

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English is very important as a tool of communication, which forms one of bridges in effort to achieve knowledge and technology. That is why our government has put English into the curriculum of national education as a compulsory subject to learned at school. In the teaching and learning process the four skills can not be separated; they are listening, speaking, reading and writing.

According to Zakiyah (2015, p.1), teaching is a process of transferring knowledge from teacher to students. It means that teacher has an important function to give knowledge for student. In other definition, teaching is a demanding profession and requires a high degree of idealism. Teaching aimed to make student learning, so that there is a change of student behavior to a more positive direction, both in terms of knowledge, attitudes, and skills.

In teaching, there are some aspects that must be concerned by teacher, that is prepared and served lesson materials, chooses method, strategy, and media of teaching appropriately, manages classroom, and the last is mastering basic teaching skills. It means that those aspects are very important to make a good teaching and learning process.

According to Djumberansyah (2012, p.7), media as a teaching tool to facilitate teachers in communicate and interact with learners. Educational media is a set of tools or auxiliary ones used by a teacher to convey learning to participants

educate in order to communicate with learners. According to Sadiman, et.al (2010, p.17), media gives a good impact to young learners; it can make the message of the materials delivered clearly, it can make the learners active in teaching learning process including motivating the learners and letting them study by themselves based on their interest and ability. By using media the students can be more easily catch the lesson and also can be active in joining the class. Besides, media also change the situation of class to be more enjoyable, decrease boredom, which is sometimes felt by some students in joining the lesson.

Nasution (in Sabilah, 2001, p. 30) stated that media has very important role in increasing the children's interest to follow and pay attention to the lesson, because by using media, the students do not only listen to what is said and taught by the teacher, but also can see, notice and feel it directly. It can increase students' spirit to study and at the same time avoid the feeling of boredom.

According to Mudzalifah (2017, p.4), English is taught in the school and usually used as a university requirement, sometimes English used as a job requirement for certain company, the English competence gradually becomes necessary for every people in Indonesia, people often read many English words through social media and so on. English becomes the foreign language that is acquired most by Indonesian people.

In Indonesia, English has been taught to every student while they are in elementary school. In fact, in kindergarten English began to be taught to students.

Thus, these subjects are expected students are able to master, understand and can implement language skills, such as reading, listening, writing, and speaking. This condition is evocative of researchers looking for other ways of teaching in learning Indonesian by providing a more active variation of student learning. Indonesian language learning is usually only teachers using lecture methods only, so that less learning attracts students attention and boring. Therefore, the success of teachers in delivering the subject matter is expected to be satisfactory learning outcomes.

According to Mudzalifah (2017, p.5), creative teachers should not only be transfixed by speech while conveying learning, but also able to apply active, cooperative, and other learning strategies. In addition, learning is not merely pouring information into the minds of students. However, learning requires mental involvement and student activeness. Involvement and activeness students will make the learning more meaningful.

Teachers are also required to be able to develop learning strategies that will be used, because learning activities can color the interaction that occurs between teachers and students with the game. Learning activities while playing can attract students.

This is explained in the word of Allah the Almighty on Q.S. an-Nahl / 16: 125 as follows.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The use of strategy by using the tools in the learning process as the word of Allah the Almighty. which is listed in Q.S al-'Alaq/ 96: 3-5, as follows.

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Based on the above verse, it can be understood that Allah the Almighty explained in the process of learning or the process of transferring knowledge to humans from the original do not know to know, it uses an intermediary in the form of a pen (Shihab, 2002, p.464).

According to Kunandar (2011, p.73), the success of a teacher in conveying a subject matter, is not only influenced by his ability to master the material to be delivered. However, there are other factors that must be mastered so that he is able to deliver material professionally and effectively. Based on Government Regulation Number 19, 2005 on National Education Standards Article 28 paragraph 3 that there are four competencies that must be owned by teachers of pedagogic competence, personality competence, professional competence and social competence. Related to the four components, then as a teacher must be able to integrate and develop these four components so that learning activities can run as expected, achieved learning objectives, and reap maximum results.

In English, vocabulary is a basic of four skills, speaking, listening, writing, and reading. If the students did not have enough vocabulary, they cannot practice the four skills well. Wilkins (as cited in Ferreira, 2007, p.14) stated that "Without grammar very little can be conveyed...but without vocabulary nothing can be conveyed". Based on statement above, vocabulary is very important in

expressing our idea and feeling. Vocabulary is expressed not only in spoken form but also written form. The people who have many of vocabularies can speak and write English correctly. Therefore, the learning of vocabulary becomes a requisite in learning a new language like English language. Without learning of vocabulary, the people cannot be successful in learning of language.

In language learning, vocabulary becomes the most important thing that must be learned by the learners, especially for the young learners. In addition, by knowing English words and their meanings, the students will find it easy to master English. However the students of elementary school are included in beginner level, so they still lay in learning English vocabulary. The problems that they usually faced are the difficulties in memorizing new words and their less interest in learning English, the students feel that English is very difficult. The teacher should apply an appropriate teaching technique to solve those problems.

