

**TEACHING ENGLISH USING PICTURE TO THE FOURTH YEAR
STUDENT OF SD NEGERI 2 SUMBER SIMO BOYOLALI
IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

At elementary school, English is introduced to the students through learning its vocabulary because it is the most important aspect that will become the basic competences such as listening, speaking, reading, and writing. Vocabulary is also as the fundamental aspect in enabling the students to speak English. From all aspects of foreign language that should be mastered, vocabulary is the most important aspect in teaching English (Harjono, 1988: 71). Vocabulary should be taught and practiced only in the real situation so that the meaning will be clarified and reinforced. So, we could see that students should have adequate stock of vocabulary to make them communicate easily as vocabulary takes the necessary place for someone to master the foreign language.

Considering the importance of vocabulary mastery in learning English, it is better to introduce new vocabulary earlier. Children are commonly easier to learn the new vocabulary even though they easily forget. So, it needs to repeat the lesson all the time in order to help them memorize the new vocabulary easily. It is not simple to teach English to young learners especially to those in elementary school. Elementary school students as young learners have specific language needs. Consequently, the teachers should not only master the teaching technique but also know the elementary students'

characteristics as young learners and notice their needs in order to make it easier for the students to learn new words in fun and enjoyable situation.

For this purpose, it is necessary to use media as teaching aids which can help the teachers in teaching-learning process. The use of media is aimed at enabling the students to get the lesson and give more enjoyable classroom to encourage the students' motivation and students' interest to the lesson.

Pictures are one of some kinds of teaching media that can be used by the teacher in the classroom. It can increase students' motivation and interest to study new words in English. The use of pictures is related to the characteristic of the elementary school students as children who commonly feel interested in something with attractive shapes and colors.

From the explanation above, we can learn that pictures have much contribution in teaching-learning process, especially in teaching students at elementary school. Furthermore, the writer is very interested in a research about teaching English vocabulary. In this case, the writer uses pictures as media in teaching English that may encourage the students to master English vocabulary.

The writer decides to make an effort to improve the students' achievement in learning vocabulary. The students' achievement in learning vocabulary will stimulate students to a good language skill. Therefore, the writer decided to carry out a research that is entitled:

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2009/2010 ACADEMIC YEAR”.**

B. Problem of the Study

The writer formulates the problem of the study as follows:

1. How is the implementation of teaching English using pictures in SD Negeri 2 Sumber Simo Boyolali?
2. What is the strength and weaknesses of teaching English using pictures in SD Negeri 2 Sumber Simo Boyolali?

C. Objective of the Study

Based on the formulation of the study mentioned above the objectives of the study are:

1. To describe the implementation of teaching English using pictures in SD Negeri 2 Sumber Simo Boyolali.
2. To describe the strength and weaknesses of teaching English using pictures in SD Negeri 2 Sumber Simo Boyolali.

D. Benefit of the Study

The writer hopes that the study will be beneficial to the readers theoretically and practically.

1. Theoretical Benefit
 - a. This research will help the readers who want to carry out a research about teaching English using pictures.

- b. This research will hopefully facilitate the readers knowledge of teaching English using pictures.

2. Practical Benefit

- a. The writer herself can solve the problem found in teaching English in the classroom.
- b. The research will help the students in learning vocabulary.

E. Research Paper Organization

This chapter is divided into five chapters. They are as follows:

Chapter I is introduction. It consists of Background of the Study, Problem of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is review of related literature. It consists of Previous Studies, Teaching English to Children, Definition of Vocabulary, Definition of Teaching Vocabulary, The Importance of Vocabulary, Procedure of Using Picture in Teaching Vocabulary, Theoretical Framework, Action Hypothesis, and Performance Indicator.

Chapter III is research method. It consists of Type of the Research, Procedure of Action Research, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is research finding and discussion. It consists of Research Finding and Discussion.

Chapter V is the last chapter, here the writer presents the conclusion and suggestion about the teaching English using picture at elementary school.