

CHAPTER 1

INTRODUCTION

This introduction presents and discusses the background of the research, statement of the problem, objective of the research, and benefit of the research.

A. Background of the Research

Universities, Colleges, Senior High School, Junior High School, as well as Elementary School are places of fields in education that have functions to improve knowledge, skills, and attitudes. In the process of teaching-learning, they need language as a means of communication. English is taught in Elementary School up to University. Most of them should be provided with suitable approaches or a course design which is carried out in their process teaching language to the students.

Teaching English to Young learners (TEYL) is not a new thing in Indonesia. English is a local content subject which is taught at most of elementary schools. Now this subject is given not only in big cities but also in remote places. As English is a foreign language subject, the teachers have their own consideration to choose the language instruction in the class. Many of the English teachers are confidence and prefer to use Indonesian when they teach. However, other teachers are more confidence to use more English during the teaching-learning process in the class.

To prepare the students can continue their study to the higher level; SD Negeri Purwoasri 2 Kediri teaches compulsory subjects, local contents, and extra subjects. The institution has also taught English and Javanese are as local contents to the students. It also has some extra subjects; the subjects include dancing, drumb band, football, and

conversation which concerns to the vocabulary mastery. The activities are meant to provide the students mastering any kinds of skills which are useful for the students' life and their study.

Teaching English for young learners is not an easy task. However, it is challenging. Teaching English for the young learners needs a creative teacher. The children can't stand learning in a monotonous situation. The activities must be joyful, interesting, and playful. The young learners are more interested in singing and playing games than the main learning English activities. They have their self-confidence if they have adequate vocabulary.

This condition also happened on the students whom the researcher has taught. They had insufficient vocabularies and tended to be passive during the English class. This condition called for an immediate research to know why the young learners in SD Negeri Purwoasri were not interested in vocabulary mastery. To know the source of problems, the researcher interviewed some students. Based on the interview between the researcher and some students, it was found the reason why they were not interested in joining English class. One of the students of class V-A said:

“Saya sebenarnya suka pelajaran Bahasa Inggris tapi banyak kata Bahasa Inggris yang saya tidak tahu, itu lo pak mau ngomong apa itu bingung karena tidak tahu Bahasa Inggrisnya. Saya pingin diajar Bahasa Inggris itu diberi contoh dulu kemudian latihan bersama tema-teman dan itu lo pak jangan hanya diterjemahkan di papan tulis aja, jadinya kan bosan.”

Through the interview, it was indicated that they lacked of vocabularies. As everybody knows, vocabulary is one of the language components which the students have to master in order to be able to listen, speak, read, and write in English. Without sufficient vocabularies, it was hard for the teacher to encourage them to listen, speak,

read, and write in English. To know what the students did to improve their vocabularies, the researcher distributed questionnaires to them on April 2008. The questionnaire result showed that 65% of them did nothing to improve their mastery in vocabulary. While a few of them asked their parents whenever they got difficulties in understanding the meaning of the vocabularies.

When the researcher asked one of them what he did with his exercises book at home, he said *“Pulang dari sekolah bukunya ya ditumpuk. Lha wong bapak dan ibuk juga nggak ngerti bahasa Inggris. Kalo soalnya sulit diartikan, nggak ada yang bantu.”* In other words, most of the fifth Year Students of SD Negeri 2 Purwoasri had low interest to improve their English. Two weeks after distributing the questionnaires, the researcher gave them pre-test. The pre-test showed that their mean score was 5.9. From the three skills tested, reading, grammar, and writing, reading got the lowest score. It was assumed that their mastery in vocabularies was low so they couldn't understand the content of the text.

Based on the preliminary observation on the language teaching and learning process of class V at SD Negeri Purwoasri 2 Kediri, the researcher has found some factors considered as the sources of those problems. They are as follows: (1) the students' inability to catch the new vocabulary given by their teacher (2) their difficulty to retain the new vocabulary in their mind (3) their lack of opportunities to apply the vocabulary in the class, and (4) their fright of joining the English class. One of the researcher's colleagues once said:

“Menurut saya sulit sekali mengajar di kelas V-A, apalagi menyuruh siswa untuk menguasai kosa kata baru bahasa Inggris. Murid-murid itu tidak bisa memahami dan sulit menghafal kosa kata baru, hal itu terjadi pada saat mendengarkan, berbicara, membaca, dan menulis. Disamping itu mereka

kurang diberi kesempatan oleh guru untuk menerapkan kosa kata karena guru hanya menerjemahkan dari bahasa Indoneisa ke bahasa Inggris atau sebaliknya, mereka merasa takut dan bosan pada saat mengikuti pelajaran bahasa Inggris.

