

CHAPTER I

INTRODUCTION

A. Background of the Study

We have known that English becomes more and more important for people throughout the world. Since it is a lingua franca, people need to communicate to each other using English. Consequently, English knowledge has been given not only in secondary school but also in elementary school. As stated in the elementary school curriculum, teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure. Actually, mastering vocabulary is essential in learning English because it is the basic component to learn the four language skills. Fauziati (2005:155) states that vocabulary is a central to language. Without sufficient vocabulary, one cannot communicate or express his idea both in oral and written forms.

To master vocabulary the students should have ability in understanding and using vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only expected to select whether words are suitable to be taught to the students but also they are expected to be able to use the words for communicating and expressing their idea both in oral and written forms. There are several criteria that learners can fully master a word; the learners are able to recognize the vocabulary in its spoken and written form,

spell and pronounce it correctly, relate it to appropriate objects or concepts, use the vocabulary in the grammatical form, recall it correctly, know in what ways it can combine with others words, also aware of its connotations and associations, and use it in appropriate level of formality and appropriate situations (Wallace, 1982:27).

One of the ways in improving vocabulary mastery is the teacher brings many objects and pictures is ostensive means. Here, the teacher shows objects in the classroom such as pen, bag, brown bag, tallest boy, and book. The kinds of ostensive means are realia, picture, and body movements. This approach is widely used for the beginner classes (Cross, 1995:6).

Based on the view that using ostensive means can be beneficial in improving English especially vocabulary mastery to children, the writer then tries to implement this technique to the fourth year students of SDN 4 Sambu. This technique is aimed at solving the problems that were identified during preliminary observation at the school. Following is the problems observed during the teaching-learning process of English in SDN 4 Sambu:

1. The students had difficulty to memorize the meaning of words. They often forget the meaning of a word after the teaching-learning process.
2. They had bad pronunciation. They tended to pronounce the letters of the word in the mother tongue style.
3. They were not interested in English class. They thought that English is a difficult lesson, because the ways to pronounce and write are very different.

The preliminary observation also reveals the possible causes of the problem above, they are:

1. The technique of improving vocabulary mastery is based on the book presentation. The students were passive. The teacher focused on the book and the students did the exercise from the book during the teaching-learning process. The teacher never used games, song, story, and realia.
2. The time to practice pronouncing the words is limited. The English class was only once a week. In addition, the teacher led the students to practice pronunciation only a few moments during whole the teaching-learning process.
3. The material and equipment for improving vocabulary mastery were only from a book. The students study vocabulary only by seeing small picture from the book. The teacher never brings other teaching aids such as attractive bigger pictures or realia that attracted students' curiosity to get their interest.

Considering the result of the preliminary observation and the theories of vocabulary learning especially to children, the writer noticed that ostensive means was a possible technique in solving the problems. Cross (1995:11) states that improving vocabulary mastery by using ostensive means has four procedures such as sound and meaning, repetition, written form, and illustrative sentences steps. The first three steps give a lot of words meaning understanding practice to students both in pronunciation and written form. The last steps practice that students have to use a word in a sentence. The major

purpose of the ostensive means is allowing the student to organize a prior knowledge into these formal relations and thus to provide themselves a basic for understanding what they are about to learn. Using realia, pictures, and body movements can attract student's curiosity to get their interest for learning. By bringing the real thing in the classroom, it also can stimulate expression, develop understanding, add spice, variety to verbal lesson, and provide opportunities for individual or group study. The real thing is also created through imagination. Introducing a new word by showing the real object often helps pupils to memorize the words through visualization. Instead of using real pictures, a word or the contents of a passage may be visualized. Moreover, by applying this technique, the teacher will get effectiveness in improving English especially vocabulary mastery to children. Besides that, by introducing new vocabulary by this technique regularly, the writer hopes the students can discover the strategy of defining and clarifying the unknown words. To see whether the use of ostensive means could really solve the problems, and action research was conducted by the writer.

Based on the background above, the writer would like to conduct an action research on improving vocabulary mastery using ostensive means in elementary school to improve the student's vocabulary mastery. Therefore, the writer is interested in conducting research in "IMPROVING STUDENT'S VOCABULARY MASTERY BY USING OSTENSIVE MEANS (A CLASSROOM ACTION RESEARCH AT THE FOURTH YEAR OF SD NEGERI 4 SAMBI, BOYOLALI IN 2010/2011 ACADEMIC YEAR)"

B. Problem Statement

Based on the background of the study the writer will formulate the problem as follows:

1. How is the implementation of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year?
2. How is the result of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year in improving vocabulary mastery?
3. What are the strengths and weaknesses of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year?

C. Limitation of the Study

It is impossible to discuss the entire problems; therefore the scope of the study should be limited. This research focuses on the ostensive means as a method to improve student's vocabulary mastery.

D. Objective of the Study

Based on the problems, the objectives of the study in this research are:

1. General objective

In general, objective of the study is improving the student's vocabulary mastery by using ostensive means.

2. Specific objective

Based on the problem formulation above, the specific objectives of the research are:

- a. To describe the implementation of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year.
- b. To know the result of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year in improving vocabulary mastery.
- c. To find the strengths and weaknesses of improving vocabulary mastery using ostensive means to the fourth year students of SD Negeri 4 Sambu, Boyolali in 2010/2011 Academic Year.

E. Benefit of the Study

The writer expects that the research paper has some benefits:

1. Theoretical Benefits:
 - a. The result of the research paper can be used as an input in improving student's vocabulary mastery 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 improving student's vocabulary mastery.

2. Practical Benefits:

- a. By improving student's vocabulary mastery using ostensive means, it will motivate the students in order to be interested in learning vocabulary.
- b. This result can be used to improve the student's vocabulary mastery.

F. Research Paper Organization

In conducting her research paper, the writer conducts her study into five chapters, as follows:

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

Chapter II is review of related literature. It consists of previous study, the general concept of vocabulary, the general concept of ostensive means, characteristic of young learner, procedure of improving vocabulary mastery using ostensive means, theoretical framework, and working hypothesis.

Chapter III is research method. It consists of type of the research, action procedure, place and time of the study, subject of the research, object of the research, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It presents the implementation of improving vocabulary mastery using ostensive means, the result of improving vocabulary mastery using ostensive means and the

strengths and weaknesses of improving vocabulary mastery using ostensive means.

Chapter V is conclusion and suggestion based on the analysis and discussion of the research finding.