

CHAPTER I

INTRODUCTION

A. Background of Study

Language becomes the main human instrument to communicate each other. One of them necessary to be mastered is English. English becomes a foreign language which has an important role in the development of a country. The important role of English can be seen from the existence of lot of books that are written in English and mostly the application letters nowadays also written in English. Teaching English becomes something very important to be applied toward children since the early years. Because in the early years children can learn language better than when they are in senior high school.

In learning English language, there are four skills such as: speaking, reading, writing and listening. But the element of language such as: grammar and vocabulary also should be taught for children as the modal to master those four skills. One the most important elements for young learner is vocabulary. Recognizing enough vocabulary will make the students able to communicate and know English at least in a simple way because vocabulary is the core of English. Learning language deals with learning the vocabulary. It is a basic to communicate and also important for the acquisition process (Krashen, 1981: 12). When students cannot master the basic vocabularies based on their education level, they will face difficulty in producing sentences. The bigger impact is students will have limited vocabularies and cannot

understand what other people say easily. The same idea with Hatch and Brown (1995: 1) state that vocabulary is a base to arrange language, where it roles actively in communication. From the above expert's opinion, teaching vocabulary is very needed by elementary students to prepare them to get into Junior High School, where in there, students should have being ready to learn about producing sentences.

From the pre-survey result at three elementary schools in Surakarta found a competitive situation that supports the innovation of teaching learning media. The situation that found are (1) most of students feel like English a difficult lesson to be learned.(2) Teacher often uses conventional media such as book, LCD, etc. (3) Teacher becomes the center of the teaching learning process (Teacher learning center) (4) Students have a lack English vocabulary. It can be happen because there are many factors which have been said above, but the most influential factor is students do not interest with the way teacher teach.

It can be concluded that students have difficulty in learning English, so it makes them difficult to master English vocabularies. Moreover in elementary school or beginner step, English teaching learning process is focused in the vocabularies mastery as the basic for students to master English.

The observation shows that the difficulty of English acquisition is because the lack of vocabularies. This idea is supported by students' argument; they say that English is a difficult subject. The cause of students' difficulty in mastering English vocabulary is the lack understanding of English words meaning, the hard

pronunciation of them and students are not able to use the words correctly and appropriately.

Teaching learning media becomes an important aspect in the teaching learning process, but mostly teachers teach by using 'speech method' and make the subject book as the main media without another supportive media. Davison and Scarratt (2012: 25) states that:

'A 'horizontal' view of culture that sees all kinds of media texts as worthy of study has long informed media education practice, rather than a 'high art' or 'popular culture' hierarchical divide of educational validity.'

Based on the statement above, it is crucial to provide supporting learning media which does not push student use their left hemisphere but also tend to use their right hemisphere (art) and fun. So the knowledge cannot be boring, when teacher deliver and explain the materials. That is why the teaching learning supportive media to provide and clearance the lesson is necessary. In the relation with English teaching, the support of media in teaching learning process can increase students' motivation (Madya, 2004: 26).By having a strong motivation, students will be more interested and optimist in the vocabulary acquisition. The usage of teaching-learning media also encourages students to learn independently based on their ability and interest. (Sadiman, 2006: 18).

The innovation of teaching learning media is flashcards. Based on the Kamus Besar Bahasa Indonesia (KBBI) card is a square thick paper. While word is a language substance that is spoken or written which is a realization of feeling and though unity that can be used in communication. While according to Haycraft,

flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19).

Regardless from the three definitions above, flashcards have big benefit in its role as teaching learning media. The usage of flashcards in teaching English based on Kasihani and Suyanto (2008: 103) to be familiar and stable with singular and plural concept. (1) To be familiar and stable with numbers. (2) To be familiar and stable with a few and a lot of concept. (3) To get the students attention using extract pictures with appropriate (Vocabulary and Color). (3) To give variation in the teaching learning process.

The types of flashcard such as: bilingual cards and monolingual cards. These media can be supportive media in increasing students' English vocabulary. These media also provide the visual look that can catch the students' interest in learning English. Bilingual card is the flashcard that provides two languages. There are first language and target language (second language). This media also provide with picture describe the word in two languages. In other side, monolingual card also provide picture to describe the word that have to master by students. But this media only provides one language in this card. The language is the target language.

By the usage of bilingual and monolingual card, the researcher wants to see the effectiveness of these media in increasing students' English vocabulary. The researcher also is curious about the most effective between bilingual card and monolingual card in teaching vocabulary.

B. Problem Identification

Based on the background of the problem that has been mentioned above, so the problem identification will be as follows:

1. The teaching learning media nowadays is just a main media only (subject book)
2. Students' language learning is only focused in the subject text book.
3. Students' tendency in mastering the English vocabularies by memorizing.
4. Students can say the word in English but they do not understand the meaning of the words.
5. The less motivation of students toward English vocabulary learning.
6. The treasury of students' vocabulary is still limited.

C. Problem Limitation

From the problem identification above, there are various problems to be studied. The restrictions of problem in this research are to know the effectiveness of using bilingual and monolingual card in increasing young learners' vocabulary ability. The research wants to know the effect of using bilingual card and monolingual card on students' vocabulary activity. The researcher also wants to know the better media between bilingual card, monolingual card and conventional media.

D. Problem Formulation

Based on the limitation of the research that has been described above, can be formulated as the following question:

1. Is the use of bilingual card is more effective than use conventional media in increasing young learners' English vocabulary?
2. Is the use of monolingual card is more effective than use conventional media in increasing young learners' English vocabulary?
3. Is the use of bilingual card is more effective than use monolingual card in increasing young learners' English vocabulary?
4. What is the most effective media among the use of bilingual card, monolingual card, and conventional media in increasing young learners' English vocabulary?

E. Objective of Research

The aims of this research are as follows

1. To find whether the use of bilingual card is more effective than the use of conventional media in increasing young learners' English vocabulary.
2. To find whether the use of monolingual card is more effective than the use of conventional media in increasing young learners' English vocabulary.
3. To find whether the use of bilingual card is more effective than the use of monolingual card in increasing young learners' English vocabulary.
4. To find whether the most effective media between bilingual card, monolingual card, and conventional media in increasing young learners' English vocabulary

F. Significances of the Study

1) Theoretical Significance

The research finding of this study is expected can help the English teacher in teaching English vocabulary with using bilingual card and monolingual card at elementary school, in order to increase young learners' English vocabulary.

2) Practical Significance

- a. The research can be solution for the young learners who have difficulty in mastering English vocabulary.
- b. The English teacher can use the result of the research as the media in teaching vocabulary.