After getting the finding from the result of the observation, the English teaching-learning process at the Elementary School 2 Purwoasri-Kediri, especially in teaching vocabulary to the fifth grade students, the writer finds out some problems which are caused by the teacher and the students.

The problems that are caused by the teacher are as follows: (1) the translation technique from the first language into the target language is always applied by the English teacher. This causes the students to feel bored in the English vocabulary class; (2) the teacher got difficulties to get an appropriate technique which is suitable for the students in learning vocabulary because of his poor mastery of teaching technique; (3) the teacher never gives them opportunities to expand their vocabulary mastery. He only asks their students to collect new vocabulary as many as possible; (4) the teacher always forces their students to say and to write English words correctly without considering that learning is a process.

The problems caused by the students are as follows: (1) the students are afraid and bored of the lesson. They feel that learning English is very difficult; (2) they do not master the four basic language skills and do not have a sufficient basic vocabulary mastery either; (3) they cannot expand their vocabulary, they only memorize the new vocabulary; and (4) the students lack of opportunities to apply their vocabulary in listening, speaking, reading and writing. They always translate the words from the first language into the target language. When the researcher conducted an interview about mastering new vocabulary, one of the students Class V said:

“Ketika guru menyuruhku untuk mendengarkan kata-kata bahasa Inggris saya tidak tahu tulisan bahasa Inggrisnya yang mengakibatkan saya tidak paham. Pada saat saya mau berbicara banyak kata yang tidak tahu bahasa Inggrisnya. Waktu menjawab pertanyaan bacaan juga banyak kata yang tidak saya mengerti demikian pula pada saat mau menulis saya juga tidak tahu bahasa Inggrisnya. Saya merasa bosan karena kosa kata baru diajarkan dengan menerjemahkan dari bahasa Inggris ke bahasa Indonesia atau sebaliknya dan saya juga merasa takut mengikuti pelajaran bahasa Inggris.”

This finding is supported by the result of the questionnaire which the researcher distributed to them last April. The result of the questionnaire shows that the students have difficulties in mastering vocabulary than grammar and pronunciation as showed in Table 1.1.

Table 1.1 Ranks of English Skill Difficulties

Class IV of SD Negeri Purwoasri 2 Kediri in 2007/2008 Academic Year

No	The English Language Components	Number of Students	Percentage (%)
1.	Vocabulary	13	46,4%
2.	Grammar	6	21,4%
3.	Pronunciation	9	28,6%

Table 1.1 shows that vocabulary is regarded as the most difficult component among of the other components. It is 46.4 %. Grammar and pronunciation follow each other successively.

English teacher must be able to improve students' motivation to study English better by creating an interesting situation that makes students active to improve their new vocabulary. The teacher should not only transfer the information to his students but also facilitate his students to learn English. Beside the variety in teaching technique, the authentic materials should be applied in the learning process. One of the approaches which cover such kinds of those activities is Presentation Practice and Production (PPP).

Vocabulary plays a very important role in developing the four language skills. The more the vocabulary the learners have, the easier for them to develop their four language skills. Getting vocabulary mastery is one of the requirements for the learners to master listening, speaking, reading and writing skills. According to Nation (2001: 1) deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. In line with the statement, Wilkins in Thornbury (2002: 13) summed up the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the preliminary research that was done on April 11, 2008 in Class A of the fifth grade students at Elementary School 2 Purwoasri Kediri using observation, questionnaire, and test, the researcher concluded that they were not keen and enthusiastic to learn English. Moreover, they encounter some problems in elaborating their vocabulary mastery in the four language skills. Vocabulary is one of the language components. They are vocabulary, grammar, and pronunciation. The three language components are very essential for learners in order to be able to learn a language. In learning English, learners always need vocabulary mastery in developing the four language skills. Furthermore, it is still difficult for the learners to master the basic words in listening activity since they lack of vocabulary mastery. So, they often write the English words incorrectly. They often write English words according to their pronunciation. When they practice their speaking skill with their partners or their teachers, they find difficulties because of their poor vocabulary mastery.

