

# **CHAPTER I**

## **INTRODUCTION**

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#### 1.1. Background of the Problem

It is well known that English nowadays is very important. Not only do the students at high school have to study it, but also does everybody who wants to succeed in her education or business. However, it is generally known that studying a new language is not always enjoyable and interesting. It can be quite tedious and troublesome. This is caused by the differences between the native and the target language. In relation to this, Gurrey (1967:103) writes: "... the differences between the two languages are sources of problems to the learners". That is why, teaching a foreign language, especially English, is a hard work, but the hard work will nearly bring success if the teacher persistently exerts herself to make her pupils do the work. The three things that a teacher needs for his language lessons are knowledge of the best and most effective methods to use, an understanding of the purpose, and aim of each method carries on the work with good humour and enjoyment.

Lately, English as a foreign language has been taught to some elementary schools in Indonesia, especially in big cities like Surabaya. Now, since 1994 curriculum will be made effective soon, many elementary schools begin to prepare necessary things related to the teaching of English to their students. Many questions are raised about how best to teach EFL, especially English prepositions, to

elementary school students. Since the teaching of English in the elementary school will become the basis of the following English teaching learning activities, special attention should be paid, among others, to the ways of teaching it there. If the students are taught inefficiently, will in turn cause problems and difficulties for them to master English as a foreign language.

Taking those reasons into consideration, it is important, if not very essential to find the best and the most effective ways of teaching elementary school students because the teacher's ability to get into the word of the students --both in terms of the materials that she presents and in the ways she presents them-- is what will determine how successful her class will be.

The use of pictures in teaching children is based on the fact that the worlds of children and adults are quite different. Piaget, as quoted by Fisher and Terry (1986:24) claims that the teaching of children should be created as concrete as possible since their thinking is grounded in the concrete. Pictures represent many things in prepositions teaching. They can show relationship between verb and each object and can arouse students' motivation. Different from adults learners, generally children need to be motivated (Dubin and Olshtain, 1997:24), and one way of motivating them is by means of pictures.

## 1.2. Statement of the Problems

Based on the background state in 1.1, this study is written with the purpose to find the answer to the following statement: "Does the use of English pictures affect the students' mastery of English prepositions?"

In more specific questions, the problems are stated as follows:

1. To what degree does the use of pictures help the teacher in teaching English prepositions?
2. Does the use of pictures for teaching English prepositions motivate the students to learn English?
3. Does the use of pictures for teaching English prepositions show students, better performance?

## 1.3. The Objectives of the Study

This study tries to show that teaching English prepositions through pictures are helpful for English teachers. In addition, the writer wants to find out that the use of pictures for teaching English motivate the students to learn English and show students' better performance.

## 1.4. Hypothesis

To answer the above questions, the following hypothesis are stated:

1. Alternative hypothesis: Teaching English prepositions through pictures helps the teacher in teaching prepositions.

Null hypothesis : Teaching English prepositions through pictures does not help the teacher in teaching prepositions.

2. Alternative hypothesis: The use of pictures for teaching English prepositions motivates the students to learn English.

Null hypothesis : The use of pictures for teaching English prepositions does not motivate the students to learn English.

3. Alternative hypothesis: The use of pictures for teaching English prepositions shows students' better performance.

Null hypothesis : The use of pictures for teaching English prepositions does not show students' better performance.

### 1.5. The Significance of the Study

The writer hopes that the use of pictures as a means of teaching English prepositions to students at their very beginning level can encourage them to find this material enjoyable and will enable them to memorize the lesson easily.

The writer also hopes that English teachers will be encouraged to use pictures in teaching English prepositions. By using pictures effectively they can teach prepositions more interestingly.

### 1.5.1. Theoretical

The writer wants to show that the research justifies or does not justify the theory of learning, especially the theory of learning through perception using sense of seeing.

The theories of learning discussed in this thesis are the Gestalt Psychology and Behavioristic Psychology which issue the learning process of the human beings. The reason for using Gestalt Psychology is that this branch of psychology presents the basic issues of the use of visual aids in learning, especially pictures, since Gestalt Psychology suggests the way of learning by using pattern, shape or configuration. While Behavioristic Psychology presents the basic issues of using stimuli like pictures in learning to get response from the learners.

### 1.5.2. Pedagogical

The writer wants to indicate that perceiving objects, especially through eyes helps the students learn English with high motivation and better performance.

### 1.6. Limitation of the Study

The writer limits the subjects to the sixth year students of the elementary school. Due to limited time, facilities and budget, the scope of this study is limited to the following points:

1. The study is focused on teaching prepositions -manner, place, time- through pictures.
2. The subjects of the study are limited to the sixth year students of elementary school.

## 1.7. Definition of Terms

### 1.7.1. English Prepositions

Word or group of words (e.g in, from, to, out of, on behalf of) often placed before a noun or pronoun to indicate place, direction, source, method, etc).

### 1.7.2. Pictures

According to Kreidler (1981:1), pictures are one recognized way of representing real situations which would be impossible to create in any other way. He says that many actions such as closing a door, opening a window, or meeting a friend can be demonstrated in a classroom as well as many objects such as toys, tools, and clocks can be brought into the classroom continues; however, the classroom is really quite limited. Catching a bus, crossing a street, going to movies, riding a bicycle, walking in the park would be quite difficult situations to recreate, but they are comparatively easy to pictures. In addition of this, count nouns, mass nouns, work activities, etc are also used through out this thesis (Finocchiaro, 1974:100).

### 1.7.3. Elementary School

According to A.S Hornby (1963:657) and others are those who just start learning English and have not got much experiences in English yet. And under the educational system in Indonesia, beginners here are the elementary school students because they just start learning English and have not known much English yet. The range of the age is ten to twelve.

### 1.8. Assumption

If from the start the students get the impression that learning English is fun and enjoyable, especially learning English prepositions, it will have a positive influence on them and also to motivate them in learning English in the future.

### 1.9. Organization of the Thesis

This thesis is composed of five chapters. Chapter one is introduction, containing the reason why the writer decides to write this thesis, aim of the writing of this thesis, limitation of the study, definition at terms, and assumptions. Chapter two deals with review of the related literature. Chapter three the writer tries to present the methodology. The data analysis and interpretation of the findings is the contents of chapter four, while the last chapter, chapter five, is the conclusion and suggestions. Concerning the suggestions in the last chapter, the writer hopes it can

be some help to elementary school English teachers in particular and English teachers in general.