CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills that we know in teaching English. Namely, listening, speaking, readings and writing. Beside the four skills we must also know the aspect that supports the four skills in teaching English. The aspects are vocabulary, pronunciation, grammar, spelling, and structure. In fact, mastering vocabulary is important aspect than another one because vocabulary is the basic component to learn the four skills. Fauziati (2005:155) stated that vocabulary is a central to language. Without enough vocabulary people cannot communicate or express their idea both in oral and written form.

To master vocabulary the student should have ability in understanding and using vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only expected able to select the words are suitable to the context but also they are expected to be able to use the words for communicating and expressing their idea both in oral and written forms. To master vocabulary, students should be 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 connotation and association, and use it in appropriate level of formality and appropriate situations (Wallace, 1982:27)

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end of teaching learning process they actually do not understand it at all. Actually memorization of teaching materials lasts for a short time in their memory and knowledge is not sets of facts which have to be memorized.http://gudangmakalah.blogspot.com/2011/03/skripsi-ptk-improving-students_20.html
To equip young learners, the teacher can bring many objects and pictures in teaching learning process. Here, the teacher shows picture in the classroom such as book, ball, pen, chalk, bags etc. The kinds of picture can be variety such picture’s of thing in the classroom, things in the living room, and things in our environment.

Based on the view that using picture can be beneficial in improving English especially vocabulary mastery to children, the writer then tries to implement this technique to the sixth year students of SDN 3 Nogosari. This technique is purposed at solving the problems that were identified during preliminary observation at the school. Here, the problem observed during the teaching-learning process of English in SDN 3 Nogosari. Firstly, the students had difficulties to memorize the meaning of words. They often forget the meaning of a word after the teaching-learning process. Secondly, they had bad pronunciation. They tended to pronounce the letters of the word in the mother tongue style. Thirdly; 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, such as 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. Then, 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. And the last 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 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 notice that picture was a possible technique in solving the problems. National Institute of Child Health and Human Development, 2000 (in T. Linse Caroline 2005:126) Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts. You could play different vocabulary games with picture cards featuring rooms in a house. The What Missing technique is one of technique that use picture or card as a media. The major purpose of the What Missing technique 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 cards and pictures can attract student’s curiosity o get their interest for learning. Introducing a new word by an attractive picture or card 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 word. To see whether the use The What Missing technique 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 What Missing technique in elementary school to improve the student’s vocabulary mastery. Therefore the writer is interested in conducting research in “IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING WHAT’S MISSING TECHNIQUE AT THE SIXTH YEAR OF SD N 3 NOGOSARI IN 2011/2012: AN ACTION RESEARCH”.

B. Problem Statements

The writer would like to formulate the problem statement as follow:

1. How is the implementation in teaching learning process using What’s Missing technique in Sixth year of SD Negeri 3 Nogosari?

2. Does What’s Missing technique improve vocabulary mastery of students in the sixth year in SD N 3 Nogosari?
C. Limitation of the Study

It is impossible to discuss the entire problems; therefore the score of the study should be limited. This research focus on the What Missing technique as technique to improve student’s vocabulary mastery

D. Objective of the study

Based on the problem statement, this study is conducted to:

1. General Objective

In general, the objective of this study is improving the student’s vocabulary mastery by using What Missing technique.

2. Specific Objective

In specific objective of the research are:

a. To describe the implementation of improving vocabulary mastery using What’s Missing technique of the Sixth Year Students of SD N 3 Nogosari, Boyolali in 2011/2012 Academic Year.

b. To know the result of improving vocabulary mastery using What Missing technique of the Sixth Year Students of SD N 3 Nogosari, Boyolali in 2011/2012 Academic Year.
E. Benefit of the study

1. Theoretical benefit
   
   a. The result of the research paper can be use as an input in improving student’s vocabulary mastery especially in teaching vocabulary.
   
   b. The result of the research can be use as the reference for those who want to conduct a research in improving student’s vocabulary mastery

2. Practical benefit
   
   a. To the teacher
      
      The teacher gets many variety of teaching technique. Because teaching-learning process in the class without medium can make students fell bored to get the materials. By using What’s Missing technique students are interests in something new and involve the physical activities.
   
   b. To the researcher
      
      The other researchers can make this research as their reference and also develop this research based on their own view and their different material or teaching aids to imply this method.
F. Research Paper Organization

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters.

Chapter I is an introduction, which consist of background of the study, research problem, objective of the study, research problem, objective of the study, benefit of the study, and research paper organization.

Chapter II is improving vocabulary using What’s Missing technique dealing with previous study, theoretical review, notion of Vocabulary, notion of What’s Missing technique, and how the technique will be implemented in teaching learning process.

Chapter III is research method which consists of type of the study, subject of the study, object of the study, data and data source, method of collecting data, and method of analyzing data.

Chapter IV is the result of teaching observation. Teaching learning process is dealing with the goal of teaching, which consists of data presentation and analyzing data.

Chapter V is conclusion and suggestion that is followed by bibliography and appendix at the end of the thesis.