Vocabulary is the basic building block of language and is the smallest unit to use when making a sentence. Many students say they are eager to express themselves in English, but they do not know how to say it in English properly. This shows that they have the desire to express themselves and are rich in ideas and thoughts but they lack the building material of the language. Without a sufficient vocabulary, it is natural for students to make such mistakes. Many students say they know it is improper to use the words, but they cannot remember or do not know the proper words, so they had no other choice. Many studies have shown that the larger the vocabulary the learners have, the more content they can write, and the more meaningful and rich their articles will be. As beginners, they must strive to enlarge their vocabulary to enable them to use the correct building material in constructing a simple sentence.

The fact shows that most of the fifth grade students' vocabulary mastery at the Elementary School Purwoasri 2 Kediri is still low. It can be observed from the difficulties of the students in understanding the listening, speaking, reading and writing materials. This is also proved by the result of the pre-test. The average score of the test is 5,9.

Based on the pre-research findings, the writer concludes that their low mastery of the basic English vocabulary is caused by (1) their inability to catch the new vocabulary given by their teacher (2) their difficulty to retain the new vocabulary in their mind (3) their lack of opportunities to apply the vocabulary in the four language skills, and (4) their fright of joining the English class.

The learners feel that learning English is difficult. They feel bored in joining the English class because they are always taught using a monotonous way of teaching, the translation technique. Based on the discussion above, this research will deal with improving vocabulary mastery using Presentation Practice Production (PPP) approach.

B. Statement of the Problem

Based on the problems and the causes stated in section B, the writer will overcome them by using PPP approach. PPP approach is used in this research because (1) in the presentation phase of PPP, the new words should be presented in a context that makes their meanings clear (2) in the practice phase of PPP, the students have plenty of activities to help them to practice the new words, and (3) in the production phase of PPP, the students use the new words they have learned to communicate with each other.

Based on the explanation above, the writer states the problems as follows:

1. Can the use of PPP approach improve the vocabulary mastery of the fifth grade students at the Elementary School Purwoasri 2, Kediri?
2. What happens when PPP approach is implemented in teaching vocabulary to the fifth grade students of SD Negeri Purwoasri 2 - Kediri?

B. Objectives of the Study

The carrying out of this classroom action research is expected to:

1. find out whether the use of PPP approach can improve the vocabulary mastery of the fifth grade students at the Elementary School Purwoasri 2, Kediri.
2. know what happen when PPP approach is implemented in teaching vocabulary of the fifth grade students at the Elementary School?

C. Benefit of the Study

The writer hopes that the result of the research will be useful to the students, other teachers, other researchers and even to the school. For the students, these research findings will enrich the students' vocabulary mastery because they are taught using PPP approach that, theoretically, is effective to improve students' vocabulary mastery.

For other teachers, they will get a set of knowledge about teaching vocabulary using PPP approach. Moreover, the result of the research can be a useful input in English teaching-learning process.

Hopefully, this classroom action research can bring some benefits to the students, the researcher himself, and the school, SD Negeri Purwoasri 2, Kediri.

1. The students

a. Being taught contextually, the students can improve their vocabulary mastery since PPP is theoretically effective to improve students' vocabulary mastery.

b. The students are more interested in studying English since the materials given are authentic. The materials relate to students' real life, not abstract. They are useful for students' real life. Moreover, PPP can improve the students' interest in studying English.

c. The teaching and learning process will be fun. The students are actively involved during teaching and learning process. The teaching techniques applied in the class vary. The class is not a teacher centered anymore.

2. The researcher himself

a. By conducting this study, the researcher can improve his mastering in teaching English, especially vocabulary.

b. He will know the approach which is appropriate to improve the students' vocabulary mastery.

c. He can also determine the contextual materials which relate to students' real life. So, what he gives to his students will be meaningful for their life.

3. The school

a. When PPP is implemented at the school, the institution will be able to overcome the problems especially in teaching vocabulary.

b. The institution can improve the quality of teaching. As a result, the output and the achievement of SD Negeri Purwoasri 2, Kediri will be better.

c. Hopefully, the result of this research can be one of the school references in issuing policies.

In addition, the students have different backgrounds of knowledge. This results in different problems which need different problem solving. From this research, other researchers can use this research as a reference in improving vocabulary mastery.

