

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the problem, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms and organization of the study.

1.1 Background of the problem

In general, English becomes a foreign language that has an important role for the teaching learning process. Basically, English has four language skills, which are listening, speaking, reading and writing. This idea is also supported by Baker (2001:4) who says, the four basic language abilities are speaking, listening, reading and writing. To support the language skills, there are three other aspects in teaching and learning language, they are vocabulary, grammar, and pronunciation. Freeman, Tvonnes and Freeman (1992:215) state that the parts of language (pronunciation, grammar and vocabulary) have no meanings when they are isolated from each other.

In learning a foreign language, vocabulary is an important role because someone cannot communicate well without good vocabulary. According to Hiebert (2005:3) vocabulary is the knowledge of meanings of words. Every person must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentence.

Meanwhile, according to Tornbury (2002:13) “You can say very little with grammar, but you can say almost anything with words.”

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997:5) states that vocabulary is central to language and critical importance to the typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing.

Vocabulary is included in some subject taught in English class. Teaching vocabulary is important to make students are able to communicate by using language that they have learnt. The best age to learn a language is about 5 – 12 years old. This idea is also supported by Rubin, Joan and Thompson (1994:4) who say, “The best time to learn a foreign language is in childhood.”

In teaching English vocabulary in elementary schools, there are some common problems. The first problem is from the teacher. Many teachers are not having enough information about the most suitable media to teach vocabulary. According to Berne & Blachowicz (2008:315) “Teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.” The second problem is teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adults. Students with different age have different needs, competencies, and

cognitive skill. According Harmer (2001:37) “it has something to do with the plasticity of the brain”. Therefore, children learn languages faster than adults do.

Teaching English to young learners means introducing vocabulary since they are little. The students are introduced with simple things around them, which are familiar to them. According to that fact, a teacher has an important role to develop children’s vocabulary mastery, so the teacher should understand the good methods, strategies, techniques, and materials to teach vocabulary to young learners. According to Moon (2000:6), “Children have a great capacity to enjoy themselves. When they are enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning a language”.

A video song is one of the interesting media for teaching vocabulary to young learners. The use of video songs is to make the students enjoy in classroom and to help the students memorize the new vocabularies easily. Griffiee (1992:4) explains the English teacher can use songs in teaching vocabulary, grammar, pronunciation and memorizing some material. It means that using songs in teaching vocabulary are good for introduction the vocabulary since related to the topic material.

The use of video songs is related to the characteristic of the young learners who commonly feel excited in something entertaining and interesting such as learning with video songs, the students can study happily. Scott and Ytreberg (1993:2) states that the characteristics of young learners are they love to play, their own understanding comes through hands, eyes, and ears and they do not always understand what adults are talking about.

1.2 Statement of the problem

According to the background of this study, the writer brings this research to a question as follows:

“Is there any significant difference between the vocabulary achievements of grade 1 students before and after they are taught vocabulary using video songs?”

1.3 Objective of the study

The objective of the study is to find out whether there is a significant difference between the vocabulary achievements of grade 1 students before and after they are taught vocabulary using video songs.

1.4 Theoretical Framework

The writer uses two theories as the theoretical framework.

- Teaching Vocabulary for Young Learners

According to Tornbury (2002:13) “You can say very little with grammar, but you can say almost anything with words.” Vocabulary is very important for young learners to communicate well.

- Video Songs

According to Cooper, Lavery & Rinvulcri (1991:11) “A video song is a supercharged medium of Communication and a powerful vehicle of information. It is packed with messages, images, Song and ambiguity, and so represents a rich terrain to be worked reworked in the language learning classroom.

1.5 Hypotheses

There are two hypotheses: alternative hypothesis and null hypothesis.

1. Alternative Hypothesis (H_a)

There is a significant difference between the vocabulary achievements of grade 1 students before and after they are taught vocabulary using video songs.

2. Null Hypothesis (H_o)

There is no significant difference between the vocabulary achievements of grade 1 students before and after they are taught vocabulary using video songs.

1.6 The significance of the study

This study is expected to be useful for:

1. The English teacher. The teacher can use video song to develop their teaching activities especially in teaching vocabulary and video song can help the teacher to be more creative and can be a source of information in choosing a certain technique and activity in order to make the students more interested and motivated in learning English.
2. The students. Video song will make the students remember the vocabulary more easily which can improve their vocabulary achievements.

1.7 Assumption

The study will be conducted on these following assumptions:

1. Video songs can be used to the teaching vocabulary of first grade students
2. Students can memorize the new vocabulary easily

1.8 Scope and Limitation of the Study

The writer limits this study as follows:

- The writer focuses on teaching vocabulary related to nouns using video songs.
- The writer chooses first grade students of “X” Elementary School in Surabaya as the subject of this research.

1.9 Definition of key terms

To have the better understanding of the study, the writer defines several terms as follows:

- Effect

Effect is a change that is produced by an action or cause. (Hornby, 1989:385)

- Vocabulary

Vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. (Hornby, 1994:985)

- **Mastery**

Mastery is skill or knowledge that makes one master a subject. (Webster, 1990:732)

- **English young learners**

Young learners are children from first year formal schooling (five/six years old to eleven/twelve of age). (Philips, 1993:5)

- **Video song**

A video song is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images, song and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. (Cooper, Lavery and Rinvolutri, 1991:11)

1.10 Organization of the study

This thesis consists of five chapters. The first chapter deals with the introduction consisting of the background of the problem, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms, organization of the thesis proposal.

Chapter two covers the review of literature consisting of the related literature and previous study related to the statement of the title.

Chapter three deals with the research methodology consisting of research design, population and sample, instruments, the procedure of data collection and the technique of data analysis.

Chapter four presents the data analysis and the result of the study that are completed by discussion.

Chapter five presents the conclusion of the study and the suggestions for the English teacher and further research.