CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to the 1994 curriculum, English is offered to Elementary school as an optional local content. As soon as English may be taught optionally for the fourth grade, the teachers find out various problems in teaching English to the pupils. Sulaiman (1970:20) states "there remain a number of problems connected with the teaching of English in Indonesia."

Teaching English as a foreign language is different from teaching a native language. The teachers need to use many kinds of methods and techniques in teaching a foreign language so that the pupils will not get bored. The writer thinks that using visual aids can arouse the pupils' interest.

Most Elementary pupils who begin to learn English find that English is difficult to learn because Elementary level is an early level for someone to learn English at the first time. The writer finds it when she taught elementary pupils who do not know English at all. The pupils felt depressed to learn English. Sometimes the pupils get bored with English and they do not listen to the teacher's explanation. They talk to each other in the

class and they never ask questions when they do not understand, even they can not answer the teacher's questions. These difficulties make the teaching learning process in class more boring. The way to make teaching learning process in class more interesting is by using visual aids.

According to Bumpass (1963:32-33), a visual aid is " ... any device which appeals to the sense of sight and which can be used to make the learning experience for young children more concrete, realistic, or dynamic." It means that the things that appeal to the pupils' sight can help the pupils to learn something. In this case, visual aids can help the teachers succeed in teaching English as a foreign language. Huebener (1969:122) defines "device" as " ... a trick of method that contains certain element of surprise and variety." The devices that appeal to the sense of sight are pictures, real objects, flash cards and etc.

Kreidler (1968:1) claims that visual aids can help the teacher adds variety, clarity and reality to the classroom situation. The teacher shows the visual aid, in the form of pictures that they bring. Then the teacher begins to teach to the pupils in class. The pupils will feel easy to learn the lesson because they see the things and they will easily memorize. The classroom is more lively. Consequently, visual aids will also help the teacher minimize pupils' boredom and increase their

attention to English lessons. This, in turns will make the pupils feel that English is not so difficult as they have thought.

Teaching by using visual aids makes the classroom more lively and the teaching-learning process more interesting; especially to the teaching of foreign language, English vocabulary because by using visual aids, the pupils can learn vocabulary easily.

So far, the writer observed that most English teachers teach English vocabulary in monotonous way that is by translation only. The result is that it makes the pupils become passive. They just sit and listen to the teachers. In contrast to this, the pupils can be motivated and activated to participate better in classroom if the teacher provides the pupils with visual aids.

To support this, Morgan and Bowen (1982:1) say that using visual aids in teaching English is good since it will help to obtain the pupils' motivation. In addition to this, Nagy (1985:39) says that using visual aids can make the pupils enjoy the lesson given.

Considering the advantages of using visual aids as described previously, the writer conducts her study entitled "Teaching English Vocabulary To Elementary School Pupils By Using Pictures, one of the visual aids."

1.2 Statement of the Problem

According to Rijavec (1991:50), visual aids in language have been universally acknowledged. Visual aids are a great help in stimulating the learning of a foreign language (Morgan and Bowen 1982:1). So, the problem of this study is: How can pictures be used to improve the fourth grade of Elementary pupils' English ability in learning vocabulary?

1.3 Objective of the Study

The aim of this study is to describe how pictures used to improve the teaching learning of English (vocabulary) for the fourth grade pupils of Elementary school.

1.4 Significance of the Study

The writer hopes that this study provides insight that could be taken by the teachers of Elementary school to help their pupils learn English, especially in learning vocabulary.

1.5 Scope and Limitation

The writer finds that it is necessary to limit the scope of the discussion of this study. This study deals with teaching English vocabulary to the fourth grade of

Elementary pupils.

One of the visual aids used in this study is pictures. The reasons for choosing the pictures are that they are not expensive, easy to make and suitable for the classroom condition.

1.6 Definition of Key Terms

To avoid misinterpretation and misunderstanding, it is necessary to define the key terms. The terms to be defined are:

1.6.1 Target Language

This term represents the foreign language that is being learned. The target language in this study is English.

1.6.2 Picture

Pictures have been successfully used to show the meaning of words and utterances. They are particularly effective to cue the meaning-stimulus in practice exercises (Lado 1964:23).

1.6.3 Beginners

Beginners are those that begins anything and inexperienced (Webster's Third New International). It

means that those who just start learning and have not much experience. In this study, under the educational system, beginners are the fourth grade of Elementary pupils because they just begin to learn and have not known much English yet.

1.6.4 Achievement

Achievement is the degree at which pupils have mastered what they have learned after a period of time (Webster 1981:494).

1.7 Research Methodology

This thesis is the result of a library research. The writer tried to find out the materials which are relevant with her topic by reading books, papers and articles.

1.8 Organization of the Study

This study consists of five chapters. Chapter I is about Introduction which contains the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, the definition of key terms, research methodology and the organization of the study. Learner's Language is presented in Chapter II. Chapter III discusses about kinds of visual aids. The application of using pictures to the teaching of Elementary pupils will

be discussed in Chapter IV. Chapter V discusses conclusion and suggestions.