

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Human being living in the society needs language. It is an important tool that helps people make communication among individuals or even nation. As an international language, English is studied for science, politics, and as a school subject. In Indonesia, English is learned formally by students in Junior High School for the first time.

Teaching English in elementary school is useful. Young students especially students in elementary school have big memory to memorize everything they learn. Thus, in elementary school, English is taught as an additional subject besides gardening, painting, region singing and handicraft. As elementary school is the place for students to learn English for the first time, the students just learn the basic vocabulary and grammar.

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 to select whether words are suitable to be taught to them but also 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 forms, 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 situations.

To know the problems faced by the students in mastering vocabulary, the writer conducted observations, interviews, and pre-test. The following is the problems observed during the teaching-learning process of English in SDN Gendingan 4:

1. The students had difficulty to memorize the meaning of words.
2. They had bad pronunciation. They tended to pronounce the letters of the word in mother tongue.
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 observation also reveals the possible causes of the problem above, they are:

1. The technique of teaching vocabulary 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 uses games, song, story, and realia.
2. The time to practice is limited. The English class was only once a week.
3. The material to teaching vocabulary only from a book. The students study vocabulary only seeing small picture from the book. The teacher never brings other teaching aids such as bigger picture or the teacher give body movement to get their interest.

Before implementing the technique, the researcher gave a pre-test to the students to know the students' knowledge first. The result of pre-test

showed that the students had low ability in mastering vocabulary. Most of the students had the difficulty to pronounce and spell the words. They also had difficulty in memorizing the meaning of words. When they did the test, they were worried and always cheating. They looked difficult in doing the pre-test. In the pre-test, the highest score was 86 and the lowest score was 30. It could be seen that the mean score of the students' pre-test was 64.07. From the result of the students' vocabulary mastery and the mean score of the students' pre-test, it could be concluded that the result of pre-test was fair.

From the discussion above, the writer is interested in carrying out a research dealing with vocabulary teaching experiment using illustration. Illustration is one of teaching vocabulary methods, it looks like guessing word but it is more general than guessing word. Illustration not only uses sentences in giving clues but also uses pictures. The students must guess the word by those pictures. This method is useful for the students in memorizing word and grammar. From the teacher's sentence question they can learn the sentence pattern. So, they learn grammar indirectly.

By this technique, it is expected that the teacher will be able to motivate the learners to learn and pay attention to the English materials, which the teacher presents, so they will not get bored. Brown (1973: 1) emphasizes that using various media will increase the English ability since students will earn the language skill they are expected to develop. Because of that, the writer writes a research paper entitled **“IMPROVING VOCABULARY**

**USING ILLUSTRATION FOR THE FIFTH YEAR STUDENTS OF SD N GENDINGAN 4 NGAWI IN 2011/2012 ACADEMIC YEAR”.**

**B. Problem of the Study**

Based on the background of the research, the problems are formulated as follows:

1. Can illustration improve students' vocabulary in SD N Gendingan 4?
2. How is the implementation of teaching vocabulary using illustration at SD N Gendingan 4 Ngawi?
3. What is the result of teaching vocabulary using illustration at SD N Gendingan 4 Ngawi?
4. What are the strengths and weaknesses of teaching vocabulary using illustration at SD N Gendungan 4 Ngawi?

**C. Limitation of the Study**

There are many kinds of illustration that can be used as teaching aids. It is not possible for the writer to involve all of them, so the writer makes limitation as follows:

1. The illustrations are chosen related to the teaching of vocabulary that can encourage the students to enjoy the course and to be active in teaching learning process.
2. The illustrations used are related to daily activities either at school or home.
3. The subject of the study is the English teacher and the students at SD N Gendingan 4 Ngawi in the fifth year.

4. The kind vocabulary to teach is productive skill.

#### **D. Objectives of the Study**

The objectives of the study are:

1. To know whether or not illustration can improve vocabulary in SD N Gendingan 4.
2. To describe the procedures of teaching vocabulary by using illustration in SD N Gendingan 4 Ngawi.
3. To find out the result of teaching vocabulary using illustration.
4. To describe the strengths and weaknesses of teaching vocabulary using illustration.

#### **E. Benefit of the Study**

After carrying out the study, the writer hopes that this research gives two major benefits, they are theoretical and practical:

1. Theoretical benefit

The writer hopes that the result of this research enriches the theory of vocabulary and teaching aids especially by using illustration.

2. Practical benefit

The writer hopes that the result of experiment be 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. For students, they can get large knowledge about vocabulary. For other researcher, they can use this research to improve teaching learning process in English class.

## **F. Definition of Key Terms**

The key terms that the writer uses in this research are vocabulary and illustration.

### **1. Definition of vocabulary**

Vocabulary is one of the important factors to study English. It is an important factor in practicing language as a means of communication.

Vocabulary is a list of words and means any unit of language used in writing and appears between a space hyphens.

### **2. Definition of illustration**

Illustration is one of the methods in teaching vocabulary in which a teacher shows simple words that must be guessed by the students. The teacher uses two ways to explain the illustration, there by using sentence and picture.

## **G. Research Paper Organization**

This study is divided into five chapters:

**Chapter I** is Introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, definition of the key terms, research paper organization.

**Chapter II** deals with review of related literature. It consists of previous study, literary review, general concept of vocabulary, characteristics of the young learners, and procedure in teaching vocabulary using illustration.

**Chapter III** is research method. It consists of type of the research, subject of the study, object of the study, data and data source, method of

collecting data, technique for analyzing data, teaching action, teaching material, testing technique, and performer indicator.

**Chapter IV** deals with teaching implementation. It consists of the description of SD N Gendingan 4, pre-cycle, finding and discussion, the result of teaching vocabulary using illustration, strength and weakness of teaching using illustration.

**Chapter V** is Conclusion and Suggestion.