

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Language is a primary tool in communication throughout the world. In Indonesia, for instance, English as the international language has been used as a foreign language. It has been used to transfer information, science and thoughts to others and through language; they express their own thoughts, feelings, ideas, and experiences. Vocabulary is an important stage in learning languages. Today, English has been taught to prepare our generation to receive the information, technology and science, and knowledge rapidly among the people who are using English. Therefore, English is taught for elementary students as earlier as possible. It is necessary to teach English to students in the first year of the elementary school. The progress of education for elementary school students is not only able to master the Indonesian language but also required to learn and develop foreign language skills in English that has already taught through the curriculum in 1994.

Learning process is making an important effort to improve the quality of education in Indonesia. According to Sadiman (1993), teaching and learning process is a process of communication. Communication is a process to transfer messages to a certain media to the receiver through visual symbol or verbal communication.

According to Gleason (1980, p.35), language has three major components; the structure of expression, the structure of content and the structure of vocabulary. As one of the major language components, vocabulary holds an important role in language. It is the basic stage in learning language especially English language. If the children can master the vocabulary, they can automatically learn English language fluently. Furthermore, teaching English for children is difficult especially for them who are living in a non-English speaking society. For this reason, the teacher needs to be more creative in teaching English vocabulary before continuing in listening, reading, writing and speaking.

But, studying English for Indonesian students is very difficult because English is not their own language. One of the difficulties in studying English is the problem in memorizing English vocabulary. To master English vocabulary the English teacher should pay attention to many aspects. One of the important aspects in mastering English vocabulary is media. The students especially in elementary will be interested in studying vocabulary if the media used is interesting.

Media are needed to make studying English vocabulary more interesting. Especially for elementary students, it is not enough just studying from a note and explanation. The students need something real and clear to help them easier to memorize vocabulary that they study. But, just few teachers care about this aspect. The teachers insufficiently notice that media are important to stimulate the students' enthusiasm in studying English especially vocabulary. Most of the

teachers only use books and explanation without media to make a lesson more interesting.

Some teachers have used pictures in teaching English vocabulary to students. According to Wright (1990), pictures help the student to understand various aspects of foreign language for centuries. It has motivated the student in dealing with the subject clearer and illustrated general idea of an object. By using pictures, students express their responses toward the picture with their opinions or feelings. Although using pictures can affect the students in learning English vocabulary, still there are some opinions that English vocabulary can be taught by using audio-visual aids. Lestage (1959) in his article for UNESCO wrote that audio-visual is more effective than using visual aids only. Students are reacted by the pictures (or others media that contain colors and slogans) and sounds (usually from radio or television) better than visual aids they have been taught at school.

Students, at their early ages, tend to react to some sound or audio media. Some of them learn faster by recognizing sounds because they tend to memorize and copy the sounds that they heard. Using audio-visual aids helps the students listen and understand better in grammar, function or vocabulary (Scrivener, 2005, p.350). Students sometimes find it difficult if they have to memorize the English vocabulary. Young English learners need to be taught to listen to what the pictures say besides showing the picture. So that they are be able to name the picture correctly.

There are some relevant studies about teaching English vocabulary using different teaching aids. According to Nirmalawaty (2002), pictures as one of

teaching aids, have positive influenced on the children's English vocabulary development. Teaching English to children using song also gave contribution to enrich children's vocabulary (Maurisa, 2006). Music helps children develop cognitive skills, as well as enhances language skills, by singing song, children learn language appreciation, vocabulary and rhyme (Shiple,1998). Another thing is that songs and rhymes are learned by heart, and this may form part of a child's linguistic. Another study that used visual aids was held by Ramendra and Ratminingsih (2007). For about 80% teachers in Singaraja were taught vocabulary by using visual aids and it helped the elementary school students to learn English better, more interesting and increased students' motivation.

In SD Hang Tuah 11 Sidoarjo the students have problems in learning English. Their ability in mastering vocabulary is low. The class is very crowded and the students are not interested in studying English. Only few students give attention to their teacher's explanation. Most of the students are still confused when the teacher asks the previous material taught to them. The teacher repeats the material many times, but the students always have difficulties to understand and memorize their teacher's explanation. The main factor that seems to cause the problem in SD Hang Tuah 11 Sidoarjo is that the teacher only uses the standard media, like blackboard and textbook. This contrasts with the growth of students thinking in this era. Nowadays students want to study if they like and it is interesting. To make students interested in studying English, particularly vocabulary, the media used to teach should be interesting.

Being inspired of the development of visual aids in teaching English vocabulary for children and the problem that occurred in SD Hang Tuah 11 Sidoarjo, the writer was interested in carrying out a study related to the topic above by using audio-visual aids in teaching English vocabulary. The study aims to find out the difference between the use of audio-visual aids (films) and visual aids (cards) in teaching English vocabulary for children.

1.2. Statement of the Problem

Based on the background of the study, the writer would like to state the problem as follows: “Is there significant difference between teaching English vocabulary for children with audio-visual aids (films) and teaching English vocabulary for children without audio-visual aids (cards)?”

The hypotheses are:

Ho: There is no significant difference in teaching English vocabulary for children by audio-visual aids and by visual aids.

H1: There is a significant difference in teaching English vocabulary for children by audio-visual aids and by visual aids.

1.3. Objective of the Study

The objective of the study is to find out whether there is difference between the use of audio-visual aids and the use of visual aids for teaching English vocabulary to elementary school children.

1.4. Significance of the Study

The study is expected to give a meaningful contribution to teachers in teaching English vocabulary for children by using audio-visual aids. In turn, teachers may not feel reluctant to use audio-visual aids as a teaching material. Furthermore, the result of this study may give useful insights for students of Faculty of Humanities majoring in Linguistics and interested in Teaching English as A Foreign Language who are interested in the field of teaching as supplementary data for similar and further studies.

1.5. Scope and Limitation

This study deals with teaching English, especially English vocabulary. It focuses on the teaching vocabulary using audio-visual aids to young learners. Specifically, the teaching vocabulary was conducted to the second grade of elementary school at SD Hang Tuah 11 Sidoarjo. The class contains 37 students between seven to eight years old. There are limitations in this study; first, the writer only used two classes in as the subjects. The second, the material used in this study probably cannot be used by adults, except they change the materials or films. The films should be interesting for children and it would be better if using short films to be more effective in classroom.

1.6. Definition of Key Terms

The writer provides the definitions of some keys as follows to avoid misunderstanding.

Vocabulary: In this study, vocabulary refers to the words that the writer taught to the second grade students of SD Hang Tuah 11 Sidoarjo (noun, adjective, verb, etc.).

Visual Aids: Visual aids are devices that are used as a teaching material to present a topic by using a flashcard, comics or real objects that allow children to touch and see the objects.

Audio-visual Aids: Audio-visual aids are modern devices used to materialize someone's thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference (Lestage, 1959). Audiovisual aids are defined as any device used in the communication of an idea. From this definition, virtually anything can be used as an aid, providing it successfully communicates the idea of information for which it is designed. An audio visual product is any audiovisual item such as still photography, motion picture, audio or videotape, slide or filmstrip that is prepared a combination to communicate information. In this study, the writer used films as the audio-visual aids because they contain graphic images and sound for the viewers and allow children to hear and see the objects directly.