

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English plays an important role in social, economic, and science field. It is used in almost all over the world including in Indonesia, too.

In Indonesia, English is taught as the first foreign language. It is meant to transfer science and technology to develop the country and as a means to build international relationship. It is claimed that recently we come to the global era.

Based on the resource above, Indonesia puts English as one of main lessons in the school. It is taught in secondary schools, namely Junior High School and Senior High School. Based on our government's planning to the nine year basic education, English teaching at Elementary school has been possible. It is stated in Decree of Ministry of Education and Culture as quoted by Fauziati (2002: 169) that English may be given to Elementary students as a local content.

To learn foreign language like English is not easy because every language has its own system. However, many students face various difficulties because there are many differences between their foreign language and their

native one. English has different system from Indonesian. Both languages have difference in structure, vocabulary, spelling, and pronunciation. The students are not able to understand or to comprehend what they read, so they cannot retell it. One of the reasons is that the students lack of vocabulary knowledge.

As the basic component of four language skills; listening, speaking, reading and writing, vocabulary has to be mastered by learners. Mastering vocabulary means mastering the form, the meaning, and the use of words. It is difficult for young learner to master vocabulary in the limited time. English in Elementary School is still supplement.

In the fourth year of MI Al Falah Baki Sukoharjo, the teacher uses some techniques to teach vocabulary. The techniques are lecturing, translating, drawing and using picture. By using those techniques, the students could understand the lesson easily. They are very interested in learning new vocabulary. They are also more active and smarter than the students from other schools. It can be seen from the creativity between the students who studying in MI AL FALAH with the students who studying in other schools, when they are playing at home. When the students of MI AL FALAH play, they were playing by learning some words by memorizing or pronouncing the words loudly. While the students from other school play, they were playing by singing a child's song. From the differentiation of knowledge, the writer has an

enthusiasm to know the process of teaching vocabulary in the fourth year of MI AL FALAH Baki Sukoharjo.

Specifically, this research uses teaching observation at Elementary school. Through this study, the writer observed the teaching-learning process in the classroom. Meanwhile, the data are analyzed by using descriptive qualitative method. Therefore, the writer concerns in discussing “**A DESCRIPTIVE STUDY ON TEACHING VOCABULARY TO THE FOURTH YEAR STUDENTS OF MI AL FALAH BAKI SUKOHARJO IN 2006/2007 ACADEMIC YEAR**”.

B. Research Problem

Based on the background of the study the writer formulates the problem as follows:

1. What are the techniques implemented in teaching vocabulary in the fourth year students of MI Al Falah Baki, Sukoharjo?
2. What kinds of difficulties are faced in learning vocabulary by the fourth year students of MI Al Falah Baki, Sukoharjo?
3. What kinds of strategies used by the teacher to solve students' difficulties in vocabulary learning?

C. Limitation of the Study

The writer realizes that it is impossible to carry out a research based on all factors above. The writer limits of the study as follows:

1. The population is limited to the fourth year students of MI Al Falah Baki Sukoharjo.
2. The study is only focused on teaching vocabulary.

D. Objective of the Study

Based of the problem formulation of the study mentioned above, the objectives of the study are:

1. to describe the techniques implemented in teaching vocabulary in the fourth year students of MI Al Falah Baki, Sukoharjo.
2. to describe the kinds of difficulties faced by the fourth year students of MI Al Falah Baki, Sukoharjo in learning vocabulary.
3. to describe the kinds of strategies used by the teacher to solve students' difficulties.

E. Benefit of the Study

There are two kinds of advantages; theoretical and practical. The advantages of the study are:

1. Theoretical benefit
 - a. The research result can be used as the reference for those who want to conduct a research in English teaching learning process.
 - b. The research can be useful for English teacher in giving additional input in teaching-learning process.

2. Practical benefit

- a. To help the students to find the way of learning English correctly.
- b. The finding of this research can reflect the teaching English of vocabulary by using the technique and strategies when the students get the difficulties in learning vocabulary.

F. Research Paper Organization

In order to make the research easy to follow, the writer organizes the paper as follows:

Chapter I is Introduction. It consists of background of the study, problem statement, and objective of study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It deals with previous study, vocabulary, teaching vocabulary, technique of teaching vocabulary, the young learner, and factor influencing language development.

Chapter III is research method. It discusses type of research, subject of the study, object of the study, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion, then chapter V consists of conclusion and suggestion.