CHAPTER I

INTRODUCTION

A. Background of the Study

Since English is an international language and has an important role in the development of our country, our government has taken several efforts to develop it. One of them is introducing formally to students since the early age. Nowadays, the Indonesian government has decided that English must be taught in the Elementary School. For next, the government will plan *Pendidikan Anak Dini Usia* (PADU). Students of Pre-Elementary School will be given and introduced English besides other languages. *PADU* is a program adopted from America. That program is popular with Creative Pre-School (*Solo Pos*, May 6, 2004). Using this method, it will be easier for the students to prepare how to use the language since they are at the early age. They use English as daily activities, such as *Pancasila* in our nation that is introduced at the early age. Everyday, it is always read. Looking at the effectiveness of teaching English for pre – elementary school students, many pre-elementary schools give English as the subject. Therefore, the students acquire it easier. To reach this goal, in many pre-elementary schools in big cities, English is given as a choice subject in their schools.

One of the important elements that is a crucial to be equipped to the learners is vocabulary. It is one of the components of language beside listening, speaking, reading and writing. Without studying vocabulary it is

impossible for students acquiring the language. Someone who wants to communicate effectively and express their idea, both in oral and written form, must acquire vocabulary and language system. For the language use effectively, they must have adequate vocabulary.

There are many ways to teach vocabulary. Teaching vocabulary for children must use particular techniques. The technique here involves visual aids which are available in many forms, such as picture, cards, games, puzzles. Using these methods, it will be easier for the teacher to give the message from the text or context.

The techniques above can be applied since teaching children is different from teaching adults. Children have certain characteristics and need a particular treatment. The characteristics are enjoy playing, talking about "here and now", understanding and retaining the meaning better when they have seen some objects associated with them. In addition, children do not always understand what adults are talking about and vice versa. While adults usually find out something by asking question, children do not.

Related to the number of vocabulary items, which have to be mastered, it is indicated that there is a difference between those needed to production skill in foreign language especially in writing and those needed for recognition skill, particularly reading and listening. Lado (1961: 117) states that at present it is possible to guess that speaking vocabulary 2000 words like that of general service list of list of English words is an adequate minimum number for the purpose of basic communication for reading. However, vocabulary for writing

and listening should be better got 4000 than 2000. It is realized that in the production level, the students can select any phrase within the range of vocabulary that they do not know.

Brown and Lewis (1973: 1) state that pictures can be extremely important aids to vocabulary development and to the presentation of new ideas. It will increase the probability that students will learn more, retain better what they learn and improve their performance of the skills that they are expected to develop. Using pictures, children are enthusiastic to follow the vocabulary in English lesson.

Based on the background above, the writer would like to know the way and the method that is used to teach vocabulary in Pre-Elementary School using picture. The writer then conducts a research entitled "TEACHING ENGLISH VOCABULARIES THROUGH PICTURES TO THE PRE-ELEMENTARY SCHOOL STUDENTS: STUDY IN TKIT YAA-BUNAYA SRAGEN".

B. Problem Statement

The writer formulates the problem statements as follow.

1. What activities do the teachers and the students perform in the impelementation of teaching vocabularies using picture?

2. What problems faced by the teachers and the students in teaching vocabulary through pictures at Yaa-Bunaya pre-elementary school?

3. What are the strengths and weaknesses of teaching vocabularies through pictures?

C. Limitation of the Study

There are many problems in language teaching, learning and the problem can never be overcome completely, although many attempts have been done to solve them. The writer is aware that it is impossible for her to cope with all the problems of English teaching learning because of her limited capability and knowledge.

Based on some statements above, the writer would like to limit the study. It is limited to the vocabulary achievement and the benefit of teaching vocabulary through picture at the Pre-Elementary School in Yaa-Bunaya.

D. Objective of the Study

The objectives of this research are:

1. To describe the activities of the teachers and the students perform in the impelementation of teaching vocabularies using picture.
2. To describe the kinds of problems faced by the teachers and the students in teaching vocabulary through pictures at Yaa-Bunaya pre-elementary school.
3. To find the strengths and weaknesses of teaching vocabulary through pictures.

E. Benefit of the Study

The study has two major benefits as follows.

1. Theoretically, the finding of this research will enrich the theory of teaching vocabulary using pictures.

2. Practically, the research will give way to solve the problem in teaching English vocabulary.

F. Research Paper Organization

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

Chapter II concerns with notion of vocabulary, the kinds of vocabulary, the importance of vocabulary mastery, teaching vocabulary, the characteristics of young learners, picture, film-strip slides, and preview of related literature.

Chapter III is research method that consists of type of research, subject of the study, object of the study, method of collecting data and data analysis

Chapter IV is related to the result of the observation. Those are the teaching vocabulary implementations and problem in teaching English vocabulary.

Chapter V is conclusion and suggestion.