

CHAPTER I

INTRODUCTION

A. Background of study

Requirement and advancement period was demanded to get of best of foreign language as a tool to communication in this globalisation era, see from the important foreign language now as international language. So, there is policy English as one of lesson *muatan lokal* in the elementary school get positive reaction. English as muatan lokal lesson selection was become must muatan lokal. One thing seen district in education activity in the elementary school, English given to students in biggining. Studying english as foreign language is also accordance with message found in the Qur'an (Ar-rum :22) as follows.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لآيَاتٍ
لِّلْعَالَمِينَ (٢٢)

In this context, language is one of the important factor which can tight the relationship and create the understanding for human. Language is the founding for all cooperation for human. Without language, civilization and human culture can be cared, be developed and be bequeath to the next generation. Language has dynamic character and always develop while science and technology is developed.

To prepare students in governance English as international language and the teacher in elementary school need good way to teach students. Material for teaching elementary school different with adult. Students need skill to add their English vocabulary. The way to teach vocabulary not same with to teach vocabulary for adult. They have different motivation and characteristic. This is make difficult when the teacher can't give them motivation. Young learners can be motivated when the teacher know how to teach them. So, that is reason the teacher must know how the teacher using way for learning the students. For teacher, they must know the way to learn as make students interes with they want to teach the students and avoid boredom. Actually students in elementary school have definite vocabulary, because they get difficult to memorize meaning and pronunciation in English.

Vocabulary is thing very important and based on learning language. Without vocabulary someone can't communication with effective or expression ideas like in speak or written. So vocabulary is very important and it can grow faster when the learners get more language it put that is easy to understand in reading, listening, speaking and exercise Krashen (1984, p.14). In learning English, vocabulary is one important in four skills Schmite and Mc. Carthy (1997, p.40) said that vocabulary have important role in language ability.

One of important factors in learning English to child is a teacher as care with they need. From the result of study and fact in field, show that implementation learning English to children find many feebleness and

sparseness Suyanto (2007, p.15). Beside governance and skill English as good, the teacher also must have best the way to teach English for young learners. Young learners often feel bored learn English because they don't know vocabulary. Vocabulary is one of important factor in learn English . In acquiring a language, vocabulary, as one of the knowledge areas in language. Cameron (2001, p.35). Linse (2005, p.34) states that young learners' vocabulary development is an important aspect of their language development. However, young EFL (English as a Foreign Language) learners have lack amount and type of exposures to English. Their experience of the language outside the classroom is very little Cameron (2001, p.73). When children begin lesson and they are stuck in difficult vocabulary, so children become lazy to study. Beside the way is use as less correct.

The policy about English program in the elementary school also considered ripely like of quality and teacher skill, student, and helper in the education. Although English in the elementary school say that mustn't lesson and mustn't learned if not ready, but many shcool requiring to do this program. At one's request people, especially from their parents want they child also learning English like in the other school. Beside, there is command and decision from education service that compulsory of school for giving English lesson as muatan lokal lesson that duty.

The policy in 2006 needed know releted with *muatan lokal* is the goverment rule number 22 in 2006 on Mei 23th 2006. *Muatan lokal* is curriculum activity to improve potential which developed with special way

and potential area, as special quality of area that material cannot categorised in the lesson. According this policy, *muatan lokal* given in education. Beside, also assert that time to muatan lokal allocated two hours 2 x 35 minutes. Beside , in goverment rule that *mutan lokal* programmed in the class 4, 5 and 6 elementary school.

Beside national policy like, there is regional policy and institutional. Policy like this generally take by goverment or headmaster after meet with teacher staf or school commite. *Muatan lokal* like English in SD/MI is school authority to determine whether English lesson must given in the school. Need to know where is the class to start lerning English and how many hours in a week. If there is have decision so need to preparation precise like teacher for lesson.

So that at SD Negeri 1 Marabahan in the class 3 was learned English appropriate with school policy. But when teach English teacher duty just not teach but how the way to understand them, know the students ability and know how the students psychology of course need the right way to teach and children is an active leraner.

Piaget has a notion that is way of thinking children want to belong direct with thing and area around them. Every want to go the new development phase, increase ability and think capability become round into good better, because two from four period in change, during development acually happen when children in the elmentary school so teacher language

make teamwork with children in the school so the teacher always know cognitive development and to know how her students Suyanto (2007, p. 6)

Bruner has a notion that very important for cognitive development is a language. So for that he does research how adult use language for connecting true world with children and help them for solving her problem. Talk with children and do activity it is a help like verbal for them. The activity like that use in the class with talk between teacher and student. This activity like that call a scaffolding for **proping or supporting** teach process of student Suyanto (2007, p.11).

In the elementary school, the way for learning is different because like a Piaget Theory “ children is an active learner” with scaffolding, adult can help the children in learning by Bruner.

There are some studies related to the theories of Piaget and Bruner as follow. Mutmainnah and Nor in 2016 did the research based on Piaget, Vygotsky and Bruner Theory entitle The Effectiveness of Using Piaget, Vygotsky and Bruner Theories in Teaching English for Young Learners : a review of teaching technique. They discussed of using in teaching English for young learners are effective. They examined the ability students use of the Piaget, Vygotsky and Bruner theories have better that those who do not, specific attempt has been made to see how a number of using three theory and not use three theory is different.

