CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problems, objective of the study, scope and limitation of the study, significance of the study, assumption of the study, and definition of key terms.

1.1   Background of The Study

One of the easiest ways to learn English is to learn the language at a young age. Paradis (2004) and Johnstone (2009) list some of the benefits of studying English at an earlier age. They claim that children have a great spirit in studying language, particularly the sound system, and we elaborate implicit knowledge under which information is implicitly retained. They have a strong sense and become less nervous. They also have much more time to learn other languages and a greater ability to become aware of intercultural identities. Eventually, as children learn faster, they can have more benefits in enhancing their skills.

In order to take advantage of young learner ability to learn faster, Teacher's teaching performance should be optimized, the way teacher communicate something to the student need to be considered in order to be more effective. Teaching with a conventional way of teaching such as explaining with textbook only might not be a good teaching technique for nowadays young learner. As an addition, The data of the research done by Asokhia, (2009) stated that most of the teaching in school is textbook dominated, which means that it is only focused on what have been written in textbook. This might not be a good sign for teachers who want to make their student to enjoy the lesson. Thus, the usage of teaching aids and also teaching techniques will help to make the lesson more enjoyable and also fun to the students. So that, the students will be easier to learn. It is suggested to use some teaching aids like CD or LCD projector in teaching.

Teaching aids are defined as an item (such as a book, a picture, or a map) or a tool (such as a DVD or a computer) used by a teacher to supplement or improve audio-visual teaching aids, according to Merriam Webster. It is commonly suggested that elementary school teachers give tools for experiential learning to assist students acquire a deeper and more in-depth understanding of concepts Corney, (2000). Kolb, (1984) proposed an experiential learning model as a useful framework for understanding students' learning processes through their experiences. Learning, according to Korb's concept, is divided into four stages: (1) Real-life experience Is the participation in an activity that activates both initial and emotional reactions. (2) Observation with reflection. Is when a learner looks for the significance of things by looking at them from numerous angles. This is dependent on one's perspective on the problem. (3) Conceptualization in the abstract. When a learner constructs logic, interprets concepts, and analyzes perspectives, this is called logic construction. It relates to one's attitude on the issue. (4) Experimentation on a large scale. It emphasizes the student's application of what he or she has learned about the subject.

According to a study did by Awwad, (2018), instructional aids can capture students' attention on their own. According to the findings of Awwads' study, 61 percent of respondents (students) believed that using instructional aids can help them pay attention. Furthermore, 74 percent of respondents believe that employing teaching aids in the classroom might help students remember the material better. And, according to the survey, 80% of respondents believe that using a teaching tool will make it simpler for them to learn new vocabulary.

Before the study conducted, researcher has done a preliminary study at SDN 2 Mekarsari. From the obtained preliminary interview data, it was found that that two of four English teachers in SDN 2 Mekarsari thought that it is very tricky to get all student's attention to the lesson. They also said that there are some students who talked to their friends during teaching and learning activity, so they are not fully focus into listening or learning the material.

To overcome this situation, they (the English teachers) started to use teaching aids that provided by the school in teaching English. Sometime they also made it themselves. Although they have already implementing teaching aids to the lesson, the English teacher in SDN 2 Mekarsari still think that they cannot get quite maximum result so it is important to know what are the challenges that they face while implementing teaching aids to teach vocabulary.

In this research, case study method is implemented to study more about what are the type of teaching aids are used and also the challenges in implementing it by four English teachers in SDN 2 Mekarsari. Here before the pandemic of COVID-19 has begun, English subject are taught from 4th grade until 6th grade by the homeroom teacher from each class. The school itself provided the teacher some teaching aids that teacher can use in their classes interchangeably including LCD projector, DVD player, blackboard, and poster that can be used anytime when teachers need it to teach. From the aspect of implementation teaching aids, there will always be some challenges that appeared when implementing it to the classroom situation. Usually, the challenge is different from teacher to teacher. Thus, there is an interview needed to find out what kind of challenge that each teacher faced during teaching vocabulary by using teaching aids, and also how the English teacher face the challenges.

1.2   Statement of Problem

Based on the background of study, the problem of the study is as follows:

1. What teaching aids do the English teachers use for teaching vocabulary at SDN 2 Mekarsari?

2. What are the challenges that the English teachers face in implementing teaching aids for teaching vocabulary in SDN 2 Mekarsari?

3. How do the English teacher face the challenge?

1.3   Objective of the Study

Based on the research statement, this particular study aimed at finding out:

1. Type of teaching aids do the English teachers use for teaching vocabulary in SDN 2 Mekarsari.

2. The challenges that the English teachers face in implementing teaching aids for teaching vocabulary in SDN 2 Mekarsari.

3. The way English teacher in SDN 2 Mekarsari faces the challenges.