

CHAPTER I

INTRODUCTION

A. Background of the Study

English is important language in this era. Every country uses it for many purposes, like having communication in economic, politic conditions with the other country, also for education purposes. Indonesian government understands with this situation, so that makes English became a subject in Indonesian education. It is started from elementary, secondary, and senior high school have English subject lesson, it makes English have to understand by all student. According to English curriculum, English teaching covers four skills, namely reading, speaking, writing, and listening. The four skills above support the learning of English elements. They are structure (grammar), vocabulary, pronunciation, and spelling. It cannot be separated each other. Therefore, vocabulary is one of the important language elements the students should master.

According to Decarrico (2003:285) in Fauziati (2010:61), vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. It means that vocabulary is basic on acquisition of language. Without vocabulary people cannot communicate effectively while using language maximally. Having a limited vocabulary makes someone become unwilling to use the language in every occasion. Vocabulary is words which have specific meaning that can use to mention something. So to be able

to master four skills of language above, the learners have to master vocabulary first. Mastery vocabulary sometimes cannot be optimal. When the learner do not optimal on mastery vocabulary, they may be lack their interest in learning foreign language including the four skills above.

Teaching vocabulary to children is quite different from teaching to adults. To teach children, teacher should use the method which is suitable with their characteristic. In Indonesia most of the teacher uses traditional method to teach vocabulary to children used dictionary, to ask them to list and memorize the words. It makes them suppressed and fed up. And it is become serious problems in English teaching-learning process. The student in the elementary school also has that problem. Teacher in elementary school often used traditional method to teach them too. Usually the teacher starts from giving explanation then answering the question. In the process of giving explanation, the students became fed up and gave no attention to their teacher explanations. Because of that the teacher of English subject must be aware with this situation and can decide the suitable teaching technique that must be used to make the student pay their attention to English subject lesson.

SD N 1 Gedongan is an elementary school that has average achievement in English. The student's average score in daily test is sufficient. On the other hand, the students of SD N 1 Gedongan especially at the fourth year also still have difficulties in using a foreign language because they lack of vocabulary and hard to memorize the new word that they get from dictionary. Not only that, the students also got difficulties to write the correct word. It

became common problems in teaching vocabulary. Therefore the writer wants to know the method used by teacher in teaching vocabulary, especially at the fourth year of SD N 1 Gedongan.

Based on explanation above, the writer is interested in conducting a research entitled **A DESCRIPTIVE STUDY ON VOCABULARY TEACHING-LEARNING PROCESS AT THE FOURTH YEAR OF SD N 1 GEDONGAN, KARANGANYAR IN 2011/2012 ACADEMIC YEAR.**

B. Problem Statement

Based on the background of the study above, the writer formulates the problems as follows.

1. How is the process of teaching-learning vocabulary on the fourth year of SD N 1 Gedongan, Karanganyar?
2. What are the difficulties faced by the teacher in the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar?
3. How does the teacher solve the difficulties on teaching vocabulary?

C. Objective of the Study

Based on the problem statement above, the objectives of the study in this research are as follows.

1. To describe the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar.

2. To identify the difficulties that faced by the teacher in the process of teaching-learning vocabulary on the fourth year of SD N 1 Gedongan, Karanganyar.
3. To classify the strategies implemented by teacher to solve the difficulties.

D. Limitation of the Study

In this research, the writer limits her research on the process of teaching-learning at the fourth year of SD N 1 Gedongan, Karanganyar in 2011/2012 academic year. The choice of this limitation is based on the fact that teaching-learning process is one of the most influencing factors in mastery vocabulary.

E. Benefit of the Study

The writes hopes that this research has two benefits in the English teaching-learning process, especially in teaching learning vocabulary. The two kinds of benefits in this research are theoretical and practical benefits.

1. Theoretically Benefit
 - a. The result of research can be used as an input to increase English vocabulary.
 - b. The result of research can be used as the reference for those who want to conduct a research in teaching-learning English vocabulary.
2. Practical Benefit

The writer hopes that the result of research is useful for teachers or readers, in order that they can use it in the teaching-learning process, to

make the students more interested in studying English especially to master vocabulary.

F. Research Paper Organization

The writer divides this research paper into five chapters. Chapter I is introduction. It related to 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 deals with previous study, notion of vocabulary, teaching vocabulary, learning vocabulary, vocabulary mastery, and the method of teaching vocabulary.

Chapter III is research method. This chapter deals with type of the research, place and time of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consists of the result of the study are describe the process of teaching-learning vocabulary, identify the difficulties that faced by the teacher in the process of teaching-learning vocabulary, and classify the strategies implemented by teacher to solve the difficulties in the process of teaching-learning vocabulary on the fourth year of SD N 1 Gedongan, Karanganyar.

Chapter V is conclusion and suggestion. It presents the conclusion of this research and completed by suggestion.