

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Government particularly pays attention to English learning by enacting the 2004 curriculum which English become local content in elementary school curriculum set out in Government Regulation (PP) No. 19 of 2005 on National Education Standards. This is due to the belief that English should be introduced earlier, as expressed by Cameron (2001) that English as a foreign language is learnt better by young learners. Thus, in elementary level is a also good period of time to teach a foreign language.

Teaching foreign language to children, especially English, can not be separated from vocabulary learning. Vocabulary is the important thing for students in the process of acquiring, learning, mastering, and using the language they learn. It is because vocabulary is one of three components of language together with grammar and pronunciations which plays an important part in listening, speaking, reading and writing . It means that vocabulary has an important role for learning a foreign language. It is hard to master the four language skills without mastering or understanding a number of vocabulary, because it is fundamental in language learning. Furthermore, limitations of students' understanding of vocabulary make students have poor achievement of their language competence.

In addition, vocabulary is one of the important parts that support the success of achieving English language mastery. Harmer (2001) believes that vocabulary is

one of the important factors that affect language speaking activities. Moreover, oral and literary ability cannot be highly achieved without a fundamental vocabulary teaching. The environment should support their language process, where they do not feel stressful. It is considered to be the children characteristic that they learn best through playing, doing some movements, imitating the teachers, and listening (Scott & Ytreberg, 2000).

Someone can be said mastering vocabulary if he knows the meaning of the word and knows how to put them together in the sentence (Allen, 1983:4). Then, students is expected that they do not only know the meaning of every single words but also they were supposed to use words in a sentence. Unfortunately, many elementary school students do not master vocabulary or lack of appropriately vocabulary in usage.

Nation suggests that teachers can convey meaning to their students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language) (Nation,1990). Besides that, teachers should involve their students in discovering the words' meanings by themselves and let them make efforts to understand words' meanings. When the students were involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently. As a result, the students will be motivated, and gradually they will build their own store of words which will be a basis for communication at any time.

Moreover, there were many elementary students who find difficulty in recognizing and mentioning English vocabulary. Of course they will also find the difficulty in making a sentence. This is because they mostly only know the meaning of some single word but they can not use it in a sentence or just express their language into target language (English). So, teachers have to find the effective way how to deliver new words to their children so that their children can get the meaning of the word easily then they finally can use it properly because they have already known and understood the meaning and know when the word have to put in sentence correctly.

As the importance of teaching vocabulary to elementary students, teachers should introduce the new words by some methods that can be easily understood without any translation way because learning vocabulary is not always as easy as showing the meaning of words, but it will be a meaningful learning if it is thought by context. It is believed by Wagner (2007) that explaining word meanings to children does not necessarily solve the problem. By teaching vocabulary through the context, the students were able to grasp their own knowledge naturally by identify the meaning of some words by what they see or hear. Thus, Observing words in context is the best way to learn new vocabulary (Thompson,2002). They may be faced in the context of situation that they can see in their daily life, how they use some words directly and properly.

Realizing to the importance of vocabulary learning for elementary school above, one of method that appropriate to teach vocabulary at elementary level is Gouin series method. A Gouin series method is a method developed by Francois

Gouin in the 19th century. The teacher presents a series of six to eight relatively short statements that describe a logical sequence of actions that takes place in a specific context—buying a gift, cooking a meal, making a cake, making a phone call, writing and sending a mail etc. The statements include concrete action verbs and use the same tense and the same person. The teacher first presents the statements to the class orally, accompanying them with pantomime of the actions involved. Props were also useful. The class responds first by doing the actions, and then responds by saying the words while still performing the actions. The class speaks first as a group and then as individuals.

This method as its focused on building vocabulary, was applied in many foreign language teachings, and it was recommended by many school abroad as one of the appropriate methods in part of their curriculum standard for teaching a foreign language and for many types of student, such as in *The New Jersey World Languages Curriculum Framework*, here the Gouin series is assigned to be a standard of methodology for innovative instruction in K-12 World Language Programs. Besides, Charlotte Mason School followed the method of Gouin series to teach foreign language to their students. They believe that the Gouin series method is the effective way to introducing new word in a sentence to the students.

Gouin (1880) felt that such direct "translation" of experience into words, makes for a "living language". (p59). Gouin also noticed that children organize concepts in succession of time, relating a sequence of concepts in the same order. Gouin suggested that students learn a language more quickly and retain it better if it is presented through a chronological sequence of events. Students learn sentences

based on an action such as “getting up in the morning” in the order in which such would be performed. Gouin found that if the series of sentences were shuffled, their memorization becomes nearly impossible. He found that people will memorize events in a logical sequence, even if they were not presented in that order. He also discovered a second insight into memory called "incubation". Linguistic concepts take time to settle in the memory. The learner must use the new concepts frequently after presentation, either by thinking or by speaking, in order to master them. His last crucial observation was that language was learned in sentences with the verb as the most crucial component.

In the Gouin series, action verbs becomes the pivot of this method.. Traditionally, a Gouin series is presented in the first person, but it can also be used as a storytelling device in the 3rd person. Gouin series can bring much fun by pantomiming or mimicking the action verbs. It is also give the student opportunity to memorize real things because they can learn new words by seeing and hearing directly so that they can remember and understand the meaning of word easily (Riyadi, 2008). In her classroom action research, Riyadi implemented Gouin series method as a strategy to improve the to the sixth grade of elementary students' vocabulary mastery. She used Gouin series to introduce new English vocabulary. The result was the increase of the students' English vocabulary significantly.

