CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the study, statement of problems, purposes of the study, significance of the study, scope and limitations of study, and definition of the key terms.

1.1 Background of the Study

English is one of international languages, which is used throughout the world. Additionally, English is used in many sectors such as Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to interact in a variety of circumstances. Knowing that English is very important, children must learn English starting from very early age.

In general people, from three years to teenage (including students of elementary school) have a sensitivity in recognizing language even in bilingual family, so that they will change easily from one language to another. That is why, many people believe that children will learn English faster than adult. Another important reason why English has got to be taught to the elementary school students because children have the capacity for learning and acquiring a new language English easier, as stated by Dunn, Opal:

“Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to pick up language diminishes and they feel they have to consciously study English through grammar-based programmes. The age at which this change occurs depends greatly on the individual child’s developmental levels as well as the expectations of their society” (Dunn, 2011)
Despite of the importances, in Indonesia especially, English is considered as a difficult subject for the Indonesian students because English is completely different from Indonesian language being look at from the system of word formation, tense, etc. Alex has stated,

“Some languages, of course, are different from other languages, whether in the context of time (tenses), word formation, etc. For example, English is different from Indonesian mainly in the context of tense and word formation. In English, the tense can be identified just by looking at the verbs used while in Indonesian, it cannot be identified just by looking at the verbs used. We need to add the specific time signal to make one sentence in Indonesian known when the event happens. The key difference between English and Indonesian also happens in the context of word formation, especially in the phrase structure. In translating the Indonesian phrase "baju biru" into English, of course, cannot be directly translated to "dress blue" as "baju" means "dress" and "biru" means "blue". It's beyond that as there's a rule in each language. We are supposed to translate the phrase to "blue dress" not "dress blue" as the language structure between English and Indonesian is often inverted.” (Alex, 2012)

In studying English, as same with learning another language, students have to deal with four basic language skills, divided into listening, speaking, reading, and writing. Later, students have to deal with three basic language units—pronunciation, vocabulary, and grammar. As stated by Qi Pan (2011), “Human being’s language is based on the vocabulary, which consists of three basic language units—pronunciation, vocabulary, and grammar”. Vocabulary which is one of the three basic language units is need to be mastered in order to make a good communication with others. The lack of mastering vocabulary will result in influent communication, disadvantages of using good words and idioms based on the situation, and for the worst, children will face difficulties in following the teaching-learning process in class. In addition, it could be result in reducing the confidence of the students to learn English.

A lot of factors affect the succes of teaching learning process, including teaching vocabulary. In order to make the teaching vocabulary successful, one of
the factors that should be considered is the teacher’s qualities. (College, 2013), stated that there are several qualities that teacher needs to have, which will be described as follows:

a) a desire to educate young people and act as a positive role model
b) an ability to work with students from diverse backgrounds and abilities
c) interest in helping people learn
d) enthusiasm about a subject
e) strong interpersonal and organizational skills
f) the ability to work unsupervised
g) creativity, energy and patience
h) digital learning tools and technologies

From the former explanation, it is implied that good teacher must have several unique qualities, included being creative. When only limited in using textbooks and oral explanations, elementary students will get bored easily if there are no variations teaching-learning process. However, if the process which is given by the teacher makes them feel bored, this method will reduce their anxiety to learn new vocabulary. Mostly, teacher is less-creative by only explains the meaning, definition, and spelling from textbooks, without any aids to support the material. Therefore, students only learn new vocabulary based on those two things, which are textbooks and teacher explanations. This method result in a disadvantage because using textbooks is only as good as the teacher who uses it. While in some cases, teachers over-rely on textbooks and don't consider other aids or other materials for the classroom, making the classroom situation become monotonous.
Therefore, to make the material distribution being successful, attractive and interactive, teaching aids is importantly needed in teaching-learning process.

Teaching media is an effective aid to help teachers easier to distribute material to the students. By using teaching media, teacher can change the situation inside the classroom, which result in creating an active interaction between teacher and students. In addition, the student will enjoy the teaching-learning process. Teaching media will help teacher makes students have interest in learning English, including about increasing their vocabulary. By using teaching media, teacher can teach material that gives advantages in improving the student’s vocabularies and makes students feel that English is not difficult. For example, teacher can teach vocabulary about the basic vocabulary related with their daily lifes, such as family members, occupation, or their part of body.

From the explanation above, the writer is interested and the title of this study is “a study on the use of teaching media in teaching vocabulary of part of human body for fourth grade students of SDN Salamrojo 1 - Nganjuk”
1.2 Statement of Problems

Based on the background of the study, the researcher concludes several problems which will be the focus of this research, as follows:

1. What are kinds of media used in teaching vocabulary toward fourth grade students of SDN Salamrojo1?

2. How are the media used and implemented by the English teacher in teaching vocabulary toward fourth grade students SDN Salamrojo1?

3. What are the problems that faced by the teacher when implementing the media in teaching vocabulary toward fourth grade students SDN Salamrojo1?

4. How are the teacher overcomes the problems that faced by the teacher when implementing the media in teaching vocabulary toward fourth grade students SDN Salamrojo1?

1.3 Purposes of the Study

The purposes of study is aimed to answer the questions related with the statement of problems. The purposes will be described as follows:

1. To find out the teaching media which are used in teaching vocabulary of part of human body for fourth grade students of SDN Salamrojo1.

2. To describe how the teaching media are used and implemented by teacher in teaching vocabulary of part of human body for fourth grade students SDN Salamrojo1 – Nganjuk.

3. To find out what are the problems that faced by the teacher when implementing the media in teaching vocabulary toward fourth grade students SDN Salamrojo1?
4. How the teacher overcomes the problems that are faced by the teacher when implementing the media in teaching vocabulary toward fourth grade students SDN Salamrojo 1?

1.4 Significance of the Study

This study is intended to give some contributions to:

1. The English teacher

   After the research, the researcher hopes that the English teacher will be able to explore their creations or innovations to make or to find teaching media in teaching English especially in teaching vocabulary, so that the teacher feels more enjoy and easy in teaching-learning process.

2. The future researcher

   It is hoped that after the research, the result can be used as reference for those who want to conduct a research related with teaching media in teaching English.

1.5 Scope and Limitations

The scope for the study is the teaching media which are used by teacher in teaching vocabulary for fourth grade students of SDN Salamrojo 1– Nganjuk, especially of concrete noun (part of human body). While the study itself is only limited to the analysis and the implementation of media in teaching vocabulary which is done by the English teacher.
1.6 Definition of the Key Terms

To clarify the better understanding of the study, the researcher defines several terms as follows:

1. Teaching Media: media are physical means which are used to send messages to the students and stimulate them to learn. (Briggs, 1970)