

## CHAPTER I

### INTRODUCTION

The method of teaching using blackboard and chalk only makes students get bored. Based on this reason, the writer makes a study that uses pictures as media in teaching conjunctions. To make this study clearer, the writer starts with some important points as introduction

#### 1.1 Background of the Problem

English language is quite different from Indonesian. The differences are not only in pronunciation, spelling and vocabulary but also in the structure of both two languages. For example in the English language there are 'tenses' but in Indonesian there are no 'tenses'. These differences are important to consider as structure or grammar is very important. According to Christina Bratt Paulston, grammar is "the basis of learning a language, for it permeates all language skills".<sup>1</sup>

We may speak English, but perhaps the person we speak to does not understand what we mean as we use the wrong grammar. For instance we say: 'We bought a new house so it is very large'. The listener or the people whom we speak to will get confused if they hear or know

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1. Christina Bratt Paulston, Mary Newton Bruder, Teaching English as a Second Language: Techniques and Procedures, Cambridge, Massachusetts 02138, Winthrop Publishers Inc., 1976, p. 1

such a sentence. This misunderstanding is caused by the misuse of conjunction. As conjunctions is also a part of grammar, it is very important if we study them thoroughly. For this reason, Carol J. Kriedler in her book 'Visual Aids for Teaching English to Speakers of Other Language' says:

"The goal of those learning English is to be able to manipulate the structural patterns of English in real situations to attain the ability to understand, to reply, to take part in a conversation, in short, to react correctly in an English language situation"<sup>2</sup>

From the writer's experience and observation during her PPL in DAPENA Senior High School, she finds that many Senior High School students seem to underestimate the uses of conjunctions. The students always consider that conjunctions is an easy topic. However, if they are asked to combine sentences by using conjunctions, they get difficult in using the conjunctions properly. They make some errors in combining sentences: 'I like coffee. I do not like tea', such as: 'I like coffee and not tea'. Of course, this combination is wrong; it should be: 'I like coffee but not tea'. When they are told that their combination is wrong, they are surprised and realises how difficult it is to use conjunctions properly.

Actually, learning conjunctions is not very difficult. The problem is that, students pay too little attention, especially when the teacher explains

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2. Carol J. Kriedler, Visual Aids for Teaching English to Speakers of Other Language, U.S. Information Agency, Washington D.C., 1968, p. 27

the lesson. This is caused by the monotonous way of teaching. The teacher only explains her topic by using blackboard and chalk. Then she writes her example on the board. This way of teaching is really boring. As a language teacher, especially a foreign language teacher, she should be able to present her lesson attractively and creatively, like for example by using visual aids. One of the visual aids that the writer suggests in this thesis is pictures because pictures are easy to obtain. The teacher can make them herself. Besides, pictures can arouse the students curiosity so that later they will become thoughtful and interested in the teaching of conjunctions, as Kemp and Dayton state that:

1. The lesson can be more interesting. The use of pictures can arouse the students to laugh or to be thoughtful.
2. The quality of learning can be improved. When there is a careful integration of pictures and words, media can communicate elements of knowledge in a well organized, specific and clearly defined manner.<sup>3</sup>

Therefore, it is very important to study conjunctions thoroughly as misuse of conjunctions may cause confusion. It will be an advantage if the teacher uses pictures while teaching so that the students can be facilitated while they are learning. Besides, using pictures may arouse the students' interest or

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3. Jerrold E. Kemp and Deane K. Dayton, Planning and Producing Instructional Media, Harper and Row Publishers, New York, 1985, p. 3

enthusiasm. Moreover, the teacher usually explains grammar only in a verbal way along with some words or sentences written on the blackboard. This way of teaching needs much time and can make the teacher and her students bored. That is why the writer feels it is very important for English teachers to have pictures to make their teaching more efficient, interesting and at the same time to motivate their students to be willing to study English.

### 1.2 Statement of the Problem

Due to the fact that many Senior High School students do not master their English grammar well and that motivation is essential in learning English, the writer suggests to use pictures as media in the class while teaching conjunctions.

Therefore, based on the reasons mentioned above, the statement of the problem can be stated as: How can pictures be applied in teaching conjunctions to the third semester students of Senior High School?

### 1.3 The Objective of the Study

Derived from the statement of the problem above the objective of the study is to describe how pictures can be applied in teaching conjunctions to the third semester students of Senior High School.

### 1.4 The Significance of the Study

This study is expected to be useful for the third semester teachers of Senior High School in teaching conjunctions to the students. It is written in the hope that English teachers will be encouraged to use pictures in teaching them.

### 1.5 Methodology

In doing this study, the writer uses library research. In other words, the writer has thoroughly studied many books, papers and articles which most of them can be found in the school library to complete her study.

### 1.6 Limitation of the Study

In this study, the writer deals with the teaching of conjunctions through individual, context oriented and chart pictures. This study tries to show that pictures are very helpful aids for English teachers, especially in teaching conjunctions - and, but, or, because, so - to the third semester students of Senior High School.

### 1.7 Definitions of the Key Terms

To avoid misunderstanding, it is better to define the terms which are used in this study.

#### a. Teaching

ii. Douglas in his book states: "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning".<sup>4</sup>

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4. H. Douglas Brown, Principles of Language Learning and Teaching, New Jersey; Prentice Hall Inc., 1980, p. 7

### b. Conjunctions

According to the dictionary the meaning of conjunctions are words that joins other words, clauses, etc.<sup>5</sup>

Whereas according to the GBPP conjunctions are words like: and, but, or, because, so.<sup>6</sup>

### c. Pictures

Pictures as we can see in the dictionary is description that enables someone to see in his mind an event.<sup>7</sup> Through pictures the writer hopes that students will have a clear imagination about the sentences so that they can use correct conjunctions while combining two sentences or more into one sentence.

Thus, pictures are kinds of instruments that can help the teacher add variety, clarity, and, especially reality, to the class room situation which can be useful in the teaching-learning process.

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5. A.S. Hornby, E.V. Gatenby, and L. Wakefield, The Advanced Learner's Dictionary of Current English, Oxford University Press., p. 204

6. Garis Garis Besar Program Pengajaran ( GBPP ), Kurikulum Sekolah Menengah Umum Tingkat Atas , Departemen Pendidikan dan Kebudayaan, 1987, p. 40

7. A.S. Hornby, E.V. Gatenby, and H. Wakefield , op.cit., p. 730

### 1.8 Theoretical Framework

In line with the 1984 "SMA" curriculum, this study is based on the communicative approach. The main objective of this approach is that the students are expected to acquire communicative competence, in other words they are able to use English in real situation.

Since this study discusses a technique of teaching conjunctions through pictures, the writer also uses Marcella Frank's theory. In her book, she stated that there are two kinds of conjunctions.<sup>8</sup> They are coordinate conjunction such as and, but, or, so and subordinate conjunction like because.

According to some experts, pictures as media in the teaching process have many advantages. They play an important role in learning a foreign language. They can be a great help to the teachers in doing their duty.

### 1.9 Organization of the Study

This study consists of 4 chapters. Chapter I is introduction. Chapter II is about the review of the related literature. Chapter III is the steps in teaching conjunctions to the third semester students of Senior High School using pictures and the last chapter, chapter IV deals with suggestions and conclusions.

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8. Marcella Frank, Modern English, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1972, p. 206