



**CHAPTER I**

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#### 1.1. Background of The Study

The four important language skills in English that should be mastered are listening, speaking, reading and writing but one thing that should be concerned in language learning is vocabulary. From a large amount of experimental research that Nation (1982) has shown, it was proved that both learners and researchers see vocabulary as a very important if not the most important element in language learning. Learners feel difficulties in both receptive and productive language use result from inadequate vocabulary. This fact is in contrast with another fact noted by Nunan (1993) that the principal focus of language teaching has been on the grammar of the language while grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary. Audio-lingualists suggested that the emphasis should be strong on the acquisition of the basic grammatical pattern of the language. It was believed that if learners were able to internalise these basic patterns, then building a large vocabulary could come later. Allen (1983:5) noted the development of vocabulary learning which is on the contrary with the opinion that vocabulary is a neglected area. The learning of word meanings required more than the use of dictionaries and vocabulary acquisition is a complex process. Therefore, the use of media will be

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useful in the clarification of vocabulary learning. Through research, teacher then has never doubted the value of learning vocabulary. They know how communication stops when learners lack necessary words. They do not believe that the teaching of vocabulary should be delayed until the grammar is mastered.

English is considered the most important foreign language in Indonesia. It is taught as a compulsory subject in schools and universities in an environment where it is not used for daily communication. Concerned with the importance of vocabulary teaching, unlike in the previous years, professional journals and various workshops, today, reflect the current concern for more effective vocabulary teaching. There is more attention paid to the techniques for teaching vocabulary. There are experts as Carter and Mc.Carthy (1988:vii) say that vocabulary itself is the heart of language teaching and learning. Therefore it is undeniable that having good command of English vocabulary for English learning is essential. Rivers (1983:125) also has the same comment that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. The same as the above statement, Carter and Mc.Carthy (1988) add that without vocabulary, the students cannot continue with the English skills : speaking, listening, reading and

(1966) as quoted by Shepard (1973:39) claims that vocabulary is one of the most significant aspects of language development.

Nowadays teaching vocabulary becomes the main concern in language learning. Sternberg (1987:90) believes that vocabulary knowledge is essential to comprehension. One cannot understand speech or text without knowing what most of the words mean. Experienced teachers of English know very well how important vocabulary is. They know students must learn thousands of words that English speakers and writers use. Fortunately, both teachers and students agree on the need of vocabulary. Mukarto (1989:66-67) states that the teaching vocabulary refers to the teacher's effort in helping the students to know the meaning of vocabulary. Teaching vocabulary needs some techniques since vocabulary itself contains words. Teachers should have techniques in order to help the students to understand the meaning of those words. Honeyfield (1977) stresses the importance of context in the teaching of vocabulary. He points out that even with a functional vocabulary of the three thousand most frequently occurring items in English. Learners will still not know around 20 percent of the items they will encounter in an unsimplified text. The problem confronting both teachers and learners is that no course can provide learners with anything like the vocabulary they will need to comprehend authentic texts. There are many strategies for helping the students to know the meaning of unknown words like Ernestova (1981) gives explanation that students understand and retain the meaning of a

word better when they have seen some object associated with it. For this reason, the teacher should expose the students to real life situations. When it is not possible, the visual aids conserve as a useful substitute. As pictures and their images are more vivid than words, they are much easier to recall than words. Li-Shing (1981:9) simply said that the techniques of teaching English vocabulary through pictures is not only effective and interesting but also practical and economical.

After vocabulary teaching and the effective technique of vocabulary teaching through pictures are discussed, Ann.v.martin (1974:87) as quoted by Lilywati (1993:12) said vocabulary learning is a continuous process for all educated people. According to Martin (1974:87) learning a language means learning to communicate in verbal ways. That is, when communicating, they come in contact with words. Thus, students' understanding of a new word is not limited to that one new word only since the new word represents a new idea, new facts of thinking, a new or expanded concept. Vocabulary learning is said as the heart of mastering a foreign language as Rubin (1994:7) asserts, "One cannot speak, understand, read and write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language".

Moreover, Allen (1983:12-13) explains that vocabulary lessons for the first stage of English instruction use pictures for showing many meanings. In some classes for beginners, teachers use three ways to show

the meaning of vocabulary words : (1) pictures, (2) Explanations in the students' own language, (3) Definitions in simple English, using vocabulary that the students' already know. To show the importance of using pictures in vocabulary learning. Bumpas (1963:32-33) suggests, pictures as a technique to increase the students' vocabulary. He says that pictures can take learning experience more concrete, realistic and dynamic for young children. Since picture is one of the elements of visual aids, Wright and Sofia Haleen (1991:vi) say that using visual aids will make teaching more effective, communicative and interesting. Bowen (1989:112) also says that learning is a complex process and visual aids are a great help in stimulating the learning of a foreign language, the students must use his ears as well as his eyes but it is the eye that is the primary channel of learning. Good visual materials will help maintain the pace of the lesson and the students' motivation. As we learn, most through visual stimulus such as pictures and others teaching media which are the more interesting and varied these stimuli are, the quicker, and more effective our learning will be.

