CHAPTER I

INTRODUCTION

A. Background of the Study

Language cannot be separated from human lives because it is used to connect society. People can also describe their ideas, feelings and desires to other people using the language. There are many languages in the world. They are used to communicate between people in the world. English plays an important role in every aspect of human life, such as communication, economics, education, science, and technology. It becomes the dominant language around the world, and now people use it as an international language. English has become one of the important extra school lessons for the first up to the sixth year students of elementary school. Many elementary schools have chosen English as one of the school subjects for their students. According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills above are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master.

Vocabulary is essential for successful second language use because without an extensive vocabulary, one will not be able to use the structures and function he or she may learned for comprehensive communication. According Wilkins in Thornbury (2002: 13), without grammar very little can be
conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not mastery vocabulary. Vocabulary is central to language and the ability to write a foreign language pre-supposes knowledge of lexical unit of the language. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning. To develop students’ language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. It is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies.

Teaching vocabulary to children is not easy. There is a difference between teaching children and teaching adults. The children have certain characteristics and need a certain treatment. In Indonesia, some English teachers still use traditional method to teach vocabulary. They just ask the students to memorize long list of words with their equivalents in the student’s native language. Teacher also uses traditional way in teaching vocabulary that is by using dictionary. When students are finding the difficult words, they have to open dictionary to look for the meaning. Most children find learning English vocabulary difficult due to the boring and monotonous. It becomes serious problems in English teaching learning process.
English becomes the new subject in elementary school. Most of the English teachers usually focus in developing students’ vocabulary mastery in the teaching learning process. The students in elementary school still have limited vocabulary because they get difficulties to memorize the meaning. In a class, most of the students are passive because they do not know many vocabularies. The teacher uses the old method in which teacher centered. After give explanation, usually the teacher asks the students to answer the questions. So, when the teaching learning process, they give not attention and feel boring at the vocabulary subject. Because of that, the English teachers must have the ability to vary the teaching technique that focused on student centered. It is important to teacher in order to the students change to have pleasure in learning language.

*SD N 04 Bejen* is one of the elementary school that has average achievement in English. The students’ average score in daily test are about 68. There are no more 25% of the students who can get good score. The students can be said pass the test if they get score 60 until 100. In other hand, the students of *SD N 04 Bejen* especially in the third grade also still find difficulties in using a foreign language because they lack of vocabularies and they often forget easily new vocabularies after they get the meaning from dictionaries. For example, the students still get difficulties to memorize and pronounce the new vocabulary. Not only that, the students also get difficulties when they write a new vocabulary correctly. It becomes common problems in teaching vocabulary. Therefore, the writer wants to know the method that
used by teacher in teaching vocabulary, especially to the third grade students
of SD N 04 Bejen, Karanganyar.

Based on explanation above, the writer is interested in conducting a
research entitled **A DESCRIPTIVE STUDY ON TEACHING VOCABULARY AT THE THIRD GRADE STUDENTS OF SD N 04 BEJEN, KARANGANYAR IN 2010/2011 ACADEMIC YEAR.**

B. Problem Statement

Based on the background of the study, the writer formulates the problems as follows:
1. How is the process of teaching learning vocabulary on the third grade of SD N 04 Bejen, Karanganyar?
2. What are the problems faced by teacher in the process of teaching learning vocabulary on the third grade of SD N 04 Bejen, Karanganyar?
3. How does the teacher solve the problems on teaching vocabulary?

C. Objective of the Study

Based on the problem statement, the objectives of study in this research as follows:
1. To describe the process of teaching learning vocabulary at third grade students of SD N 04 Bejen, Karanganyar.
2. To identify the problems faced by teacher in teaching vocabulary on the third grade of SD N 04 Bejen, Karanganyar.
3. To classify the strategies implemented by teacher to solve the problems.
D. Limitation of the Study

In this research, the writer limits his research on the process of teaching-learning vocabulary at the third grade students of SD N 04 Bejen, Karanganyar in 2010/2011 academic year. The limitation is done in order to get the best result from the observation, especially about the process of teaching learning vocabulary, the goal of teaching vocabulary, the material in teaching vocabulary, the method that used by the teacher, classroom activities, the problems faced by the teacher and the problem solved applied by the teacher in teaching-learning process.

E. Benefit of the Study

The writer hopes that the study is beneficial to the readers theoretically and practically:

1. Theoretical Benefit
   a. The result of the research paper can be used as an input in English teaching learning process, especially in teaching vocabulary.
   b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefit
   a. Students
      The result can help the students in improving their ability in vocabulary mastery.
b. Teachers
The result of this research will be helpful for teacher to reduce the problems in teaching learning vocabulary.

c. Other Researchers
The writer hopes that this research will be one of references for other researcher who will conduct the same object with different perspectives.

F. Research Paper Organization
In this research, the writer constructs the research paper into five chapters. Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II delivers the review of related literature, consisting of the previous study, notion of vocabulary, teaching vocabulary, vocabulary mastery, and the method of teaching vocabulary.

Chapter III discusses a research method. It relates to the type of research, place and time of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV discusses about the research finding and discussion. In this chapter, the writer describes the process of teaching vocabulary, the problems faced by the teacher in teaching vocabulary, and the problem solving used by the teacher. Discussion concerns with the research findings.

Chapter V is the last chapter. It deals with conclusion and suggestion.