CHAPTER I

INTRODUCTION

The first chapter is the introduction. It deals with the background of the problem, research question, objectives of the study, theoretical framework, assumption, significance of the study, scope of the study, and definition of key terms.

1.1. The Background of the Problem

In this modern era, English is very important. By mastering English, a person can communicate with foreigners since English is the international language. It is stated by Aritonang, MM, &Sinulingga, J., (2012) that "…English language is the most important one in the world. It is not only as an international communication means but also to access the science and technology. In Indonesia, English is very important for students of all levels to master in order to be able to communicate with other people from foreign countries". In order to master the English language, there are some skills that must be considered namely listening, speaking, reading and writing. The four skills are supported by some components one of which is vocabulary.

Vocabulary is one of the important components in a language. The more knowledge of vocabulary acquired by the students, the easier and faster the students can communicate with others. According to Alqahtani (2015) "Vocabulary knowledge is often viewed as a critical

tool for second language learners because a limited vocabulary in a second language impedes successful communication". A person who can speak and understand what the others person is saying that because of the vocabulary that a person has learned. This is said by Thornbury (2002) he says a word is very important even he gives a statement "without grammar very little can be conveyed, without vocabulary nothing can be conveyed", which means that a person can convey what he or she wants to say through words although with many grammatical mistake. Therefore, students should learn to improve their language skills in a way to understand the vocabulary.

Indeed, learning a new language is not always easy, not to mention the language itself is not the mother tongue. This is also evidenced by the researcher during teaching practice in a private school in Surabaya. During the researcher' teaching practice in xxx elementary school, she noticed many students having difficulty in understanding and memorizing the vocabulary. That is because of several factors that are less supportive during the learning process. For example, schools do not have complete facilities such as LCD projectors or other media in teaching.

Having complete facilities and media that help in teaching is one of the main support in the process of improving students' vocabulary achievement. And if the school is less able to have those facilities, then the teachers should be able to think creatively how to make teaching and learning process interesting without having to use technology equipment.

In this study, the researcher provides a solution in helping the teaching process which is using pictures media that may be used later by teachers in teaching English to students. Objects or realia, pictures and things are the way that can be used in teaching learning activities (Harmer, 2007). After all, picture media is a simple media which can be made by the teachers themselves. Therefore, using pictures media in teaching vocabulary is very suitable and helpful in that school.

The researcher chooses pictures because pictures can be used to explain the meaning of the vocabulary items. In order to understand the meaning of the words, a teacher can draw the picture on a whiteboard or just bring the picture of the words printed out to the class like flashcards, magazines and posters. The researcher would use pictures media contain some pictures about clothes, jobs, and transportations.

In this study, the researcher focused on the study of how the picture media affects the students' English vocabulary achievement especially to third grader students of xxx Elementary School in Surabaya. Indeed in the xxx elementary school, English is included as local content, however, it is still taught in the xxx private school where the researcher conducted her research. During the Teaching Training Program, the researcher observed the xxx primary school that the students have been taught English since grade 1. Therefore the researcher assumes that the students of grade 3 have got a certain amount of English vocabulary. Nevertheless, the researcher found that students did not have good

English skills due to their limited vocabulary and supporting facilities, such as LCDs. Therefore, the researcher is interested in applying the pictures media to see how it can affect and improve students' vocabulary in English.

1.2. The Research Question

Based on the background above, this research is meant to give the answer to the following problem:

What is the effect of teaching vocabulary using picture media to grade three students on their vocabulary achievement before and after the treatment?

1.3. The Objective of the Study

The study aims at:

To find out the effect of using picture media on the vocabulary achievement of third graders of xxx elementary school

1.4. The Theoretical Framework

In order to attain the objective of the study, the researcher needs some theories. Talking about picture media cannot be separated from the discussion of related study and the previous research. Therefore, to achieve the purpose of this study, the researcher needs some of the following theories.

The first one deals with young learners. It is necessary to determine the age of the child in the use of picture media. Therefore, the researcher provides the definitions of young learners drawn from several experts.

The second, this is the most important thing in the discussion from beginning to the end is the teaching of vocabulary itself because the researcher applied the pictures media that related are to the words based on the pictures of the target vocabularies given. Thus to support this research, the researcher gives some insights from the experts which are related to vocabulary.

The third, this is the main thing in this research, is the media in language teaching. In this part, the researcher gives some definitions related to the language teaching media. One of them is pictures. It is taken from some experts and any other sources.

