

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is the first foreign language taught in schools. It is taught in elementary, junior and high schools. Teaching English at elementary school will be the basis for the higher level. Heubener (1965: 198) explains that only by an early start, language mastery could be assured. It is mentioned that preadolescents learn a foreign language without self-consciousness. They are also free of the inhibition of the adult learners. Moreover, the early start instills respect for other people and fosters tolerance.

Teaching English in Indonesian elementary schools is aimed at the following objectives. First, students have simple listening, speaking, reading and writing ability focusing on communication ability based on the chosen topic. Second, students have the ability to use the correct pronunciation, vocabulary, grammar, spelling and culture structure. Based on curriculum in 2004 year English for elementary school Province Central Java P: 3 contain that:

English teaching learning process for elementary school have the following target: (1) Student have skill on listening, speaking, reading, and writing in English with emphasis in communication skill passes topic which is selected, there are industry, tourism and industrial in Central Java, (2) Student have skill using pronunciation, vocabulary, structure and culture arranger.(Education and Culture Department Province of Central Java, 2004:4).

Cross (1995: 5) states that a major aim of most teaching program is to help the students to gain large vocabulary of useful words. In every lesson, the

teachers have to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used.

There are many factors needed to be considered in teaching vocabulary, namely the teacher, technique of presentation, and media. Techniques of teaching vocabulary are varied. According to Cross (1995: 5), there are several ways of making clear the meaning of a word, and these may be used alone or in combination. They are ostensive means, verbal definition, audio presentation, and running context. The techniques or modes of vocabulary presentation have to be chosen by the teacher according to the situation or/classroom context.

Teaching English to children is different from that to adults. It is not easy to teach English to children because children have certain characteristic and need certain treatments. Harmer (1991: 7) states that “More than anything else, children are curious, and this in self is motivating. At the same time their span of attention or concentration is less than that of an adult”.

In teaching English including vocabulary, children are treated differently from adult. Children have to be involved in learning English. They also have to be given experience and experiment in learning. Vale and Feunteun (1998: 28), point out that as everybody knows children have many special characteristics in learning. They, as young learners, have specific learning needs. They learn best when they are involved and their work is valued and they have opportunity to experience and experiment for themselves.

In teaching vocabulary to children, the teacher should consider about the technique. It has to attract the children’s attention and involve the children in the whole activity as Scott and Ytreberg also state that: “words are not enough.

Most activities for young learner should include movement and involve the senses. Teacher needs to have plenty objects and pictures” (1990: 5).

One of the modes of vocabulary presentations which bring many objects and pictures is by using ostensive means. Here, the teacher shows objects in the classroom such as pen, beg, tallest boy, brown bag, my book. The kinds of ostensive means are realia, picture and body. This approach is widely used with beginner classes (Cross, 1995:6).

Ostensive means teaching visual aids. Teaching vocabulary to children by using visual aids has some advantages: (1) By using visual aids in teaching English, especially vocabulary, the teacher can determine better teaching English process. Because the materials in used to teaching vocabulary is easily to find around them (2) for the students who get difficulty in memorizing the vocabulary. Visual aid can help them to remember vocabulary that they want to know and to used; also it makes the student more interest to study English. Wittich and Sceuller (1979: 30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see.

Based on the writer observation in the fifth year students of SDN Ngargotirto 1, there are some problems that can be identified dealing with vocabulary teaching-learning: (1) The students have difficulty to remember the meaning of words. They often forget the meaning of a word after the teaching learning process (2) They have bad pronunciation. They tend to pronounce the letters of word in the mother tongue style. For example for the word hour, who, close, school, sky, toys, cycling, roller skate, balloon, and ball, they pronounce it as /hour/, /wo/, /close/, /səkul/, /səki/, /toyəs/, /sikling/, /rolər səkət/, /balon/ and

/bal/ (3). They are not interested in English class. They think English is a difficult lesson. In the teaching learning process some students do not pay attention to the teacher. The class is very noisy. They are talking and chatting in the class, daydreaming, playing pencils and drawing something in their book. They are back to focus to the lesson only when the teacher gives them warning or punishment. In every English class, there are many students, at least 5 students, who do not do their homework. The teacher sends them out of the class to finish it. This problem occurs because the teacher has difficulties to manage the class. There are 40 students. It is difficult to get the whole class attention.

