

CHAPTER 1

INTRODUCTION

This chapter discusses some topics related to background of the study, limitation of the study, problem of the study, the objective of the study, definition of key term and the significance of the study.

1.1 Background of the Study

English regulation in Indonesia at elementary school is English as a foreign language in Asia. A brief survey of the historical and current status of English in Indonesia reveals that English has few international functions as a dominant code of discourse. However, analysis of data from several sources demonstrates that English is nonetheless having a significant impact on language use in Indonesia, if we talked about EFL students in elementary level that still classified as young learners, it always related with the main problem in order to reach achievement in vocabulary it was student's motivation. Here the researcher tries to find effective strategies which can create joyful learning and make students active, focus, concentrate and also feel happy when they are studying in the class. It will make teachers or students easier to reach their goal in teaching and learning process.

Learning English is very important for people in this globalization era. The development of scientific and technological information among nations makes English important since most of the information is presented in English. Consequently, it is important for us to learn English, including the four language skills: listening, reading, speaking, and writing. These four language skills are taught

integrated with the language component, such as: structure, pronunciation, and vocabulary that serve as the foundation of a language. The acquisition of this aspect will make us engaged in real communication.

This study is focused on vocabulary achievement of elementary school student because vocabulary is a significant element of language learning at any level, from the elementary to the advanced level. Communication will stop when learners lack of vocabulary.

In this case, Bahlewi (2007:1) stated that vocabulary is an important language, which means that vocabulary serves as the basis for learning of language. Someone cannot master a language without knowing its vocabulary. In other word, vocabulary is one of the important elements in mastering a language.

A good store of vocabulary items is essential to be successful in language learning. Without it people cannot understand or use the language. It is supported by Davis, in Hiebert (2005:6), who says that vocabulary is seen to be an integral part of comprehension of each student's life that affects his thought, action, aspirations and success. It means that vocabulary supports the success in communication.

English as a foreign language can be taught to elementary school students in Indonesia. The introduction of English at this level seems to be in line with an argument that the earlier a child learns a foreign language, the better opportunity they will have to acquire a high proficiency in the target language. This effort will give solution to the problem of vocabulary achievement in Indonesia. The problem is children learn more slowly in teaching learning process because they learn many

things at once. Children will become bored easily and forget quickly when their teacher keeps employing simple teaching techniques, such as: giving explanation, asking the students to memorize, and asking the students to answer the question given. So, English teacher in elementary schools should be creative in teaching English. They have to find various types of teaching media to avoid monotonous activities in the English teaching learning process, especially in teaching vocabulary. Arsyad, (2011:40) stated that vocabulary can easily be taught to the students when we use visual aid (pictures) which contain many activities can be displayed by student and teacher. He adds as one of the instructional media, flannel board is considered as a useful device to teach young learners a foreign language, especially in teaching vocabulary. This means that flannel board can be used by teachers as media in teaching English to help students' master the vocabulary.

Cilia (2005:74) stated that flannel board also has some strong point as a medium in vocabulary teaching learning process such as: flannel board and paper cut-outs can be prepared before teacher start to teach and it can be kept for the next teaching, paper cut-outs can be removed any time based on the structure wanted for teaching needed and the making of the flannel board is easy. However, those strong points of flannel board must be balanced out by many teachers' skill.

Cilia (2005: 78) By using flannel board in vocabulary teaching, it will be easier for students to master vocabulary especially noun, adverb, adjectives, and verb. Students can demonstrate and show the meaning or the names of those vocabularies directly by using the flannel board based on the teachers' instruction. Teacher attract the students' attention by involving them to match the flannel board cut-outs based on

the teachers' instructions, and since new vocabulary should not be explained in a long expression, the flannel board could make the instruction more efficient in term of time. In this case, the materials given are presented through instruction and illustration in the form of pictures and models of paper cut-outs. By using flannel board, these paper cut-outs are easily moved or rearranged.

Based on the result of the preliminary study at SDN Geger III TuriLamongan, it was known that teaching English vocabulary by using the flannel board has never been applied at SDN Geger III TuriLamongan. The teacher used the black board and pictures as the media in teaching vocabulary. When the researcher observed the real condition of the teaching learning process of vocabulary directly, it was known that in teaching vocabulary the teacher used the simple technique, such as: giving the new words and their meaning, asking the students to memorize those words, and asking the students to do exercise given. So, in this class there was not any interesting media and activity to make the students active directly in teaching learning process. It would make the students bored quickly. Based on the problem above, the writer conducted a research entitled” *The Effect of Flannel Board in Vocabulary Achievement for The sixth Grade Students at SDN Geger III Turi Lamongan in The Academic Year 2011/2012*”.

1.2 Limitation of the study

In this research, the writer has limited the problem to make the research easier. In SDN Geger III Turi Lamongan, there are many ways to teach, but the researcher focuses on the” *The Effect of Flannel Board in Vocabulary Achievement*

for The sixth Grade Students at SDN Geger III Turi Lamongan in The Academic Year 2011/2012”

1.3 Problem of the Study

Based on the research background, the problems can be formulated as follows:

Does the flannel board give significant effect in teaching vocabulary to improve the student's vocabulary achievement of the sixth grade students?

1.4 Purpose of the Study

Based on the problem above, the purpose of the research are:

To know how the teaching of vocabulary by using flannel board to improve the vocabulary achievement of the sixth grade students of SDN Geger III Turi Lamongan in the academic year 2011/2012.

1.5 Significance of the Study

1.5.1 Theoretically

The flannel board can be used for all level of the students, from elementary until the advanced one and can be used as one of the effective aids to help the students improve the vocabulary achievement.

1.5.2. Practically

It is expected that the result of this research will give some significant input for the English teacher and other researchers.

a. For the English teacher

By knowing the effect of the flannel board on vocabulary achievement, the English teacher considers the use of flannel board in teaching English for vocabulary practice.

b. For Students

It is hoped that it can help students to get knowledge about vocabulary learning, especially learning English and they will be able to improve their understanding and memorizing vocabulary.

1.6 Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow:

There is a significant effect of the use of flannel board on vocabulary achievement of SDN Geger III Turi Lamongan in the academic year 2011/2012.

1.7 Definition of Key Term

1. Vocabulary

Vocabulary as a set of words which used by the speaker or writer to make communication (Hiebert, 2005:3). It means that vocabulary is the total number of words that is used to communicate to others either in oral or written form.

2. Flannel Board

Flannel Board is a sheet of flannel which is made of cloth or carpet stretched over a sturdy backing material such as: plywood, ammonite, or heavy card board (Cilia in Heinich, 2005:74). In this research, the media used was a sheet of flannel or hairy surface, that is, carpet with the size 50 cm x 30 cm to which the flannel board cut-outs will be adhered to. Whereas, the flannel board cut-outs are pieces of paper that consist of pictures of things and word cards, for instance: pictures of people in action, pictures of things, and word cards of nouns, adjectives, verbs, and adverbs which are adhered to the flannel board. In this research the researcher used paper cut-outs because we can get them easily. Teachers can get the paper cut-outs from magazines, newspapers or draw them themselves.