

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very important for today's society because English is the most widespread language in the world (Kitao, 1996). English is essential in every aspect, social, economic, public affairs, and education. In education, learning English is considered very essential because much literature is written in English and many branches of disciplines such as philosophy, linguistic, sociology, law, etc use English (Wismono, 2013). In Indonesia, English has been formally taught in elementary schools since 1994 as the local content subject. In the Ministerial Decree of the Department of Education and Culture no. 060/U/1993 it is stated that English could be introduced to the fourth grade students of elementary school as a local content subject. To support the decree the provincial office of the Department of Education and Culture in East Java has legalized a local English Syllabus for the elementary school (No. 1702/I04/M/94/SK) (Suyanto, 2010 p.2).

Although English is decided as an optional subject, many schools feel the need as well as the must to teach English partly because of the pressure from higher authorities, the parents' wishes, and the school headmasters' pride (Suyanto, 2010 p.3). English in Indonesia has been based on the curriculum designed by the central

government throughout provision of curriculum policies. English in curriculum has been changed for several times in 1994's curriculum, 2004's curriculum, KTSP 2006's curriculum, and the 2013's curriculum (Sahiruddin, 2013 p. 2). Thus, English is treated as inseparable from the school curriculum.

Elementary school students need to master the vocabulary of English language in order to communicate in English well. According to Shejbalova (2006) vocabulary is a main part of English teaching process. It is supposed to be a very effective and communicative device as it carries the highest level of importance within people's verbal interaction. Vocabulary, as an integral part of a language, plays a crucial part in the language learning process. It is assumed that without vocabulary, students cannot convey meaning and communicate with each other in a particular language. Vocabulary is the basic factor necessary for mastering a language. In mastering English language, students need to acquire four basic skills of English which are reading, writing, listening and speaking (zhang, 2011 p.4).

The more vocabulary they acquire, the easier they acquire the four skills (zhang, 2011 p.5). Moreover, it will help them master English language. Therefore, they must acquire many vocabularies and they have to know how to use them accurately. Students can improve their vocabulary by reading books, games, or learning through pictures, songs, and pictured story-books. Pictured story books are as an effective tool to help the children learn vocabulary. Pictured story-books are close enough with the children because the children like to read about the fairytales or

comics. Unfortunately, in reality, many story books do not include pictures and only represent reading comprehension texts (Fang, 1996). It might cause the students find difficulties to understand the vocabulary if they just read the text without the pictures being represented in the story book. Moreover, there is no visualization that makes the students get bored in learning vocabulary (Nicholas, 2007 p. 20). Elster and Simons (1985) proposed that sometimes a text cannot be understood without the accompanying picture and the children's attention must be divided between looking at an illustration and getting meaning from words. Nicholas (2007 p. 45) states that without the illustrations, today's emergent readers may have a more difficult time with the processes of learning how to decode text, developing recall and reading comprehension skills, and even vocabulary acquisition and development. He said that the text and the illustrations in the best picture books are so well balanced; it would be difficult to imagine one without the other.

Among many schools, the writer found that one of the teachers at Sekolah Alam Insan Mulia Surabaya (SAIMS) use audio-visual especially watching movies in teaching English vocabulary for fifth grade elementary school students. In addition, the teacher asks the students to summarize the movies being watched. There are some shortages when the teacher of fifth grade in SAIM uses watching movies in teaching such as the difficult terms used in the movies and the movies played are too fast for learning which can interrupt the students' concentration. However, every student has different comprehension level; the ability of each student is different in acquiring the

vocabulary of English language. Some of the students find difficulties in learning English vocabulary by watching movies. Therefore, using video, in this case, seems not really effective to help the students acquire the vocabulary of English language.

By considering the shortages in the use of watching movies at English lesson in the fifth grade students of SAIM Surabaya, it is assumed that using pictured story-books can help the students understand the meaning of the vocabulary more than using movies. Thus, it may increase the students to master vocabulary of English language.

