

CHAPTER I

INTRODUCTION

A. Background of the Study

At elementary school, English is introduced to the students through learning its vocabulary because it is the most important element that will become the basic competence in order to get others competences like listening, speaking, reading, and writing. Vocabulary is also as the fundamental component to enable the students to speak English. According Fauziati (2008: 149) states that:

vocabulary is central to language and of critical importance to typical language learner. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form.

Vocabulary should be taught and practiced only in the real situation so that the meaning will be clarified and reinforced. Vocabulary is central to language and of critical importance to typical language learner. According Wilkins (1992) in Thornbury (2002: 13), stated that “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.

Considering the importance the vocabulary mastery in learning English, it is better to introduce new vocabulary earlier. Children are commonly easier to learn the new vocabulary even though they easily to

forget too. So, it needs to repeat the lesson all the time in order to help memorize the new vocabulary easily. It is not simple to teach English to the young learner especially to those in elementary school. Elementary school students as young learners have specific language needs. Consequently, the teachers should not only master the teaching technique but also know the elementary students' characteristics as young learners and notice their needs in order to make it easier for the students to learn new words in fun and enjoyable situation.

For this purpose, it is necessary to use media as teaching aids which can help the teachers in teaching and learning process. The use of media is aimed to enable the students to get lesson and give more enjoyable in classroom to encourage the students' motivation and students' interest to the lesson. Pictures are one of some kinds of media that can be used by the teacher in the classroom. It can increase students' motivation and interest to study new words in English. The use of pictures is related to the characteristic of the elementary school students as children who commonly feel interested in the something with attractive shapes and colors.

SDN 3 Jenengan is one of favorite schools in Sawit. This school has been supported by complete facilities. It makes the students in *SDN 3 Jenengan* active and smart. Although this is one of favorite schools it still has the problems in teaching English especially in teaching vocabulary. Based on the observation and interview with the fourth year students in *SDN 3 Jenengan*, there are 2 problems in teaching vocabulary. First, the teacher

plays less attention to teaching vocabulary. For example, the teacher usually teaches based on the text from the book. It makes the students bored and lazy to learn. Second, the teacher seldom gives the new vocabulary items, so they have limited vocabulary. Consequently, they had difficulty to do the exercises.

By using picture, hopefully the students get more knowledge, information and more ideas in foreign language that is English. Teaching English using picture is an easy media of teaching foreign language to develop the achievement in English lesson.

From the explanation above, we can learn that pictures have much contribution in teaching learning process, especially in teaching students at elementary school. Furthermore, the researcher is very interested in a research about teaching English vocabulary. In this case, the researcher uses pictures as instrument in teaching English that may encourage the students to master English vocabulary.

The researcher decides to make an effort to improve the students' achievement in learning vocabulary. The students' achievement in learning vocabulary will stimulate students to a good language skill. Therefore, the researcher decided to carry out a research that is entitled *Improving Student's English Vocabulary Using Picture to the Fourth Year of SDN 3 Jenengan Boyolali in the 2010/2011 Academic Year.*

B. Limitation of the Study

The researcher limits the study in order to achieve of the goal of the research. The researcher only focuses on the picture as media to teach vocabulary to the fourth Year students of *SDN 3 Jenengan Boyolali* in 2010/2011 Academic Year.

C. Problem of the Study

Based on the statements above, the researcher formulates the research problems as following.

1. How is the implementation of improving student's English vocabulary using pictures to the Fourth Year of *SDN 3 Jenengan Boyolali* in 2010/2011 Academic Year?
2. What are the strength and weaknesses of teaching English using pictures to the Fourth Year Students of *SDN 3 Jenengan Boyolali* in 2010/2011 Academic Year?

D. Objectives of the Study

Based on the research problems, the researcher has the following objectives.

1. To describe the implementation of improving student's English vocabulary using pictures to the Fourth Year of *SDN 3 Jenengan Boyolali* in 2010/2011 Academic Year.

2. To describe the strength and weaknesses of teaching English using pictures to the Fourth Year Students of *SDN 3 Jenengan Boyolali* in 2010/2011 Academic Year.

E. Benefit of the Study

The researcher hopes that this research will have some benefits in the English teaching learning process especially in teaching vocabulary. There are two kinds of benefit of this research: theoretically and practically.

1. Theoretical Benefit

- a. This research will help the readers who want to carry out a research about teaching English using pictures.
- b. The result of the research can be used as a reference for people who want to conduct a research in English teaching learning process.

2. Practical Benefit

- a. Teaching vocabulary through picture is expected to be able to motivate the students to be interested in learning vocabulary.
- b. It can help the teacher facilitate the students' learning vocabulary.
- c. The result of the research can be used as an input in English teaching learning process, especially in teaching vocabulary.

F. Research Paper Organization

To enable the researcher arranging the research and to make it easy to understand, the researcher divides this research into five chapters as follows:

Chapter I is introduction. It deals with 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 that consists of previous study, teaching English to children, definition of vocabulary, definition of teaching vocabulary, the importance of vocabulary, procedure of using picture in teaching vocabulary, theoretical framework, action hypothesis, and performance indicator.

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

Chapter IV research finding and discussion. The research finding elaborates the procedure of teaching vocabulary using picture and the strength and weaknesses of teaching English using pictures to the Fourth Year Students *SDN 3 Jenengan Boyolali* in the 2010/2011 Academic Year.

Chapter V is conclusion and suggestion. This chapter relates to the research conclusion and completed by suggestion to make the research better. Bibliography and some appendixes are also enclosed within the chapter.