

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

English language as an International language is one of the languages which is used widely including in Indonesia. Accordingly, English language has become an important subject for the educational sectors. This shows from a lot of English courses that appeared in Indonesia, which become one of the exact proofs to see the high demand of people who want to learn English. This shows that English is viewed by many people in Indonesia, so that English language teaching in Indonesia has been rapidly growing up.

To master English, students are expected to be proficient in the four skills of English which are listening, reading, speaking and writing. Not only four

English skills, but they must also be proficient in other English components, such as vocabulary, grammar and pronunciation. These four skills and components will be essential to support the language acquisition. Thornbury states that “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed” (Thornbury, 2002, p. 13). Folse added that “without vocabulary, someone will not be able to speak, read, listen and write in English” (Folse, 2005, p. 13). It means vocabulary are very crucial for students to improve their listening, writing, speaking, and reading skills.

For long time ago, teachers commonly use direct translation in teaching vocabulary. Thornbury (2006) mentions that using mnemonics techniques, word cards, guessing meaning from the context, and using dictionaries can help the students to remember the word easily. Harmer suggests the teachers to use brainstorming and mind-mapping as their techniques to assist the students in learning vocabulary. He also stated, “when teaching vocabulary, it deals with the art of teaching” (Harmer, 2007, p. 229). It means that the ways teacher presents lesson has a big effect to achieve the goal of teaching. It shows why teaching technique is important in helping students to learn, especially for learning vocabulary. The teaching techniques such as brainstorming, mind-mapping, guessing meaning from the context and using dictionaries has been considered as good techniques for teaching vocabulary, however, most of the students still face failures or difficulties in memorizing the English vocabulary.

In order to help the students deal with this problem, there are three kinds of techniques for vocabulary teaching that are commonly used, such as:

- a. Using picture; showing the picture of an object. This technique helps learners to memorize the words easily by showing the pictures (Nation, 2010, p.51).
- b. Using game; studying to recognize the word by play. This technique encourages students to be more active in learning the vocabulary (Harmer, 2007, p. 229).
- c. Using song; learning new words by singing it. The aim of this technique is to make students memorize language vocabulary better (Tanner and Green,1995).

From those strategies, teachers can choose the most effective technique to teach vocabulary. To find out which strategy is the most effective for the situation in the classroom, the teacher conduct experimental research.

Therefore, to do the research, the researcher uses experimental process to find out what is the most effective technique to teach vocabulary in English for Children 4A (EC-4A) level at LBPP LIA Pengadegan.

1.2. Statement of the problem

Statement of the problem can be formulated as follow:

What is the most effective technique to teach vocabulary to English for Children 4A (EC-4) level at LBPP LIA Pengadegan?

1.3 Research Objective

The research is to find out the most effective technique to teach vocabulary in EC-4A level at LBPP LIA Pengadegan.

1.4 Scope and Limitation

Based on the statement of the problem, the researcher looks into the technique of English teacher used in teaching vocabulary. The research is limited in vocabulary teaching technique using picture, using games, and using song. The data are obtained from EC-4A level, term III at LBPP LIA Pengadegan.

1.5 Research Methodology

1.5.1 Method

The descriptive qualitative method is used in this research. It is called descriptive because the researcher analyze all the process of teaching and learning vocabulary using three kind of techniques teaching and compare the mean of the data in each techniques to find which technique is the most effective one. In order to answer the question above, the researcher as the teacher of this research teaches a class using three different techniques and conducts a test after teaching using each technique. This is to find out what is the most effective technique in teaching vocabulary in teacher's own classroom.

To conduct this research, first of all, the teacher identifies a problem that appears in the class. Since the teacher already teaches the class before, she already knows that her students in EC-4A level often speak Indonesian. Then, the teacher interviews all the students to find out the reason why they do not want to speak in English.

Based on the interviewed, the teacher can conclude that they are lack of vocabulary, so they are not confident to speak in English. Based on this

reason, the teacher decides to teach the class with three common techniques that commonly used by many English teacher and also many experts suggest to use those techniques to teach vocabulary. The techniques that the teacher uses are using picture, using song and using game.

1.5.2 Source of the Data

The research is conducted in EC-4A level, term III at LBPP LIA Pengadegan. The class starts from 15.00 to 16.30 every Wednesday. The student age is between 8-10 years old. The numbers of students are 15 students. It consists of 10 females and 5 males in the class.

1.5.3 Data

For collecting the data, the teacher analyzes the teaching process in each technique and gives the students test for each technique teaching. After that, teacher takes the mean of the data for each technique. Besides that, the teacher also gives the students questionnaire to check which technique teaching is they like the most.

1.5.4. Method of Data Collection

The steps to collect the data are:

- a. The teacher observes the teaching and learning process using game technique. At the end of the lesson, teacher gives the test to the students.
- b. The teacher observes the teaching and learning process using song technique. At the end of the lesson, teacher gives the test to the students.

- c. The teacher observes the teaching and learning process using picture technique. At the end of the lesson, teacher gives the test to the students.
- d. The teacher collects the students score and counts mean of the score to find out which technique is the most effective technique in her own classroom.
- e. The teacher gives questionnaire to the students to find out which teaching technique is the most effective one to teach vocabulary. This is only as the supporting data.

1.5.5 Method of Data Analysis

Below are the steps of data analysis:

- a. Analyzing the students score and taking the mean of the first data. This data as the data of teaching vocabulary using game.
- b. Analyzing the students score and taking the mean of the second data. The second data as the data of teaching vocabulary using song.
- c. Analyzing the students score and taking the mean of the third data. The third data as the data of teaching vocabulary using picture.
- d. Analyzing the data to find out the best teaching technique in vocabulary English teaching in EC-4A level at LBPP LIA Pengadegan.

1.6 The Organization of Writing

This thesis starts with Chapter One as the introduction and background of the research. Chapter Two is the theoretical review, consisting of the theories that are the bases of this thesis. Chapter Three is the analysis and the discussion that

explains the process of the observation in the collecting data and the finding in this thesis. The last chapter is Chapter Four that contains conclusion of the research.