CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of study, research problem, purpose of study, significance of study, scope and limitation, and definition of key terms. Each point is presented as follows:

A. Background of the Study

Language is a mean to convey ideas, opinions, and feeling among the people by oral or written ways. One of the languages which is often used as a tool of communication is English. It becomes the dominant language that is used widely to communicate all over the world, and considered as an important language in all aspects. Today, people want to learn English not only for the sake of pleasure or prestige to know the international language, but also the key for getting access to the scientific, technological, and other source of information in the world. They are sure that it will be useful wherever and whenever they are.

As an international language, English is used by many communities in many countries in this world. It plays an important role in every aspect of human life, such as communication, economics, education, science, and technology. So that's way English is mostly used in the world by the real fact that the importance of

learning English could be seen from most scientific books which are written in English and people are supposed to comprehend those books.

Nowadays, English teaching in Indonesia has been developed from elementary school. It begins at the fourth grade as a local content subject as supported by an official policy. The decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993 states that teaching of English local content can be started and introduced to the fourth grade students of Elementary School, since the priority of teaching English in Elementary Scholl is behavioural goal.¹

Another Ministerial Degree (Ministry of Education and Culture, No 0487/U/1992) chapter VIII stated that some extra lessons, including English could be conducted at Elementary School during its objectives are suitable with the curriculum of English teaching now. Its material is arranged by the authority of official in each school. For instance, we found that English is one of the foreign languages that is learned in the first grade of elementary school, even begun from Kindergarten School.²

Most teachers try hard to teach English creatively in order to motivate their students to study English. They use available aids as effectively as possible and think the alternative ways of teaching English. Besides, they try to be a good model for their students so that they able to learn English easily. According to

¹ Departemen Pendidikan dan Kebudayaan, *SK Menteri Pendidikan dan Kebudayaan* No. 060/U/1993 dated February 25, 1993

² Ibid, No. 0487/U/1992 Chapter VIII

English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing, and they are supported by learning of language elements.

Vocabulary is one of the important elements of language that students should master since they learn about English at elementary school. They will need several words to express ideas or write something. Vocabulary is also one of the language components which should be understood by the students before they do speaking activities. In some cases, students may not be confident to speak English if they are lack of vocabulary, seldom listening English.

According to Nation in his book "Teaching and Learning Vocabulary", teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner isn't just simply presenting some words, but it has significant influence to the four language skills.³

Teaching vocabulary to young learner is not easy. There is a difference between teaching to children and adults. According to Harmer, teaching children is not a simple thing. They have complex characteristic. They do not just focus on what is being taught, but also learn all sorts of other things at the same time, trying to find information from whatever is going on around them.⁴

³ I. S. P. Nation, *Teaching and Learning Vocabulary*, (Victoria University of Wellington: Cambridge University Press, 1990), p.23

⁴ Jeremy Harmer, *How To Teach English: New Edition*, (China: Pearson Education Limited, 2007), p.82

Besides, children usually give a good response to the activities that focus on their lives and experience. It is supported by Deborah who stated that the children have certain characteristics and need a certain treatment related to their lives and experience. Actually, they are in the elementary ages between 7 up to 12 years because they are entering a transitional period from the rapid growth of early childhood to the phase of more gradual development. Their abilities gradually develop the social, physical, and mental development. ⁵

The problem faced by most learners when learning the meaning of new words in a second or foreign language is that they are less confident about their understanding of the context then they would be in their first language. They are afraid in doing mistake. Teacher should find the best and the effective technique to teach English vocabulary. It is needed to help the student's understanding in vocabulary and to increase the effectiveness of learning process. The appropriate technique is also used to stimulate the students' motivation and student's interest because the way of teacher to teach plays a major role in motivating them to take vocabulary seriously and giving them ideas on how to learn it.⁶

The teacher needs to manipulate some techniques to support the teaching learning process and to introduce new vocabulary to the students because it is one

⁵ Deborah, 2006, http://www.englishraven.com /articleheory_piaget.html, accessed on May 7, 2009 at 04.15 p.m

⁶ Scott Thornbury, *How To Teach Vocabulary* 2, (London: Longman, 2002), p.148

of the teacher's main aims⁷. Napa in Irma stated that vocabulary is developed by using different techniques, such as games, crosswords puzzle, snack oil, word selection word definition, letter and number games, missing letters, word information matching, identifying word, and completion. Meanwhile, based on Irma research, she found that games (Bingo), colour parsing, guessing picture, asking the right question, and singing a song as her techniques in teaching English vocabulary, because the teacher felt these techniques are easy to find and to do.⁸

The teachers should not forget the values of fun games activity because it is important parts of vocabulary teaching technique. Teachers can "play" with vocabulary while teaching new words and the students take parts on it. It is very appreciated by the students and they feel supported because the teachers really care about them. So, teachers have to provoke their participation, help them to stay interested in the subject, and select appropriate level of challenge whether it is too difficult or not. However, in teaching and learning process, especially teaching vocabulary, motivation and interest of the students are needed and the teachers should serve those things as well as possible.

