CHAPTER I

INTRODUCTION

A. Background of Study

The English language is one of foreign language. It becomes more famous among people and very important in the education aspect. They feel if want to follow the blooming of epoch; one of the ways is by mastering English because it is the international language. English language as a global language, achieves a genuinely global status when it develops a special role that is recognized in every country[1], English is an effective language to communicate with other people around the world who have different languages[2]. Many people think that English language will be useful for communicating with other country.

In language learning, there is one language that is also learned by elementary school. English la nguage as a global language, achieves a genuinely global status when it develops a special role that is recognized in every country. So that, English language selected as the first foreign language in Indonesia among other foreign languages. English is an effective language to communicate with other people around the world who have different languages. From the theory, it can be seen that English is a language International used by people from different countries to establish communication and submit information.

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[1] David Crystal, *English as a Global Language* (Cambridge : University press, 2003), 3

[2] Abdul Muin, Aswati, *Effect of Socio Affective Strategies students' self confidence in classroom spekaing activitie" Loquen : English Studies Journal*, (Juni 2019), 92

As everybody knows that the English language is one of the foreign languages that has been selected in Indonesia. It becomes very important in the education aspect. In our education, English is used for several school lessons. On the other hand, it should be learned by the students because it has become more important than any other foreign language to learn at schools. It can be proved that English is studied by the students of elementary school, junior high school, senior high school, and university students who are expected to master English which is an international language to be able to respond to the globalization era. It means that English has an important position[3]. So, Indonesian students need to learn English as well as possible.Teaching English vocabulary is very important in elementary school because it aims to motivate and encouraging students to learn English more confidently. English teaching covers four skills, namely reading, listening, speaking, and writing. The four skills are supported by the learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact, of all language components, vocabulary holds the main core in language teaching. It's means to improve their language skills, learners must master vocabulary. Because of the importance of vocabulary, the researchers from United States America said "perhaps the greatest tool we can give our students to succeed, not only in their education but more generally in life, is a rich vocabulary and lots of skills to use those words. Our ability to function in Today's complex social and economic world is greatly influenced by our language and word skills

[3] Eulis Rahmawati, *Teahing English to Young Learners* (Serang: Madani, 2012), ii

knowledge"[4]. Teaching English to young learners is very important because it will serve as the main foundation for students to learn English at a higher level. Teaching a language means teaching how to use that language in communication. Based on Krashen, vocabulary is basic to communicate and also important for the acquisition process. Cameron also said, to build up a useful vocabulary is central to learning a foreign language at the primary level. It has become a crucial lesson for children to help them to understand utterances and to prepare them to learn English at the next level. Therefore, vocabulary mastery has a significant role in achieving four language skills. Before acquiring four language skills, it is important to understand vocabulary first.

Vocabulary is recognized as a legitimate challenge for learners of a foreign language when you mastering a superior vocabulary will help you succeed in every area of your life. They should have many words so they can find an easy way to improve their four skills by having more words. When students know just the right words for any occasion when you have the confidence and respect that only a top-notch vocabulary can deliver. the importance of a rich vocabulary for successful literacy development of children has been well established over the past decades. it has been shown in several studies that children's vocabulary knowledge is of great value in predicting eventual school success biemiller and boote[5]. It is means

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[4] Jhon J Pikulski, Shane Templeton, "Teaching and Developing Vocabulary: Key to Long-Term Reading Success" *Journal of Houghton Miffilin Company*, Vol. 24, No. 2 (April, 2004), 1

[5] Lotte Henrichs, Rob Schoonen, Lexical Features of Parental Academic Language Input: the Effect on Vocabulary Growth in Monolingual Dutch Children (New York: Palgrave Macmillan, 2009), 1

mastering vocabulary is the basis for learning other skills because when someone has mastered vocabulary it will be easy to master other skills. Therefore, teachers need to pay attention to developing children's vocabulary at elementary school.

In learning English at elementary schools, understanding vocabulary is still considered difficult, even though students realize the importance of vocabulary when learning a language, most Vietnamese students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions boring. Riahipour and Saba state that traditional activities such as memorization of long vocabulary lists, derivations, repetition of words, translation, fill in the blank exercises are boring for students[6]. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Forth, many Vietnamese learners do not want to take risks in applying what they have learned. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it

[6] Widya Adhariyanty R, Suastika Yulia R, “Developing English Vocabulary Learning Game”. (Report of the research at Direktorat Riset dan Pengabdian Masyarakat-Direktorat Jenderal Penguatan Riset dan Pengembangan - Kementerian Riset, Teknologi, dan Pendidikan Tinggi, Malang, 2017), p. 4

correctly[7]. On the other hand, the teacher only uses one book to teach the students, it makes a teacher confused to export the method. It is means the teacher needs to add other references. According to Mr. Andi Muhadi S. Pd as an English teacher at SDN Panjangjaya 1, many reasons why the students have less vocabulary. First, the students dislike how the way the teacher teaches, when the learning process they feel bored with the methods used by the teacher. As we all know, young learners usually gets bored quickly about the same things. Therefore, in terms of teaching foreign languages, the teacher should have a variety of teaching methods. Second, a lass of motivation about the advantage of learning English. In this case, the teacher does not motivate about the advantage of learning English. So that, young learners do not understand how important it is to master English in this era. Third, a lass of teaching aids or teaching media to improve young learner's vocabulary. Fewer media can be one reason for young learners having difficulty mastering vocabulary well[8]. It can be concluded that young learner difficult to remember new vocabulary in unhappy and boared learning. Not only difficult to remember but also they have less vocabulary. Therefore, educational facilities are needed to make young learners fun and attract the learning process students will not feel afraid or bored in learning English.