Barbara and Tandra in 2008 studied about Piaget and Vygotsky Theories: development psychology: Incorporating Piaget’s and Vygotsky’s

Theories in Classroom. They discussed how the teachers use Piaget's and Vygotsky's theories in their interaction to improve students achievement with various ways for teacher to implement developmental psychology in classroom Even though Piaget and Vygotsky hold different views concerning developmental psychology, the use of both theories in classrooms is advantageous. Teachers have a solid understanding of Piaget's and Vygotsky's theories. Students are provided with more opportunities to play and learn with their peers. The B and P Model School, our example of a model school, demonstrates the positive effects of the theories of Piaget and Vygotsky could have at the elementary school level.

The researcher suggested teaching English Vocabulary with combine Piaget and Bruner theories can help students in learning English Vocabulary. For coping the problem, with apply Piaget and Bruner theories for young learners. This way use for increasing ability of vocabulary pass through English class is fun, cooperative, and interesting. So, expected with combine Piaget and Bruner theories, child good better and can motivation for learning English specially about vocabulary. Vocabulary that they capable, later can help them increasing four basic skills are speaking, listening, reading and writing.

B. Statement of Problem

From the background of study, the researcher will identify problem that, related in this issue, which are as follows:

Do the students who practice their English Vocabulary through the use of the Piaget and Bruner theories have better achievement than those who do not ?

C. Objectives of the Study

To know whether the students who practice their English Vocabulary through the use of the Piaget and Bruner theories have better achievement than those who do not.

D. Significance of the Study

The result of the study is expected to give input and idea to

- a. This result will help the teacher increasing the students' vocabulary mastery.
- b. This result of this research will help the students to increasing their vocabulary mastery.

E. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows :

1. Alternative Hypotesis (Hi)

“students achievement which is use Piaget and Bruner theories”

2. Null Hypotesis (Ho)

“students achievement which is not use Piaget and Bruner theories”

F. Limitation of the Problem

In this research, the researcher limits the problem only about the students of SD Negeri 1 Marabahan, the researcher find the effective method to teach vocabulary for young learners which is use Piaget and Bruner theories. Because in the theory would be essy, fun and make students would like learning English, for elementary school at third grade.

G. Definition of the Key Terms

1. Piaget Theory

According to Piaget in Cameron (2001, p.2) child is as active learner. Child is seen as continually interesting with the world around her/him, solving problems that are presented by the environment. By the calssroom setting and appropriate teaching materila, teacher can give the students opportunity to learn indirectly. It is through taking action to solve the problems that learning occurs. For example, a very young child might encounter the problem of how to get foot from her howl into her

mouth. In solving the problem he/she uses spoon; the child learns the muscle control and direction finding needed to feed her. The knowledge that result from action is not imitated or in born but it actively constructed by the child.

2. Bruner Theory

For Bruner, language is the most important tool for cognitive growth and he has investigated how adults use language to mediate the world for children and help them solve problems. Bruner concept is mostly known as scaffolding and routines. Scaffolding is talk that supports a child in carrying out an activity Cameron (2001, p.8). The talk is used by the teacher in the classroom during the teacher begin the lesson until she or he close the lesson. The talk is using the target language that they learn at the time. According to Ekonomi (2007, p.41) both concept, scaffolding and routine refer to the teacher activity, physically and verbally, which is done continuously and routinely, so as to make students get used to the teachers' expression and activities during the teaching and learning process.

3. Teaching

Teaching is action to point learning toward desired to accomplishment by learners Haskew & McLendo (2000, p.11). The researcher guess teaching is process of learning from a teacher to students and do evaluation. Teacher teach to the third grade students of SD Negeri 1 Marabahan by using Piaget and Bruner Theories.

4. Vocabulary

According Hari Murti Krisdalaksana (1993, p.451), vocabulary is “language component which lade all information about meaning and using of word in language.” The reasearcer guess vocabulary are words that use to communication another people.

5. Young Learners

The term “ young Learner” covers a large chronological age span: from around 3 years of age to 15. Some wtiters and researchers tyr to segment learaners strictly according to age: 3 to 5 years old, 6 to 8 years old and so on. Nunan (2010, p.2). In this research young learners are class III at SDN 1 Marabahan.

6. SD Negeri 1 Marabahan

SD Negeri 1 Marabahan is located on Pahlawan Street No 26, Marabahan. In the SD Negeri 1 Marabahan have ten classes. In the class III have two classes, class A and class B. In the class A have 22 students and class B have 24 students. In the class III was learned English and the teacher learn English in the two classes.

So, based on the explanation above, the researcher can conclude that the effectiveness teaching English vocabulary for young learners need creativities and consider the appropriate because child is an active learners, the teacher also can do scaffolding and routine with combain the Piaget and Bruner theories in developing young learner’s English vocabulary in SDN 1 Marabahan.

