

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, English has become the most important language in the world for international communication. In Indonesia, English has also occupied an important place as the first foreign language. Because of this reason, English becomes a local content in schools. It is learned and taught, either formally or informally, in any parts of Indonesia as a compulsory foreign language. Consequently, Indonesian people will not be left behind by other countries in acquiring English.

Regarding this, English should be taught to students as early as possible. Donoghue (2001:3) says that children will have better chances for successful language skills if they know earlier about the functions and nature of language. Primary or elementary school is regarded as an appropriate level to start teaching English. It is strengthened by Brewster (1991:23) who says that the perfect age to get to know the English lesson better is two or three years earlier (it is between 9 to 12 years old) because children at that phase have greater facility for understanding and imitating what they hear and see so that they can make a better approach for their benefit on their next level or English instruction.

Teaching English to children has the purpose of providing the children with the four language skills: reading, listening, speaking, and writing. The development of these four language skills cannot be separated from vocabulary. As stated by Mc.Carthy (1990:1) that "The single biggest component of any language course is vocabulary." Thus, it seems that every part of teaching English as a foreign language starts to focus on vocabulary. According to Bowen and Marks (1994:90), vocabulary occupies the centre stage knowing that English is widely used to communicate with people in any field all over the world nowadays. Lyons (1981:4) also adds that vocabulary is important to make up words in order to make communication work out because if we have lots of words to express our feelings, we can understand and communicate with one another. Therefore, if the children do not have a lot of words, they are certainly unable to speak,

read, understand, and write. In line with that statement, Wendell (www.publishing-central.org/Vocabulary.html) states that the more words are required by a person, the more ideas will s/he have, and the more accurately will s/he be able to express herself/himself.

In addition, Donoghue (2001:3) explains that vocabulary is easier to be learned in context, especially for children. Children usually find new items of vocabulary being used in context which is heard in daily life and read in reading texts. They can relate the new vocabulary with their daily life in finding the meaning of it. Then, they can know the precise meaning if they want to communicate with each other. Some experts agree that teaching vocabulary in context is a good method. Rubin and Thomson (1994:82) say “When trying to remember a word you can think of its context and the word will come back to you.” Side (1990:151) also supports “Learning vocabulary is more effective in context and not just in a long list of unrelated words.” Therefore, through the presentation of vocabulary in context, the students will be able to develop their guessing skills in order to grasp the vocabulary meanings.

In fact, in teaching vocabulary, many teachers translate the words in the learners’ mother tongue and give those words in the form of a list to be memorized by the students. Many teachers use this way of teaching as a convenient shortcut because it is more practical and its preparation doesn’t take so much time and effort. Nation (1980:18) also supports that large numbers of vocabularies can be learnt in a very short time by using lists of words. In contrary, Rubin and Thomson (1994:79) say that teaching vocabulary through list of words seems boring and monotonous. Besides, the words which are memorized will be easily forgotten by the students. In other words, giving the meaning of the unknown vocabulary especially in list seems less effective.

In line with the above facts, other ways of teaching vocabulary to children are required. In this study, the writer would like to suggest the use of video recorded TPR as media in vocabulary teaching. Video is chosen because of the clear visualization. The visualization of the video helps to provide the situations or contexts which light up the meaning of the utterances used. This statement is supported by McKinnon (www.onestopenglish.com) who says, “The setting, action, emotions, gestures, etc that our students can observe in a video provide an important visual stimulus for language production and practice.” Besides, video is also chosen because it combines

visual and audio stimuli. It means that there are two aids in one media; those are visual and aural aids. According to Lee and Coppen (1983:1), both aural and visual aids can stimulate children to speak the language as well as to read and write it. Furthermore, by using video, the teaching-learning processes can be focused on guessing the relevant meanings of vocabulary according to the themes and the topics of discussion which is suitable for those who have not yet learned to read and write well.

1.2 Statement of the Study

Based on the background of the study, the writer would like to use video recorded TPR as the media for the vocabulary teaching-learning activities, and then see the effect of using video on the students' vocabulary achievement. Thus, the problem in this study is:

“Do elementary students who are taught vocabulary using video recorded TPR have a higher vocabulary achievement than those taught using word list?”

1.3 Objective of the Study

This study is intended to find out whether elementary students who are taught vocabulary by using video recorded TPR have a higher vocabulary achievement than those taught using word list.

1.4 Theoretical Framework

There are three major theories that support this study. The first one is the theory of vocabulary. The second one explains about the theory of teaching English to young learners. The last theory is the theory of media.

Vocabulary according to Wendell (www.publishing-central.org/Vocabulary.html) is viewed as “the total number of words at the disposal of a given individual”. He also explains that words are at the basis of all spoken and written expression. As information is conveyed to us chiefly through the spoken and written word, our capacity to acquire knowledge is limited by the size of our vocabulary. It shows that the more words which are required by a person, the more ideas will s/he have, and the more accurately will s/he be able to express herself/himself. Therefore, vocabulary is

not only the principal means of communication, but it is also the tools that are used to think and to express oneself.

