CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is an important mean of communication for human being in the world. One the most important results of human in the history of civilization is the language. Through the language they interaction and communication among them. However in this globalization era, people are able to have a social ineraction through communication and they can explain their attitudes, their feeling and their thinking to other people from different country, and it needs language as media to communicate. One of language which has to be mastered is english, because English is international language that it is very important to master.

In Indonesia, English is taught as foreign language. It has been introduced from elementary education to university level. The teacher uses experimental research, especially elementry school. And the researcher takes vocabulary in teaching English. Vocabulary can develop students begain from speaking, writing, reading, and listening.

Joan Rubin says, "One reason cannot speak, write, listen or read a foreign Language without knowing a lot of word. Vocabulary learning is at the heart of mastering a foreign language." Vocabulary is very important in mastering a language, because vocabulary enrichment we fell difficult to understand a sentence.

English become the fisrt foreign language in Indonesia. The teaching of English is important because it is one of the international language most people all over the world communicate each other in English. There are four skills have to be mastered by students. It contains listening, speaking, reading and writing skills. One of the important considerations in comprehending four languge skills is vocabulary mastery. It is imposible to learning language without using vocabulary. How important vocabulary is in language. Based that vocabulary is urgently needed in learning, because nobody can express their idea, without having vocabulary. Therefor, the students should enrich their vocabulary as power in mastering the foreign language.

One of the components in learning a language is vocabulary. The more vocabularies that learners know, the better they comprehend the four skills namely listening, speaking, reading, and writing and other components in language such as prounuanciation and grammar. There are many techniques, learning, media, and activies to improve learners' vocabulary knowledge and mastery.[1]

As we know, English has been introduced from elementary education to Senior High School especially to university level. The matter of the fact in teaching learning process, the students of elementary school often find get difficulty in memorizing vocabulary. Students often do not know the meaning of the word when they are learning English. It is hard

[1] Nurmala Hendrawaty and Nurhayati, *The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya*. Loquen English Studies Journal. Vol. 12. No 1 (January , 2019), 57

work for them to understand the lesson well and increasing vocabulary, not easy to make students like English learning and memorizing vocabulary but the use a picture books can increse the students vocabulary mastery, because when the children do not know the meaning of word they will look up the word from the picture. picture books are motivating and fun because picture books is interesting, it is full color on the picture, the picture that describe about the stories and usually the young learners like listen and read if the story and the book is interesting. It can create desire to learning English. If the young learners do not understand, through picture they can get a glimpse about what the story about. Using picture books can increse their desire to read, easy to memorizing vocabulary, and giving motivations for learning English.

So that good vocabulary can use as a support for functional language, Janetee says that "vocabulary was given secondary status, thought mainly as support for functional language use." [2] students will fase several difficulties in the future if they do not have a good vocabulary.

Especially English teacher would give special attention to the young learners or children when they are learning English could make the teaching learning process interested in order to make student not bored in learning English then indirectly the purpose of teaching learning will be realization.

Based on the statement above that an English teacher must be able to organize teaching learning activities. They have to give material by

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[2] Marianne Celce, *Teaching English as Second or Foreign Language,* (Boston: United State America, 2001). 286

using a suitable technique. In this case the writer gives an alternative technique to improve students vocabulary mastery through picture book. This method can help the students learn vocabulary effectively, and encourage get students motivation.

This picture books can make the lessson more interesting because students are active in the learning process. The writers believe it is important for young learners to enjoy where they are learning vocabulary.

Knowing vocabulary is important for getting meaning from a text. Vocabulary knowledge is the single most the important area of second language competence regarding academic achievement.[3] The vocabulary supports students vocabulary mastery.

Teaching English vocabulary through picture book is one of alternative to teach vocabulary at elementary school. In his book John Read according: vocabulary teaching with test at simple instument for classroom use by teacher in order to help the students.[4] Teacher use picture books in order to more interesting and enjoyable and for process learning and also to help the students in memorizing new word. Teacher has to find out what is the best technique to improve students vocabulary mastery, a good teacher has to give the best solution in order to learn vocabulary effective and interest, and can stimulated students to know vocabulary easily. Based on mentioned background. The writer try to study " Teaching vocabulary to young learners using picture books", at SDN Teluk 1 Labuan (an experimental research in fifth grade).