The effectiveness of vocabulary techniques can be showed if the students do the following things: they pay attention to the constituents of words (spelling, pronunciation, and the way they are stressed) and its meaning, they are able to

⁷ Jeremy Harmer, *How To Teach English: New Edition*, (China: Pearson Education Limited, 2007) p 20

⁸ Irma Suryani, A Study on The Techniques of Teaching English Vocabulary to Children at Elementary School Al – Munawarah Plus Pamekasan, (Perpustakaan UMM: Unpublished Thesis, 2008), p.42

⁹ Jeremy Harmer, How To Teach English: New Edition, op.cit, p.21

guess the meanings of unfamiliar words from their form contextually, they are able to reduce their fear of making mistakes, and they know how to organize their own learning.¹⁰

SD Plus Darul Ulum is one of favourite elementary school that most of graduated students able to continue their study at the International Standardized School and some other best public schools in Jombang. Most of the students of this school have good capability in all subjects, including English. In this research, the researcher wants to analyze the technique on teaching English vocabulary and the effectiveness of this technique, especially for students of fourth and fifth grade at SD Plus Darul Ulum Jombang in academic year 2008/2009.

B. Research Problems

The problems of the study are formulated in question below:

- 1) What techniques are used by the teacher for teaching vocabulary at SD Plus Darul Ulum Jombang?
- 2) How are the techniques used by the teacher in teaching vocabulary at SD Plus Darul Ulum Jombang?
- 3) How is the effectiveness of the techniques used by the teacher in teaching vocabulary?

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¹⁰ Scott Thornbury, *How To Teach Vocabulary* 2, op.cit, p.144

C. Purposes of The Study

The purposes of the study are to find out:

- 1) The techniques used by the teacher in teaching vocabulary for fourth and fifth grade students of SD Plus Darul Ulum Jombang.
- 2) The activities of the teacher and students in using the techniques of teaching vocabulary,
- 3) The effectiveness of the techniques used by the teacher in teaching vocabulary, including the students' responses related to their interest and motivation to those techniques.

D. Significance of the Study

Theoretically the result of the study will contribute to the theory of English vocabulary teaching technique for young learners especially to student of ages 9 – 10 which are in the fourth and fifth grade of elementary school. It is also for teachers of Elementary school to know a good technique of teaching vocabulary for Elementary school. This study will be useful information for the readers especially the students of the English Department at the State Institute for Islamic Studies and Teaching Department for Islamic Elementary School (PGMI) Sunan Ampel Surabaya.

Next, this study will also give contribution to the English teachers of the school being observed, SD Plus Darul Ulum Jombang. The results of the study can become indicators of the success of the teaching of English in that particular

school. Therefore, the English teachers in that school can use the result of this study as a feedback for their teaching. They can evaluate their techniques especially in teaching vocabulary techniques, materials, media, and all things related to the teaching and learning of English in that school.

Besides, this study can also be beneficial for the English teachers in general and gives contribution in terms of ideas and information for the people who want to do the same research. This research may be useful as reference for their study.

E. Scope and Limitation of the Study

This study deals with teaching English vocabulary for children, especially on teaching vocabulary techniques, students respond toward those techniques and the affectivities of those techniques to children. This study is done only in the fourth and fifth grade students of SD Plus Darul Ulum Jombang in academic year 2008/2009.

F. Definition of Key Terms

To avoid misunderstanding of the concept that used in this study the writer would give the definition of key terms:

1. **Teaching** is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹¹

¹¹ Brown, H. D, *Principle of Language Learning and Teaching*: Fourth Edition,(New York: Longman, 2000), p.6.

- 2. **Technique** is a method of doing and performing something (Hornby, 1995), in the term of particular trick in teaching vocabulary in the school.¹²
- 3. **Teaching Technique** is the implementation of method which actually takes place in a class room. It is a particular trick, strategy on contrivance used to accomplish an immediate purpose.¹³
- 4. **Vocabulary** is a total number of words completing with rules for combining which make up language. 14
- 5. **Elementary School (SD)** is the school in which students go before their study to junior high school.

¹⁴ Hornby, A. S, Oxford Advanced Learners Dictionary, op.cit, p.1331.

¹² Hornby, A. S, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1995), p.1126.

¹³ Anthony Edward M, *Approach, Method and Technique English Language Teaching*. In Allen: Teaching English as a second Language, (Cambridge: Cambridge University Press, 1999), p.45