In the mean time, as the experts discuss the importance of vocabulary, the uses of pictures can make vocabulary teaching and learning become interesting and effective, Heaton (1975:1) comments that both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others. Tests may be constructed primarily as a device to reinforce

learning to motivate the students or primarily as a means of assessing the students' performance of the language. Hughes (1980:149) points out that the effect of testing on teaching and learning is known as backwash. Backwash can be harmful or beneficial. If a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities and if the test content and testing techniques are at variance with the objectives of the course, then there is likely to be harmful backwash. An instance of this would be where students are following an English course which is meant to train them in the language skills. For instance, if the skill of writing is tested only by multiple-choice items there is great pressure to practice such items rather than practice the skills of writing itself. This is clearly undesirable. There are many types of vocabulary testing, such as multiple-choice, completion, matching and many others. Liamzon (1980:118) discusses about the constructing vocabulary item test that the busy language classroom teacher under pressure to administer a vocabulary test, usually makes use of the quickest way of constructing one; and favourite method precisely because it is quick and easy is to line up a number of vocabulary items and ask the students to identify their correct meanings from a number of alternatives given on the other hand Heaton (1975:42-43) supports the way of constructing vocabulary item in multiple-choice. One of those types of multiple choice is recognition item, the stem is replaced by a picture. The testee sees the pictures and has to select the most appropriate word relating to the picture from four to five

options. This type of item is clearly very appropriate at the Elementary stages. Realizing the importance of vocabulary teaching and learning and also picture as one of the visual aids that makes learning more effective, interesting and enjoyable, the writer tried to carry out a further study in teaching vocabulary using pictures to the fourth year students of Elementary school.

### **1.2. Statement of the problem**

Based on the discussion before, the problem in this study is :

Is there any effect in teaching vocabulary using pictures to the fourth year students of SDN Kertajaya 218, Surabaya ?

### **1.3. Objective of the study**

In line with the statement of the problem, the objective of the study is to find out whether there is an effect in teaching vocabulary using picture to the fourth year students of SDN Kertajaya 218, Surabaya.

### **1.4. Hypotheses**

There are two kinds of hypotheses in this study. They are the Null Hypothesis (H<sub>0</sub>) and the Alternative Hypothesis (H<sub>A</sub>)

#### **1.4.1. The Null Hypothesis (HO)**

It states that there is no effect in teaching vocabulary using pictures to the fourth year students of SDN Kertajaya 218, Surabaya.

#### **1.4.2. The Alternatives Hypothesis (HA)**

It states that there is an effect in teaching vocabulary using pictures to the fourth year students of SDN Kertajaya 218, Surabaya.

#### **1.5. Significance of the study**

This study is expected to give a good and useful information about the idea of increasing the vocabulary mastery and achievement for the fourth year students of elementary school with a very appropriate technique in vocabulary teaching in order to keep their interest in vocabulary learning and supported with good vocabulary testing as the backwash to help them master the vocabulary words given.

#### **1.6. Scope and Limitation**

Due to the limited time, facilities and expenses, the writer considers it necessary to set limitation on it.

The subjects of the study were limited to the fourth year elementary students of SDN Kertajaya 218 at jalan Pucang Jajar 4-6 Surabaya. Since the class had been divided into two classes, 4A and 4B then the writer conducted the study for the two classes. The reason for choosing the fourth year elementary students is that at the age around 10 years old, the students are at the critical periods and they have got more vocabulary

students are at the critical periods and they have got more vocabulary based on the curriculum when they are in the fourth year. It is the time when they can recall all the vocabulary from their previous lesson and increases can recall all the vocabulary from their previous lesson and increases their knowledge of vocabulary from their textbook based on the curriculum.

The time for conducting this study was limited from July to October 1999. In July they had a pretest and in October they had a posttest. The students were still in Cawu I and before they got the treatment from the teacher and for the posttest it was after they got the treatment and finished Cawu I.

### 1.7. Definition of The Key Terms

**Teaching Vocabulary :** In this study, it refers to the teaching the English words available in their English compulsory textbook, entitled "English For SD 4A" published by Grasindo

**Pictures :** In this study, Pictures refer to the drawings presented as visual aid taken from English compulsory textbook, entitled "English For SD 4A" published by Grasindo and from the additional textbook, entitled "Start with English" published by Erlangga. Pictures used in this study

related to the topics: Greetings, My Family, In the  
Classroom and My Body.