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[3] R.R Jordan, *English for Academic Purposes,* (New York: Cambridge University Press, 1997).149

[4] john Read, *Assassing Vocabulary,* (Cambridge: University Press, 2000).118

B. The Identification of the problem

The writer identifies several problems in teaching speaking process. The identification of the problem in this research as follows:

1. Using strategy or technicque is less extensive of learn vocabulary

2. Student's motivation to learn English, specially vocabulary, is less

3. The media used in teaching vocabulary is less and not so interesting

4. Students are very lazy to do the assignment

5. Students find difficulties when listen to dialogue or English talks.

C. The limitation of the problem

Based on the background of the study above and identification of the problem, the writer will focus the using picture books in teaching vocabulary of fifth grade student of SDN TELUK 1 Labuan - Pandeglang. The media used in this experimental research is Picture Books.

D. Statements of the problem

Based on the background above, the researcher formulates the statement of problems as follows:

1. How are the students' vocabularies at fifth grade of SDN TELUK 1 Labuan?

2. How is the picture books applied in teaching vocabularies at fifth grade of SDN TELUK 1 Labuan?

3. How is the influence of picture books toward students' vocabularies at fifth grade at SDN TELUK 1 Labuan ?

E. The Objectives of the research

Based on research question or statements of problem above, the objectives of this study can be formulated as follows:

1. To find out students' vocabularies mastery at fifth grade of SDN TELUK 1 Labuan.

2. To describe the picture books applied in teaching vocabularies at fifth grade of SDN TELUK 1 Labuan.

3. To find out influence of picture books toward students vocabularies at fifth grade of SDN TELUK 1 Labuan.

F. The Significant of the research

The significance of the study is pointed out into two elements. Those are the theorectical significances and the practical significance.

1. Theoretical Significance

By doing this research, the researcher expects that this paper then can develop and enhance the literary about how to use media in teaching vocabulary, the application of using picture books as media in teaching vocabulary to teaching learning process. This reseach also intoducing the advantages of using media in teaching vocabulary process.

2. The practical significance

    After finishing this paper, the researcher hopes it can give some significance for this teacher, students and also the reseacher her self.

    a. The English teacher

        The this paper could be additional references for evaluating and improving in teaching vocabulary for elementary school. The result of the research can give information to English teacher that picture books as the media is the alternative activity to be used in teaching vocabulary.

    b. The Students

        This paper helped them to know how their interactive vocabulary learning process in the classroom, so that they could develop it better and more. From this research hope student have ability to speaking, giving opinion and response argument.

    c. The Researcher

        Conducting this research has been developed her knowledge and so experience in doing the research aspecially in English teaching-learning process. Adding insight in implementation picture books as media in teaching vocabulary and know success of application of this media.

G. The Previous of study

    in doing this research, the writer would like to see and reflect to the following previous of the studies. The previous studies will be useful to

compre the research result and theoretical approach of the teaching vocabulary reserach. The writers uses the following previous studies:

1. The first previous study, entited : **"Teaching Vocabulary by using word Baseball Graphic Organizer to the Eleventh Graders of Senior High School": written by Dian Nirwana, Sri Wahyuni**, (**Journal of English Language Teaching),** Vol. 6 No. 1 (December) 2017): **English Department, Faculty of Language and Arts, Universitas Negeri Semarang, Indonesia.** This research investigated the effectiveness of using word baseball graphic organizer to the eleventh graders of Senior High School. The different from the previous study above. From the first study, the differences are about the object of the reserach and result and analysis. There is a significant difference between the vocabulary achievement of the eleventh grade students in one of the state senior high schools in Semarang in the academic year of 2015/2016 who were taught by using word baseball graphic organizer and those who were not. This research aimed ti find out the significant difference of students vocabulary achivement between the students who were taught by using word baseball graphic organizer and those who were not and to investigate the effectiveness of using word baseball graphic organizer to teach vocabulary. The research adopted quasi-experimental non-equivalent control group design. The data were gained through pre-test and post-test scores and participants responses of the questionnaire. The result of the study

showed that the mean score of the pre-test in the experimental group was 74.35, while in the control group was 74.62. in the post-test, the mean score of experimental group was 83.09, and the control group was 79.29. The result of post-test increased. In addition, the t-test result was 1.990, and t-table was 1.787. it can be clearly seen that t-value is higher than t-table. The result of this research shows that the using word baseball graphic organizer in teaching vocabulary for the eleventh grade students of senior high school.[5]

