CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

English is a language that is designed as an international language. According to Wilkinson (1986), English is the main language that is needed to be mastered by the Indonesian people, to influence, interact, explore, explain, and introduce their identity to others. In the current globalization era, English is useful as communication tool with the various people from other countries. Everyone should master English if they want to keep abreast of the world, both developments in the field of management, technology, science, literature, and art.

Meanwhile, Agustina (2012) states that nowadays English has entered into globalization era, so that learning English is an obligation that had to be understood and mastered by everyone. In addition, she also adds that English is a foreign language that is taught in schools starting from elementary level, junior high, up to college level.

The Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993 states that elementary schools can provide early English material as local content and can start in 4th grade. Moreover, the National Policy followed by Decree of the Head Office of the Ministry of Education and Culture

of East Java Province No.1702/105/1994 dated March 30, 1994 which states that in East Java, English lesson stands as a subject local content options.

In the development process, some areas such as Gresik has made English as compulsory local content subject and begin to be learned in 1st grade which is children aged 6-7 years old. Suhendi (2013) reported the results of his interview with M. Nuh, the Minister of Education and Culture, which states that in KTSP 2006 there is no English lessons for elementary students. English lesson is not included in compulsory subject which is standed in curriculum.

However, It does not mean learning English should not be added to students of elementary school. The Ministry of Education and Culture does not prohibit the present of English lesson in elementary school, and even suggested that English lesson is still given to the students of elementary school, but the position as local content.

Suyanto, Rachmayanti, and Rahayu (2003) states that the curriculum of local content subject is not prepared by the central of Ministry of National Education curriculum, but it is developed by the Education Ministry of provincial level. Therefore, the local curriculum between one province with other provinces are different, both in terms of learning objectives as well as the material that is being taught.

Handayani in Kasihani (2010) states that the objective of teaching English covers all language competences; listening, speaking, reading, and writing. Except the above language competences, English also has three components including; grammar, vocabulary, and pronunciation. Hapsari and Suminar (2006) state that

vocabulary is one of the important component in learning English because it is the foundation for beginning to learn English. Without understanding the vocabulary, someone is not able to capture the idea while listening, comprehensing the text when reading, saying any idea when speaking, and writing words that have a specific purpose when learning to write.

Hapsari and Suminar (2006) also add that the study of vocabulary should be done early, especially children age 6-12 years old that categorize as a golden period to learn foreign language except their mother tongue. Because at that time, the children's brain are still plastic and flexible so that the absorption process is more smoothest. There is an idiom say learning when still child is like carving in the stone. Learning when adult is similar with carving on the water. This is similar with learning a foreign language such as vocabulary. Indeed, learning vocabulary is more effective if it begins to learn from child because at this age, children can easily imitate the correct pronunciation and remind amount of vocabularies. Moreover, preparing children early will be much better for the children to be ready to compete and adapt with their needs in the future (Echa, 2013).

An Educational Ministry No. 1702/104/4/94/SK decides that in English syllabus for elementary students requires them to be able to master 500 vocabularies. Except because of children's brains are more easy to absorb something novelty than adults, it is done to facilitate the students in higher level later.

However, vocabulary is taught to young learners are not vocabulary for higher level but it is still modest in the environment around them. Learning

vocabulary should not only be done at school and in English lesson. Students can also learn vocabulary in the outside of English time or even outside of the school. This is in line with Bahrani and Sim (2012) statement. They state that learning foreign language can be done in the outside of the classroom setting, both through interaction with native speakers or by using technology.

Currently, there are a lot of interesting and interactive instructional media that can support in process of learning vocabulary. One is Adobe Captivate. Adobe captivate is a software for creating electronic instructional media. It is also useful to author software demonstrations, software simulations, branced scenarios and randomized quizzes. This software is developed by Adobe Systems. There are several advantages possessed by adobe captivate, such as the application is easy to be used because the way of adobe captivate work is similar with powerpoint, it has a lot of great templates, this application has many features that can be used to develop instructional media as needed.

Hun (2012), ever tried to take advantage of adobe captivate in development of world English online materials to increase intercultural awareness among ESL students in ASEAN countries. In order to make the materials more relevant to the needs of the world, he uses adobe captivate application that will easily access via web browser. Then, the result shows five students who act as subject of the study are enthusiastic with the online English materials which is developed by him. In addition, Instructional media which is developed by adobe captivate can run in variety of technological devices. One of them is mobile technology.

In these time, mobile technology are developing rapidly and become one of technology that are popular among the public.There are lots of emerging sophisticated phones such as blackberry, smartphones, and iphone. Where, all of them are provided advance and attractive features for the users.

Advanced mobile technology with attractive features can be owned by relatively cheap price. This causes makes not only adults who enjoy the sophistication of mobile technology but also children too. Moreover, the features is provided by mobile technology is made children interested. Some of them are chatting and social media applications such as bbm, whatsapp, facebook and others.

Furthermore, a wide range of gaming applications also makes children are interesting in playing it, again and again until they forget to learn and stay cool in their own world. According to Yang Jaeseok (2013) besides having a simple function that is for communication, sending and receiving messages. Today, mobile technology also allows the users to access internet anywhere and find a wide range of information, send emails, read e-books up to shopping.

