

CHAPTER I

INTRODUCTION

1.1. Background of the Study

As we all know, language is the main tool for people to communicate with others. Language can contribute to the transmission of knowledge, not only from one individual to another but also from one generation to the next. Wilkinson writes, language is also used for a wide range of purposes: to influence, to interact, to explore, to explain one self as well as to the others, to establish and to maintain identity (1). For instance, language that we use as an observer has a different function from that we use as a participant. It means language that we use can indicate who we are and where we come from.

It needs a process to learn a language whether it is a native language or a foreign language. Santrock (321) states that, our brain has two parts, called the right hemisphere and the left hemisphere. The part of the brain that helps us in acquiring a language is located at the left hemisphere. In this left side of the brain, there are two areas: Broca's area and Wernicke's area. The Broca's area functions for the production of speech. Therefore, if people have injuries in this area, they will lose their ability to articulate sounds. The Wernicke's area is an area in which the process of comprehending language occurs. When people have damage in this area, they will babble meaningless words.

foreign language (Wallerstein 1). As an international language, English has spread out around the world, including in Indonesia. In our country, English has been taught as a compulsory subject in junior and senior high school. English is very important in preparing young generation to face the rapid progress in information, knowledge, science and technology nowadays which are mostly using English. That's why, this phenomenon leads the government to consider that English is not only taught to the senior and junior high school students but also for the elementary students as earlier as possible.

English in elementary school functions as the local content where it is first taught to the fourth year students of elementary school. Nevertheless, nowadays, English as a local content in elementary school has been taught from the first year of elementary school, depending on the necessity of the school. If the school thinks that it is necessary to have English from the first year, then it must provide competent teachers who have the capability in teaching English for children

Teaching English as a foreign language to children who live in a non English-speaking community is quite difficult, because they still get influence from their native language. Therefore, teachers ought to be more creative in using the appropriate techniques and materials to teach English, especially its vocabulary, since vocabulary is important before students have the language skills (reading, writing, listening and speaking).

In order to enrich children's English vocabulary, the use of pictures has been found effective. Wright (136) states that pictures have been used for

centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.

According to Wallerstein (30), teaching with pictures provides endless possibilities for learning vocabularies, holding discussion, creating dialogues and stories or writing exercises. It is clear that the use of pictures gives profound effect in urging on the students to learn vocabulary. Students can respond to pictures with their own feelings and opinions.

As Wright (10) points out, pictures can play a key role in motivating students, contextualising the language they are using, giving them a reference, and helping to discipline the activity. Pictures can also be used to remind the students of what to say. It will be easier to remind the words if they have seen the real objects. With pictures, students can be happier in learning vocabularies because they can see the objects clearly without guessing the objects first.

Many works have been done related with pictures that can be used for motivating children to learn vocabulary. Norma Saphiro, a co-author of the New Oxford Picture Dictionary Program, the Basic Oxford Dictionary Research Book, and a facilitator of the ESL Teacher Institute, has conducted many workshops and communicative activities and vocabulary development in the ESL classroom (La Porta.Pp Online 1). She has created a picture dictionary to develop children's vocabulary. She writes that a vocabulary program, besides covering the

material and offering a compendium of words, must be clear and interesting. One teacher who has used this dictionary wrote that her students were pleased to learn and remember the language easier (La Porta. Pp. Online 1).

Being inspired by the phenomenon above, the writer intends to carry out a research related with the phenomenon. The research is aimed to know how well visual aids especially picture are involved in developing children English vocabulary.

1.2. Statement of the Problem

Based on the phenomena above, the writer would like to state the problems as follow:

1. Is there any influence of picture on the development of children's English vocabulary?

The hypotheses:

Ho: There is no influence of picture on children's English vocabulary development

H1: There is influence of picture on children's English vocabulary Development

2. If there is, does picture really motivate students in learning English vocabulary?

1.3. Objective of the Study

The objective of this study is to find out whether or not picture has influence on children's English vocabulary development. Furthermore, the writer wishes to find out the students' interest in learning vocabulary through pictures.

1.4. Significance of the Study

The result of this study is expected to give a meaningful contribution to teachers in teaching English, especially vocabulary, to children. I hope the teachers can be more creative in teaching English vocabulary to children by using pictures in order to enrich children's knowledge, since pictures can represent real objects to be shown to the children.

Furthermore, this study is intended to give useful information for students of English Department who are interested in the field of teaching. Later when they become a teacher, they will be more creative in teaching vocabulary by using pictures.

1.5. Scope and Limitation

The focus of this study is limited to know the influence of pictures on children's English vocabulary development and to discover whether or not picture motivates students in learning vocabulary or not. The respondents of this research are limited to the first year students of elementary school.

1.6. Theoretical Framework

The study is based on several theories. One of the theories is stated by Allen and Lavalette (1999). They explain that vocabulary is the most important factor in all language teaching. Therefore, in learning a language, what we have to do first, is knowing the words existing in that language.

