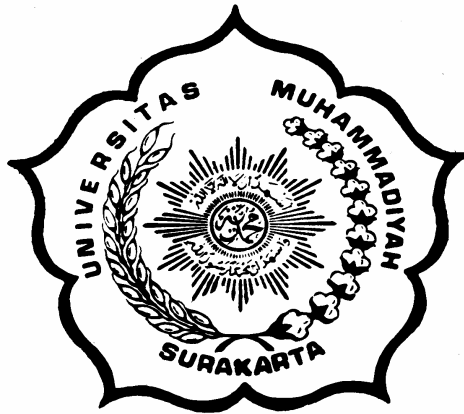


**A DESCRIPTIVE STUDY ON ENGLISH TEACHING METHOD USED BY
THE TEACHER AT THE FOURTH YEAR OF SD N 1 PABELAN
KARTASURA**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of Study

In modern era, English language is very important in communication because, English language is an international language. English is not only used to communicate, but also as subject of learning. English introduced in elementary school; it is because the students are still growing up so it is easier to receive new things, especially about language. It means that, on learning English language it should be started from child age because, their brain memories are still original so, it is still essay to teach them. According to Leontiev (1989: 19) on Psychology and the Language Learning Process states that,

Learning language on children is “Language learning in an early age of a child (6 – 12 years old) has a deceptive effect. His language development will be greatly affected by his experience in learning the language. When he has undergone the right track of learning his language acquisition will develop smoothly.

Based on the statement of Leontiev above, it can give a warning that learning language especially English language should gives to the young learners, when the young learners start their education at the schools, so on the education needed a good competent teacher to teach them. The teacher should have many variations ways to teach the young learners. In this case, the teacher should appropriate it with young learners characteristic. On elementary school (children 6- 12 years old) need an interesting stimulus, so

it is easier to receive the lesson. For example, teacher uses media to teach students, like using picture, drilling, song, sort story, games and another interesting ways. According to Bennett (2005: 47), teaches using media is to give positive stimulus to the education process so, it helps the children to develop their self confidence also have high responsibility about their self decision.

In most school, English language is a priority lesson. Teaching English at SDN Pabelan 1 School is pertaining new for the elementary school students because, in SD N I Pabelan, this lesson as a local study or in Indonesian language is local content. As English teacher, they must have good competency to find the appropriate strategies to teach them such as: learning English with certain media. Each strategy is applied based on certain condition and level, usually appropriated with young learner characteristic.

Actually, the necessary point in teaching learning languages is word. Word is the basic building block of language. So, the writer thinks that learning language means to learn the word or vocabulary. Teaching vocabulary makes the students easier to understanding about the language. Because vocabulary is the central of the language so, people can't use a language oral or written without word or vocabulary. In teaching word or vocabulary to the elementary school students, teacher must use effective strategies. It means that, the method can build students' motivation in learning English. In other hand, appropriate method means that the method must have relationship between ability and enthusiasm on learning English

process. So the teacher is easier to know, how to teach well in the teaching learning process. Teacher must try to build the enjoyable on teaching learning process based on young learners characteristic. Then students will more interest in joining the English language class. Teaching English in SDN I Pabelan has succeeded, because mostly graduated students have a high score on English language; also they can continue to the favorite school.

Based on the background of study above, the writer has a great opportunity to research the appropriate strategies of teaching in the elementary school. Then the writer is interested in making a research which entitled *A Descriptive Study on English Teaching Method Used by the Teacher at the Fourth Year Students of SD N I Pabelan Kartasura*.

B. Previous Study

The previous *study* is referring on the previous research. The first study is Wulansari (UMS, 2004) and second is Sari (UMS, 2003)

In this case, *the* writer discusses two previous researchers about teaching vocabulary. Wulansari (UMS, 2004), she conducted her research *Teaching Vocabulary Using Teaching Aids at Elementary School in SDN 3 Gumpang Kartasura*. She focuses on increasing the students' ability to master the English vocabulary using picture in teaching learning process. She found that the technique was very effective to teach the students in elementary school, because the students can more easily accept the material not only with auditory but also with visual way.

The other study was conducted by Sari (UMS, 2003) entitled *A Case Study of English Learning Strategies of the Seventh Semester Student of English department FKIP UMS*. She uses qualitative method to present the data and the finding shows that her research found their own ways to expose themselves on the four language skill. They drilled language every day inside and outside class, so they were categorized as autonomous learners.

This study is different from the previous study. The previous study is descriptive qualitative in elementary school and subject study of second researchers is in English department of UMS. This study is using the qualitative research but, it is different because, this research makes an ethnographic approach. Its mean that this research paper is provide the description about students activity in classroom or a community. According Brown and Gonzo in Fauziaty (2004: 179) state that the goal of ethnographic is to provide a description or explanation about what people behave in a particular setting such as a classroom, a neighborhood, or a community.

C. Problem Statement

Based on the research background of the study, the problems proposed in the research are:

1. what is the procedure of teaching English vocabulary,
2. what kinds of technique used in teaching vocabulary, and
3. what are the strength and weakness of the technique used.

D. Objective of the Study

Dealing with the study, the writer has some objectives as follows,

1. To describe the procedure used in teaching vocabulary at SDN 1 PABELAN
2. To classify the Kinds of technique used in teaching English vocabulary.
3. To describe what are the strengths and weakness of the technique used in teaching students.

E. Benefits of the Study

When the writer has completed the study, the writer hopes that this study will have two benefits. The benefits are:

1. Theoretical Benefit

a. Language Learners

This research is written not only for teachers, but also for general readers. This paper also can be useful to motivate the learners, so they will be interested in learning vocabulary. This research, studies about teaching method used by teacher. In this case, it is not only studies about the method of teaching, but also studies about the way the learners receive the material.

b. Language Teachers

This research is also useful for teacher, because the result of this paper is to know the teaching strategy used by teacher. So, the

writer hopes that after read this paper, they can develop the teaching strategy, especially about language learning.

2. Practical Benefits

Learning English language has generally functions as develop the English communication process. Then for everyone who reads this paper, it can helps on understanding how to learn the English language to be easier.

F. Research Paper Organization

To make easier on understanding this research, the researcher makes the research paper organization. This paper is organized as follows:

Chapter I is introduction. This chapter consists of background of the study, previous study, problem statement, and object of the study, benefit study, and research paper organization.

Chapter II is underlying theory. This chapter consists of many theories. The theories are the nature of vocabulary, type of vocabulary, teaching vocabulary, the characteristic of young learner, teacher role, and the last one is student role.

Chapter III is research method. The research method consists of type of research, subject of research, object of research, data and data source, method of collecting data, and the last one is technique for analyzing data.

Chapter IV is research finding and discussions. The research finding consists of the procedure of teaching learning process, method of teaching the

students especially about teaching vocabulary applied by teacher, The Strength and Weakness. Then the last one is discussion.

Chapter V is conclusion and suggestion.