

CHAPTER 1

INTRODUCTION

This chapter presents and discusses about background of the research, statement of the problem, purpose of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

English is the first foreign language and becomes one of the important materials in teaching and learning in Indonesia, especially for young learners. One of the important components is vocabulary, without vocabulary, the students can not master English well. Teaching English is always oriented to master the four skills: listening, speaking, reading and writing, besides that there are language components that support and help them to master English, such as grammar, vocabulary, spelling, and pronunciation. Vocabulary is a very important factor that can influence the student's English, and this is one of the basic elements in achieving language skills. Harmer (1991, 153) classifies that "vocabulary that provides the vital organs and flesh". The students have to develop their vocabulary and master it in order to be able to communicate with others well. Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. Edge (1993, 27) stated that "Knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood". Learning English starts from elementary school until the university level. In fact, most of the students sometimes get difficulties to use, apply and still low in their vocabulary mastery.

Teaching English to elementary school students is very basic, Penfield in Stern (1983) says that "the early years before puberty are better in learning a foreign language rather than an adult or even adolescent". It means the students in elementary school learn English as a new thing for them. According to Jordan (1995:149) Teaching vocabulary is such an important task in teaching English,

because vocabulary achievement relates to all language learning and it is of concern to all four language skills.

Based on the interview with the English teacher of MI NU Miftahul Falah, the result of the students' vocabulary mastery was still unsatisfying. The teacher said that the most important factor in this problem was the difficulty of mastering vocabulary, the test score result also shown that the students' vocabulary mastery was still low, this was evidenced by the results of the most of the students' scores was still less than the passing grade (75). So, it can be concluded that vocabulary emerged as the cause of the most difficulty for the students.

Based on the interview with some of the students of MI NU Miftahul Falah, the researcher found the most of the students had many problems in understand, memorize, master vocabulary and this situation made them lazy to study English. The most of the students felt difficult when the teacher asked them to mention all things in English, they felt difficult to answer teacher question, and also bored when they were learning in their classroom, because the teacher has used the same strategy, method, and never used interesting media.

In teaching English to elementary school students, media has an important role in increasing the students' interest to follow and pay attention to the lesson. It can increase the students' motivation in learning, activate the students to give responses, enable the students to repeat what they learn, stimulate the students to study harder, and encourage the students to give direct feedback. In addition, media in teaching and learning process is used to support the instructional interaction between the teacher and the students. According to Brown (1977: 2-3) defines media as the tools or the physical things used by the teacher to facilitate the instruction. According to Danan (1992) the language teachers use different visual materials so that they can increase the student's interaction and motivation in the classroom. Visual aids can provide useful and suitable solutions for problems of language teachers. According to Carney (2002), visual elements increase the students learning because there are more concentration for them. As we see the use of visual materials like pictures in teaching and learning is increasing, especially illustrated colored pictures. The use of illustrated colored

pictures is useful and important way for vocabulary learning and increase their vocabulary mastery.

One of the interesting techniques that use media in teaching vocabulary to elementary school students is by using illustrated colored pictures. According to Harmer (2001), visual things make the learning process easier. Teachers feel that the using of illustrated colored pictures in teaching new words makes the learning process enjoyable and memorable. Teachers found that illustrated colored pictures can attract the students for better learning. According to Harmer (2001) if teachers show and check the meaning of words, it can be an important and good way for use of pictures. The use of illustrated colored pictures is better and more useful than other media. Illustrated colored pictures can make the students feel happier, more interest in learning vocabulary, the students know vocabulary more concrete than just teaching vocabulary by giving the meaning, the students do not only know the meaning of vocabulary, but also know the real form and the color of the fruits. It makes the students be able to improve their vocabulary items in a long time and help them to improve their vocabulary mastery.

Based on the description, the researcher conduct a research entitled “Improving the Students’ Vocabulary Mastery by Using Illustrated Colored Pictures in MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019”.

1.2 Statement of the Problem

Based on the background of the research above, the statement of the problems can be stated as follows :

1. Is there any improvement of the students’ vocabulary mastery of the fourth-grade students of MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019 after taught by using illustrated colored pictures?
2. How can illustrated colored pictures improve the students’ vocabulary mastery of the fourth-grade students of MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019?

1.3 Objective of the Research

Based on the statement of the problems above, the objectives of the research can be stated as follows :

1. To know whether there is any improvement of the students' vocabulary mastery of the fourth-grade students of MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019 after taught by using illustrated colored pictures.
2. To describe how can illustrated colored pictures improve the students' vocabulary mastery of the fourth-grade students of MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019.

1.4 Significance of the Research

The results of this research are expected to provide benefits for all people who are related in this research, both theoretical and practical benefits as follows :

1. Theoretically

The results of this research are expected to give information and find appropriate media of improving the students' vocabulary mastery, especially by using illustrated colored pictures.

2. Practically

The researcher expects that this research can be useful for the teachers, the students and the readers.

a. The teachers

The researcher expects this research can motivate the teachers to use creative ways in mastering vocabulary, especially by using illustrated colored pictures, and this research open their minds about the realities faced by their students that can hinder language learning seriously, especially in mastering vocabulary and it is expected that with this research can find the best solution to their problem.

b. The students

The researcher expects this research can solve the students' problems, especially in the students' vocabulary mastery, and the students can be motivated and more interested in mastering vocabulary easily and

pleasantly, and also find more interesting ways to improve the students' vocabulary mastery by using illustrated colored pictures.

c. The readers

The researcher expects this research can provide information and knowledge in writing as well as a reference on how to improve the students' vocabulary mastery by using illustrated colored pictures.

1.5 Scope of the Research

The researcher needs to give scope of the research in order to avoid a missinterpretation. Teaching vocabulary is a teaching and learning process that emphasizes in improving the students' vocabulary mastery based on the curriculum. Teaching vocabulary in elementary school, especially noun is very basic.

In this research, the researcher focus on reading skill of the fourth-grade students (B) of MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019 consist of 33 students which are 20 boys and 13 girls in this class. The most of them had many problems in mastering vocabulary. They feel difficult when the teacher asked them to remember English vocabulary, most of them less active and got low scores or under the passing grade (75).

To improve the students' noun vocabulary mastery, especially in fruits, the researcher uses the media is illustrated colored pictures, because it is visual images that described like fruits that have eyes, nose, mouth, etc (limbs) accompanied by colors that are useful for interesting the students to pay more attention, easier to master their vocabulary, and can help them to improve their vocabulary mastery.

1.6 Operational Definition

The researcher needs to give some terms of this research in order to avoid a misinterpretation. They are as follow :

1. Vocabulary mastery is the knowledge of vocabulary by understanding the meaning of the words. In this research, vocabulary is words that we recognize and use in reading and writing.

2. Illustrated colored pictures is a media of teaching and learning English, it is colored images that display information with hand drawing skills and imagination in the form of visual paper printing media with various colors accompanied by eyes, nose, mouth, etc (limbs), such as fruits.
3. The fourth-grade students of MI NU Miftahul Falah are the active students who study in MI NU Miftahul Falah Cendono Dawe Kudus in academic year 2018/2019.