Allen and Lavalette's statement is supported by McCarthy (1991). He states that based on the experience of most language teachers, that the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just can not happen in any meaningful way.

In urging on the students to understand vocabulary, the use of picture has been found effective. Wright (1990) points out that pictures can play a key role in motivating students, contextualising the language they are using, giving them a reference, and helping to discipline the activity. Pictures can also be used to remind students of what to say. It will be easier to remember a word if they have seen the real object.

1.7. Method of the Study

In this research, the writer use descriptive quantitative analysis, since the analysis is mostly related to the counting of numbers in order to prove whether picture has influence on children's English vocabulary development and

also use the questionnaire in describing students' interest in learning vocabulary through pictures.

1.7.1. Definition of Key Terms

Vocabulary refers to a list of English words, which is taught to the first year students of elementary School.

Vocabulary Test refers to a test of knowledge of a selected list of English words that is often used as a part of an intelligence test

Picture refers to a representation (of a person, things, etc) on canvas, paper, or other surface produced by painting, drawing, engraving or photography.

1.7.2. Population and Sampling

The population of this study was the first year students of SD Hang Tuah XII Surabaya. It consisted of two parallel classes namely: I A and I B. Each class consists of 20 students. The choice of the location and population was based on the fact that in SD Hang Tuah XII, English has been taught as a local content from the first year until the sixth year.

The respondents consisted in the whole population, that is the first year students of SD Hang Tuah XII Surabaya. The first year students were divided into two classes, namely I A and I B.

In determining the sample, those two classes, I A and I B were assigned to the control group and the experimental group. To decide which class was the control group and which class was the experimental group, the writer threw a coin.

1.7.3. Technique of Data Collection

In this study, the first group was the experimental group that was taught vocabulary through pictures. The other group was the control group that was taught vocabulary without using pictures.

In line with the purpose of the study, the writer collected the data from pre-test and post-test. Administering the pre-test and post-test was suitable for knowing the difference of student's ability before and after the treatment. The procedures of collecting the data are described below:

First, the writer gave pre-test to both the control group and the experimental group. The test consisted of 50 items of multiple choice type. The questions consisted of twenty-five questions of nouns and twenty-five questions of verbs. Hurlock (1972) writes that, at the first two levels, nouns and verbs are vocabulary that are learned first and they are used most by children. Because the respondents were in the first year of the elementary school, the writer only gave nouns and verbs to be tested.

The second step in collecting the data was, the writer gave treatment which ran for two weeks to both groups but in different techniques. For the experimental group, the writer showed a picture that represented a word and

asked the students what they saw in a picture. After the students gave the correct answer, the writer asked the students to mention the English word for what they had seen in the picture. If they could not mention the correct word, the writer would give the correct answer. After that the writer pronounced the word and asked the students to repeat. Lastly, the writer gave some exercises to reinforce the students' understanding.

Conversely, the technique for the control group was different from the previous one. The writer didn't show a picture to the students. The students were only given an Indonesian word and then asked them to find the English word. After hearing the correct answer, the writer pronounced the word and asked the students to repeat it. Lastly, the writer gave some exercises to reinforce the students' understanding.

The third step in collecting the data was, the writer gave the post-test to the both groups, the control group and experimental group. The post-test was given to know how well the students had learned the lesson. The post-test was the same with the pre-test, consisting of fifty items of multiple choice type: twenty-five questions of noun and twenty-five questions of verb.

The last step was, the writer distributed the questionnaires to the both groups. In distributing the questionnaires, the writer wanted to know whether picture influenced their motivation in learning English vocabulary.

In short, the steps of data collection are:

1. Giving pre-test to both groups, the experimental and the control group

2. Giving treatments to both groups for two weeks
3. Giving the post-test to both groups
4. Distributing questionnaires to both groups

1.7.4. Technique of Data Analysis

In analyzing the data, the writer used the quantitative method. Firstly, the writer classified the data into two groups, pre-test and post-test, then the writer gave scores to the pre-test and post-test of both the experimental and control group. The scores were counted from the correct answers of the tests. After giving scores, the data were put in tables.

The second step was counting the data using t-test. After putting the data into tables, the writer counted it by using t-test, to know whether or not there is significant influence of pictures toward children's English vocabulary development. After getting the t-value, then it was compared with t-table. The value that was obtained from the comparison of t-value and t-table was put in t-diagram to know the accepted hypothesis.

The last step of data analysis was interpreting the students' questionnaire. In short, the steps in analyzing the data are:

1. Scoring the pre-test and post-test of both the experimental and control group.
2. Counting the data using t-test.
3. Putting the value into t-diagram
4. Interpreting the students' questionnaire

CHAPTER II

REVIEW OF LITERATURE