

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The objective of language teaching in Elementary school is at the end of Elementary school, students have the ability to read, to listen, to speak and to write language in the simple pattern based on their level of development and interest by mastering more or less 500 words. In attempting to achieve that objective, vocabulary can not be ignored. It means that one will not be able to listen, to speak, to write and to read in English or in learning a language without knowing the vocabulary. It is clearer when Saville (1976,87) states that we can have no much success with basic grammatical constructions even flawlessly pronounced, if we do not have words in that language for things we needed to express. Therefore, there is no doubt that vocabulary plays a vital role in learning a language (Brown,1973:39).

Realizing the importance of vocabulary as the central part of the language, the writer believes that the English vocabulary should be taught to Elementary school students because it is assumed that younger students have the capacity for learning and acquiring a new language more easily than adults.

Kasbolah (1992:11-12) states.

Research on language development between 1950s and 1960s showed that the children possessed unique capacities for language learning. The main argument was that Psychologists and linguists felt that the sooner the students learned a language, the better. They should begin as soon as they began his formal education.

Based on Kasbola's opinion above, the possibility of teaching English to Elementary school students have been paid much attention. As a result, in the 1994 curriculum, English will be optionally taught in the Elementary school, beginning from grade 4.

Since the teaching of English in the Elementary

school will become the basic of the following English teaching learning activities, so that the way of teaching it should be developed. Based on the fact that children's world and adults are quite different therefore Strevents (1983:7) states that the technique used for teaching to young children is different from that used for teaching adult learners. Anderson Paul S (1964,297) points out that the very young child does not understand the completely abstract. Therefore, teacher should avoid the long explanation that is not related to his personal experiences.

To solve that problem pictures can be used to teach English adjectives. Teaching vocabulary by means of pictures is much easier than using words since pictures help students get a clear concept to what the teacher taught. In line with this statement Grazina (1981:45-46) states that to give a clear concept of what words or structure may mean pictures are much simpler and more vivid than a long explanation would be. Often picture will show a situation or a scene in which there are

several different things and persons. Besides that, the benefit for children may come not only in arousing interest, but in the qualitative improvement of their own powers of expression. This can lead a more sincere interest in learning vocabulary. In the other words it can build students's motivation. As Dubin and Oldshtain (1977:24) state generally children need to be motivated and the way of motivating them is by means of pictures.

For those reason, the writer is interested in choosing this topic. She believes that pictures can help students understand the teacher's explanation, can eliminate boredom and arouse the interest in learning vocabulary. in order to prove that, the writer conducts a study on the effect of picture as a means of teaching vocabulary to Elementary School Students.

1.2 Statement of the Problem

Based on the above background, the central question to be answered in this thesis is: Do the students who are taught using pictures get better score than those taught without pictures ?

1.3 Objective of the Study

Based on the problem statement the objective of this proposed study was intended to find out whether students who were taught using pictures got better score than those taught without pictures.

1.4 Significance of the Study

This study is expected to give some contribution to the success of teaching English vocabulary in Elementary school. Hopefully the result of this study can give encouragement to Elementary English teachers to use pictures in teaching vocabulary

1.5 Theoretical Framework

This study was based on the theory of Behavioris

tics. According to the Behavioristic theory of learning "All learning consists of some forms of conditioning".

B.F Skinner, uses the term "Operant Conditioning" to describe learning. It is said that learning occurs in the following manner: the learner responds to a stimulus and they are conditioned by reinforcement.

1.6 Hypothesis

In answering the major problem of the study the following hypothesis was formulated :

The students taught adjective using picture got better score than those taught adjective without picture.

1.7 Scope and Limitation of the Study

In conducting this study the writer limited the study to the fifth years students of the Elementary school who had known some English before. They frequently used vocabularies or expression from the

previous class. Thus, for them, English was not a really new language. In this study the writer deals only with the teaching of the English adjectives. In this thesis the adjectives were limited to the ones used in daily life.

1.8 Assumption

This study was carried out under the following assumptions:

-The students had familiar with the pictures that were used in this study

-The students had the ability in expressing their ideas in words when shown some pictures

1.9 Definition of the Key Terms

To avoid misunderstanding there are several key terms used in this thesis that should be defined.

1.9.1 Vocabulary

Gleason (1980:342) states Vocabulary is a transient feature of any persons, comments of language, and going with comparative ease and rapidity. In this thesis, vocabulary refers to the English vocabulary of adjectives.

1.9.2 Adjective

Adjective is a word that describe more fully the name of a person, animal or thing. (Barnhart,1984:1572)

1.9.3 Picture

Webster (1986:1711) states Picture is something that by its likeness vividly suggests some other thing. In this thesis, pictures represent individual persons and objects, for example: an empty glass, and a fat boy. This situation in which persons and objects are in action, for example: a boy is lifting a big bag (means he is strong), he is driving a car (means the car is fast).

1.10 Organization of the Thesis

This thesis consists of five chapters. Chapter one is the Introduction, and Chapter two attempts to Review of related Literature. Methodology is in Chapter three while Chapter four deals with the Data Analysis and Discussion of the Findings. The last Chapter, Chapter five serves Conclusion and Suggestion.