

CHAPTER I

INTRODUCTION

A. Background of the Research

People as human being is need of the good education. They need to achieve their self-improvement in their live.

The basic role of education is to release the human from the problems those surrounded their life.¹ By having the good education level, people can be better solving their problems by the right ways.

The process of the education developed as fast as the growth process of society. Every society has the different ways that appropriate with their comprehension, understanding, and the aims of their life.²

In the learning process, students should be posed as the subject not the object that can be manipulated by the teacher. In the traditional school, teacher is still be the only one that knows something and be the centre of the learning process. They disregard that every student has different characters in achieving the materials.

Teaching young learner needs more patient, more attention, and more variation activities in teaching learning process. Because the character of young learner is very complex and sometimes out of control. They usually do what they want. Mark at his article said that if we teach the young learner, “don't try to teach them as we the only knowing, but try to learn from them. See what things children like to do with you or what things you do they find interesting. Then apply those to your teaching methodology to make learning fun and effective”.³

¹ Firdaus M. Yunus, *Pendidikan Berbasis Realitas Sosial*, (Yogyakarta : Logung Pustaka,2007), p. 1

² Yunus, *Realitas Sosial* p 2

³ Mark, <http://eltnotebook.blogspot.com/2007/02/teaching-young-learners-what-makes-for.html> retrieve on July 16, 2011 10.33p.m

The way young learner learns a foreign language and therefore the way to teach it's, obviously depend on their developmental stage. Young learner are quick to learn words and slower to learn structure because the firstly they can communicate or make the utterance is by utter the words by imitating the sound they had heard surrounding them.

The teacher that uses the interesting media or teaching method will make the students more enthusiasts in learning, and the knowledge they got will be retained better in their memory. By giving learner autonomous to learn what they like outside of the classroom activities is preferable. Harmer said that "language is too complex and varied for there to be enough time for students to learn all they need to in a classroom".⁴ By carrying the contents what the learner like about something outside of textbook to the classroom activities, it likely can give the learner good stimulant to learn English language.

According to Mary Slattery and Jane Willis, the characters of children as learner that they are developing quickly as individuals, learn in variety of ways, for example, by watching, by listening, by imitating, by doing things; they try to make sense of situations by making use of non-verbal clues, love to play and use their imagination, comfortable with routines and enjoy repetition, and they are naturally curious.⁵

Sekolah Alam Islam Terpadu Auliya Kendal is a new elementary school established in Kendal that had only one class. Although it was a new, the students' had been given an English lesson. Teacher taught them vocabulary of the daily activities. In the learning process, students looked not enthusiasm when the teacher gave the English lesson. So, when the teacher evaluated and asked the students about the lesson, they forgot the vocabulary that given at that time. It was the lack of motivation that produced little or no difference in students performance in response the materials that given.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (England; Pearson Education, 2001), p. 335

⁵ Mary Slattery and Jane Willis, *English for Primary Teachers* (New York; Oxford university Press, 2001), p.4.

Stimulating students' motivation is necessary in the learning process especially in teaching young learner. M.Lighbown said that "motivation in second language learning was a complex phenomenon. There were the question, are learners more highly motivated because they are successful, or they successful because they are highly motivated".⁶

Vocabulary is one of the important components of language that must be learned by the students or learners because it is an essential means to conduct our communication with one another. Kreidler said that "knowing how to combine the vocabulary items into utterance will carry meaning for other and can grasp the meaning of complex utterance that other produce".⁷

McCarthy said that "the biggest component of any language course is vocabulary".⁸ The researcher thinks that it is necessary for teacher to find a technique that is suitable for students in teaching vocabulary effectively.

There are hypotheses that children learn a second language better than adults, and this is often used to support the early introduction of foreign language teaching. Lynne Cameron said that "the critical period hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty because their brain are still able to use the mechanism that assisted first language acquisition".⁹

Although there are the hypotheses that children learn a second language better than adult, the acquisition of foreign language of young learner is only in acquiring new vocabulary and not on grammatical language use of vocabulary, because their stage is still in knowing and memorizing.