The preliminary observation also reveals the possible cause of the problems above, they are: (1) The technique of teaching is only based on the book presentation. The students are passive. The teacher focuses on the book and the students do the exercise from the book while teaching learning process. The teacher never uses games, song, story and realia. The teacher explains grammar and translation a lot to the students. He explains the structure and translation of a sentence repeatedly instead of gives words meaning understanding to students (2) There is lack of time to practice pronunciation. The English class is only once a week, in addition the teacher leads the students to practice pronunciation only in a few moments during whole teaching learning process. The frequency of the English lesson which is one meeting a week also causes the students' bad pronunciation (3) The material and teaching equipment is only from a book. The students are studying vocabulary only by seeing small pictures from the book. The teacher never brings other teaching aids such as attractive bigger pictures or realia that attract students' curiosity to get their interest.

Considering the results of the preliminary observation and the theories of vocabulary learning especially to children, the writer sees that ostensive means is the possible way out of the problem. Teaching vocabulary by using ostensive means has four procedures which are sound and the meaning, repetition, written form and illustrative sentence steps. The first three steps give a lot of words meaning understanding practices to students both in pronunciation and written form. The last step practices students how to use a word in a sentence. The use of realia, pictures and body movement in this teaching can attract students' curiosity to get their interest in learning. However to see whether the use of ostensive means can really solve the problems, an action research needs to be conducted.

From the discussion above, the writer is interested in carrying out a research dealing the children's vocabulary mastery. Vocabulary mastery will contribute in a good language skill for children. Teaching children vocabulary can be done by ostensive means as mode of presentation. Based on the reason above, the writer would like to write a thesis with the title: **"IMPROVING STUDENTS VOCABULARY MASTERY BY USING OSTENSIVE MEANS (AN ACTION RESEARCH AT THE FIFTH YEAR OF SD NEGERI 1 NGARGOTIRTO IN 2009/2010 ACADEMIC YEAR)"**.

B. Problems Statements

Based on the background of the study, there are many problems arising. Some problems has been identified as follows:

1. What are the problems faced occurring in teaching vocabulary to the fifth year students of SD Negeri Ngargotirto 1 Sumberlawang Sragen in the 2009/2010 academic year?;and
2. Can Ostensive Means improve vocabulary mastery of the fifth year students at SD Negeri Ngargotirto 1 Sumberlawang Sragen in the 2009/2010 academic year?

C. Limitation of Study

In order to avoid any misinterpretation of the problem, the writer would like to limit the scope of the study. The writer wants to know whether the ostensive means technique can improve the children's vocabulary mastery. The material will be limited to be taught at the fifth year of elementary school. The subject of the study will be the student of fifth year in SDN Ngargotirto I Sumberlawang Sragen.

D. Objective of Study

Based on the problem statement, the general objective of study in this research is to improve student's vocabulary. The specific objectives of the study will be as follows:

1. to find out the problems faced occurring in teaching vocabulary to the fifth year of SD Negeri Ngargotirto 1 in the 2009/2010 academic year.

2. to find out whether teaching vocabulary using ostensive means can improve the student's vocabulary mastery of the fifth year students of SD Negeri Ngargotirto 1 in the 2009/2010 academic year or not.

E. Benefit of Study

It is expected that result of this naturalistic study will be able to give some benefits

1. Theoretical benefits
 - a. The result of the research can be used as a reference for those who want to conduct a research in English teaching learning process
 - b. The finding of the research can be used as input as English teaching learning process especially in teaching vocabulary
2. Practical benefits

Procedures and out come of this research hopefully will inspire other researchers to replicate research studies with similar themes. The result of the study could also provide teachers with information about how they should apply the proper approach to direct and facilitate students in learning English.

F. Research Paper Organization

To enable the reader easy in understanding the research paper, the writer drives this research into five chapters, they are as follows.

Chapter I is introduction containing background of the study, problems statement, limitation of the study, objective of the study, benefits of the study and research paper organization.

Chapter II is review of related literature containing previous research, literature review that covers review that vocabulary mastery and techniques in vocabulary teaching by using Ostensive Means.

Chapter III is research method containing place and time of the research, research design and data source, method of collecting data, method of testing the validity of data, techniques of analyzing data and process of the research.

Chapter IV is research implementation and result of the study.

Chapter V is conclusion, implication and suggestion.