CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study and definition of key term.

1.1 Background of the Study

The course of English is the important subject that should be studied in every school. Therefore, English is one of the foreign language which are taught in Indonesia. Previously, English was firstly taught in Junior High school. It will be late for children to learn English at that age. In fact, the language research says that the language learning will be better and more effective to be taught in the earlier period of time. Consequently, the English education has been taught earlier in Elementary school, because, many learners have less obstacles in learning language and mastering the English language competence. Based on "Programa Nacional de Bilinguismo in Maria's journal", it is expected that the students will learn and comprehend English as early as possible. This idea also supported by Mc Quown in Yohanes's paper (2010) about describing the advantages of teaching English for children. He says that the physiological of an early start (in language learning) were felt to be great, the child's love repetition, his lack of inhibition to mimicry, his sensitivity to the form of hears, the greater flexibility of his vocal organs-all these favored beginning of foreign language in elementary school.

In fact, the English learning so far, still doesn't reach the optimal output because it is taught without good planning. Therefore, the government established decree this new policy of Minister of Education and Civilization consists of two parts, first is RI No. 0487/4/1992 is about School Subject Curriculum and the second is No. 0412/U/1994 talking about English is included the curriculum for the elementary level of education as one of the local content subject from 4th grade to 6th grade. From the statement mention above, it will be better starting the study of English as a Foreign Language as early as possible for elementary school and it is able to influence the students' competence in English. It is also must be supported by the qualified english teachers, good planning, exact standard of English Curriculum and syllabus, facilities of learning condition.

Teaching and learning English emphasizes on the development of four skills: reading, speaking, listening and writing skill. Besides, it also consists of language elements such as grammar, vocabulary, pronounciation and spelling that support the development of four skills. Among, three components of language: grammar, spelling, and pronounciation, as stated by Edward in his book in Leny's paper : Vocabulary is the important one to consider because vocabulary mastery has an important role for the four language skills. The succesful students learning language depends on how many vocabularies they can master and how well they use them. Therefore, vocabulary is one of important aspect in learning a foreign language. It is as a major component of learning English. Without an enough vocabulary students will get trouble in their speaking, reading, listening and writing. Because of that, tasks for vocabulary has important role to them. It gives

contribution to the learners to perform or practice their skills better. According to Nation, (1990) in Lotfi Ghazal, (2005) said that the learner can not convey meaning and communicate each other in a particular language without vocabulary. It means that the learner must understand about vocabulary subject to make easy their skill in English subject. Besides knowing a word, they also can defined as knowing its spelling, pronounciation, collocation and appropriateness. It is intended, so the learners can easy to keep new words in their mind. So that the learners will be success in the beginning then they will be easy to continue in the next level.

Commonly there are so many teachers who deliver the vocabulary task just based on the task book, but they cannot see what the learners needs. The other problems are the monotonous of task for vocabulary was given in commonly school by the teacher, such as the students were just given the instruction to do their task book as like filling in the blank, and labeling based on picture. Students are never ordered to look for something new outside or in real life that related with material such students work in group to find some animals, things in the classroom, and to find some different items in two things, etc. In this situation, also supported by Long and Crookes's in Lie Jen (1991) terms stated that, tasks have a clear pedagogic relationship to out-of-class language use, in that needs analysis should clarify how students will need to use language in real-life. By doing, so they have to check if they have comprehended correctly. In addition, at that time they have to seek clarification from other students or their instructor. And also by interacting with others, students have an opportunity to listen to

language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time. As Candlin and Murphy (1987:1) note, "The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learners hold new knowledge." So that if the learners are still given as mentioned above especially for Elementary school as the local content, they will quite feel bored with the material in the classroom moreover they are still young learners which they are very critical to know and get something new in teaching learning process.

