CHAPTER I
INTRODUCTION

This chapter contains the research background, research problem, research objective, scope and limitation, research significance, and definition of the key term.

1.1 Research Background

English is an international language and used by million people around the world wherever their countries, cultures, and region, Sirbu (2015) mention if English language is an important tool to communicate in four skills; speaking, listening, reading, and writing. However each country has its own languages, some of the countries use English as their second language or language that need to be learn facing globalization. Jannah (2015) points out the effect of globalization for people is in using one public communication, not their own language which is reflected of the use English language known as International language. More than one type of media used to send or deliver materials needed by the students. Tejo (2011) claims media is divided into several classifications depending on the form of the information. Media is useful to know which target in the learning material that is suitable with the students’ need. In the beginning when media was created, visual media was more popular among teachers used to teach. Baidawi (2016) states the concept of visual media is using the picture, model, object, or other equipment which bring the learning that can be seen all sides and support the learning process.
In our daily activities people always use verb to communicate. It is the main component in the use of language. Prayogi (2016) claims verb is important because with verb, people can express and explain the subject they want. People also can act or do something using the verb for expressing it. Visual-Verb is teaching verb vocabulary using visual media. By using visual media, students will learn the vocabulary easier, especially in verb learning. Use visual media, students will see directly and follow the movements referred to the material.

Vocabulary holds an important component in learning foreign language. Vocabulary is the arrangement of the number of words in English language with the explanation. Especially in learning English. By learning vocabulary, the opportunity to learn and communicate in English will be faster and easier.

Media is the equipment to connect students with process of learning. Media is the circumvent in which it helps for delivery the material. Jannah (2016) explains learning media is the thing that delivers the message which is stimulate students’ mind and feeling, those stimulation can influence the learning effectiveness. The reason in use media is each student has his own limitation to collect the knowledge, then media will conquer those limitations, which the students will get the same knowledge. The other function of media is to create the interaction between students and the environment. Jatmika (2005) claims when students are studying, they do the interaction between someone, media or environment. Media can stimulate students’ feeling directly so they can create new wishes and interests when they get new experience, and teacher who give motivations to students in looking for knowledge and get new experience. Susanto (2017) states that learning vocabulary is often considered as trivial and unimportant, but person who has more vocabulary
then much easier he does communication. The aim of teaching vocabulary in the basic level of education is the students will easily master and get used to the vocabulary which can facilitate them at the next level of education, also can shorten further learning. Teaching at the elementary level is more appropriate when using visual media, which is the students will give their fully attention to the material was being taught. Students like picture and real model, so students can easily remember what they learn from picture, and students know the exactly and easily imitate what they learn with real model.

Number of empirical works also supports the above theoretical consideration. The first previous researcher, Azizah (2013) with the title “The application of media used in teaching vocabulary of first grade at Permata Jingga Global Elementary School in Malang” found the result of the usage 3 visual media in teaching vocabulary. The researcher is use picture file, flashcard, and real object as visual media. The aim of the finding shows the advantages and the disadvantages of using those three visual media. The students are more interest, more enjoy, and way easier to catch and easily memorize the vocabulary, while in the opposite, the students just pay more attention in media.

Use of flashcard for vocabulary teaching is found by the second researcher Ramadhani (2012) with the title “The use of flashcards in teaching vocabulary in the kindergarten in Angkasa Balikpapan with a case in dealing with flashcard”. The researcher found the similarities in disadvantages with the previous research by Azizah in the use of 3 visual media in teaching vocabulary, it showed that the students sometimes lost their interest or boring when the teacher use the flashcard.
The third previous researcher, Hapsari (2007) with the title “The effectiveness of using different teaching media to teach vocabulary to young learners” found the advantages of using visual media to improve the students’ ability in learning vocabulary. The researcher compared both visual media and audio visual to know the effectiveness of those media. The result showed that the use of visual media is more effective than audio media.

Consequently, this research is proposed to know the application of visual-verb in teaching English vocabulary faced to 4th grade students at SDN Polehan 05 Malang. In the previous findings, some lacks in the use of visual media, which made the researcher want to learn more the findings of using visual media. This research was conducted to know the use of visual media in verb, specifically in the vocabulary learning at the elementary school level.

1.2 Research Problems

Based on the research’s background, which has been elaborated above, the problems are stated as follows:

1. How is the implementation of visual-verb in teaching English vocabulary by the teacher at SDN POLEHAN 05 Malang?

2. How is the students' response to the use of Visual-Verb Vocabulary teaching by the teacher at SDN POLEHAN 05 Malang?

1.3 Research Objectives

The objectives of this research are:

1. To know the application of teaching to English vocabulary faced by 4th-grade students at SDN POLEHAN 05 Malang using visual-verb.
2. To know the students responses on visual-verb in vocabulary teaching faced by 4th-grade students at SDN POLEHAN 05 Malang.

1.4 Scope and Limitation

The research focuses on the use of visual-verb in teaching English vocabulary faced by 4th-grade students at SDN POLEHAN 05 Malang. The limitation is in English vocabulary for forth grade. This research finding the students respond while learning in visual-verb by the teacher. Students learning verb in story book. The time allotment researcher use is 2-3 meetings in weeks.

1.5 Research Significance

- For Candidates Of Teacher
  Using the results of this research, teacher candidates can find out how students faced vocabulary learning by using media that students certainly like. Teacher candidates will try to add to their knowledge of teaching and enrich their knowledge.

- For School Teachers
  The school teacher can use the result of this research to enrich their knowledge. Using the media teaches vocabulary in an easier way for the students. Therefore, the students would like them to learn with the media.

- For Lecturer at ELED
  The lecturer can use the result of this study as the learning material in class. Best for media development class and EYL class, that can
help teacher wannabe in mastery vocabulary material. Therefore, the teacher also can develop the media better.

1.6 Definition of Key terms

a. Learning Media

Learning media is the thing that can send or deliver the message which can stimulate the mind, feeling, and students want then create and influence the learning effectiveness. (Akhmad Sudrajat, 2010)

b. Media

Media are all things which use to transfer a message that can stimulate students’ interest, mind, feeling, and willing to learn Miarso (Susilana and Riyana, 2012).

c. Visual Media

Visual media that sometime teacher use to help deliver the learning material to students in the learning process is images or photos. (Jatmika, 2005)

d. Vocabulary

Vocabulary is a list of words for a delicate language or word has the individual speaker of those languages that might use that is vocabulary. (Azizah, 2013)