

CHAPTER I

INTRODUCTION

This chapter discusses introduction of this study. It consists of background of study, research problem, purpose of study, significance of study, scope and limitation, and definition of key terms. Each point is presented as follows:

1.1 Background of the Study

English is taught in elementary school in indonesia. As a foreign language it is difficult to teach English. English has aspects such as pronunciation, vocabulary, spelling and grammar / structure in an interesting way. However, vocabulary is very important to be mastered first since it is an essential means in conducting communication. Therefore, in the elementary school the focus should be on the vocabulary.

Teaching vocabulary to children is not easy. There is difference between teaching children and teaching adults. The children have certain characteristics and need a certain treatment. Halliwe (1992) states that young children do not come the language classroom empty handed but they bring with them an already well established of instinct, skill and characteristics in which will help them to learn another language.

Related to the teaching English to young learners, the teacher should teach them from the basic of English as a first step to learn other skills in English like reading, listening, speaking, and writing. The foundation of teaching those skills is teaching vocabulary. It means, the students cannot communicate in English

better if the students are not learning vocabulary first. In the case, teaching vocabulary to young learners is giving words to the students, memorizing the words, and how to apply the words in sentences. From the explanation above, we conclude that teaching vocabulary to young learners is needed to increase the student's ability in English.

Based on the 2006 English Standard Competence, the goal of teaching English is that students have to master the four of English skills: reading, speaking, listening and writing.

In teaching vocabulary to young learners, it needs appropriate technique. To use appropriate and effective techniques in teaching vocabulary, effective teachers should create various teaching techniques and need correctness of teaching methods to increase motivation of children. The appropriateness of making or using the teaching methods can pursue the achievement of education purposes.

In addition, in any kinds of language learning activities, techniques may certainly constitute an indispensable factor that facilitates every successful effort in vocabulary mastery. So, that techniques of teaching vocabulary to young learners are important because it can help the students learn easier and enjoy the material presented. Furthermore, there are some sources that explain techniques in teaching vocabulary in elementary school can be applied using some ways, like games, memorization, dictation, etc.

The problem faced by more learners when learning the meaning of new words in a second or foreign language is that they are less confident about their

understanding of the context then they would be in their first language. They are afraid in doing mistake. Teacher should find the best and the effective technique to teach English vocabulary. It is needed to help the student's understanding in vocabulary and to increase the effectiveness of learning process. The appropriate technique is also used to stimulate the students' motivation and student's interest because the way of teacher to teach plays a major role in motivating them to take vocabulary seriously and giving them ideas on how to learn it.

The teacher needs to manipulate some techniques to support the teaching learning process and to introduce new vocabulary to the students because it is one of teacher's main aims. Teacher should find the best or the effective technique to teach English vocabulary. The variety of teaching techniques or methods will help young learners fell amusing learning situation, but not all teachers can find or create the right method for teaching learning process in order that can learn the material easily.

Media as teaching aids are needed to help the student's understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and student's interest, there are several kinds of media that can be used, such as puppets, picture cards, flash card, toys and etc. This mediums are appropriate to teach the children.

The use of stick figures as the media in teaching can attract the interest of the students in learning vocabulary. When the students are interested in the learning, they will concentrate and participate actively in the class. It is because

they feel that the teaching learning process is interesting, fun, and they do not get bored.

There are several advantages when using stick figures in teaching vocabulary the fourth grade. Firstly, words are not enough when teachers teach vocabulary to young learners. It means that teacher needs other objects and pictures to work. Second, variety in the classroom, which means that variety is a must, such as, variety of activity and variety of material. Referring to I. A. Richards and Cristine M. Gibson ideas in Wijarnako (2006) that using stick figures is more vivid than words and much easier to recall, so students understand the word better when they have seen some objects associated with it. It means, it can be concluded that using stick figures are very useful for the students. It makes the students easier to memorize new words by seeing the picture of the objects

The theoretical consideration above is also supported by the empirical works that were done by Hikmah Oky Pravitasari (2009).

