. There are more than thousands languages in the world and they are different each from others. In the modern era, one of the international languages is English. English is an international languages and it is very important for students to study.

In recent years, a number of elementary school has begun to introduce English as foreign language into their curriculum. It is stated in the curriculum of Elementary School 1994:“.... English in elementary school is taught not as compulsory subject but as a local content...” (*... pengajaran bahasa Inggris tidak diwajibkan di Sekolah Dasar melainkan sebagai muatan lokal...*) (GBBP Muatan Lokal SD Bahasa Inggris, 1995:1).

According to the 1994 English curriculum of Senior High School (SMU), the goal of learning a foreign language is to learn how to communicate by using the target language spoken or written (Depdikbud, 1995:2). So after learning English the students should be able to communicate in English.

Vocabulary mastery is an important part in teaching and learning English. It is impossible to master foreign language without knowing or understanding a certain number of words.

The status of teaching vocabulary has been considerably enhanced as result of the development of communication approach to language teaching. Hocket as quoted by Nunan (1991:117), said that one of the most influential structural linguistics, went so far as the argument that vocabulary was the easiest aspect of a second language to learn. In the early stages of learning and using a second language, it is better served vocabulary than grammar. So, vocabulary must be taught from elementary school to give more times to learn English not only from written book but also from other sources.

English teaching-learning process in one school is different from another school, and it depends on the method and approach that is used by English teacher in the classroom. SDN 1 Donohudan uses three procedures in teaching English, such as presenting, practicing, and recycling. Presenting, it is the way to introduce the key language for the unit to the children. Practicing, once students have been presented with new language, they practice it in writing and speaking. Recycling, the teacher will find several activities in each unit, which recycle language from previous units.

The problems which is faced in teaching learning process in SDN 1 Donohudan is the students vocabulary mastery still low. It happens because the techniques the teacher uses do not motivate the students in learning English. The teacher only uses a book exercise as media for teaching English to the students. The teacher usually explains the materials of lesson and also gives exercises for the students to know how far the students' ability in learning English. Meanwhile the students tend to be passive in understanding the meaning of words and they do not try hard to find the meaning in the dictionary. The students have difficulties in mastering the four language skills, because it is the first time they get English. So they have a little vocabulary mastery.

To reach a good development in teaching learning process, the writer is interested in vocabulary teaching action through Ostensive Means. Teaching through Ostensive Means means teaching vocabulary by showing realia, picture and body. By using Ostensive Means is expected that the teacher will be able to improve the students' vocabulary mastery and the students are active in teaching learning process of English.

From the discussion above, the writer entitles her research with "Improving Students' Vocabulary Mastery through Ostensive Means (A Classroom Action Research in the Fourth Year of SDN 1 Donohudan)".

B. Previous Study

The previous research related to this study was conducted by Wulansari (2004) in “Teaching Vocabulary Using Teaching Aid at Elementary School in SDN Gumpang 3 Kartasura”. She uses descriptive qualitative research. The purpose of her study is that the students can speak, write and understand the meaning of the words. The subject of the research is the fifth year students in SDN Gumpang 3 Kartasura. The result of her research shows that teaching vocabulary using teaching aid at SDN Gumpang 3 Kartasura is successful. The use of teaching aid is very suitable and helpful in teaching learning process. Thus, the students can receive the new vocabulary well and they retain the material better.

The second researcher is Lestari (2005) in “The Implementation of Teaching Vocabulary Using Picture at the Third Year of SDN 2 Bolon”. She uses action research. She takes 14 students as object. The result of her research shows that teaching vocabulary using pictures can increase the students’ vocabulary mastery.

Here, the research has similar topic that is teaching vocabulary to improve students’ vocabulary mastery. But as stated in the beginning, something that differentiates those researches is the data source and the technique which is used to teach vocabulary. This research is conducted to continue or develop the previous study.

C. Problem Statement

The writer formulates the problem of the research as follows:

1. What is the process of improving students' vocabulary through Ostensive Means?
2. How is the vocabulary mastery of the students who learn vocabulary through Ostensive Means?
3. What is the strength of teaching vocabulary using Ostensive Means?
4. What are the weaknesses of teaching vocabulary using Ostensive Means?

D. Objective of the Study

This research has several objectives, such as:

1. to describe the students improvement of vocabulary mastery in the fourth year of SDN 1 Donohudan.
2. to know the vocabulary mastery of the students who learn vocabulary through Ostensive Means.
3. to know the strength of teaching vocabulary by using Ostensive Means.
4. to know the weaknesses of teaching vocabulary by using Ostensive Means

E. Benefit of the Study

1. Theoretical Benefit

The researcher wants to show the vocabulary mastery of the students who learn vocabulary through Ostensive Means in the fourth year of SDN 1 Donohudan.

2. Practical Benefit

- a. The result of the research can give information about the intensity of mode of presentation especially through Ostensive Means.
- b. The result of the research can help the student to increase their vocabulary mastery.
- c. The result of the research can motivate the English teacher to improve the teaching English at Elementary school.

F. Research Paper Organization

This paper is divided into five chapters. Chapter I is an Introduction. It relates to background of the study, previous study, problem statement, the objective of the study, benefit of study, and research paper organization.

Chapter II is underlying theory. It is related to vocabulary teaching and theoretical framework. Vocabulary teaching presents definition of vocabulary, vocabulary mastery, importance of vocabulary, kinds of vocabulary, choosing vocabulary, mode of vocabulary

presentation, vocabulary presentation using Ostensive Means, and the procedure of teaching vocabulary using Ostensive Means.

Chapter III deals with type of research, subject of the study, place and time of research, object of the study, method of collecting data, procedure of research and technique for analyzing data.

Chapter IV presents the research implementation and result of the study.

Chapter V is Conclusion and Suggestion.