

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research problem, research objective, hypothesis, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Research

English as an international language is used in countries throughout the world, including Indonesia. Last few years, English has been taught at elementary school. It has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study. Based on the KTSP curriculum, English at elementary school level is taught as local content to serve the need of the local community. At this level, students learn English for the first time. So they just learn the simple English patterns including vocabulary, grammar, etc. The program begins from the fourth grade till the sixth grade. The aim is to equip students with the ability to listen, speak, read, and write simple materials in English by emphasizing on the communicative skills in a number of topics which are relevant to the need of local community, such as, industry, tourism, and arts in Central Java (GBPP Mulok SD, 1995:2).

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins

(1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” (pp. 111–112). Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success. So why is a rich vocabulary important to child because it gives child the ability to say what he or she means. By having several words at their disposal for describing an event or emotion, they can be explicit when sharing their ideas and opinions. It helps child understand what other people are saying and what she/he is reading. Vocabulary is the foundation for comprehension. Unfamiliar words become holes in the text, preventing child from completely understanding what he or she has just read. It bolsters their ability to grasp ideas and think more logically. The greater number of words child has, the more he or she can interpret ideas from others, and express their own ideas. It boosts child’s power of persuasion. Having a rich vocabulary will help child communicate in a more engaging way. Relying on one or two words to describe an idea will be repetitive and not as persuasive, as relying on a vocabulary of 10-15 similarly descriptive terms. It helps your child make a good impression on others. How articulate your child is constitutes a big part of the impression she or he makes on others.

Teaching for students of elementary school is not like teaching for adult because they have different characteristics and motivation. So the way of teaching

must be different too. According to Scoot (1990: 2-4) there are some general characteristics of the children in that group (a) they are competent users of mother tongue, (b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing is real work., (d) they are enthusiastic and positive thinkers, (e) they rely on the spoken as well as the physical words to convey and understand meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes through eyes, hands and ears, (h) they have very short attention and concentration.

Elementary school teachers need appropriate methods to teach the students. The proportions of the materials for young learners are different from the adult learners. Generally that teaching material emphasizes on the ability to enrich their vocabulary. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. It will be difficult when the teacher cannot motivate young learners intensively. Through motivation from their teacher it will increase their interest to learn better, so the students' interest in learning will be the same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher. They should create alternative techniques to teach young learners in order to make them interested in what they are going to learn and avoid boredom.

According to Harris (1969:345) there are several methods in English Learning process. They are (a) giving total physical activity (example games and Total

Physical Response activities), (b) providing hands on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).

Meanwhile Helalay (1971:1) argues that:

Unlike adults, children are not self-motivated and do not have
 An immediate need to learn English. They are not concern with
 Job or university degree that requires knowledge of English.
 Their daily games, events, of interest to them, new knowledge
 May ask.

There are several media of teaching. According to Gerlach and Elly (1980: 247-249) classify them in to six general categories. They are pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs.

Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc. are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them.

Using the puppet as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot. Furthermore, it is a precious resource to develop students' abilities in listening, speaking, reading, and writing. The writer is interested in using the puppet in order to enrich and improve the mastery

of the students' vocabulary. By using this media, it is hoped that the students can enjoy the teaching and learning process and can memorize the words easily.

In this study, the writer tries to use puppet toys, in teaching English vocabulary for elementary school students. She used puppet toys to teach vocabulary to elementary school students. She observed that in these elementary school students has a difficulty for memorize the vocabulary from English lesson and the solution is the puppet in teaching vocabulary. She wanted to find out the extent of students' achievement in vocabulary mastery by the use of the puppet in teaching. She gave some treatments to students during the teaching-learning process. The result was that using the puppet to teach vocabulary to the elementary school students is very beneficial for the students.

Based on that research, the writer was curious to use puppet as medium in teaching learning process. Hence, in this study the writer wants to examine "The Effectiveness of Teaching Vocabulary by Using Hand Puppet at Elementary School (For the Fourth Graders of MI Tarbiyatul Athfal Pulotondo Academic Years 2015/2016). The writer wants to analyze whether teaching vocabulary by using the puppet is more effective to improve the students' achievement in vocabulary.

B. Formulation of Research Problem

The problem investigated is stated as follows:

1. How is students' mastery in vocabulary before being taught using hand puppet?

2. How is students' mastery in vocabulary after being taught using hand puppet?
3. Is there any significant between students' score in vocabulary before and after being taught using hand puppet?

C. Objectives of the Research

Based on the formulation of the problem above the objective of the study is

1. To know students' score in vocabulary before being taught using hand puppet
2. To know students' score in vocabulary after being taught using hand puppet
3. To know the significant different between students' mastery in vocabulary before and after being they taught using hand puppet.

D. Research Hypothesis

Hence, the hypothesis of this research can be stated as follows:

1. Null Hypothesis (H_0)

There is no significant difference between student's vocabulary score being taught by using puppet and are not being taught by using puppet.

2. Alternative Hypothesis (H_a)

There is significant difference between student's vocabulary score being taught by using puppet and are not being taught by using puppet.

E. Significance of the Research

The result of this study is expected to give valuable contribution for:

1. The English Teacher

It is expected to motivate the English teacher to create effective techniques in teaching learning English. It is useful to the teacher as information to find out how to improve students' vocabulary through Hand Puppet

2. Students

It is expected that through the implementation of hand puppet in the classroom the student will become active participants and interest in teaching learning process.

3. The Next Writer

This study is expected the research can be used as reference for who wants to conduct research in teaching English, specially using hand puppet.

F. Scope and Limitation of the Research

There are many kinds of teaching learning English for fourth grade but, in this grade the students has difficulty in teaching and learning English specially in teaching vocabulary, the students have a difficulty to memorize vocabulary in English lesson because there are much of vocabulary, for the reason the writer get from their teacher.

To prevent the complex problem the writers limits the study only on the teaching vocabulary using hand puppet. It used as media to teach the fourth grade student in MI TARBIYATUL ATHFAL PULOTONDO academic year 2015/2016.

G. Definition of Key Terms

1. Effectiveness

The degrees to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

2. Teaching Vocabulary

Vocabulary is the knowledge of words and words meaning as Steven Stahl (2005) puts it, "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

3. Hand Puppet

Hand puppet is a type of puppet that is controlled by the hands that occupies the interior of the puppet. Other parts of the puppet may be controlled by different means, for example by rods operated by the puppeteer's free hand, or strings or levers pulled the head or body. A smaller variety, simple hand puppets often have no significant manipulable parts at all. Fingers are not hand puppets as they are used only on a finger.