

CHAPTER I

INTRODUCTION

1. Background of the Study

Language is an essential part of human life. Language is one of the tools to communicate with other people. It is supported by Brown (2002:60) that language is used for communication. By using language we can tell our thought, feeling and ideas to other people. To communicate with other people in other countries we have to use international language, English.

Even it has been being an international language, in Indonesia itself this language is still a foreign language(EFL). To make English becomes a second language in Indonesia particularly in the field of education, the government of Indonesian has been doing some ways, one of them is to put it in education by including English as a local subject in elementary school. According to the standart of content that English education in elementary school is aimed to develop ability in terms of language which is used to accompany action of *language accompanying action*. Involving English in elementary school,'s materials, as one of the local materials, could be the beginning of Government of Indonesia to achieve the goal that they have been planned so far.

The importance of learning English could be seen from the fact that majority of the lesson books are written in English and the students are supported to comprehend those books. The government also puts it as a compulsory subject at school.

Accroding to English curriculum : 1 elementary School, English teahing covers four skills, manely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are grammar, vocabulary, pronunciation

and spelling. Therefore, vocabulary is one of the important language elements that the students should master. Allen and Valette (1977:149) state “ Regardless of the specific target language and the conditions of instruction, vocabulary is an important factor in all language teach. It is supported by Lado (1961) who says ‘The vocabulary is important for production in learning English as a foreign laguage’. Mastering vocabulary is obviously important in order to master the other skills of language e.g. listening, speaking, reading, and writing, because those four skills include vocabularies in it. In the other and, vocabulary should be taught and practiced only in th context of real situation so that meaning will be clarified and reinforced (Finocchiaro, 1964:27).

As stated also in Thomburry (2001:13) “without grammar we still can convey what we want to deliver to others, but without vocabulary nothing can be conveyed”. He also added that if you spent most of your time in studying grammar, your English will not improve much. You will get the improvement if you learn more words and expressions. You can speak English well if you are master in vocabulary, while studying grammar, we can do in the same time with studying vocabulary. From those explanations, it can be said that even though the students master grammar well, it will be nothing if they do not master vocabulary because they will not be able to express their ideas.

To develop students’ language skills in reading, speaking, writing and listening, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. The mastery of vocabulary is needed by each language skills. Especially for elementary school student or we can call as young learner. Scoff and Yireberg (1990:1) in *teaching English to Children* divide young learners into two main groups; they are the fifth to seven years old and eight to ten

years old. While Stempleski and Tomalin (1990:6) note students from approximately eight to twelve years old as children. The Fourth graders are categorized as young learners since their age is between eight to ten years old, that they can be called as young learners.

Teaching English vocabulary to young learners is not easy. First, this language is different from their current language. Second, English has differences from both written and spoken. For instance, the English word such as “book” would probably be pronounced by young learners as [bo’ok] where it should be pronounced as [buk]. They might difficulties in understanding and gaining the vocabularies. Since, they need to focus in two things. Mentioning the word by using correct pronunciation and remembering the meaning of the words, the teacher is supposed to teach their students carefully and effectively. In this case, the medium is needed to make the teaching learning process more interesting and meaningful for the students.

There is also difference between teaching children and teaching adults. The children have characteristics and need a certain treatment. Halliwell (1992:3) states that young children do not come to the language classroom empty handed but they bring with them are already established of instinct, skills and characteristics in which will help them to learn another language.

The teacher is the key in teaching learning process. The teacher should be patient and creative in teaching vocabulary. They are demanded to create a nice and comfortable atmosphere. The teaching will be successful if the teachers understand their class well. However in fact, the teachers often face some problems in teaching vocabulary to the elementary school students. One of the problem is usually faced by the teacher in teaching vocabulary is the students’ boredom (Harmer, 1998:5). This

boredom makes the students unmotivated to learn English. If the students are not well motivated, they will not be interested in learning English.

In order to make an interesting way in teaching vocabulary at elementary school, teacher should find the best or the most effective technique in teaching vocabulary. Techniques are the way and means adopted by a teacher to direct the learners' activities toward the objectives (Garlach and Ely, 1980:216). The accurate technique that is used by the teacher will determine the success of teaching and learning process. As we know that the young learners need longer time to understand or remember something new than adult, and also the students in MI. Miftahul Ulum themselves have low interest in studying English, so in this study, the researcher uses CTL (Contextual Teaching and Learning) method because CTL is the concept of learning that help teacher's content associate between the lesson and the real world situation with the students and encourage students to make the relationship between knowledge held by the implementations in their lives as members of the community.

The young learners will be easier to understand something if it is connected with their experience or their real life. Contextual teaching and learning process that uses an approach which is able to help teachers to relate the material of the lesson to the real situation this approach motivates students to relate their knowledge which gathered in the class to the application in their life as a member of family and society.

Contextual is a respond to an approach was well-known behaviorism with emphasizes on stimulus respond with a drill practice. So that, the students will be able to speak naturally in our real life in various situations, we need critical thinking and a significant teaching. If the students understand that there is a relation between knowledge gathered in their school with their life out side. They will realize the

significance of the learning and will know going to school is very important. It also means the students will more interested to study.

