

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English plays an important role in many kinds of international activities, such as science, international aids and administration, pop music and global entertainment, industry, aviation, and shipping. It participates as a formal language in international trade, bilateral and multilateral relationships between countries. It is used as one of the formal languages in the United Nations Organization. Many scientific books which are published all over the world also use English. Even in the international events, like in the opening or closing ceremony of the Olympic games, ASEAN games, or SEA games, English is used.

In Indonesia, based on 1994 curriculum, English is a foreign language which is important for the development of knowledge, technology and arts as well as the relationships between countries. The teaching of English is supposed to start from the 4<sup>th</sup> grade of elementary school, on condition, that is assumed to be necessary by the society surroundings. The existence of English teachers to conduct the teaching learning process is also an important matter to consider. The 1994 curriculum of GBPP states:

Mata pelajaran Bahasa Inggris dapat diajarkan di SD bilamana dianggap perlu oleh masyarakat didaerah yang bersangkutan dan

didukung oleh adanya guru yang berkemampuan untuk mengajarkan mata pelajaran tersebut. Oleh sebab itu, pengajaran Bahasa Inggris diselenggarakan sebagai muatan lokal. Pengajaran Bahasa Inggris di SD dapat dimulai di kelas IV.

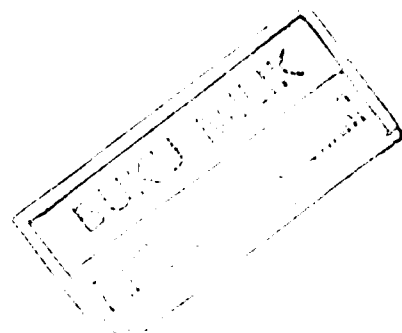
According to the 1994 curriculum, the decision to claim whether it is necessary or not to have the English language taught to the elementary school pupils depends on the society. It means that having English taught to the elementary school pupils is optional. The teaching of English at elementary school is held as the local content. It also concerns with the immediate needs of the students, for example in Bali, the teaching of English to the elementary school pupils always gets the first priority since Bali is always visited by many tourists whose language is mostly English. In Surabaya, the teaching of English to the elementary school pupils also becomes the first priority.

Another consideration should appear for the English teachers to know what are the best material to be taught first, the language skills (listening, speaking, reading, writing) or language elements (pronunciation, spelling, grammar, vocabulary). Al-Kufaishi (1988:42) states that students' listening comprehension, writing and reading abilities hampered by their vocabulary. People often say that they want to be able to speak, read, listen or write in a certain language, but their acquisition of words in the language is not sufficient. If one wants to be able to speak, then s/he has to recognize at least some words that s/he is going to utter and make sure that the words are understandable to others. On the contrary, when a person says that s/he wants to be able to listen to someone's speech in a certain language, s/he

also has to recognize the words in the language. If s/he does not understand at all the meaning of words in the sentences which are uttered by the other person, then s/he will never be able to understand what the other person is saying. In other words, to acquire language skills, people have to acquire the words in the language. Even if they want to be able to pronounce well, to spell correctly or to learn grammar, they will never get away from words. Can people do grammar exercises without knowing at all the meaning of the words used? The answer is "No"! Accordingly, when people learn a language, they have to recognize first the words of the language.

The kindergarten school pupils have different interest from adults in learning language. Teachers should be sensitive to find out interesting ways to arouse the pupils' interest in learning the language and should give the pupils a special way of teaching to make them more enthusiastic to learn the language. The different ways of learning a language between children and adults should be considered in any teaching learning, including the process of "teaching-learning" of English vocabulary to kindergarten school pupils. Steven (1983:7) says, "...the kind of teaching which is appropriate to a young child is different from the kind of teaching that is most helpful to an adult learner". For example, if we use explanation and translation in vocabulary teaching, it might be helpful to adults, but not for the pupils.

Children are enthusiastic to see, feel, touch or even smell things. They need to be exposed to a real situation or at least the correct representation of real situations. Chypher (1964:176) states:



In the early stages of instruction, when the young child is learning to recognize objects in the world around him, it is important for him to gain true concepts, to gain the ability to identify and recognize various phenomena. To do this, he must be exposed either to reality itself or to a correct representation of reality.

She says that when children learn a language, it is important for them to have an opportunity to come into contact with reality or the correct representation of reality.

To provide the children with the reality as the correct representation of reality, teachers can use either realia or pictures in the teaching-learning process. Realia is a term applied to authentic material of any type that which is real. This definition includes, therefore, items of often known separately as objects, models, evidences, people (Gerlach & Ely, 1971:179). While pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, and illustrated the general idea and forms of an object or action (Wright, 1989: 137). The using of pictures replaces realia when for a certain situation reality cannot be performed. Many actions, such as closing a door or opening a window can be demonstrated in a classroom. Other actions, such as riding bicycle, walking in the park would be quite difficult situation to be performed. In this case, pictures are used.