2. The second previous study, entitled: "**Teaching Vocabulary Using FlasCards and Word List" : written by Elsa Yusrika Sitompul (journal of English and Education),** Vol. 1 No. 1 (June) 2013): **English Education Study Program of Indonesia University of Education.** The result the research was that: teaching vocabulary using flash cards and word list. This reserach attempts to investigate the answer of the following research question: (1) to what extent can flashcrads as a strategy help students vocabulary mastery, (2) to what extent can word list as a strategy help students vocabulary mastery and, (3) how do students respon toward both strategies in learning vocabulary. Therefore, this research empirically analyzes the teaching vocabulary using flashcards and word list. The different from the previous study above. From the first study, the differences are about

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[5] Dian Nirwana and Sri Wahyuni, *Teaching Vocabulary by Using Word Baseball Graphic Organizer to the Eleventh Graders of Senior High School*. Journal of English Language Teaching. English Department Faculty of Language and Arts Universitas Negeri Semarang-Indonesia. Vol 6, No. 1, December 2017.

the object of the reserach, data collection procedures, and data presentation and discussion. This research employed a quasi-experimental research design which invoved two classes, grouped into experimental and control group with a relatively similar vocabulary mastery before treatment. The experimental group received flashcards treatment while the control group received word list tratment. The result showed that students vocabulary mastery improved after they were taught by using flashcard and wordlist. The student in experimental group admitted that they could memorize the word easly, be more motivated to leaern English and understand vocabulary easly. On the other hand, students in the control group perceived that word lidst was a tedious strategy.[6]

H. The Hypothesis of the research

A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study. In research reports there are generally two types of hypothesis: research hypotheses and null hypotheses.[7]

Hypothesis is usually considered as the principal instrument in research.[8] Based on the background of study above, the writer submits the

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[6] Elsa Yusrika Sitompul, *Teaching Vocabulary Using Flashcards and Word List*. Journal of English and Education. Vol 1, No. 1 (June 2013).

[7] Alison mackey and Susan M Gass, *SECOND LANGUAGE RESEARCH Methodology and Design,*(London: Lawrence Erlbaum Associares, Inc.,2005). 100.

[8] C. R Kothari, *Research methodology methods and techniques,* (New age International (p) Ltd. 1985). 184

hypothesis. Muijs defined "Hypothesis can be define a 'a tentative explanation that accounts for a set of facts and can be tested by further investigation', as we mentioned earlier" [9]

"5 And hypothesis as follow ;

1. Texperimental hypothesis (Ha). There is a significance differences in applying the picture books toward student's vocabulary.

2. The null hypothesis (Ho). There is no significance differences in applying the picture books toward student's vocabulary.

I. The Organizing of Writing

In order to make the report of research easily, the script will be composed into five chapters, as formulated below;

The first chapter explains about an introduction that includes about the background of study, the identification of the study the problem, the limitation of the problem, statements of the research, the objectives of the research, the significant of the study, the previous of the study, and organizing of writing.

The second chapter explains about theoretical review, those are definition of speaking skill, type of speaking, the difficulties student speaking, teaching speaking, definition of picture books, kinds of picture

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[9] Daniel muijs, *Doing Quantitative Research in Education,* (London: SAGE Publications Ltd,2004). 16

books, the procedures of teaching by using picture books, the advantages of picture books.

The third chapter is methodology of Research. This chapter consist of the location and time of the research, population and sample, the method of the research, the procedure of action research, technique of data collection, technique of data analyzing.

The fourth chapter is the result of the research, description of data and interpretation data of analyzing.

The fifth chapter contains: Closing.