Gouin series is a nice way of introducing functional chunks of language (Curtain and Dahlberg, 2004).The child feels that they have learnt something important, and the teacher sees that the child is using real English, they were actually communicating, not just looking at a flashcard and saying what they see. This is

especially important for elementary level because they were competent in their own language and if they can communicate in another language, they feel proud of themselves, and want to learn more. It is much more motivating to learn how to really communicate something in another language in some contexts that they were involved in, than just to learn individual or single words.

Meanwhile, based on the preliminary study observation in class to one of elementary school in Manyar district, named SD Negeri Karangrejo, the researcher found some problems related to English vocabulary teaching and learning in the classroom. For example, the researcher found that in teaching new vocabulary the teacher used less variety of medias. She only used some pictures found in the workbook as an visual aid to show some vocabulary to students . Besides, teacher used translation method in teaching vocabulary on reading. This can be seen during teaching vocabulary, the teacher gives explanation to the meaning of every unfamiliar words found in reading text then the students noted them in their notebooks or the teacher wrote down vocabulary on the board then students have to find the meaning on their dictionary. After that they have to memorize all the items then. This facts were led to the students could only memorize the vocabulary while in the process of teaching and learning.

In addition, even though they have already known some words but they have difficulty to express a sentence or a phrase in target language (English). Most of all student can not use some word properly in target language because their language is still influenced by their mother tongue or Indonesian language. For example, They said“ *I work my homework every evening*”, while the correct is “ *I do my homework*

every evening. That is why teaching by context is needed. Students will learn some word more effective if they directly experienced with the word or language chunk by a specific context. They will learn from what they hear and see from the context. In the contrary, in the vocabulary teaching, items was taught out of context by the teacher. When teacher explain new vocabulary to the students, the teacher explains vocabulary out of context, she teaches vocabulary which student have to imagine the intended words out of the students' context. Students perhaps can not easily understand because they were unfamiliar with the context. They do not find the context in their daily life.

Besides, the process of teaching and learning English, especially on vocabulary, most of the students do not pay attention to the teacher who gives explanation in front of class. They were talking each other with their mates. Thus, the teacher can not convey the material to the students effectively. Those all the problems were also clarified by the result of the teacher interview with the researcher.

Referring to those descriptions above about problems appeared in the classroom and the specification of the Gouin series method, the researcher assume that the Gouin series method can overcome the problems in the classroom especially in teaching and learning vocabulary. Thus, the researcher would like to conduct a classroom action research using Gouin series to enhance students' English vocabulary mastery At SDN Karangrejo Manyar Gresik.

1.2. Problem Statement

In line with the background above, there is a questions to be answered in this research that how does Gouin series enhance the students' English vocabulary mastery at SDN Karangrejo Manyar Gresik ?

1.3. The Objective of the Research

Based on the problem statement in this research, principally it has an objectives to enhance students' vocabulary mastery through Gouin series.

1.4 Significance of the Study

In this study, the writer attempts to describe the significance of teaching English vocabulary using Gouin series. Therefore, the writer formulate the significance into two, they are:

1.4.1 Theoretical significance of the study

The result of the study are expected to :

- a. Be a teaching method or media for EYL (English Young Learner) in teaching vocabulary.
- b. Be a good oral and meaningful activity for beginning each English class in teaching vocabulary.
- c. Be useful and effective way in vocabulary classes.
- d. Give contribution to the theory of the strategies of using Gouin series.
- e. Give contribution to the theory of TEFL, especially on the effective teaching methodology.

- f. Increase and enlarge the writer's understanding in teaching vocabulary using Gouin series.
- g. Help another writer to provide information in mastering language components especially vocabulary.

1.4.2 Practical Significance of the study

Practically, the study result are expected to:

- a. Help increasing students' vocabulary mastery easily.
- b. Make teaching English vocabulary more interesting and fun.
- c. Give empirical evidence about the effective teaching vocabulary using Gouin Series.
- d. Give Empirical evidence about successful of using Gouin Series in Elementary school.
- e. Give information for English teacher in improving their teaching skills and sustain improvement in teaching English.
- f. Give the guideline how to teach and learn English, Especially vocabulary.

1.5 The scope and limitation of the study

This scope of this study only focused on the implementation of Gouin series method to enhance fifth grader students' English vocabulary mastery at SDN Karangrejo Manyar. The limitation of this study involve students' vocabulary. The students' vocabulary meant here were including action verbs and language chunks which is generally used by elementary level students and related with the daily life of the students.

1.6 Definition of key terms

In order not to have wrong perception or get misunderstanding to the important terminologies, the researcher define them as follows:

- a. *Teaching* is a process or activity which has goal to create an environment which students can learn about knowledge or skill in EFL classroom setting.
- b. *Vocabulary* is a list of English words with their meaning in a language used for teaching English for EFL students using Gouin series.
- c. *Vocabulary mastery* in this study refers to the ability of the elementary students in understanding and using English vocabulary.
- d. *Gouin Series* is a teaching method of teaching a foreign language which the teacher presents a series of six to eight relatively short statements that describe a logical sequence or series of actions that takes place in a specific context using gesture or pantomime and props.