Hikmah Oky Pravitasari (2009) studies about "*the implementation of stick figures to teach writing recount text to the eighth graders of SMPN 1 Ngoro Mojokerto*". This study was designed descriptive qualitative. There were two research problem tried to be answered, how is the implementation of stick figures in teaching writing contexts and how are the students' responses towards the implementation of stick figures in teaching writing? The result of this study showed that the implementation of Stick figures helps the students in writing recount text and make students easily to identify the generic structure and language feature of recount text. It can be proved from the students' writing

progress in the term of each component. Furthermore, the students really enjoyed to write a recount text by using stick figures. Besides, the chart of stick figures with their relevant keywords as a model makes the vocabulary in recount text more familiar and the students are more actively to ask and answer question related to the implementation of stick figures .It showed that mostly of the students agreed that the implementation of stick figures was really helpful in getting the ideas to write recount text. Here, the writer suggested some ways for the teacher of using stick figures as one alternative in teaching vocabulary especially for the teacher in the classes. The most important one is teacher always keeps observing the students' progress on every step on learning.

For the reason, the writer uses Stick Figures as a media because this method was ever used in this school. So, the writer easier is to implement and to analyze this method in this school. Based on the writer observation during teaching in a elementary school in MI. Tarbiyatul Islamiyah Ngampel and MI. Ibtidaiya Al Hidayat Indrodelik, the writer observed that in the teaching and learning, especially in vocabulary the students felt difficult to understand the meaning and they felt bored during the process teaching and learning in the class. The writer expected that Stick Figures make the students easier to learn vocabulary because they are not bored in the teaching vocabulary. So, based on the phenomena above, the researcher wants to analyze more deeply about “ The Implementation of Stick Figures in Teaching Vocabulary at Elementary School”.

1.2 Research Problems

The problems of the study are formulated in question below :

1. How is the implementation of stick figures as media in teaching vocabulary to the fourth grade at elementary school?
2. What are the students responses to the implementation of Stick Figures in learning vocabulary?

1.3 Purposes of The Study

The purpose of the study are to find out:

1. To describe the implementation of using of stick figures as media in teaching vocabulary to the fourth grade at elementary school?
2. To describe the students response in learning vocabulary by using Stick Figures at Elementary School

1.4 Significance of the Study

The results of this study are expected to give benefits both theory and practice

1. Theoretical Significance
 - a. It is expected that result can give contribution to the teaching of vocabulary.
 - b. It is expected that the result of this research will generate idea on the teaching vocabulary by using Stick Figures
2. Practical Significance
 - a. For the students, it is expected that this study can motivate and encourage the students in learning vocabulary.

- b. For the teacher, it is expected that this study will give motivation to the teacher to be more creative in learning English is fun and easy way.
- c. For the next researcher, it is expected that the result of this study can be used as the reference for those who want to conduct a research in teaching English.

1.5 Scope and Limitation of the Study

In order to make this study more specific, the writer wants to give the scope and limitation. The scope of this study is the English teacher of the fourth class of MI. Tarbiyatul Islamiyah Ngampel and also the students of those classes, and English teacher of fourth class of MI. Ibtidaiyah Al hidayat Indrodolik and the students of those classes. The limitation of the study is focused on the implementation stick figures in teaching vocabulary.

1.6 Defenition of Key Terms

To avaiod misunderstanding of the concept used in this study the writer would give the definition of key terms :

1. **Vocabulary** a list or set words a particular language or a list or a set of words that individual speakers of language might use (Hatch & Brown in Rahmanda, 2009)
2. **Stick Figures** stick figures os a drawing that shows the head of a person or animal as a cicle and all other parts as usually straight line (<http://www.merriam-webster.com/dictionary/stick%20figure>)
3. **Implementation** is a way how teacher implements Stick Figure in teaching vocabulary to the students. Here, the writer wants to see how

teacher implement Stick Figure that consist of pre-teaching, whilst-teaching, and post teaching.

Pre-teaching: the researcher wants to see the way of teacher open the class by activating students' background knowledge.

Whilst-teaching: the researcher wants to see the way of teacher in implementing Stick Figures strategy.

Post-teaching: the researcher wants to know the way of teacher closed the class by concluding the material.