

# CHAPTER I

## INTRODUCTION

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

Teaching English in elementary school is considered an early stage. The students need to recognize many new vocabularies. The new vocabulary is based on the level of the students' knowledge including animals, things in the classroom, fruits, vegetables, etc.

Based on English teaching curriculum for the fourth year students of Elementary school, English teaching involves listening, reading, speaking, and writing. To master such language skills, the students must master language elements first, namely vocabulary, grammar, and pronunciation because they are in the early stage. It means that vocabulary mastery is an important factor in all language teaching as stated by Allen and Vallete (1977: 149), that vocabulary is an important factor in all language and students must continually be learning words as they learn structures and as they practice the sound system.

Vocabulary mastery in language learning is so important that the teaching of vocabulary must be presented well to improve the acquisition of new words. For the fourth year students, the teaching vocabulary can be placed on the first stage before the others.

The vocabulary teaching is also considered more important than other elements in the early stage, that is, structure, as stated by Nunan (1991: 17) that in the early stages of learning and using a second language, one is better by vocabulary than grammar, and that one can learn grammar in going for meaning if one has a reasonable vocabulary base. It means that the teaching of vocabulary is an important and basic part in learning a language.

Rivers (1983: 125) in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use. Without extensive vocabulary, students will be unable to use the structures and function they may have learned for comprehensible communication. It means that the vocabulary mastery is an essential part in learning second language. Vocabulary is an essential part in learning second language. Vocabulary mastery is an element for supporting structures or grammar and language function besides the four language skills covering reading, listening, speaking, and writing.

Based on the observation carried out by the researcher, the teaching of vocabulary in Madrasah Ibtidaiyah Negeri 1 Surakarta is not satisfactory yet. The result of the observation shows some factors that make the vocabulary teaching process unsatisfactory. Those factors are: first, the techniques the teacher uses do not enhance students' interest and motivation. Second, the students tend to be passive in understanding the meaning of the new words. They only depend on what the teachers explain and give.

Based on the evidence above, the writer conducts an action research focusing on the technique of teaching vocabulary using visual aids. The visual aids in the form of pictures is the most appropriate media in introducing the new vocabularies as stated by Byrne (1979: 83) that the use of visual material using pictures can be appropriately given in the early stages.

Based on the reason above, the researcher is interested in conducting a research entitled "IMPROVING VOCABULARY MASTERY FOR ELEMENTARY STUDENTS USING VISUAL AIDS". ( An Action Research in the Fourth Grade Students of *Madrasah Ibtidaiyah Negeri 1 Surakarta* in 2010/2011 Academic Year).

## **B. Problem Statement**

Based on the background of the study above, the researcher will arrange the problem of the study as follows:

- a. Is the technique of using visual aids of pictures able to improve the students' vocabulary mastery?
- b. How is the implementation of appropriate technique in the teaching vocabulary at the fourth grade of *Madrasah Ibtidaiyah Negeri 1 Surakarta*?

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

Based on the problem statements above, the objectives of the study will be as follows:

- a. To describe whether the technique of using visual aids of pictures can improve the students' vocabulary mastery or not.
- b. To describe how is the implementation of appropriate technique in the teaching vocabulary at the fourth grade of *Madrasah Ibtidaiyah Negeri 1 Surakarta*.

### **D. Limitation of the Study**

In this research, the researcher only focuses on *Madrasah Ibtidaiyah Negeri 1 Surakarta* especially the fourth grade students in 2010/2011 Academic Year and only wants to focus on improving the students' vocabulary mastery using visual aids because vocabulary students in this class still low and the students not active in teaching learning process. The numbers of students are 47 students.

### **E. Benefit of the Study**

The researcher result is expected to be able to give some benefits to the teacher and the students:

1. Practically
  - a. For the teacher:

The researcher hopes this research will help them in teaching vocabulary. The teacher can use appropriate technique to be applied in teaching vocabulary. Although all of them are helpful for the students, the chosen techniques must be one that can motivate and improve the student's mastery in communication.

b. For the students:

They are motivated more in learning vocabulary so their vocabulary mastery may improve to be in turn used effectively in communication.

2. Theoretically

a. The result of the research paper can be useful input in English teaching-learning process especially for teaching vocabulary.

b. The result of this research can be used as a reference for those who want to conduct in English teaching-learning process.

## **F. Research Paper Organization**

Chapter I is Introduction. This chapter involves background of the study, problem statement, objectives of the study, limitation of the study, benefit of the study, and research paper outline.

Chapter II is Underlying theory. It presents about previous study, the notion of vocabulary, technique of teaching vocabulary, teaching learning cycle method, nature of visual aids, and notion of young learners.

Chapter III is Research method that presents type of research, object of the study, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is Research Finding and Discussion. This chapter discusses the data analysis, result of research and discussion.

Chapter V is Conclusion and suggestion.