

CHAPTER I

INTRODUCTION

I.1. Background of the Study

In recent years, formal teaching is carried out not only by using the language itself but using visual aids as well.

By using the visual aids, teachers will put more emphasis on learning through the sense of sight. Learning through the sense of sight is called visual teaching technique. In this technique, the teacher uses visual material or visual aids in teaching English.

This technique is used in teaching English because firstly, visual aids can make the students more interested in learning English and secondly, it helps the students improve their English language. Some of the visual aids are pictures, objects, cards, maps and puppets.

The present writer chooses this topic because she feels that many students at elementary school are not really interested in learning English language. The reasons for this are the students consider learning English very difficult, many students do not realize that English language is used almost globally nowadays, and the teaching technique used is not interesting enough.

I.2. Identification of the Problem

1. What kinds of visual aids are suitable to be used in teaching English to Elementary students?
2. How effective are the use of visual aids in teaching English at Elementary school?

I.3. The Objectives and the Benefits of the Study

1.3.1 The Objectives of Study

1. To find out the kinds of interesting visual aids that are suitable to be used in teaching English at Elementary school.
2. To know the effectiveness of visual aids used in teaching English at Elementary school.

1.3.2 The Benefits of Study

For the students

1. To develop Elementary students' interest in learning English.
2. To make the learning process easier and more understandable.

For the teacher

1. To make the teacher more interested in teaching the students.

I.4. Concise History of the Organization

BPI (Badan Perguruan Indonesia) was established in 1959 under Yayasan BPI which is located at Jalan Burangrang 8. SD BPI is located at Jalan Halimun no. 40 Bandung. Five of the founding fathers are:

1. R. Jaman Sudjana
2. R. Sajoeti
3. R. Soetardjo
4. H. Rochdi and
5. R.H.E. Soewitaatmadja.

Since 1998 until now, SD BPI has been led by Drs. Suradi Suryaningrat as the headmaster supported by the teachers and the staff such as, nine teachers from the government, fifteen regulars teachers from the foundation, sixteen part-time teachers, five TU staff and five organizer staff. SD BPI consists of six grades. They are grade 1 to grade 6. At present the total number of students is 1.080. Besides the main subjects, SD BPI has eleven extracurricular activities such as Athletic, Basket club, Cheerleaders, Table Tennis, Angklung, Ethnic Dance, Pencak Silat, Dokter Kecil, Pramuka and Bintalis.

From 2000-2005 the students of BPI have participated in the following competition:

1. In 2000 the swimming competition, drawing competition, colouring competition and scanning reading competition.
2. In 2001 the Athletic competition and the poetry reading competition, in 2002 English Grammar competition and English vocabulary competition.
3. In 2003 English writing competition awards.
4. In 2004 the algebra competition, music art competition, vocal art competition, conversation competition and scanning competition.
5. In 2005 the English-competent competition.

I.5. Service of the Organization

BPI is a private school which gives qualitative education to children aged 6 to 12 years old. It has a lot of facilities to support the teaching and learning activities such as big classrooms, office rooms, cooperation, a library, a school hall building, a laboratory, an audio-visual room, a musholla, canteens and a sport field. In teaching and learning processes, BPI applies active, innovative, and creative methods. The school follows the curriculum of the Ministry of education, which is Competence Based Curriculum. It means that the method used is student centered.

The process of teaching-learning at SD BPI is student active learning. The students are expected to be independent in the future.

I.6. Limitation of the Study

The present writer makes a research on the effectiveness of using visual aids and the kind of suitable visual aids in teaching English to improve the 4th grade students' interest in learning English at BPI Elementary school.

I.7 Layout of the Term Paper

This term paper is started with the Abstract, which is a concise summary of the entire paper written in Indonesia. Afterwards, it is followed by the Preface, in which the present writer acknowledges the work and contribution of other parties. Then, she presents the Table of Contents followed by its five chapters.

Chapter I is the Introduction to the analysis.

Chapter II contains the library research.

Chapter III holds the performance of the research.

Chapter IV contains the result and discussion of the research.

Chapter V contains the Conclusion, the present writer's comments and suggestion.

In the final part, the present writer presents successively the Bibliography and the Appendices.