To solve those problems above, the implementation of task design is essential for teaching and learning vocabulary at Elementary School. Concerning of early modern language learner the reseacher will show about appropriate ways in implementing task for vocabulary to children in the form of questions that can challenge them to think in a fun way. According to Jane willis in Manuel (2004) provides six types of task that are **"Listing"** listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are brainstorming and fact-finding, **"Ordering and Sorting"** it's mean these tasks involve four main processes: sequencing items, ranking items, categorizing items and classifying items, **"Comparing"** these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points or differences, **"Problem Solving"** Problem-solving tasks make demands upon learners' intellectual and reasoning powers, although make them challenging, they are engaging and often satisfying

to solve, **"Sharing Personal Experiences"**, is something we do very often in daily life, because it is common outside the classroom and should be encourage. Asnd the last is **"Creative Task"** These are often called projects and involve pairs or groups of learners in some kind of creative work.

As the researcher have known, learning English as a foreign language needs effort to understand, produce, and manipulate the target language, especially for Elementary school students. Elemantary school students are in the stage where they are very active and logic. In this stage they need to learn language in appropriate way so that what they learn will be effective. The fact, many studies in Indonesia have shown that the teacher did not implement the communicative teaching in conducting English lesson (based on Harmer: 1996 in Rachmajanti). A study from Elementary schools in *Malang* found out most of the teachers implement simple techniques in their teaching such as asking questions, giving instruction, drilling, memorizing word, and providing explanation. Even, 64% of the teachers were of the opinion that the students hated listening to the teachers' monotonous explanation (Dardiri 1994:74). According to Rohmah (1996:67) in her research findings also discovered that the teachers rarely put storytelling, memorization, and speech into practice in the classroom. The researcher can see that the teachers spend a lot of time when they teach their students by giving providing explanation, give question, and also drilling. Those can make the students feel bored and get lack opportunity in implementing their language English use. Therefore, almost all of task which are given by the teacher are not communicative task because most of the English teacher when they teach in

Elementary school dominate in the classroom, they seldom ask their students to implement their English language in real-life. Although many teachers rarely create creative teaching task for vocabulary or still monotonous when they implement vocabulary task, but there are some teacher in Indonesia that still have good ways to implement task for teaching vocabulary especially in Gresik.

So that, in this study shows that the most of the research in conducting English lesson for Elementary school in Indonesia lack of communicative task implementation. From those studies above which are shown by some researches, the reseacher want to conduct this study, which the aim to investigate the implementation of task for teaching vocabulary at Elementary School in Gresik.

1.2 Statement of the Problem

Based on the description from background of the study above, the writer wants to investigate the basic problem about how is the implementation of task for teaching vocabulary which cover:

1. What kinds of task is implemented for teaching vocabulary at Elementary school in Gresik?
2. What kinds of task which more capable to be responded by students at Elementary school in Gresik?

1.3 Objective of the Study

Based on the statement above, the objective of the study would be as follow:

1. To investigate kinds of task for teaching vocabulary which implemented at Elementary school.
2. To find out kinds of task which more capable to be responded by students at Elementary school.

1.4 Significance of the Study

The researcher hopes that this study will have some benefits in the English teaching learning, especially in teaching vocabulary. There are two kinds of benefit in this study, they are: theoretically significance and practical significance.

For theoretical significance, this study can contribute to development of teaching of task for vocabulary in school. This study also can generate theory about task for teaching vocabulary.

For practical significance, this research is expected to be usefull and helpfull in teaching learning process especially to improve teachers in implementing task for teaching vocabulary at Elementary school.

For the teacher, this study will be their reflection in the way to implement task for teaching vocabulary in teaching and learning process.

1.5 Scope and Limitation of the Study

In order to make this study more specific, the researcher determined the scope and limitation of the study on the implementation of task for teaching vocabulary that is often used by the teacher during teaching and learning process. The scope of the study focused on the implementing task for vocabulary given by the teacher. Meanwhile, the limitation of the study focuses on the third grade from some of Elementary Schools in Gresik, and the researcher limit the scope of task for teaching vocabulary, the limitation on classroom management related with task for vocabulary outcome.

1.6 Definition of Key Term

In formulating this study, the writer will define some of key terms as follows:

a. Implementation

Implementation is the application of tasks for vocabulary concists of pre, whilst, and closes activities.

b. Vocabulary

Vocabulary is a word used in teaching and learning English at Elementary school for third grade.

c. Task

Task is an activity of vocabulary where the target language is used by the learner for a communication purpose in order to achieve an outcome at Elementary school.