CHAPTER I
INTRODUCTION

This chapter described the reasons for conduct the research and support by several points: the introduction that concerns with the background of the problems, the statement of the problem, the purpose of the research, the significance of the research, the limitation and scope, and the definition of terms as will be elaborated in the following sections.

1.1 The Background of the Study

Teaching vocabulary for young learners is important in order to develop the language, especially in English learning in the future. It is in line with Linse (2005) states that young learners’ vocabulary development is a critical part of their language development. The reason why vocabulary should be thought in the beginning of learning language is because the vocabulary as the central content of language that should be learned a new language or foreign language. In Alqahtani (2015) said that the learning central to language teaching and central of paramount importance to a language learners is vocabulary. Besides learning vocabulary effect the language acquisition, according to Cameron (2001) vocabulary plays an important role for learners in language acquisition and as one of knowledge areas in language. When the young learners learn the first language, they do not directly speak in a sentence but they will learn words one by one from their elder.
To teach vocabulary for young learners, there should be media that suits for young learners in their age. Gunawan (2014) investigates the media used for young learners in age 5-6 of kindergarten, he mentioned learning English for young learners in kindergarten should be presented by media that involve hearing and vision. The finding of this research showed that young learners improved their understanding by using vision and helped young learners pronounced the vocabulary by hearing. Furthermore, Pribilova (2006) that conduct the research about teaching vocabulary for young learners. She mentioned that to help young learners understand, the teacher should visualizes the item and repeat the item actively. Also, she added that song is successful method to help young learners memorize the words. This research will examine two different media includes vision and hearing, those are pop-up books and song. Both of them will be helpful, interesting and fun, and these are matched with their age. Like Al-Azri, Al-Rashdi and Kazazi (2015) says “teaching young learners is different from teaching adults, because young learners are desperate need of fun, interest, and motivation”.

Pop-up book is the one media suitable for teaching young learners because the content of the pop-up book is 3D pictures and vocabulary, it will be more fun and interesting. Moreover, the picture will help to understand the meaning of vocabulary easily. Alqahtani (2015) said that pictures help students learn a new language because pictures can make unknown words became clear if the students see a picture. In the pop-up book, the picture is 3D and colorful, while it will be more helpful and fun because the picture in pop-up book is more realistic than
usual pictures. According to Wijayanti, Suharjito, and Sukmaantara (2016), the pop-up book improves students' vocabulary because it had pictures that rise up, interesting and colorful. The student could see like a real and alive pictures.

In addition, using song will support the implementation of a pop-up book because song helps improving the vocabulary acquisition and it helps to practice the new vocabularies that have been learned. Millington (2011) said that song can provide the opportunity for vocabulary learning. The song can improve the vocabulary acquisition because in the song there are usually repeating vocabularies, especially in children's song. According to Millington (2011), most children’s songs are characterized by monosyllabic words, many of which are frequently repeated, this repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Also, the song is suitable ways to teach young learners especially for young learners in their age who still need to have fun and song is one of some ways that can motivate young learners to learn about what we have to discuss. Al-Azri, Al-Rashdi, and Kazazi (2015) said that song is one of those ways that could fulfill the world of young learners’ need and requirements.

From those explanation and some previous study, the researcher focused on the media implementation that will be conducted in TK ABA Weru, Paciran Lamongan. This study investigated the implementation song and pop-up book combination by the teacher in teaching vocabulary for young learners.
1.2 Statement of Problem

1. How does the teacher implement the song and pop-up books combination to teach English vocabulary for young learners?

2. What does the problem emerge by the teacher in implement the song and pop-up books combination to teach English vocabulary for young learners?

1.3 The Purpose of Research

1. To know the procedure of implementation song and pop-up books combination to teach English vocabulary for young learners in TK ABA Weru Lamongan

2. To know the problem that emerge by the teacher in implement the song and pop-up books combination to teach

1.4 Significance of Study

The result of the research is expected to give the following contributions:

1. For the English teachers, this research may encourage them to apply the alternative media that are pop-up book and song in teaching vocabulary for young learners.

2. For young learners, this research can help them understand the vocabulary and the result of the study may help to learn the new vocabulary easily.

3. For researcher hopes that the result of this research can be used as the reference for those who want to conduct a research in Teaching English for Learners, especially teaching vocabulary for young learners.
1.5 Limitation and Scope

The focus of this research is in teaching vocabulary for young learners using pop-up books and song as media. This decision is taken by considering the importance of introducing the vocabulary in early ages and using media in order to be easier and interesting in teaching learning process. The students will be from A-1 class of TK ABA Weru and the subject that they will learn is about the part of the body and some kind of fruits.

1.6 Definition of Key Terms

1. Implementation: Aguilera and Zepeda (2015) describe “the implementation as professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for the implementation of professional learning for long-term change”.

2. Vocabulary: According to Richards & Renandya (2002), Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, read, listen, and write.

3. Young learners: According to Harmer (2007), young learners are between the ages of about 5 to 9.


5. Song: Song is a short musical composition of words and music (merriam-webster).