In teaching English to young learners, teachers should give extra attention on the students' developmental stage. That is because the students' ability is affected by their age. Piaget in his concept about Development Theorist as quoted by Donoghue (2001:9-10) explains that there are four periods concerning with mental or cognitive development and growth; those are *sensorimotor*, *preoperational*, *concrete operations*, and *formal operations*. Nevertheless, the periods which concern with emergent literacy are *preoperational* period and *concrete operations* period. When the children's age is between five and seven, these preoperational children transform to the concrete operations period according to their own individual rates. In this period, children usually construct their knowledge when they interact with their environment and also try to understand everything which they encounter. Besides the developmental stage of young learners, there are general characteristics of young learners which should also be taken into consideration. Scott and Ytreberg (1994:5-6) explains that young learners have a need of sharing experiences. This creates an atmosphere of involvement and togetherness among them. Young learners also have short attention and concentration span. Because of this, various activities in the teaching learning process are necessary in order to maintain the young learners' interest. Activities should be interesting so that they will enjoy participating actively.

To make the teaching-learning activities interesting for young learners, the use of media is needed. Here, media are intended to aid teachers to improve instruction and stimulate learning activities by increasing the effectiveness of their work. According to Hamalik (1982:23), "Media are aids, methods, and techniques that are used to make communication and interaction between the students and the teachers in the teaching and learning process." The use of media in teaching vocabulary to young learners is important concerning to the fact that they need something to stimulate their mind in learning vocabulary. This statement is strengthened by Kemp and Dayton (1985:3) who state that using media is beneficial in teaching learning activity. They also add that the use of media in teaching learning activity can give some outcomes toward the role of learner and the instructor. In this study, the writer focuses on the use of audio-visual aids as media in

vocabulary teaching, but she limits the aids on video. Matthews and Marino (1990:191) point out that audio-visual aids will help students to understand and remember the information which is being presented by the teacher because the aids involve the students' sense of sight and sound. Here, video is chosen because of the clear visualization. The visualization of the video helps to provide the situations or contexts which light up the meaning of the utterances used. This statement is strengthened by McKinnon (www.onestopenglish.com) who says, "The setting, action, emotions, gestures, etc that our students can observe in a video provide an important visual stimulus for language production and practice."

1.5 Hypotheses

There are two kinds of hypotheses used in this study; namely the Alternative Hypothesis and the Null Hypothesis.

- Alternative Hypothesis: There is a significant difference between the vocabulary achievement of the elementary students taught using video recorded TPR and those taught using word list.
- Null Hypothesis: There is no significant difference between the vocabulary achievement of the elementary students taught using video recorded TPR and those taught using word list.

1.6 Significance of the Study

The results of this study are expected to give some contributions both to the students and to the field of English language teaching. For the students, the use of video is expected to be able to help the students in improving their vocabulary. While for the field of vocabulary teaching, the use of video is expected to stimulate vocabulary teaching-learning activities in order to avoid students' boredom. Moreover, it is expected to present a clear description about the advantages of using video in English teaching classroom. As the students tend to find the video interesting enough as a means of vocabulary teaching, they will be interested to learn the language. Hopefully, the teachers of English will be aware of the roles of video in language teaching and then be encouraged to use video in teaching English especially in developing children's vocabulary.

1.7 Scope and Limitation

This study focuses on teaching vocabulary using video recorded TPR. Here, the writer wants to find out the effect of teaching vocabulary using video recorded TPR on the elementary students' vocabulary achievement. The type of the video used is instructional video. Here, instructional video means video which is created for education or video which has educational purpose.

The subjects involved in this study are limited to the third grade students of YPPI I elementary school. The experimental and control groups are chosen randomly and they are also given different treatments. Here, the writer chooses three topics and only gives three treatments due to the time availability provided by the school. The choices of the topics are in line with the Competence Based Curriculum (CBC) for third grade elementary school. The topics are occupation, vehicles, and vegetables.

1.8 Definition of Key Terms

To avoid misunderstanding, some keywords used in this study are needed to be defined. They are:

1. Effect:

“The power to produce an outcome or achieve a result.”

(Dictionary of the English Language, <http://dictionary.reference.com>)

2. Vocabulary:

“The total number of words at the disposal of a given individual.” (Wendell, www.publishing-central.org/Vocabulary.html)

3. Achievement:

“Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance.” (Dictionary of the English Language, <http://dictionary.reference.com>)

4. Video:

“Broadcasting visual images of stationary or moving objects.” (Princeton University, www.synonym.com)

1.9 Organization of the Study

This study consists of three chapters. Chapter I is the Introduction, containing the Background of the study, Statement of the study, Objective of the study, Significance of the study, Hypotheses, Underlying theories, Definition of key terms, and Organization of the study. Chapter II discusses the Review of the related literature. In chapter III, the writer presents the Research methods. The data analysis and interpretation of the finding are presented in chapter IV. Finally, chapter V deals with the conclusion and the suggestions.