Likewise, an advanced mobile technology also has some other applications which supports them become smarter, such as GPS, Mobileblogging, skype, video, audio, and so forth. By presenting advanced mobile technology today, if it is left alone without used it as well as possible, it will be worstly. According to Yang Jaesoek (2013) advanced mobile technology can be used as a tool for independent learning any time even out of the classroom.

M. Lu (2008) as the researcher tries to conduct a study about the effectiveness of learning vocabulary through mobile phones toward vocational students at 10th grade. The aims of this study is to examine the effectiveness of learning vocabulary by using sms, which has limited language information with the small screen size. The result states that the students showed an enthusiastic attitude towards learning vocabulary via mobile phone.

Moreover, Hsu, Wang and Comac (2008) are also conduct research on the use of audioblog to help learn English toward an international students enrolled in the advanced English conversation course. This study aims to investigate how the interaction between teacher and students through audioblog can improve students' speaking ability. In this study, the teacher uses audioblog to manage oral tasks which gives to the students. It intends that the teacher can interact with the students, and evaluate the results of their performance. The result shows that the use of audioblog is efficient and effective way to evaluate students' oral performance.

Meanwhile, Hung (2011) conducts a study about the perceptions of ESP learners towards pedagogical Vlogs application. This study aims to investigate the students perception and analyze the advantages and disadvantages of vlogs for students. The result of this study states that the students are excited with the project because they felt that vlog is not only help them organized and reflected on their learning products, but also allowed them to make their learning process as an archive.

Next, Bien Chen (2013) tries to conduct an action research to investigate how students use tablet to learn English in informal settings outside of classroom and how to foster more effective usage of tablet for independent language learning. The result shows that tablet are ideal tool for creating an interactive, collaborative, and ubiquitous environment for learning English. Meanwhile, the students also felt enthusiastic and satisfied to learn English via tablet.

Based on the problems above, the researcher attempts to develop English vocabulary material using adobe captivate application for young learners. This product are expected to be useful for young learners, so that they are not only use mobile technology for playing games, but also they can learn vocabulary by using their beloved mobile technology. In addition, the researcher also hopes that vocabulary material which is available in mobile technology, can improve the young learners's vocabulary mastery.

1.2 Problem Statement

According to the background above, the problem statement is to develop English vocabulary material using adobe captivate application for young learners.

1.3 Purpose of the Study

The purpose of this study is to develop English vocabulary material using adobe captivate application for young learners to be more fun and interesting.

1.4 Significance of the Study

The result of this study is divided into two, including theoretical and practical significance:

1. Theoretical Significance

In theoretical significance this study is expected to give contribution to:

a. Material Development

It is expected that the result of this research will generate ideas for others to be more creative and innovate in developing English lesson especially vocabulary lesson which is more useful for young learners. This is because vocabulary is the important basic component in learning English as a foundation in which to begin learning English. Meanwhile, learning vocabulary is good begin from young learners. Because at that aged, a child's brain is more easily absorb and record new things. So, it makes young learners more easily absorb English vocabulary.

b. EYL (English for Young Learners)

It is expected that the result of this study will give contribution to English vocabulary material in presenting the material by using mobile technology for young learners with any physical conditions so that can make them to be more easier in learning English vocabulary.

2. Practical Significance

In practical significance this study is expected to give contribution for some parts; first is young learners.It is expected that developing English vocabulary

using adobe captivate application which can apply in mobile technology can be a good way for them to learn vocabulary.

Second is parents. It is expected that this study will give contribution for the parents of young learners to be more selective in choosing application for their children's mobile technology, and motivating their children to learn vocabulary while they are playing mobile technology.

1.5 Scope and Limitation of the Study

In order to make the discussion more specific, the researcher gives the scope only in developing English vocabulary material. However, vocabulary divides into several part of speech, including; adjectives, nouns, idioms, antonyms, adverbs, synonyms, and verbs. In developing English vocabulary material, the researcher focus on nouns. Based on Maisari (2011), noun is everything that we can see which shows people, objects, places, clothes, foods, vegetables, and animals. Furthermore, as an umbrella to create an electronic vocabulary learning media, the researcher is used Adobe Captivate application which can apply in mobile technology.

Then, the researcher wants to limit this study which is only for young learners in 4th grade who aged 9-10 years old. It is because of children who aged 9-10 years old have enough awareness and readiness to learn other language except their mother tongue. Piaget (1963) said that children by aged 9-10 years old categorized in concrete operational stage. At this stage, the children are able to do reasoning towards concrete or real things. In addition, the children also have been able to sort and classify the concrete objects.

1.6 Definition of the Key Term

a. Vocabulary

Vocabulary is an alphabetical list of words including nouns which is often

defined and to be learned in the school environment.

b. Adobe Captivate Application

Adobe Captivate Application is vocabulary electronic learning media with

colourful cartoon form which can be applied in mobile technology.

c. Young Learners

Young learners is children 9-10 years old that usually belongs to students in 4th

grade, Where the students are able reasoning towards concrete or real things and

classify the concrete objects.