CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the statement of problem, the purpose of study, the significance of study, the scope and limitation, and the definition of key terms.

1.1 Background of study

In this era, English is very important for all the people in the world, where most of people use English as a tool to communicate each other on oral and written. It means to understand and get information, develop knowledge, technology and culture by using English. In Indonesia English is considered as a foreign language (EFL). It has been introduced to educational institutions which is learn from young learner or from elementary school, Junior high school up to university level as a compulsory subject to learn.

Although English is not included in the elementary school 2013 curriculum, most of the students still have the opportunity to learn the language as an extracurricular subject. Even, some of the elementary schools in Indonesia still use English as a subject because, every school wants to be the best among the other schools. Teaching English has advantages when it has been taught since in an elementary school. The student’s period at elementary level is a brilliant time to learn a second language, the student’s period at elementary school is a basic preparation for English in the junior high school, and for preparation to face the globalization era.
Teaching English for young learners is not the same as teaching adult because they have different characteristic and motivation. Besides, the adult world and the child’s world are not the same, so the way of teaching must be different. According to Sabilah (2004: 66), English young learner’s teacher has to be active, creative, helpful, and open. Based on the statement above, it is clear that the teacher’s role in a class are very important for students’ development. Therefore, the teacher should be creative and innovative to conduct the teaching and learning activity in the class in order that the students are enjoy the lesson.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language in terms of the system of the structure, pronunciation and vocabulary. English teaching involves of four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that also taught in teaching English and learning process. Teaching and learning English in elementary school, vocabulary is the basic part that students should learn.

Vocabulary is one of important elements in teaching English. Vocabulary is the foundation to build languages, which plays a fundamental role in communication. By mastering vocabulary, people can express their ideas and understand the other basic competence well. Students of elementary school study of basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple english used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because
vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening and speaking. It is supported by Wilkins (as cited in Thombury, 1988: 13) highlighting the importance of vocabulary learning. He said, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It is clear that mastering language is impossible without vocabularies. Moreover through vocabulary, student can convey their ideas and emotion efficiently.

Teaching media to teach vocabulary is important, because media has a very important role in increasing the childrens’ interest to pay attention on teaching and learning process. On the other hand, the function of media is to help and to develop teaching process. Using media also as a means of teaching English to young learners helps the teachers create classroom situations to be more alive. In this study the reseacher uses picture as media, because picture is easy to get. For instance the teacher can get and cut out various colorful picture from magazines, posters and newspapers. Besides, picture is more efficient and practice than only word, because the students can remember what they see. Supported in previous research by Leny (2006) about teaching vocabulary through pictures, she showed some benefits. Picture can help the students to understand the difficult words easily by looking at the picture.

Teacher of English for young learner should have the appropriate and various teaching technique of vocabulary in order to make students more interested and enjoy the lesson. Brown (2001:16) mention that technique is any of wide variety of exercise, activities, or devices used in the language classroom for realizing lesson
objectives. In this case, technique is important in teaching and learning process because it helps the teacher to deliver the material.

One of technique in teaching English that can be used for young learners especially for vocabulary subject is game. Moon (2000) defines that when we use games with young learners, we appeal to their sense of fun and arouse their interest. Besides, Al-zaabi (2004) reveals in previous research that game is important for learning, games seem to provide young learners with element of fun and enjoyment. Teaching foreign language to young learners must be fun and interesting to the students, because young learner can learn more effectively and enjoy their lesson if they feel fun and interesting. The study on the use of game has been conducted by previous research. Rahmawati (2013), who conducted the use of games in the teaching of English at SDN Sumbersari 01 Malang found that the students gave positive response toward the use of games in teaching English.

In this study, the researcher wants to conduct an Action Research on the use of picture and game to improve students’ vocabulary mastery of fifth grade at SDN Dharma Tanjung IV Camplong Sampang. The subject of study is the fifth grade students. Based on result preliminary observation and interview the teacher, the fifth grade students of SDN Dharma Tanjung IV have problem in memorizing vocabularies, lack of concentration and getting bored easily. The result of preliminary test (Appendix 3) showed that the average score was 45.8. It showed that the students’ mastery of vocabulary were low, because they are still under minimum criteria (KKM) that have been determined by SDN Dharma Tanjung 4 is 60 for English competences. Out of 17 students were only 6 students who got score above
the KKM. Realizing that condition, picture and game is purposed to improve the students’ vocabulary mastery. It is hoped that the problems in vocabulary can be solved.

1.2 Statement of problem

Based on the background of study above, the statement of problem is:

“How can picture and games improve students’ vocabulary mastery at SDN Dharma Tanjung 4 Camplong Sampang?”

1.3 Purpose of study

Based on the statement of problem above, the purpose of study is to improve students’ vocabulary mastery at SDN Dharma Tanjung 4 Camplong Sampang.

1.4 Significance of the study

1.4.1 For the teacher

The researcher hopes that this study helps the teacher to solve the problem occurred in teaching and learning process especially to teach vocabulary by using picture and game.

1.4.2 For the future researcher

The researcher hopes that the result of the research can be used as reference for future researcher who want to conduct a research in teaching English about students’ vocabulary mastery.
1.5 The Scope and Limitation of study

This study is limited to the implementation of picture and game to improve the 5th Grade students’ vocabulary. This study will focus only on 17 students of 5th Grade at SDN Dharma Tanjung 4 Camplong Sampang.

1.6 Definition of key Term

1. Picture : Picture is a representative something as a person, object to explain the meaning of new words that can help students’ vocabulary mastery.

2. Game : In this study game is a fun activities to make the student interested and enjoy in teaching and learning process.

3. Vocabulary : Component of words or things. In this study using selected topics related to the students’ environmental needs.

4. Vocabulary mastery : Students’ mastery that want to improve by using picture and game.