In order to develop the student's ability, the role of teacher is very essential. The teachers are asked to change the passive learning into the active learning because the teachers have to find better ways of engaging students in the process of English language learning. Vocabulary can be accessed by students easily if they learn with fun ways and the teacher can help them using a suitable way. It can make the teaching learning process becomes more effective. Making learning fun is a key to any teaching situation and especially to teaching vocabulary (Raphael, 2010, p.19)

Teaching learning process can be conducted by using teaching media or tools to make the students being active in the class. There are many media which can support the teaching learning process. The writer suggests one media for their learning through pictured story-books; it is the combination of pictures and story-books. It is in accordance with Mehta (2009) who stated that one of the key strategies

in teaching vocabulary is using pictures and drawings. Moreover, he added that we can explain the meaning of things, actions, qualities, and relations by using drawings.

The pictured story-book contains the texts and added by the pictures that might make the students to be more fun and easy to understand the learning processes. It also can be categorized as an activity in which the students can get amusement and used as a teaching media which helps students in teaching learning process.

There have been several studies conducted about teaching English vocabulary. Maurisa (2006) found that songs can improve the young learner's vocabulary acquisition because songs are included as fun activity. Anggerina (2009) used only pictures as the media for her research. The result of her study showed that teaching vocabulary using pictures has differences from those without using pictures; it also shows that using pictures helps the kindergarten students learn the vocabulary easier. Aswani (2011) tried to improve the comprehension of students in learning English nouns phrase by using pictured story book and to know the positive responses of the students towards pictured story book as the tool in English teaching learning. He used classroom action research as the method in his study. The result of his study suggested that the pictured story book is effective in improving students' English noun phrases. Novi (2011) she found out that using game is effective to teach English vocabulary to elementary students. Tanjung (2011) used classroom action research in his study to find out whether using scrabble games in teaching vocabulary in the first

grade students of MTS Nurrussalam can motivate the students to learn English and reinforce their vocabulary.

Based on the previous studies, it can be seen that various media are utilized to reinforce students' ability in mastering English vocabulary. In this present study, the writer suggests a teaching media that combines both story books and also pictures namely pictured story-books to reinforce students' ability in mastering English vocabulary, especially nouns. The writer uses the fifth grade of elementary students in Sekolah Alam Insan Mulia Surabaya (SAIM) as the subject in this study. The writer uses SAIM because this school tries to apply the model of learning with fun or joyful, thus, it is related with this present study which pictured story books might make fun for children in learning.

The writer will use a Classroom Action Research (CAR) to help the students for learning English especially in vocabulary. Classroom Action Research consists of four phases which are planning, acting, observing and reflecting. The writer suggests the teacher to implement teaching strategy which can motivate and give more opportunities for the learner to contribute in English teaching process. Therefore, using pictured story-books in teaching vocabulary might be a way out to encourage the students, reinforce and help them in process of vocabulary learning.

1.2 Research Question

In this study, there is one research question:

How does pictured story-book reinforce the use of nouns among the fifth grade students of Sekolah Alam Insan Mulia Surabaya?

1.3 Objective of the Study

The objective of the study is to find out pictured story-book reinforce the use of noun among the fifth grade students of Sekolah Alam Insan Mulia Surabaya.

1.4 Significance of the Study

The writer expects this study to give contributions to applied linguistics fields especially related to Teaching English Foreign Language. This study is expected to give meaningful contribution to both the teachers and the students in the English teaching learning processes to increase and reinforce the student's vocabulary. The teachers will know the appropriate teaching strategies or the appropriate techniques to teach English vocabulary that are easier for students.

The writer also expects that this study could give a significant contribution to the students of English Department, Faculty of Humanities Universitas Airlangga as important data for similar studies.

1.5 Scope Limitations

This study is limited to teaching of English vocabulary by using pictured story-books. Since there are many kinds of children pictured story books, the writer will focus on the pictured story books with daily activities.

1.6 Definition of Key Terms

- Nouns** : a name person, place, or thing (Emmit, M., Linda K., John P., 2006). Nouns are classified as *proper nouns* or *common nouns*. A proper noun is the name of a specific person, place, or thing. A common noun is the name used for any unspecified member of a class of persons, places, things, qualities, or concepts (Ehrlich, E., & Murphy, D., 1991 pp. 25-26).
- Pictured Story-Books** : The children's picture story-books are books with pictures and text that together tell a story, with a theme appropriate for children. If only words are not enough for the story to be understood, Pictures alone tell only part of the story (Malu, 2013).
- Reinforcement** : activities are designed to deepen vocabulary knowledge and provide ways to make connections between vocabulary words (Raphael, 2010, p.12).