

# **CHAPTER I**

## **INTRODUCTION**

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

Foreign language teaching in elementary schools is not a novelty in Indonesian schools. Nowadays, many elementary schools starting from big cities to rural area has introduced English to their students, especially for fourth up to the sixth grades students.

The main objective of foreign language teaching in elementary school is to provide students with necessary competence and ability to make them more confident in higher education (Koesnadi, 2008: 1). It is, therefore, English teachers in elementary school should be creative in preparing their students to learn English. Teachers should not provide any tests to make students free from burden and keep their students' motivation to learn English maintained. Based on such main idea, the English teaching in elementary school should be practiced in an interesting manner.

In elementary school, the language competency taught in English teaching comply listening and speaking competences. The material taught consists of vocabulary and simple sentences. Hence, elementary school teachers should learn and master the method and techniques of English teaching for elementary students.

As already mentioned above, the material taught in English teaching for elementary school consists of vocabulary and simple sentences. It is suggested for

English teachers in elementary school to prepare their students with vocabulary mastery well. Vocabulary, according to Oxford Advanced Learner's Dictionary, means a list of words with their meanings, especially one that accompanies a textbook (Crowther, 2005: 1331). By mastering vocabulary, students will have a more confidence in their future learning when they enter higher education.

Vocabulary mastery is highly needed for students because of some reasons. Firstly, by mastering vocabulary, student will be able to understand the meaning of a word and its usage in a sentence or context. Secondly, vocabulary mastery plays important role in the process of language acquisition. By mastering a lot of vocabulary, students may gain useful knowledge that stick in their minds as part of language acquisition process (Harmer, 2005: 18).

Vocabulary mastery also provides good models for English learning. It is useful when teachers teach the English language they will need to show students models of what they are encouraging students to do. Besides that, vocabulary mastery also provides opportunity to study language, such as grammar, punctuation, and the way to construct sentences, paragraphs and texts. By raising students' awareness of vocabulary mastery as a skill that requires active engagement, and by explicitly teaching strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom (Hill and Flynn, 2005: 14). In this way, according to Alatis, teacher should "give their students the foundation for communicative competence in the new language" (Alatis, 2004: 45).

Students are encouraged to master vocabulary, since it deals with students' ability

to gain more information from other sources in their learning process. In accordance to the importance of vocabulary mastery, Carol states that “vocabulary mastery is a process of introducing students to the meaning of words that is followed by meaning comprehension of what is explicitly stated in the written materials (Olson, 2002: 11).

The main problem experienced by most students in SD Negeri Tunggul Sari II Laweyan, Surakarta, especially the fifth grade students, is concerning the lack of their vocabulary mastery. It is shown when the teacher provides new material to be taught, most students were confused to know the idea written in the text. In fact, vocabulary mastery is the main element in comprehending the meaning implied in the text.

The teacher has strived to overcome the vocabulary mastery problem by asking students to have their own dictionary so that each student has his/her own dictionary. It is, however, does not work well. The following problem is concerning how to use dictionary. There are only few students that are able to use dictionary. It is more than 50% of them are unable to use dictionary for dictionary is a new thing for them.

Based on the above problems, the main problem experienced by students in learning English is dealing with the motivation. Students have poor motivation to learn English so that they have no idea about how learn it better.

It is in accordance to Brown’s statement that teaching English in ESL and EFL contexts is quite different. The differences may lie on the motivation and culture. Concerning the motivation, Brown (2001: 75) explained that the motivation of

EFL student may be lower than their counterparts of ESL students. According to Brown, “intrinsic/extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self generated rewards to strong, externally administered rewards from beyond oneself”. Intrinsic motivation according to Harmer (2005: 9) “consists of learning for personal reasons as an end in itself”, whereas extrinsic motivation “stems from a desire for an external reward.”

In an EFL setting, intrinsic motivation can be low, and English has a little importance to the students since it’s not part of their daily lives. Students are required to learn English because it is a compulsory part of the curriculum. Other condition making the intrinsic motivation of EFL students low is that in this setting often involve large classes and very limited contact hours. In general, class consists of 30 to 50 students and meets twice a week for 180 minutes.