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. One of the methods to make learning more interesting is to

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[7] Nguyen Thi Thanh Huyen, Khuat Thi Thu Nga, "Learning Vocabulary Through Games", *Asian EFL Journal*, Vol 35, No. 2 (Maret, 2006), 3

[8] Andi Muhadi, interviewed by Dede Andini, Panjangjaya, Mandalawangi, Maret 29, 2021

carry out various kinds of interactions using learning media as an intermediary. Interesting learning can use a game; a game is an activity with rules, a goal, and an element of fun when young learner happy in the study they will remember the new vocabulary very easy and will express the word that they have known. Based on the Asian EFL Journal, to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise, or conversation-making. Besides the game, the picture can help the young learners to sow creativity. Pictures enable people to perceive the ideas or information contained in them clearly, more clearly than words express, and pictures also can replace verbal words, concrete abstract, and overcome human observation[9]. In addition, the selection of picture books is expected to encourage young learners to readily remember the new vocabulary. Learning media is included in factors from outside the individual, namely instrumental factors. Base on Oyedele the provision and effective use of media is what distinguishes a superior school or college from an inferior one, and an effective teacher from an ineffective one[10]. So it can be concluded that the media is a tool used to receive both visual and verbal messages to motivate students to improve the learning process. The effective use of instructional media will differentiate the quality of a teacher's education and teaching.

Nowadays many teachers did not use interactive media in teaching vocabulary which makes it difficult for students to remember new vocabulary. One

[9] Jill Hadfield, *Intermediate Vocabulary Games* (England: Genevieve Talon, 2001), 4
[10] Yudhi Munadi, *Media Pembelajaran*, (Jakarta: Referensi Grup, 2013), 89

of the students' problems in remembering new vocabulary is boring because the teacher is using the same technique and approach. The way or the method the teacher uses in the teaching process greatly affects the student's mastery of a subject. If the method used is fairly old-method and boring, the learning process will not efficiency and effectively[11]. Teachers must provide active, creative, effective and fun learning to help students remember the new vocabulary that has been given in the classroom. To provide fun learning, the teacher can collaborate learning methods with short stories, pictures, guesswork, etc. The research proposed a teaching method of vocabulary by using "Fable Book" as additional media.

Using picture books or fable books is appropriate media to increase students' vocabulary mastery. In the fable book, there are many pictures can be seen by students, and the story in it will draw their attention to see what stories are in the book. The pictures and colors in the fable book will provide their stimulus automatically. According to the explanation above, the researcher use the research and development method to finds out "development fable book as media to increase students' vocabulary master". The researcher hopes the Fable Book will be a solution that makes it easier for students to increase the vocabulary for fourth grade in Elementary School. One of the efforts to make changes in learning is to use ADDIE (Analysis, Design, Development, Implementation, and Evaluation) as a product development paradigm and not a model per se. The ADDIE concept is

[11] Widya Adhariyanty Rahayu, Suastika Yulia Riska *"Developing English Vocabulary Learning Game"* report of research (Malang: 2018)

being applied here for intentional learning environments. The application of ADDIE to instructional systems design facilitates the complexities of intentional learning environments by responding to multiple situations, interactions within context, and interactions between contexts[12]. which starts from the steps of development research in the form of cycles. Based on the idea above, the researcher intends to conduct a research entitled **"Developing Fable Book as Media to Increase Students' Vocabulary Mastery". (R & D at SDN Panjangjaya 1).**

B. Research Question

1. In what extent is fable book develop to English vocabulary mastery?
2. How is a fable book as media worthiness in vocabulary learning at fourth grade of elementary school?

C. Limitation of the Problem

The researcher limits the problem from this research that concerns using fable books to increase students' vocabulary mastery. This type of vocabulary is concrete vocabulary especially in noun category.

D. Objective of The Research

1. To know the extent of increasing "Fable Book"
2. To know the worthiness of fable book in increasing vocabulary mastery.

[12] Robert Maribe Branch, *Instructional Design: The ADDIE Approach,* (New York, Aderhold Hall: 2009), 1

E. Significance of The Research

The advantages that can be acquired from this research are:

1. Theoretical Advantage

   This research provide distribution of thoughts for developing teaching resources of English vocabulary, which can help teachers and students who have difficulty in teaching English vocabulary process. And also, this research produces Fable book as a learning media that can be used as a variation in learning vocabulary which can make English teaching process more interesting.

2. Practical Advantage

   There are some practical benefits of this research and some parties will find it pleasant. The first is for the school, as a place of research the school procures Fable book's product that can be used as teaching resources. Moreover, it can be used as material for consideration in making policies in order to improve the learning process, especially in English vocabulary. All of practical advantages given to the school are to improve the quality of school. The second is for the teacher, the teacher get hold of teaching resources that can help them in learning and prospect will be accordance with students learning needs. Besides helping student in the learning process, this media also can increase teacher knowledge and creativity to find the best ways to provide maximum learning. And the third is for the students, this research can

encourage them to learn English especially in vocabulary mastery. So, that they can find the interesting teaching and learning process.

F. Organization of Writing

This writing is divided into five chapters:

The first chapter discusses about introduction that consists of the background of study, research question, the aim of the study, significance of study, previous of the study, and organization of writing.

The second chapter discusses about theoretical framework about definition of vocabulary mastery, kind of vocabulary, the importance of vocabulary, teaching vocabulary to young learners, definition of fable book, and the last is the kind of fable book.

The third chapter describes about methodology of research consist of types of the research, data collecting instrument, data collecting techniques, and data analysis.

The fourth chapter describes about research findings and discussion. The findings display all results of data analysis. The research questions meet the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussion of the findings.

The fifth chapter is conclusion and suggestion. In this chapter describes some conclusions and offer the suggestion that related to the problems, bibliography is also included at the end of study.