Briefly, we can say that contextual teaching and learning is a process of teaching and learning which the material and the action have relation with the student's experience out of their school and other definition of contextual teaching learning approach is learning solving problem, teaching and learning in various context, teaching students learning by them selves and learning together in a group are very important.

Based on the above explanation, the writer can conclude that in teaching approach especially by using contextual teaching and learning approach has some advantages it would be easier for the students to study a lesson.

At the end, the language learning will be well and interested if the teacher does her/his rule using the best approach for help to students how to use the language, not teaching about the language. And contextual teaching and learning can help the teacher for performing task through element contextual. It does not give note about structure language and sentences but obsession give the example and give the chance to student using language through oral and non-oral.

Besides, the teacher also needs kind of media in order to make their teaching more effectively. Media as teaching aids are needed to help the students' understand and to increase the effectiveness in communication between teacher and the students in the teaching learning process. Selecting proper media that is match with the approach is important for the teacher and the teacher should relate the media to the objectives of the study, the design activities and perhaps worksheet for the students. Because the researcher uses CTL, so the most proper media that can be used is virtual media. Virtual media can be in the form of internet, website, e-mail, audio video streaming, audio video conferencing, e-new group and cyber news. In this study, the

researcher prefers to choose movie or video as a medium for some reasons. The reasons are, 1. Video bring language in the context of life in realistic settings to the classroom. 2. It can be used for comprehension (key words and detailed), for vocabulary acquisition and for pronunciation and intonation. 3. Interactive videodisc and CD_ROMs offer the chance for learners to see and hear authentic language used in real or realistic situations, to develop their reading, listening, and writing skills and to reinforce and test their vocabulary an knowledge of the grammatical structures of the target language. 4. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. 5 Video offers foreign language learners a chance to improve their ability to understand comprehension input. 6. Seeing language-in-use, cross culture awareness, the power of creations and motivation.

Those reasons show that video / movie help the students to connect the materials that they learnt with their real life easier. So it is support and match with the approach that is used. To make specific, the researcher chooses movie clips as the main media because movie clips is a short movie that has been modified by the windows movie maker, so that we just take the most important parts of the movie that is needed to teach vocabulary. It is more effective than long movie, because the researcher try to improve vocabulary skill, so it does not need long movie or follow the plot of the movie. It will be really effective and efficient to teach vocabulary especially for elementary students who have short time in each lesson.

According to Jerry Harmer (2001:282) teaching video has been a common feature in language teaching for many years. There are some reasons why video can add a special, extra dimension to learning experiences such as seeing language-in-use,

cross-culture awareness, the power on creation, and increase the motivation. Wilson (2000) suggested that the students like learning language through the use of video.

Because of those reasons above, the researcher chooses movie that has been modified with windows movie maker that we called as movie clips to teach vocabulary to the students. In this case movie clips can help the fourth graders learn vocabulary easily, effectively, authentically, meaningful and also support with the approach that is used by the teacher.

1.2. Problem of the Study

Based on the background of the study, the researcher tries to formulate research questions as follows:

- How does contextual teaching and learning by using movie clips increase students' vocabulary mastery for the fourth grade students at MI.Miftahul Ulum Gresik?

1.3 Objective of the Study

In line with the problem formulation mentioned above, the objective of this study is:

- To know the contextual teaching by using movie clips increase students' vocabulary mastery for the fourth grade students at MI.Miftahul Ulum Gresik.

1.4 Benefit of the Study

There are two kinds of advantages, namely theoretical and practical. The expected results of the study both theoretical and practical are:

1. Theoretical Benefit

- a. The result can be used as the reference for those who want to conduct a research in English teaching learning process.
- b. The result can be useful for English teacher in giving additional input in teaching learning process.

2. Practical Benefit

- a. This study helps the students to find the way of learning English correctly.
- b. It also helps the teacher to teach English better by applying the more effective method.

1.5 Scope and Limitation of the Study

This scope of this study only focused on the implementation of Contextual teaching and learning method to enhance the fourth grader students' English vocabulary mastery at MI. Miftahul Ulum Gresik. The limitation of this study involves students' vocabulary. The students' vocabulary meant here were including noun which is generally used by elementary level students and related with the topic that is given by the teacher.

1.6 The Definition of Key Terms

1. Vocabulary is a tool of communication in form words, phrase, clauses, as well as sentences used to the students in the third grade to mention, express or understand everything in words. The vocabulary that is learned by students in the fourth grade like food, clothes, animals, adjective and so on.
2. Contextual Teaching and Learning is an approach that help the teacher and students to connect the materials that is learned with their real life, so the teaching and learning process become easier especially for young learners.
3. Media is tool that can be used to transfer the materials to stimulate the attention and students' feeling in teaching learning process. In this research, the researcher use movie clips as the media to help the students. Movie clips is a short piece of film, shown separately which is made by software that has usually been existed in windows operating system; Windows movie maker. In this research, the movie clips contains of pieces of movie that is connected in windows movie maker. It is suitable with the material that is

taught by the teacher. This study chooses simple topic such as food, clothes, and other topic that related to the fourth grade student's materials.

4. Young Learners are the English learners who are commonly at the age of 4 -12 years old.