⁶ Patsy M. Lightbown and Nina Spada, *How Language Are Learned*, (New York: Oxford University Press,1999), p.56

⁷ Charles W. Kreidler, *Introducing English Semantic*, (New York: Routledge, 1998), p.7

⁸ Michael McCarthy, *Language Teaching Vocabulary*, (New York: Oxford University Press,1990) p. viii

⁹ Lynne Cameron, *Teaching Languages to Young Learners*, (London; Cambridge University Press,2005), p.13.

McCarthy said that “the best way of teaching vocabulary to the students is to teach them context”.¹⁰ According to the McCarthy’s statement, the researcher assumes that by considering teaching the real activities or in context and give an external motivators in teaching vocabulary can motivate students in mastery the new vocabulary.

The reason for choosing the topic of the research that the vocabulary is one of the important components of language that must be learned by the students or learners because it is an essential means to conduct our communication with one another. And there were the lack motivation of students’ performance in response to improve the materials. The researcher argues that using external motivators in teaching vocabulary can improve students’ vocabulary and can motivate them to more curious and anxiously to mastery new vocabulary. The researcher limits this study in the improving students’ vocabulary using external motivators that will be done at first grade students of SD Alam IT Auliya Kendal.

B. Questions of The Research

1. How is the implementation of external motivators in teaching vocabulary at first grade of SD Alam Islam Terpadu Auliya Kendal?
2. How can the external motivators improve students’ vocabulary?

C. Objectives and the Benefit of The Research

1. To know the implementation of external motivators in teaching vocabulary at the first grade of SD Alam Islam Terpadu Auliya Kendal.
2. To know the improvement of students’ vocabulary using external motivators.

The result of the study hopefully will give contribution to English teaching and learning, such as:

1. Theoretically

This research will enrich the method of teaching and learning English.

¹⁰ Carthy, *Teaching Vocabulary*.p.7

2. Practically

- a. For researcher: by doing this research, the researcher will get some experiences and knowledge about his study and it will be useful in the future as the prospective teacher in preparing teaching process.
- b. For the teacher: by doing this research, it was expected that the result of the study will be useful to give contribution of developing English teaching especially in teaching vocabulary.
- c. For the students: it was expected that they can improve their vocabulary by stimulating their expectation in learning English by external motivators.

D. Definition of Key Terms

To avoid misunderstanding, the researcher makes key terms with specific meaning. They can be defined in the following:

1. Vocabulary

The vocabulary is a word of the language that have meaning and systematically in use¹¹. Words of the language mean that the use of the words should be systematically to convey the meaning in language. Another definition came from Linda Diamond that “vocabulary is the knowledge of words and words meaning”¹², it is mean that every word has theory and different meaning.

2. External Motivators

Term of the external motivators are the impeller of ambition or purpose by stimulation of the outside of aspect.¹³ Such as by giving reward, giving grade of the achievement, punishment, praise, *et ce tera*¹⁴

¹¹ Michael McCarthy, *Vocabulary*,(New York, Oxford University Press,1990), p3-5.

¹² Linda Diamond and Linda Gutlohn, <http://www.readingrockets.org/article/9943> retrieve on September 23,2010 8.35p.m

¹³ M. Alisuf Sabri, *Pengantar Psikologi Umum&Perkembangan*,(Jakarta, Pedoman Ilmu Jaya,1993), p128-130

¹⁴ Gavin Reid, *Motivating Learners in the Classroom: Ideas and Strategy*,(Jakarta: PT. Indeks,2009),p.19

3. Teaching Vocabulary.

Teaching is giving instruction to somebody; causing somebody to know or being able to do something; giving knowledge or skill to somebody; giving lesson at school.¹⁵ Patsy stated that teaching is applying some method to achieve the goal of the material.¹⁶ Teaching vocabulary is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often.¹⁷

¹⁵ A. S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY, Oxford University Press, 1987), p. 886.

¹⁶ Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, (NY, Oxford University Press,2000), p. 153.

¹⁷ Linda Diamond. <http://www.readingrockets.org>, p.3