And the last one is related to the previous research which also examines whether picture media affects students vocabulary achievement or not. And later, this previous study will support this research in providing information and opinions in using picture media.

1.5. The Hypothesis

1.5.1. Null Hypothesis (Ho)

There is no significant difference between the vocabulary achievements of third grade students before and after they are taught vocabulary using picture media.

1.5.2. Alternative Hypothesis (Ha)

There is a significant difference between the vocabulary achievements of third grade students before and after they are taught vocabulary using picture media.

1.6. The Assumptions

This research is conducted on the basis of the assumption below: Grade three students have already got a certain amount of English vocabulary because they have learned English from grade one.

1.7. The Significance of the Study

This research is expected to provide useful information for the English teachers, and future researchers.

Practically, for the English teachers, this study is expected to give consideration for alternative media in improving young learners' vocabulary in learning English and to give encouragement for the teachers to be more creative and innovative by using picture media. In addition, according to some previous studies, picture media is proved that it is useful for improving young learners' vocabulary; moreover, picture media can be beneficial and helpful in teaching and learning process.

Theoretically, for the future researchers, the researcher hopes that this study can be used as a reference for those who are interested in analyzing the use of picture media.

1.8. The Scope of the Study

With the purpose of avoiding any misperception of the problem, the researcher would like to restrict the scope of the study. The material is limited to that taught at third grade of xxx elementary school, to vocabulary related to nouns of kinds of clothes, jobs, and transportations; the teaching of vocabulary is using picture media and the subject of the study is the third graders in xxx Elementary School Surabaya.

Although picture (card) media is commonly used in many schools; however, in the school that the researcher is going to have her research is very simple school and lack of facilities.

1.9. The Definition of Key Terms

1.8.1 Vocabulary

Languages are words that a person uses as a tool to communicate with others. Vocabulary can be defined as a set of words that a person has known (Linse, 2005). According to Thornbury (2002), he says a word is very important even he gives a statement "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". Here the researcher tries to give the meaning of the sentence. Vocabulary means words that make one person with another understand each other. A person can convey what a person wants to say through words although with a lot grammatical mistake. Therefore, vocabulary is a collection of words that each person knows or learns everyday to use to communicate between one person to another.

1.8.2 Vocabulary achievement

According to Aritonang, M. M., & Sinulingga, J. (2012), vocabulary achievement is:

> *The word achievement is derived from "achieve". Based on the Oxford Advanced Learner's Dictionary, "achieve" means 1) to succeed in reaching the particular goal, status or standard, especially by effort, skill, courage, etc. 2) to succeed in doing something or causing to happen, while "achievement" means 1) a thing done successfully especially with effort and skill, 2) the act or process of achieving something. Vocabulary is a total number of words that makes up language.*

To achieve the goal of improving the students' vocabulary achievement, students need a teacher who is able to provide input or guide so that the students are able to understand the vocabulary material taught.

1.8.3 Picture

As Harmer (2007) states that pictures or graphics in learning activities are very helpful for the teachers. Picture can be taken from books, drawing, newspapers and magazines or photographs. So, picture is a teaching media that can help teachers in delivering a word through pictures. For example, a teacher wants to show the word 'plane' where this object is impossible to be brought to the classroom, so to facilitate it a teacher only shows the picture and explains the meaning of the word shown through the picture to the students.

1.8.4 Young Learners

As Linse cites (2005), young learners are defined as children between the ages of 5 -12. In addition, Santrock (1999) states that "middle and late childhood is ... from about 6 to 11 years of age, approximately

corresponding to the elementary school years". Thus, grade three students of xxx elementary school were taken by the researcher to teach vocabulary using picture media (is considered as young learners).

1.10. The Organization of the thesis

This study contains five chapters. The first chapter is the introduction. It deals with the background of the problem, research question, objectives of the study, theoretical framework, assumption, significance of the study, scope of the study, and definition of key terms. The second is chapter two. The researcher presents the theories that related to the study. The following literature review covers the following points: (1) Theories of Young Learners, (2) Theories of Vocabulary and (3) Theories of Media. The third is chapter three. The researcher presents research methodology which consists of research design, population and sample, the instrument, data collection procedure and data analysis technique. In chapter four, the researcher presents the finding and the discussion and the last is chapter 5 which consist of conclusion and suggestion.