CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

Language is very important for someone to communicate with other people. Communities or groups of people need to communicate to understand each other. Therefore, language is essential for life. Without language, it is impossible to communicate within society. There are many languages in this world, one of the popular languages is English.

English is spoken by people throughout the world as their first language, second language or foreign language. Indeed, English is now a world language, so many countries including Indonesia use English for a second language or the first foreign language. Nowadays, English has become the essential subject in all Education Institutions in Indonesia, starting from Kindergarten until Senior High School and University. In learning English, there are some skills that should be understood and mastered by the students. Those skills are listening, speaking, reading, and writing. They relate to and cannot be separated from each other. The students have to master those four skills if they want to use English well and correctly.

According to Rohmah (2012:4), teaching English is also focused on the components of language such as structure, pronunciation and especially
vocabulary. Vocabulary is one of the important elements in learning English. It is hard to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning. Thus, teaching vocabulary building earlier is better than teaching it later. In addition, Richard and Renandya (2002:225) state that vocabulary is a core component of speaking, listening, reading, vocabulary which impairs personal ability in using language. Thus, it shows how important vocabulary is.

Vocabulary is necessary for children’s success in their future. Vocabulary must be taught from elementary level to give more times to learn English. Teaching vocabulary is not an easy job, especially in Elementary School. In teaching vocabulary at Elementary School, the teacher should make the students have many words and know their meaning by using creative and innovative learning strategies. Teaching children is different from teaching adults because children need to have more motivation and interest. According to Harmer (2001:38), young learners, especially those up to the ages of six to twelve, learn differently from older learners, adolescents, and adults. They easily get bored and lose interest after ten minutes or so. The teacher should have an extra power to teach them because they have certain characteristics and need a certain treatment.

In order to teach vocabulary effectively, the teacher should know how to motivate students and have several interesting methods in teaching. However, young learners are different from adult learners physically and mentally. They have limited attention span; unless activities are extremely engaging, they can make them easily get bored and lose interaction after 10 minutes or so (Harmer, 2001:38). The teacher is supposed to be able to prepare the lesson in such a way
that he or she can create a good and interesting class. In order that the students like to learn their lessons, especially English vocabulary, the use of media for teaching English should attract the students’ interest and give funs.

Media can be used to facilitate the transfer of information from the teacher to the students. The use of media can make the process of teaching English easier. Young learners will be interested in and enjoy learning in the classroom. This assumption is supported by Sadiman (2010:7) who states that teaching media is all of the things used to transfer messages and attract the students’ attention, feeling and thought which can support the process of learning. In addition, Munadi (2010:07) affirms that media is anything that carries the messages or information between a source and a receiver in order to create conducive learning, and the receiver can reach learning process easier. Teachers and technological instrument can be mediators in a learning process. Therefore, media is important equipment, especially to teach vocabulary.

The previous researcher, Fajarianti (2010) found that the English teacher at Elementary School Pucang 2 Sidoarjo used media to give clear explanations to the students. It was found that the teacher used three kinds of teaching media: visual media, audio media and audiovisual media. Those media created the variation of teaching in order to avoid the monotonous situation and students’ boredom in the class. Although there were various teaching media available in that school, they were not utilized optimally.

SD Muhammadiyah 08 Dau is one of the Muhamadiyah Elementary schools in Malang. In this school, English is taught from the first up to the sixth grades. As far as teaching English is concerned, especially in teaching vocabulary,
the teacher is accustomed to using a text book and introducing the new words by directly translating them. Sometimes the teacher asked the students to find out the meaning of a vocabulary in a dictionary without giving more explanation about the vocabulary itself and then asked them to memorize it. Theoretically, it makes the students not interested and bored in the teaching learning process. They got difficulties to understand what the teacher explained in the class and they could not remember vocabulary in a long time. Therefore, to support the continuity of the learning process and attract the students to actively learn and understand the lesson easier, teaching media is recommended in the teaching learning process.

Based on the explanation above, the researcher is curious to investigate what teaching media that are used in teaching vocabulary for the students at SD Muhammadiyah 08 Dau Malang. This study is expected to meaningful information and description of the teaching media as a feedback for the English teacher in increasing the quality of teaching vocabulary.

1.2 Statement of the Problems

Based on the background of the study presented above, the research problems are formulated as follows:

1. What media does the teacher use in teaching vocabulary for the students (young learners) at SD Muhammadiyah 08 Dau Malang?

2. How does the teacher implement the media in teaching vocabulary for the students (young learners) at SD Muhammadiyah 08 Dau Malang?

3. What is the students’ (young learners’) response towards the media used by the teacher in teaching vocabulary at SD Muhammadiyah 08 Dau Malang?
1.3 Purposes of the Study

The purposes of this study is to provide the answers to the research questions as follows:

1. To describe the media used by the teacher in teaching vocabulary for the students (young learners) at SD Muhammadiyah 08 Dau Malang.

2. To describe how the teacher implements the media in teaching vocabulary for the students (young learners) at SD Muhammadiyah 08 Dau Malang.

3. To describe what the students’ (young learners’) response is towards the media used by the teacher in teaching vocabulary at SD Muhammadiyah 08 Dau Malang?

1.4 Significance of the Study

The writer hopes that this study can give contribution to English teachers in using media in teaching English in Elementary school level, especially for vocabulary subject, and give some advantages for other persons who are related to this study. Firstly, by reading this research, English teachers are expected to know the media that are appropriate for young learners in learning vocabulary. Secondly, by using appropriate media the students will be more active, interested in and enjoy studying English in the classroom. Especially for the students at SD Muhammadiyah 08 Dau Malang, this study will give them motivation to learn English better by using teaching media. Thirdly, the researcher hopes that the result of the research can be used as a reference for future researchers who want to conduct a research in teaching English, especially vocabulary.
1.5 **Scope and Limitation**

The writer focuses the study on the teaching media, the way English teacher implements the media, and students’ responses toward the media implemented by English teacher in teaching vocabulary for young learners. The writer only limits this study on the fourth grade English teacher at SD Muhammadiyah 08 Dau Malang.

1.6 **Definition of the Key Terms**

It necessary for the writer to give the definition of the key terms to avoid misunderstanding of that may appear in the study.

a) *Media* is anything that carries information between a source and a receiver (Smaldino, 2005:9). In this study, media is the tools that are used by the teacher and students to reach the learning goals.

b) *Vocabulary* is a set of lexemes, including single words, compound words and idioms (Richards and Schmidt, 2010:580)

c) *Young Learners* are the children at the age between six up to eleven years old which are enthusiastic to know and learn everything (Harmer, 2001:38). In this study, young learners are the students of SD Muhammadiyah 08 Dau, Malang.

d) *Response* is a reaction or behavior that depends on the resulting from stimulation (Sarlito, 2013)