

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is one of the most important foreign languages which should be learned and mastered by everyone. English is an important factor in our education, but in learning English it is still considered a great problem. There are many problems in learning English, one of them is how to create interesting condition in the class while studying English, especially in learning vocabulary. Vocabulary is an important element in a language, besides pronunciation and grammatical rules. We cannot say or write anything in English without knowing English vocabulary. Knowing vocabulary will help the students learn the other parts; structure, reading, dialogue and writing.

In teaching English, vocabulary should be learned by all of the students especially elementary school students, even in kindergarten students. However, teaching vocabulary to children is not easy. It's because children have different characteristics from the adult learners and need certain treatment. In teaching-learning process, a teacher must be able to know the student's interest and motivation.

To master vocabulary the students should have ability in understanding and using vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only expected to select the words but also they

are expected to be able to use the words for communicating and expressing the idea both in oral and written forms.

English becomes the new subject in elementary school. Most of the English teachers usually focus in developing student's vocabulary mastery in the teaching learning process. The students in elementary school still have limited vocabulary because they get difficulties to memorize the meaning. In a class, most of the students are passive because they do not have many vocabularies. Usually the teacher explains the materials and then asks the students to answer the question. So, when the teaching learning process, they do not pay attention and feel boring at the vocabulary subject.

Methods in teaching vocabulary have the most important role. However, students sometimes get some difficulties in using vocabulary. Their difficulties in using vocabulary which have been studied can be caused by some reason. One of the reasons could be in the method which is used by the teacher in presenting the lesson. That's why the appropriate method in delivering the lesson should be considered.

One of the methods in teaching vocabulary is Grammar Translation Method (GTM). In grammar translation classes students learn grammatical rules and then apply those rules by translating sentences from the target language to their native language. Grammar method provides a balanced attention to both grammar and vocabulary. In Grammar Translation Method, most of the interaction in the classroom is from the teacher to the students. The other method which is suitable for children is Audiolingual Method

(ALM). Audiolingual Method (ALM) is foreign language methods, based on behaviorist theory, that emphasize the development of oral skills through habit formation, fostered via repetition and reinforcement. The goal of the Audiolingual Method (ALM) is to create communicative competence in learners.

SDN I Pugeran is one of the elementary schools that has average achievement in English. But in applying English to the fifth grade students, the teacher and the students still find some difficulties. The problems in teaching vocabulary are in writing new vocabulary correctly, spelling, the pronunciation, and memorize the vocabulary. Because of that reason, the writer wants to describe teaching vocabulary which is applied on SDN 1 Pugeran, Karangdowo and wants to observe and then makes a research entitled *A Descriptive Study on Teaching Vocabulary to Fifth Grade of SDN 1 Pugeran, Karangdowo, Pedan, Klaten in 2012/2013 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 in teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*? It is focused on
  - a. What are materials given to the students?
  - b. What are the media used by the teacher?
  - c. What are the teaching techniques?

- d. How is the procedure of teaching vocabulary?
2. What are the problems faced by the teacher and students in teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*?
3. How does the teacher solve the problem of teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*?

### **C. Objective of the Study**

Based on the formulation of the problem above, the objectives of the study are as follows:

1. To describe the process in teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*. The specific objectives of the research are:
  - a. To describe the materials given to the students.
  - b. To describe the media used by the teacher.
  - c. To describe the teaching techniques.
  - d. To describe the procedure of teaching vocabulary.
2. To identify the problems faced by the teacher and students in teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*.
3. To describe the problem solving of teaching vocabulary to the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*.

#### **D. Limitation of the Study**

In this research, the researcher limits her research on the process of teaching-learning vocabulary to the fifth grade students *SDN 1 Pugeran, Karangdowo, Pedan, Klaten* in 2012/2013 academic year. The limitation is done in order to get the best result from the observation, especially the process of teaching-learning vocabulary and the problem faced by the teacher and the students and also the problem solving applied in teaching learning-process.

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

There are two benefits of the study; theoretical benefit and practical benefit. The writer hopes that the study is beneficial to the readers theoretically and practically:

##### **1. Theoretical Benefit**

- a. The result of the research can be used as an input in English learning process especially in teaching vocabulary.
- b. The result of the research can be used as the reference for the other researcher who wants to conduct a research about teaching vocabulary.

##### **2. Practical Benefit**

###### **a. The Teacher**

The result can be used as reference to improve their ability and competence in teaching vocabulary.

b. The Students

The result will give an experience and understanding about teaching vocabulary.

c. The Other Researchers

The result is useful for the other researcher as a reference to conduct future researches dealing with similar problem by using another research design or model.

**F. Research Paper Organization**

The writer conducts her study into five chapters, as follows:

Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, the notion of teaching vocabulary, principle of teaching vocabulary, the notion of vocabulary, kinds of vocabulary, classroom activity in teaching vocabulary, the notion of young learners, and characteristic of young learners.

Chapter III discusses research method. It consists of the type of research, place and time of research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents about the research finding and discussion. In this chapter, the writer describes the process of teaching vocabulary, the problems

faced by the teacher in teaching vocabulary, and the problem solving used by the teacher in teaching vocabulary. Discussion concerns with the research findings.

Chapter V is conclusion and suggestion based on the analysis and discussion of the research findings.