

CHAPTER I

INTRODUCTION

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

1.1 Background of the study

Being internationally used, English is recently considered an important language. It becomes an international language, and anything about life advances, economics, medical, technology, education, etc are now all closely related to English. The future generation will be automatically exposed by any aspect related to English in the future. To catch up with those aspects, they need to have English language proficiency.

Learning a language is not easy. A process which sometimes takes a very long time is needed. It is then much better when the process to introduce a language is started as early as possible. In the early beginning, it is possible and easy for kids to absorb fresh material given by the teacher. The best age to learn a language is about 5 – 12 years old. This idea is also supported by Rubin and Thompson (1994:4) who say, “The best time to learn a foreign language is in childhood”.

Learning a language implies learning the skills and the components. The components are sound (pronunciation), structure (grammar), and vocabulary (words). Among these three components of language, vocabulary is one of the main components. Introducing vocabulary to pupils who learn English for the first time might be a little bit hard because pupils might easily forget the vocabulary they get.

In teaching vocabulary, there are various techniques that teachers can use. They are games, storytelling, colorful pictures, songs, movie, word-translation and many other techniques. However, in reality, according to Sondakh, W.A (2000:3), “Most of the English teachers still use a vocabulary list to teach vocabulary to their students. Students are bored to see lines of vocabulary lists and to memorize them”. It seems that this common technique is not effective to be used to teach vocabulary to the beginning learners, especially children. Based on that reality, the writer tries to suggest interesting ways to vary the techniques in teaching vocabulary to the elementary school students. The writer limits the techniques only on the use of colored pictures and storytelling.

Due to their natural tricks, colored pictures and storytelling techniques are used to teach vocabulary to children. The writer is challenged to compare both techniques in teaching vocabulary in order to know which technique produces higher vocabulary achievement to the third grade of Elementary school students.

1.2 Statement of The Problem

In line with the background of the study, the problem is stated as follows:

Is there any significant difference in the vocabulary achievement of the third grade of elementary school’s students who are taught vocabulary using colored pictures and the vocabulary achievement of those who are taught using storytelling?

1.3 Objective of the Study

The objective of this thesis is to examine whether there is any significant difference in the vocabulary achievement of the third grade of elementary school's students who are taught vocabulary using colored pictures and the vocabulary achievement of those who are taught using storytelling.

1.4 Significance of the Study

This study is expected to give some contribution to the English teachers in teaching vocabulary. Specifically, it is expected that this thesis gives experimental evidence which shows appropriate applied techniques that can help to develop the third grade of Elementary school students' vocabulary achievement. It is also expected to enrich and vary the English teachers' techniques in teaching vocabulary to Elementary School students. For the teachers to be in the English Department of Widya Mandala Surabaya Catholic University, this thesis might give them insight of how to teach vocabulary to young learners.

1.5 Theoretical Framework

Four theories are used to discuss the topic of the study. The first is about the theory of elementary students, the second is about the theory of vocabulary, the third one is about the theory of colored pictures, and the last is about the theory of storytelling.

The theory of elementary school characteristics and the theory of teaching English to elementary school state that it's considered better for the pupils to begin to learn a language sooner because children possess unique capacities for language learning (Kasbolah, 1992). Young learners

can absorb the language better in their young age because at that age they love to imitate, to pronounce and to learn the language (Kasbolah, 1992:4).

The second theory is the theory of vocabulary, which is the main component of his thesis. Here, the writer defines the theory of vocabulary into the nature of vocabulary and the importance of teaching vocabulary. Vocabulary is the total number of words with rules for combining them to make up a language (Hornby, 1989:978). Meanwhile, Carter and McCarthy (1998) states “Vocabulary is the heart of language teaching-learning and without knowing a lot of vocabulary, students cannot understand spoken and written language well”.

The next theory in this thesis is about the theory of colored pictures. This technique is quite good to teach vocabulary to young learners. Handayani, R.H (2008:7) says, “When the elementary school students use a colored picture, they must know the concept first and then they can identify the colored picture. Students will get concept of word through sense of perception and repetition”.

The last theory discussed is the theory of storytelling. The theory talks about another technique used in teaching vocabulary. By using storytelling, teaching vocabulary to young learners can also be interesting. Tooze (1959:78) strengthens the idea by stating, “Storytelling is not just to enrich vocabulary, but it may give awareness of the power of the spoken words”.