Related to the motivational condition of EFL students, the practice in teaching should be focused on raising intrinsic motivation technique. The teachers of EFL, therefore, need to know how to apply the knowledge that intrinsic motivation is more powerful than extrinsic one.

Teachers may begin by taking the students’ motivation profile into account when they design class and can then find ways to boost motivation when they perceive it is lacking. Because such students are statistically less likely to be motivated intrinsically to learn English, teachers need to use intrinsically motivating techniques.

These include helping students see the uses for English in their lives, presenting

them with reasonable challenges, giving them feedback that requires them to act, playing down the role of tests, and appealing to their genuine interests. By tuning in to what the students are interested in, the teacher is more likely to stimulate them to respond favorably to activities. Moreover, by giving them choices in how they approach activities, the teacher can help them direct their own learning, pursue their preferred learning style, or simply talk about what they want to talk about.

There are various approaches can be used in language teaching, especially in vocabulary. According to Prendergast (Richards and Rodgers, 2001: 7), one of the approaches may used for child language learning is using structural syllabus. Such a method advocates that learners be taught the most structural patterns occurring in the language.

Other method that might be applied in language teaching, especially for young learners is using picture media. Such a method may involve all students in the learning process. Teacher, in this process, plays her role as facilitator. It is, therefore, the method fulfill the requirements of the new curriculum that says alter the learning focus into student's centered learning.

By employing the model, teacher asks all students to be involved in the learning process interactively. It is done by involving students in all stages of learning process. During the preparation stage, students are exposed to the pictures prepared by teacher. The students' involvement an all learning stages may encourage their motivation to learn.

Based on daily test, the fifth grade students' academic achievement on

English, especially on vocabulary, the students' passing grade were relatively low.

It can be observed from the results of daily tests undertaken by the teacher.

The previous test on English, especially on vocabulary, shows that the average score gained by students is 63.57 or below the minimum passing grade of 65. The lowest score gained by student is 50 and the maximum score is 80. Based on the test results above, the students that pass the passing grade of 65 are only 12 students or equal to 57.14%.

Based on the facts above, the learning method used by teacher needs to be improved. By such a reason, the writer selects the picture media strategy as the method employed. It is underlined by some reasons, namely: the method offers joyful learning so that it may raise student's motivation in learning process. By using a picture, students may experience joyful learning experience.

## **B. Problem Statements**

In line to the above explanation, the contextual teaching and learning method with the media application strategy will be applied to overcome the problem. It is, therefore, the problem statements will be as follows:

1. How is the process of teaching noun using picture media at the fifth grade students of SD Tunggulsari 2 Surakarta academic year of 2009/2010?
2. Is the picture media strategy effective to improve students' vocabulary mastery on noun of fifth grade students of SD Tunggulsari 2 Surakarta academic year of 2009/2010?

### **C. Objective of the Study**

Based on the objectives of Classroom Action Research that tries to overcome problems arise in teaching and learning process and effects may arise, the objectives of the study are as follows:

1. To describe the process of teaching noun using picture media at the fifth grade students of SD Tunggulsari 2 Surakarta academic year 2009/2010.
2. To describe whether picture media strategy is effective to improve the students' vocabulary mastery on noun of fifth grade students of SD Tunggulsari 2 Surakarta academic year 2009/2010.

### **D. Benefit of the Study**

The results of the study are expected to provide both theoretical and practical benefits. The benefits of the study can be explained as follows.

#### **1. Theoretical Benefit**

- a. The results of the study may give benefits as contribution to the quality improvement in teaching and learning process.
- b. The results of the study may give theoretical contribution to the institution concerned such as SD Negeri Tunggulsari 2 Surakarta and the Faculty of Teacher and Training Education of Muhammadiyah University of Surakarta as a reference for the future studies.

#### **2. Practical Benefit**

The practical benefits of the study can be explained as follows:

- a. The study may be utilized as an innovation in learning, especially in

teaching learning method that support English teaching and learning effectiveness.

b. The study can be used as an application of the knowledge mastered by the writer during her study in English Department of Faculty of Teacher and Training Education of Muhammadiyah University of Surakarta, especially in language teaching.