The possibility of using realia and picture as techniques to teach children arouses the writer's curiosity to find out which one gives a better effect to the result of language learning in children.

## **1.2 Statement of the Problem**

Based on the background, two main questions are raised:

1. Which media have better vocabulary achievement in teaching vocabulary to kindergarten pupils: by using realia or by using pictures?
2. Why could one media give better vocabulary achievement than the other in teaching vocabulary to kindergarten pupils?

Formulating the statistical hypothesis:

HO: There is no significant difference in teaching English vocabulary using realia and pictures to kindergarten.

H1: There is a significant difference in teaching English vocabulary using realia and pictures to kindergarten.

## **1.3 Objective of the Study**

The writer's objectives in conducting this study are:

1. To find out which media have better vocabulary achievement in teaching vocabulary to kindergarten pupils: by using realia or by using pictures.
2. To know the reason why one media could give better vocabulary achievement than the other in teaching vocabulary to kindergarten pupils.

## **1.4 Significance of the Study**

The idea of using realia as a means to teach vocabulary to children is expected to be useful consideration for the kindergarten school teachers in choosing an

appropriate media for teaching English vocabulary, although the use of pictures in teaching vocabulary to children has been commonly used. The writer expects that realia will be helpful to carry out an effective way of teaching-learning process in order to get a better result in vocabulary achievement for the children.

### **1.5 Scope and Limitation**

Since the pupils learn vocabulary easier when they have already been familiar with the words in their native language or used the words in their daily activities, then the vocabulary chosen in this study is about "fruits". The reason of choosing vocabulary about "fruits" is because the kindergarten school pupils are already familiar with many kind of fruits. They have recognized kind of fruits in their daily life.

In short, the writer deals only with the teaching of the English vocabulary of concrete nouns about "fruits" to the TK A kindergarten school pupils who are at the age of around four in this study.

### **1.6 Theoretical Framework**

Some experts say that in teaching vocabulary to kindergarten pupils, teachers should expose the pupils to real situations in order to create a more interesting situation and make the pupils could achieve the material easily. Many theories concern with teaching vocabulary to children, but only some are discussed in this study especially the ones dealing with picture and realia. The theories are :

### **1.6.1 Cognitive learning to children**

Klausmier in Levin and Allen (1976:5-14) proposes four progressive stages of conceptual learning and development. At the 1<sup>st</sup> level, the concrete level, children are able to recognize a new object that is exactly the same as the one previously experienced. At the 2<sup>nd</sup> level, the identity level, children are able to recognize that a new object is the same although it is seen in a different form. At the 3<sup>rd</sup> level, the classificatory level, children are able to determine that two different instances of the same concepts are equivalent. At the most complex level, the formal level, persons are able to provide the technical socially accepted definition of the concepts.

### **1.6.2 Teaching vocabulary to children**

Teaching English vocabulary to children is very different from teaching English to adults. Most adults have their own motivations to learn English but most children do not. For example, adults learn English because English can help them to improve their careers or business. Meanwhile, most children learn English because it is one of the subjects that they must learn at school no matter they want it or not. Motivation is one of the major factors that influence in gaining success in the teaching learning of English. That is why sometimes it is easier to teach adults than to teach children.

The teaching of vocabulary should be the first step to introduce a new language to children as the beginners. Once they master the vocabulary, the teacher

can continue teaching the basic skills of English easily. In other words the writer would like to say that vocabulary mastery makes them easier to master the basic skills of English (listening, speaking, reading and writing).

In French's (1975) opinion, a good teacher is one who keeps the pupils lively and interested doing different things all the time. Children are active little people, and their school must not be a sort of prison where they are forced to sit still. Children must be allowed to be active; to do things and move all time. Teachers should discover all kinds of actions for the students to perform during the lesson. In teaching vocabulary to children, teachers must be very kind and gentle, too, especially when correcting a students' mistake. At the early learning, the students of course will make a lot of mistakes, either in remembering or pronouncing the vocabulary. On no account a student will lose his eagerness to learn and can hardly gain his success in learning.

At least, there are two things that a teacher must keep in mind when teaching vocabulary to children. The two things are: always vary the techniques used and always be kind when correcting a mistake. There are so many techniques that can be employed to teach vocabulary to children. For examples: drilling technique; using pictures; using the real objects; using charts and flash cards, story telling, translation, et cetera. With so many techniques available, it is expected that teachers can use of them as alternatives in teaching the vocabulary to children.



### **1.6.3 Realia**

According to Cross and Chyper (1961:174) and Gerlach and Ely (1971:376), realia consists of: (1) people (2) models (3) mock-ups (4) objects and events.