Thus, in order to motivate the students to learn vocabulary, the writer uses colored pictures and storytelling as a means of teaching vocabulary to elementary school students.

1.6 Hypotheses

On the basis of the problem mentioned above, there are hypotheses to be formulated. There are the following hypotheses:

Alternative Hypothesis:

There is a significant difference between the vocabulary achievement of third grade of elementary school's students taught using colored pictures and the vocabulary achievement of those taught using storytelling.

Null hypothesis:

There is NO significant difference between the vocabulary achievement of third grade of elementary school's students taught colored pictures and the vocabulary achievement of those taught using storytelling.

1.7 Scope and Limitation

The writer finds that it is necessary to limit the scope of this study as follows:

- a. The subjects. The subjects of this study are Elementary School students in Surabaya. There are six grades in the Elementary School in Indonesia. The writer chose the third grade of Elementary School students as his subject.
- b. The techniques. Some various techniques can be used to teach vocabulary to Elementary School students such as colored pictures, storytelling, songs, and games. In this thesis the writer limits the techniques into using colored pictures and storytelling in order to measure the Elementary School students' vocabulary achievement. In applying these techniques, the teacher might use translation to make the children easier to understand the vocabulary.

- c. The materials. The materials discussed are three different topics; On-Going Activity, Clothes, and Food and Drinks. The topics are chosen based on the KTSP Curriculum 2006 of Elementary School in Surabaya. They are presented in two different ways, using colored pictures and using storytelling.

1.8 Definition of Key Terms

There are some key terms in this study. In order to keep the clarity of this thesis, the writer gives the definition of the key terms. The definitions of key terms are teaching, vocabulary, colored pictures, storytelling and elementary students.

Teaching

Teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 1987: 7). In this study, the teacher helps the students to learn and enrich vocabulary by providing some topics contain vocabularies based on thier English textbook, entitled “English For Real Communication” published by Grasindo.

Vocabulary

Vocabulary is the total number of words with rules for combining them to make up a language (Hornby, 1989:978). In line with this idea, Thornbury (2002:3) classified words into eight different word classes. They are:

Verbs	like, looking, doing to look
Adjectives	old, second-hand, new
Nouns	bits, pieces, record, player
Pronouns	I, them
Adverb	up

Prepetition for, like

Conjunction and

Determiner -

In this thesis, writer limits the word classes to the first three lines which are verbs, adjectives and nouns. The writer chooses those three word classes as three different topics for teaching the elementary school students.

Picture

Pictures are presentations of person, place and things that convey learning experience and replace the reality recognizing details, shapes, forms, size and colors (Cross and Cypher, 1961:98). Pictures used in this study related to the topics: On-Going Activity, Clothes, and Food and Drinks are based on the English textbook entitled “English For Real Communication” published by Grasindo which for the third grade of elementary school. In this thesis, pictures present activities, objects and adjectives, for example, ‘swimming’, ‘a t-shirt’, and ‘salty’.

Storytelling

Storytelling is a simple presentation of a story that can be done at home, in the classroom, in a library, or by the campfire (Tooze, 1959:5). Stories that are used for this thesis contains vocabularies of verbs, nouns and adjectives, which are presented through the topics. The topics of the story is made by the writer himself based on the English textbook used in the third grade of elementary school.

Elementary Students

Middle and late childhood from about 6-11 years of age, approximately corresponding to the elementary school years (Santrock, 2008:17). At Indonesia, they are children between ages of 6-12 years old which are classified in 6 different grades. In this study, the writer chooses children between ages of 8-10 years old. They are students who study at Surabaya Elementary schools more particularly in third grade.

1.9 Organization of the Study

This thesis consists of five chapters. Chapter I presents the Introduction which deals with The Background of The Study, The Statement of The Problem, The Objective of The Study, The Significance of the study, the theoretical framework, the hypotheses, the scope and limitation, the definition of key terms, and the organization of the study. Chapter II describes the Review of Related Literature which conveys characteristics Characteristic of Elementary School Students, Teaching English to Elementary school students, nature of vocabulary, teaching of vocabulary, use of colored pictures in teaching vocabulary, and use of storytelling in teaching vocabulary and previous studies. Chapter III presents the Research Methodology which includes the approach of the study, the research design, the variables, the population and sample, the treatments, the instruments, the procedures for collecting and analyzing the expected data. Chapter IV deals with data, data analysis, finding and interpretation of the findings and Chapter V discuss the conclusion of the study and suggestions.