

**IMPROVING STUDENTS' VOCABULARY THROUGH DIAGRAMS
FOR THE FIFTH YEAR STUDENTS OF SDN 3
KARANGPAKEL**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowdays English is not only as a local subject, but also as a compulsory subject in many Elementary Schools. English has been taught from the first year to the sixth year.

The objective of teaching English in Elementary school is to prepare children to have comparative value in the globalization era and introduce English at early ages (GBPP Mulok SD, 1995: 2). For elementary school students, English is the first foreign language to learn, and they just learn simple English pattern. As the beginner of English learners, the students have a very limited knowledge of English which sometimes create problems in learning process.

In order to make a good communication, both in written or speech form, the students have to master English vocabulary and grammatical rules of the language itself. If the vocabulary is more mastered, it will be better in communication. Beside that is communication we have to pay attention in using grammatical rules in order to there are not misunderstanding.

Language is used as a means of communication; of course the process of communication will run better if both parties are supplied with knowledge about language and language skill. For example, to converse in English better and to be comprehended by others, someone requires to master English

structure and vocabulary. Moreover, the people to whom he/ she talk to have to master the same structure and vocabulary. Therefore, it is clear that the elementary school students must master English vocabulary and its grammatical rules to make a good communication.

Vocabulary mastery is one of the components to master English as a foreign language. It is reasonable remembering that the four language skills need knowledge of words because they will get nothing vocabulary. The larger vocabulary students master, the better they perform their language. By having limited vocabulary, the students will fund difficulties in mastering English skills.

Vocabulary mastery means that the students have ability in understanding and using the words and meaning. The students are not only hoped to know the word but also their meaning it is the duty if the teacher to concern with what words are suitable to be taught to the students. So the students will more understand easily.

In the observation the writer saw that the difficulties for the students were they had difficulty to do an exercise because of their limited vocabularies, and they also faced difficulty to write the correct spelling of the vocabularies and the other problems encountered by the writer when she teach English vocabulary in the fifth year students of SDN 3 Karangpabel the students had difficulty to pronounce English vocabulary correctly. They had difficulty to write down the correct spelling of the English words. Most students did not understand the teacher's explanation because the teacher

explained it too fast and few students were afraid of consulting to the teacher about the materials that they could not understand.

According to Clark & Clark (1977: 35) in Fauziati (2002:53) students are children who still like playing so the teacher is expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exiting Allen (1983: 83) in Fauziati (2000: 51) states that teaching English to the beginner should need techniques. There are many ways of teaching English to young learners, but the most important aspect to teach English is building their motivation to learn to language. In other words, making them feel that they need English and making them think that English is a very interesting subject to learn become teachers main goal.

The teacher should have system, have routines, organize and plan the lessons, use familiar situations familiar activities, repeat stories, etc, children have on amazing ability to absorb language through play and other activities which they find enjoyable. Students of course could not improve their vocabulary unless they are interested in words. The teacher must be creative and imaginative to make the students interested in learning the English lesson by choosing a teaching technique which is suitable for the student.

In this study however, the writer as a teacher will be able to motivate the students to learn, the materials pay attention to the teacher's lesson and make them not to get bored. The writer has chosen diagram for the method of teaching learning process because diagrams have many positive effects to the children.

According to Oxford Learners Pocket Dictionary (1991: 115) diagram is drawing, design or plan used for planning or illustrating something. Diagram is also called formation.

Diagram is the technique used by the teacher to explain the material in order to the student can understand the vocabulary easily. Based on the statement above the writer would like to conduct an action research on **IMPROVING STUDENTS' VOCABULARY THROUGH DIAGRAMS FOR THE FIFTH YEAR STUDENTS OF SDN 3 KARANGPAKEL.**

B. Problem Statement

Based on the background above the problems are formulated as:

1. How is the implementation of teaching vocabulary by using diagrams
2. Does the diagram technique improve the student's vocabulary?

C. Objective of the Study

Based on the research problems above, the writer has the following objectives:

1. To describe the process of teaching vocabulary using diagrams
2. To know the result of teaching vocabulary by using diagram

D. Benefit of the Study

1. Practical Benefit
 - a. The result of the research will be useful to the readers who are interested in analyzing vocabulary mastery of elementary school
 - b. For the teacher the result of the study will give general about he success and the effectiveness of their in teaching English specially the students vocabulary
 - c. The study can be used by the teacher to solve the problems in teaching vocabulary in fifth year students of SDN 3 Karangpakek.
2. Theoretical Benefits:
 - a. This research can be used as an input in English teaching learning process
 - b. This result will enrich the theory of vocabulary using diagram
 - c. The result of this research can be used as the referenced for those who want to conduct a research in teaching English

E. Research Paper Organization

The researcher organizes this research paper by dividing into five chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

Chapter I presents background of the study, problem of study, objective of the study, benefit of the study, limitation of the study, research paper organization.

Chapter II presents review of related literature. It covers review of previous study, the concept of vocabulary, young learner, the general concept of diagram.

Chapter III discussed research method. This covers type of the research, object of the research, data and data source, subject of research, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer present discussion and findings which consist of the data analysis, the result of teaching vocabulary using diagram.

Chapter V deals with the conclusion and suggestion.