People are the most real of all other types of realia. They are alive and can be brought into the classroom. A model is representation of the real thing. It can be reductions or enlargement. Mock-ups is a type of realia which omits other details which are not relevant to the objectives of the study. This type of realia is preferred when teaching higher level students during the biology class. Objects and events is a type of realia which refers to material things and a happening or occurrence that can be seen or touched. This type of realia would be appropriate when we are dealing with the historical things.

### **1.6.4 Pictures**

Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances and, indirectly, help the teacher to avoid resorting translation or lengthy explanations of meaning. Contexts which are outside the classroom or which are difficult to re-create in words alone can be 'explained' by pictorial material. In this study, the teacher taught kind of fruits by using individual pictures. However, this method also has the weakness because we have to be sure that the pupils see the pictures clearly and point out what each picture is explaining. Since the respondents are children who do not have their own will to learn English, one of the ways to

motivate the children to learn English is by giving them a special way of teaching to arouse their interests in learning English. In this case, the use of realia in teaching vocabulary is more interesting than using pictures, because they can see, touch and learn the object directly.

## **1.7 Method of the Study**

This study is a quasi-experimental study. According to Goodwin (1995:265), “quasi-experimental compares pretest or post-test changes in a group receiving some experimental treatment with changes in a control group that has been formed without random assignment”. The reason for choosing this kind of quasi-experimental study is because it is impossible to use a true experimental design which divides the samples randomly. The writer found it is difficult to divide the classes randomly since she is an outsider of that school. Hence, she only used the existing classes as the samples that have similar conditions. In this study, the writer gave the same materials, the same test, and the same teachers to both groups, only the media of teaching was different.

### **1.7.1 Population and Sample**

The population of this study was the pupils of “BISMA” kindergarten school, Surabaya. The writer chose them as the samples of this study because she knows the English teacher of this kindergarten so that she could get the access easier. The writer employed two parallel classes as the sample of her study, namely: TK A1

and TK A2. TK A1 was the experimental group which was taught the English vocabulary by using realia and while TK A2 was the control group which was taught the English vocabulary by using pictures.

There are also some requirements that must be fulfilled by both groups:

1. They have the same prior knowledge based on the marks given by the teacher.
2. They have not learned English before and it is really something new for them to learn English.
3. Furthermore, they have not learned about the materials that the writer was going to use.

### 1.7.2 Definition of Key Terms

**Picture :** a painting, drawing, sketch etc especially as work of arts; a photograph; a drawing or photograph of a person.

**Realia :** a term used to indicate actual, authentic material of all kinds, including people. It is presented to pupils as a stimuli for direct observation. This can be accomplished by either bringing into the classroom or taking the pupils to where the things are.

**Vocabulary :** Words or phrases which label the parts of material to be learned which are necessary for the students to use in talking and writing about it. It is usually arranged in alphabetical order and defined or otherwise identified. It has to be acquired by people in order to communicate with others.

**Word frequency:** The number of words repeated, used or uttered by people in a given period.

**Children :** Kindergarten school boys or girls who are at the age about four in the period before puberty.

### **1.7.3 Technique of Data Collection**

To accomplish this study, the writer used several procedures in collecting data. First of all, the writer observed the situation and condition of the school and the pupils. The writer then made the materials for the treatments and the post-test. After she had prepared all, she gave the tests to the students and collected the results of the tests.

In short, the procedures are:

1. Observing the situation and condition of the school and the pupils.
2. Making the materials for the treatments and the post-test.
3. Giving the tests to the students.
4. Collecting the results of the tests.

### **1.7.4 Technique of Data Analysis**

After doing the data collection, it comes the time to analyze the data. The first thing conducted by the writer was to calculate the mean of each class and counted the standard deviation. Next step which was done by the writer was establishing the level

of significance of the test, and then the criteria to accept or reject  $H_0$  hypothesis.

Finally, she made a conclusion of interpreted data.

So, the steps of data analysis are:

1. Calculating the mean of each class.
2. Calculating the standard deviation.
3. Establishing the level of significance of the test.
4. Determining the criteria to accept or to reject  $H_0$ .
5. Making a conclusion of interpreted data.

### **1.8 Organization of the Paper**

The paper is organized into four main chapters .The first chapter is Introduction. It covers 8 (eight) sub chapters: background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, theoretical framework, method of the study, and the organization of the paper. The second chapter is Literature Review. It describes arguments, opinions, findings (or related studies) and other sources in the field study. The thirds chapter is Discussion that presents the findings and explanations of the data analysis. The last, fourth chapter is Conclusion which includes a summary of the results of the study.

## CHAPTER II

# LITERATURE REVIEW