Associated with this title, the author returns some previous research titles. There are several theses with similar ideas one of them is a thesis by Andana Dika Aristika (2014) entitled **Improving the Vocabulary of Five Grade Students through Domino Modification Cards In Primary Schools of Science 1 School Teachings 2014 – 2015**. Compared to this thesis, the author finds similarities and differences with the topic to be studied. The similarity is the method. In addition, the difference is that the writer wants to know the teaching techniques of the teacher in the classroom by using domino media to add the vocabulary of the students, while he concentrates on how to use the modified domino card method to increase the interest of learning English.

In addition, there is a thesis entitled **Domino Card as Medium Teaching Vocabulary (Experimental Research on Grade IV Elementary School 1 Purwodadi Grobogan in Academic Year 2010/2011** written by Amalia, R. D. A (2010). This thesis examines the experimental way of using Domino cards as Medium to lead vocabulary. The author focuses self-observation on the teacher as a subject and the author conducts research in Anjir Pasar, Barito Kuala District, while he is only applied to the students as a subject and conducts research in Purwodadi, Central Java.

Based on the facts found in SDN Anjir Pasar Kota II.1, the headmaster and teacher of fifth grade English language subjects at SDN Anjir Pasar Kota II.1 stated that the learning of English in fifth grade uses learning media which according to the writer is very interesting to be in carefully one of the media to improve the vocabulary of students is by using domino media. In fifth grade students are also enthusiastic about teaching media that make students interested in this is a way of learning while playing that makes learning not to record and memorize many, and can make all students active. Learning while playing is a student-oriented learning activity, where students learn to have a very positive impact on their learning outcomes.

The writer chooses SDN Anjir Pasar Kota II. 1 as the location of the research because this school is the elementary in Anjir Pasar Lama. In Elementary of SDN Anjir Pasar Kota is divided into three schools: SDN Anjir Pasar Kota I, Anjir Pasar Kota II and SDN Anjir Pasar Kota II.1. The reason why the writer chooses the school because the writer did some observation in some schools, the

writer found one of the schools that applied the use of Domino media in teaching English vocabulary that is in SDN Anjir Pasar Kota II. 1 and for prior research had not studied about the domino media in English Department.

Based on the background of problem above, the writer is interested to do this study with entitle: THE USE OF DOMINO MEDIA IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS AT THE FIFTH GRADE OF SDN ANJIR PASAR KOTA II. 1.

### **B. Statement of Problem**

Based on the problems identified above, the proposed problems of research can be formulated as follows:

1. How is the use of domino media in teaching English vocabulary to young learners at the fifth grade of SDN Anjir Pasar Kota II.1 ?
2. How is the students' responses towards the use of domino media in teaching English vocabulary to young learners at the fifth of SDN Anjir Pasar Kota II. 1 ?

### **C. Objective of Study**

Based on the research question, these are the objectives of the study:

1. To know the use of domino media in teaching vocabulary to young learners at the fifth grade of SDN Anjir Pasar Kota II.1
2. To investigate the students' responses towards the use of domino media in teaching vocabulary to young learners at the fifth of SDN Anjir Pasar Kota II.1.

#### **D. Significant of Study**

The benefits expected from the result of this study terms of both theoretical and practical are:

1. For the students with special need, it can help them to understand many vocabularies in English by used media Domino.
2. For the teacher it can give the inspiration to the English teachers in their teaching way. So they can choose the best method to make their students more interested and easier in learning English.
3. For the other researcher, who want do the same research in enriched one, it can become a reference to continue next research.

#### **E. Definition of Key Terms**

To avoiding misunderstandings in the interpretation of this research, the authors need to provide affirmation of the term or operational definition on the title of this thesis, namely:

##### **1. Media**

Media is everything that can be used for transferring and delivering messages from sources to create conducive situation and condition which help learners to do teaching learning process effectively and efficiently (Munadi, 2010, p. 8).

##### **2. Domino**

Domino is one way of delivering learning materials through the development of imagination and appreciation of students in the game of



dominoes. The game consists of cards where two square are connected (Sobel, 2004, p. 42)

### 3. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2007, p.7)

### 4. Vocabulary

In Oxford University Press, 2008, p.495) vocabulary is all the words that a person knows or uses. According to (Hornby 1995, p.133) also defines vocabulary as “a list of words complete with their meanings.” It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

### 5. Young Learners

There are many statements about meaning of young learners: young learners are learners in elementary school aging 5-12 years old who are learning as foreign language (Cameron, 2001, p.12)

Young learners according to Purwaningsih, are learners in Elementary School aging 9-10 years old who are learning English as foreign language. Another statment also says, “Young Learners are convinced as students of English between age of 7 and 15”. The last statment about the meaning of young learners, according Etty Maryati Hoesein, “Young Learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learned English for about one up to four years”. From

those three statements, we may conclude that Young Learners are students who are studying in Elementary or Senior High School aging 7-15 and they are studying English as second language for about one up to four years. In other words, we may say that Young Learners in Hartini's course are students aging 3-13. In formal institution they are students in Playgroup, Kindergarten, Elementary School and in Junior High School.