

CHAPTER 1

INTRODUCTION

1.1. Background

One of the requirements of having ability to communicate in English is by having adequate vocabularies. Vocabulary is total number of words in a language (Oxford Advanced Learners' Dictionary). Knowing about vocabularies will make us able to speak, write, read, and listen to the language. The importance of learning vocabulary has been recognized by Wilkins (1972: 111) who said that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. Vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. Teachers teach students how to use vocabulary, to convey their ideas, feeling and knowledge. It also means that teaching speaking, writing, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in language. Cameron (2001:72) proposed that vocabulary is central to the learning of a foreign language at primary level. From the explanations above, we can conclude that learning vocabulary is important as the basic need to encounter a new language.

Vocabulary is taught in my different ways in Indonesia. However, based on the previous study conducted, in most Indonesian traditional English classroom, most teachers still use conventional method in teaching vocabulary, in which they

only give the students a non- stop drilling and memorization practice in a dry classroom drill. These conventional methods make the students feel bored, not motivated to learn and even caused lack of vocabularies and fluency

Vocabulary development in children's language in language learning is not only about learning words, but also it is about much more than that. Vocabulary development is also learning formulaic of phrase or chunks and finding words inside them (Cameron, 2001:73). Children will ask what a particular words means, and how to say the word in foreign language. Children may use the same words as adults: they may not hold the same meaning for those words (Vygotsky, 1962; Wertsch 1985, as cited in Cameron, 2001: 73).

Children's language competence will develop if their vocabularies are also increasing. For that reason, that teachers have an important role to build the students' vocabularies. Moreover, Linse (2005:121) proposed that is important to help young learners expand their vocabularies through formal and informal instruction. For formal instruction, we will want to teach students are meanings of words and ways to uncover the meanings of word through direct instruction, informal instruction is non rule oriented approach.

Children have special characteristics and needs, so teaching English for young learners is considered to be a complicated and challenging activity for English teacher.

Some previous studies said that teaching English vocabulary at samples school seems boring because most teachers sometimes use grammar-translation method in teaching process. The grammar-translation method has little to offer, especially

in oral proficiency aspect. Students do not have opportunity to practice oral language. Besides, Brown (2001) stated that grammar-translation method has no sufficient amount of comprehensible input because in teaching learning process. Teachers speak in their native language in the model of sentences, reading, and exercise.

In young learners classroom, especially at the beginning stages of learning a language, teacher often talk a lot in the target language because they provide language input (Pinter, 2006). Teachers' talk helps children to get used to the intonation patterns and the sounds of the language. Teachers' talk and comment on what is going on as they as they point to picture in book or on classroom wall, or they mime something. As children listen, they engaged in working out what is going on and for some of the time they may choose to remain silent just absorb the language.

Teachers have always used picture or graphics whether drawn, taken from books, newspaper and magazine, or photograph to facilitate learning. Picture can be in the form of flashcard. Teacher also draw picture on the board to help with explanation and language work Harmer (2001: 178)

Picture can be tools or media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing the things in the pictures without teacher's explanation. Pictures also help the students to communicate or explain the events in the pictures As Thornbury (2005)

In addition, pictures can help students to describe an object or a person easily because they can enjoy the learning process. Lewis and Hill (1990) suggest that the students be unlikely able to learn anything unless they enjoy the process.

Therefore, the samples of the study will be the seventh grade of junior high school students who receive English subject as their foreign language. Based on the age level of learners which ranges from nine to eleven they are called as children. As Pinter (2006: 1) states that from five to 14 years of age they are considered as young learners.

Based on the phenomenon, this study was aimed to find out the effectiveness of the pictures in improving students' vocabulary in teaching vocabulary. Thus, the entitled paper "The Use of Pictures in Teaching Vocabulary in the Seventh Grade of a Junior High School in Majalaya" was chosen.

1.2. Research Questions

Applying a new strategy and program to help teachers to find the best way to teach especially in teaching vocabulary to young learners is not an easy task to do. This becomes the basis of the research questions:

1. Are pictures effective in improving students' vocabulary mastery?
2. How are the students' responses towards the use of pictures in teaching English vocabulary?

1.3. The Scope of the Study

The study focuses on investigating and describing the use of pictures in teaching English vocabulary to the seventh grade students of junior high school in Majalaya. The target words on the vocabulary teaching are limited only to nouns. At the research specified only to describe the implementation of pictures in teaching English vocabulary that is experienced by students and teacher in the classroom. The explanation of the teaching materials will be discussed in Chapter III.

1.4. Aims of the Study

In accordance with the statement of the research, the aims of the present study to find out:

1. The effectiveness of using pictures in improving students' vocabulary.
2. The students' responses towards the use of pictures in teaching vocabulary in seventh grade of Junior High School in Majalaya.

1.5. Hypotheses

The hypothesis is:

H_0 = there is no significant difference between students' vocabulary in pre-test and post-test score; means the use of pictures in teaching English vocabulary is not effective to improve the vocabulary mastery.

1.6 Research Methodology

1.6.1. Research Design

The design of the study is a quasi- experimental design. As Sugiyono (2008:107) said that quasi-experimental non-equivalent pre-test post design is used when the study wants to see the effect of a treatment where experimental and control group are not choose randomly.

This study uses a quantitative method. The decision to use this method is based on the intention to get an in depth understanding by investigating the process that occurred in this type of teaching and learning process. Moreover, it is also used investigate the effectiveness of pictures vocabulary teaching in improving students vocabulary mastery.

1.6.2. Population and Sample

The population of this study was the seventh grade students of Junior High School in Majalaya. There are two classes of seventh graders, each of which consists of 20 students (7A) and 20 students (7B). The total numbers of students were 40 students. Two classes which had been chosen based on non- random sampling were labeled into experimental (7A) and control group (7B).

1.6.3. Data Collection

As an initial steps, the data collection of the study starts by having the seventh graders of junior high school in Majalaya an achievement test in form of a vocabulary pretest. The treatments endure by having English vocabulary lessons with picture which are given in five sequences of time five weeks. At the end of the learning period, a vocabulary post –test is given to find out the difference of achievement scores between the pre-test and post-test results. Questioner was also distributed to investigate the students' responses towards the use of picture in teaching vocabulary.

1.6.4. Data Analysis

The data analysis of this study is using independent t-test. The pre-test and post-test results from both groups will reveal the significance of the difference of the score achievements on determining the effectiveness of picture in teaching English vocabulary. It also will find out the vocabulary teaching impact to the students' vocabulary mastery. Questioners' analysis is conducted to find out the responses towards the use of pictures in teaching vocabulary.

1.7. Organization of the Paper

This research paper was presented into five chapters as follows:

Chapter 1 contains introduction which discusses background, research study questions, scope of the research study, aims of the research study, hypothesis, research method, clarification of the key term, and organization of the paper.

Chapter II consists of theoretical foundation from the experts and their research studies, which serve as the basic for investigating the research problem.

Chapter III includes methodology of the research study which will discuss the steps and procedures of the research, the instruments that will be used in the procedures.

Chapter IV provides the result of the research study after conducting the research and obtaining the necessary data. This section will include analysis, findings, and discussion.

Chapter V contains the interpretation toward the result of the research in a form of conclusion, and the suggestion in associating with the research.