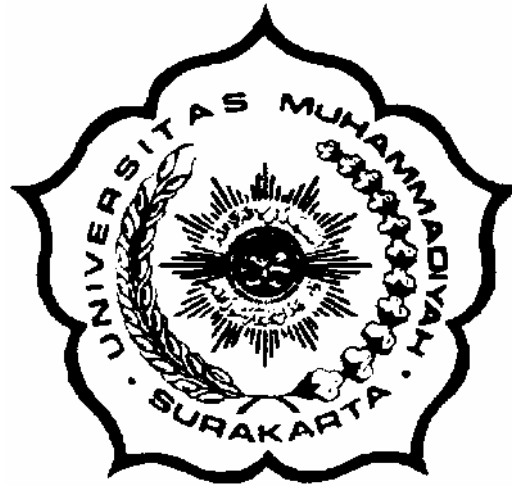


**INCREASING VOCABULARY MASTERY USING ILLUSTRATION
AT THE FIFTH YEAR OF MIM BLAGUNG BOYOLALI
IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

**Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

RITA NURDIANAWATI

A 320 060 055

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2010

CHAPTER 1

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. The language as the media of communication commonly used is English. Since English is international language, it is necessary to introduce it to students earlier.

Teaching English in elementary school is useful. As we know that young students especially students in elementary school have big memory to memorize everything they learn. Elementary school is the place for students to learn English for the first time, so the students just learn basic vocabulary and grammar.

Vocabulary is one of elements of language that should be learnt and taught. It will be hard to master language without mastering or understanding a certain numbers of vocabulary. There are some experts that give explanation about the importance of vocabulary. Nunan (1997: 117) argues that the acquisition of an adequate vocabulary is essential or successful second language used because, without an extensive vocabulary, students will be unable to use the structure and function. Student may have learned for comprehensible communication.

Vocabulary is the first component that must be learnt by students in learning language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, we cannot communicate and express the ideas easily both oral and written forms. Vocabulary must be learned since the beginning, that is, from elementary school in order that the students have chance to learn English. Teacher is one of the components who has an important role in the learning process, because the teacher is expected to be imaginative and creative in developing her teaching English for the beginner.

There are many causes of the problems in teaching learning process in MIM Blaging Boyolali. The first is the students of MIM Blagung Boyolali have difficulties in pronouncing the words which relate to the topic. The second is the teacher cannot organize the class well because most of the students do not pay attention when the teacher explains the material, and the last is the students feel shy to ask to the teacher when they do not understand about the material, so they do not have maximal result in studying.

The problems in the teaching and learning vocabulary at MIM Blagung Boyolali mostly come from the teacher. The factors are: (1) the teacher is not creative to use media is aids of teaching. Dealing with teaching foreign language to children, Scot and Ytreberg (1990: 5) define that : words are not enough. Most activities for the young learner should include movement and involve the sense. (2) the teacher only gives a little

time to practice pronouncing the words correctly, whereas a little time to practice cannot create accurate pronunciation, especially for the beginners; (3) the technique of the teaching vocabulary that the teacher uses seems ineffective for the students. It does not give the students great motivation to learn.

Because of the reason, the writer tried to use illustration as the media to increase the student's interest in learning English. Because illustration is one of the 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 of those pictures. This method is useful for the students in memorizing word and grammar. From the teacher's sentences they can learn the sentence pattern. So, they learn grammar indirectly.

Teaching vocabulary should be taught by using effective media. Teachers will know the strength and weakness of the material, and they will be able to improve their teaching. Based on the background above the writer is interested in conducting a research about INCREASING VOCABULARY MASTERY USING ILLUSTRATION AT THE FIFTH YEAR OF MIM BLAGUNG BOYOLALI IN 2009/2010 ACADEMIC YEAR.

B. Problem Statement

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

1. How is the implementation of teaching vocabulary using illustration at MIM Blagung Boyolali?
2. Can illustration increase the students' vocabulary mastery?

C. Objective of the Study

In general the study aim to:

1. Increasing students' vocabulary mastery.

In specifically the study aims to:

1. Describe the procedures of teaching vocabulary by using illustration in MIM Blagung Boyolali.
2. Know whether the illustration can improve the students' vocabulary mastery, in order that:
 - a) The students are able to pronounce the word correctly
 - b) The students are able to spell the word correctly

D. 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 illustration chosen is 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 illustration used is related to daily activities either at school and home.
3. The subject of the study is the English teacher and the students in the fifth year at MIM Blagung Boyolali, in 2009/2010 academic year.

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 will enrich the theory of vocabulary and teaching aids especially by using illustration.

2. Practical benefit

The result of the research can be used to teach the students of elementary school in improving vocabulary.

F. 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, Objective of the Study, Limitation of the Study, Benefit of the Study, Research Paper Organization.

Chapter II deals with Review of Related Literature. It consists of Previous Study, General Concept of Vocabulary, Procedure in Teaching Vocabulary Using Illustration, and Characteristic of the Young Learners, Characteristics of the Elementary School Student, Theoretical Framework, and Action Hypothesis.

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, and Action Procedure.

Chapter IV presents Finding and Discussion. It consists of Implementation of Action Research, The Result of Teaching Vocabulary Using Illustration, Advantages and Disadvantages Teaching Vocabulary Using Illustration.

Chapter V is Conclusion and Suggestion.