CHAPTER I

INTRODUCTION

A. Background of the Study

Learning language deals with learning vocabulary. It is a basis to communicate and important for acquisition process (Krashen, 1981:12). It means that learning a language cannot be separated from learning its vocabulary. It is important to introduce it as a basic step to children in order to help them understand utterances and prepare them to learn English in the next level.

Coady and Huckin (1997:5) vocabulary is central of language and of critical importance to typical language learner. Without a sufficient vocabulary one cannot communicate effectively or express his ideas in both oral and written forms. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. Krashen (in Fauziati, 2002:155) states that it is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise. Anyhow, this does not mean that explicit vocabulary instruction is less important for foreign language learners.

Teaching English to Elementary school is not easy and it needs more patience. The process of teaching children or young learner is different from the process of teaching adults. Clark and Clark (1977) in Fauziati (2002:171) state that the language used to talk to young children is about "here and now".

Adults talk about the object for children interest in: they name them, describe their properties, and talk about relation between objects. To make sure young children understand what adults say, adults alter the way what they say to children. They do this in three ways: they slow down, they use short simple sentences, and they repeat it frequently. These ways of talking to children should be seriously considered in teaching English to very young learners. The students are encouraged to master vocabulary, since it deals with students' ability to gain more information from other sources in their learning process. In accordance with the importance of vocabulary mastery, Carol (1987) in Olson (2002:11) states that vocabulary mastery is a process of introducing students to the meaning of words that is followed by meaning comprehension of what is explicitly stated in the written materials.

The problem in the SD N I Dukuh, Banyudono, Boyolali, based on phenomena in the class, there are many students get difficulty in mastering vocabulary. It can be seen from the following phenomena. First, the students have limited vocabulary because the student's attention and motivation in learning vocabulary are decreasing. The students do not pay attention to the teacher's explanation. They are also easy to get bored in having the lesson. It can be seen from the response of students in answering the question and they are more interested in making joke to each other than learning the material learners. Second, the students are not enthusiastic in learning English and they do not enjoy with the situation which they are only demanded to master vocabulary with a lot of memorizing. They cannot answer it perfectly.

The mistakes are caused by translation method in teaching vocabulary. Last, the environment and family factors also influence such as they come from village, and they only learn English at school. So, the average value of the class is still below standard, which is the standard based on *KKM* (*Kriteria Ketuntasan Minimal*). From those problems, now the researcher is demanded to create some strategies which can explore the student's vocabulary. One of the strategies that can be used to teach vocabulary is guessing picture strategy.

Guessing picture is the use of images for improving the vocabulary learning. The implementation of guessing picture is teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning. English teachers tend to feel that the use of pictures in learning new words makes the teaching learning process enjoyable and memorable. The pictures can also help learners with abstract words, such as associating the words with a concrete object make these words easier to remember. So students can easily to learn English especially vocabulary mastery.

In addition, in teaching learning process, an English teacher of the elementary level has a very important role, because he/she is the most influential person in the classroom. They can support the success of the teaching and decision to be made. Each decision involved a challenge to the skills or accessing a new situation and coming up with new problems. Furthermore, the efficiency of the use of media depends on how well a teacher determin and manipulate the good media for children.

Based on phenomena above, the researcher will conduct an action research entitled *"***IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH GUESSING PICTURE : A CLASSROOM ACTION RESEARCH AT THE FIFTH GRADE OF SD N 1 DUKUH BANYUDONO BOYOLALI IN 2012/2013 ACADEMIC YEAR"***.*

B. Limitation of the Study

The writer limits the study as follows:

1. Vocabulary Mastery focuses on the Fifth Grade of SD N I Dukuh Banyudono Boyolali.

2. The object of the study is limited on the implementation of guessing piciture for improving the student's vocabulary mastery

C. Research Problem

Based on the background of the study, the researcher formulates the problem as follows:

1. How is the implementation of guessing picture of teaching vocabulary in learning process?

2. Can guessing picture improve vocabulary mastery in fifth grade of SD N 1 Dukuh Banyudono Boyolali?

D. Objective of the Study

The researcher formulates the objective of the study as follows.

1. Generally, it is to improve student's vocabulary mastery in the fifth grade of SD N 1 Dukuh.

2. Specifically, it is to:

    a. describe the implementation of gueesing picture of teaching vocabulary in learning process.

    b. know whether "guessing picture" can improve students' vocabulary mastery of the fifth grade at SD N I Dukuh.

E. Significance of the Study

The researcher hopes that this research will give some benefits. There are two kinds of benefit. They are as follow:

1. Theoretical Significance

    a. The result of the research paper can enrich vocabulary research as an input in English teaching learning process.

    b. It can be used as the contribution for academic journals in Indonesian education future.

2. Practical Significance

    a. Teacher

The researcher hopes that the result of research can help the teacher in improving the students' vocabulary mastery.

    b. Student

The use of guessing picture will be easier for students to improve their vocabulary Mastery in English learning. It will be easier for them to memorize their vocabulary.

c. School

This research can enhance credibility, the performance of English language usage, and imaging in the community and to support the establishment of a national education goal.

F. Research Paper Organization

The research paper organization is divided into five chapters. They are as follows

Chapter I is introduction which covers background of the study, limitation of problem, problem statements, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It relates to previous study, theoretical review, theoretical framework, action hypothesis and performance indicators. Theoretical reviews consist of vocabulary mastery and guessing picture. Vocabulary mastery consists of definition of vocabulary, notion of vocabulary mastery, factors affective vocabulary mastery, type of vocabulary, teaching vocabulary. Guessing picture consists of definition of guessing pictures and the advantages of guessing pictures.

Chapter III is research method that 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 and action hypothesis.

Chapter IV is research finding. It includes research result and discussion. It presents the discussion about description of SDN 1 Dukuh, Banyudono, the implementation of teaching vocabulary by using guessing

picture and the result of the students who are taught by using guessing picture, the proofs that consist of the student achievement improvement result, the education's elements responses to the implementation of guessing picture such as headmaster and student responses. Strengths and weaknesses of teaching vocabulary using guessing picture application

Chapter V is conclusion and suggestion.