

CHAPTER I

INTRODUCTION

A. Background of The Study

Language as a means of communication is an important element of education and culture. People use language to express their ideas, thoughts feeling and mind. It is no matter to communicate in a group of people which use the some language as they understand the language. The problems come up when some different groups of people speak different languages. Considering the importance of understanding the others, people try to learn it. The target language is usually, a widely spread language or an international language. English is an international language used to absorb and develop science, technology, art, and culture.

In developing countries, students of the foreign language are needed, because the students may be in touch with foreigners by mastering English well, they will be able to communicate with other people form other countries. Some people are better at communicating than others, but every normal human being learners to communicate through language (as well as with the ancillary signaling systems).¹

According to Jenny Hammond, et. al, language is functional, that is, language is the way it is because of the meaning it makes. The theory suggests that resources available within the system of discourse, grammar and vocabulary are utilized in specific ways to make specific meanings.²

In Indonesia, English is taught as a foreign language. But the last few years English has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study, English at the elementary school level is taught as a local content to serve the need of the local community. The government always makes efforts to improve the quality of English teaching. By improving the teacher's quality and other components involved in educational process, the English teaching in Indonesia improved

¹ Geoffery Broughton, *et. al*, *Teaching English as a Foreign Language*, (London : Routledge and Kegan Paul Ltd, 1979), p, 30.

² Jenny Hammond, *et.al*, *English for Social Purposes*, (Australia: National Centre for English Language Teaching and Research, 1992), p. 1.

time to time. There are many kinds of local content taught in different elementary, schools such as dancing, handicraft, gardening, regional language, English, etc.

The selection of the technique is based on the needs of the particular class or group of learners. The objective of the teaching and learning process of English as a national curriculum should be reached. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in what kind of facilities.³

In trying to master a foreign language, a learner has to consider the language elements or components such as: structure, pronunciation, spelling, and vocabulary. Vocabulary is very important to master first and to be used in any basic patterns in extended forms. Vocabulary is an essential means in conducting our communication. It is a knowledge that must be learned and acquired by students to enable them to communicate in English. So it is the basic component which the students must be familiar with.

According to the new curriculum KTSP (Kurikulum Tingkat Satuan Pendidikan). The objective of English as subject in elementary school is to make the students have ability of:

- a. Improving communication competence in language accompanying action in school context.
- b. Having awareness of the importance of English to improve nation's competitiveness in global society.⁴

Young learners are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They also interest more quickly and are less able to keep themselves motivated on task they find difficult. And mastery of the vocabulary still little, especially in descriptive adjectives. Besides that they are use mother tongue to communication to themselves.

For that reason, good teachers for this level need to provide new ways of teaching which encourage their students to get information from a variety of sources. They need to

³ Jack. C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge, 2001), p. 39.

⁴ *Kurikulum Tingkat Satuan Pendidikan 2006 Tingkat Satuan MI/ SD*, (Semarang: PW LP Ma'arif NU Jawa Tengah, 2006), p. 51.

plan a range of activities for a given time period and be flexible enough to move on the next exercise when they see the students getting bored. Because children love discovering things and they respond well to being asked to use their imagination. They may be involved in puzzle like activities, in making things in drawing thing, in games, in physical movements, in songs, or reading stories.

The students cannot just sit quietly and pay full attention during the lesson without doing anything. The situation makes the teaching learning process boring and monotonous. They are not motivated to study the lesson.

The writer interested applying pictures as learning media in teaching adjective to improve understanding in vocabulary, especially in descriptive adjective.

Based on those explanations, the writer would like to try to improve student's understanding on descriptive adjective through pictures; students will be more interested in the process of teaching learning and more active in learning.

In this study, the writer will focus on descriptive adjectives to 5th graders of MI Walisongo Semarang through pictures. The writer hopes, by using pictures as the media it can develop cognitive thinking and fluency in vocabulary in descriptive adjectives.

B. Reasons For Choosing The Topic

In this final project, the writer chooses the topic "THE USE OF PICTURES AS MEDIA TO IMPROVE STUDENTS UNDERSTANDINGS ON DESCRIPTIVE ADJECTIVES" for the following reason:

1. English is taught as a local content course of study and introduced as the first foreign language at elementary school.
2. The student's mastery of vocabulary especially in descriptive adjectives is still poor.
3. Picture as a media should be an alternative way out for these problems because it makes the teaching learning process easier. Thus, it is worth researching

C. Questions of Study

In this study, the writer limits the problems as the following:

1. How is the implementation of pictures in improving students' understanding on descriptive adjectives to the fifth grades of MI Walisongo Semarang in the Academic Year of 2009/2010?
2. How effective is the use of pictures in improving students' understanding on descriptive adjectives to the fifth grade of MI Walisongo Semarang in the Academic Year of 2009/2010?

D. Objective of the Study

Based on the problem mentioned above, the objectives of this study are:

1. To know how the implementation of pictures in improving students' understanding on descriptive adjectives to the fifth grades of MI Walisongo Semarang in the Academic Year of 2009/2010
2. To find out whether are effective the use of pictures to improve students' understanding on descriptive adjectives to the fifth grade of MI Walisongo Semarang in the Academic Year of 2009/2010.

E. Significance of the Study

The researcher hopes that this research will be useful for:

a. For Teachers

- 1) It will give the teachers better insight into anticipate the problems which the students faced in the school to know vocabulary, especially in descriptive adjective.
- 2) By studying the profile student's mastery in descriptive adjective using picture, the teacher should know the general description of pictures. Hopefully, in will be beneficial to the students.
- 3) English teacher, may apply the result of this study as feed back on their teaching activities, improve the methods on techniques in teaching so that the student are more motivated in learning vocabulary.

b. For Young Students

To give another way of learning English for young learners through pictures.

F. Description of the Key Term

To clarify the meaning of the title, the writer wants to explain the terms as follow:

1. Young Learners

Young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.⁵

2. Pictures

Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation.⁶

3. Vocabulary

Vocabulary is all the words used by particular person, class profession, or sometimes a lot of words and sometimes phrases usually arranged in alphabetical order and defined a dictionary, glossary or lexicon. Nevertheless, it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it.⁷

4. Adjectives

Adjectives are word that describes a noun.⁸ Adjectives tell about the qualities and features of people, things, or concepts (small, brave, elegant, intelligent) and can be viewed as an added intensifier or “decoration” to the basic sentences elements adding variety and descriptive value.

G. Scope of the Study

The writer limits this study to identifying teaching descriptive adjective through picture about shapes and colours at the preparation activity, main activity, and evaluation activity. The writer use action research as method to get information about techniques and strategies to improve students on understanding descriptive adjective. This study will be done at the fifth grade students of MI Walisongo Semarang.

⁵ D.P. Nagi, Issues and Context in Teaching Young Learners, <http://www.philseflsupport.com/younglearners/10062008/phtml>.

⁶ *Oxford Learner's Dictionary*, (New York, University Press, 2005), 4th Ed, p.355.

⁷ Michael J. Wallace, *Teaching Vocabulary*, (Britain: ELBS, 1982), p. 9.

⁸ Rahmat Taufik Hidayat, *Belajar Mudah Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2006), 5th Ed., p.41