

CHAPTER 1

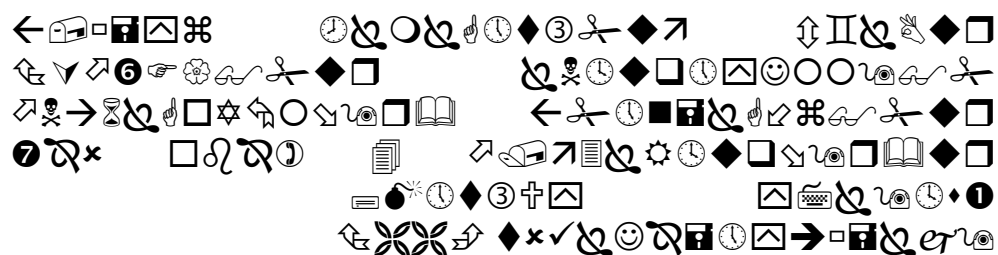
INTRODUCTION

A. Background of the Study

People as human being cannot live all alone by themselves in the world. They need to interact and cooperate with other in order to fulfill their need they need a tool for communication which is called language.

Language is a communication system that allows people to say something to other and express communicative needs.¹ People use language for many purposes. They use language for communication, introduction, presentation, socialization, etc. Language as a means of communication with other people is a tool to express ideas and wishes.² Without the presence of language, people become isolated and helpless. They won't be able to share and express their thought and feeling.

Every nation has their own language with many kind of different role of vocabulary, pronunciation styles, language structure, etc. The presence of language as a tool for communication among people around the world had been stated by Allah in surah ar- Rum verse 22:



“And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men of sound knowledge”³

¹ Djoko Srijono, *An Introductory Course of Linguistics*, (Surakarta: Muhammadiyah University Press, 2001), p. 5

² Ramlan, M.A., *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p. 1

³ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*, (Riyad: Darussalam, 1999), p.530

English as one of the international languages is used as a tool of communication in the world. It is used to communicate with people from different countries; people need an international language such as English. English has become a *lingua franca*. It means that English is a language with the largest number of native or “first” language speakers. Harmer states that a *lingua franca* can be defined as a language widely adopted for communication between two speakers whose native language are different from each other’s and where one or both speakers are using it as a second language.⁴

Some countries, like India, Pakistan, Singapore and some other countries in South East Asia use English as their second language. It is used in international trade, tourism, and other important international affairs. English becomes the first foreign language in Indonesia and has important role in the development of Indonesia. So, the Indonesian people are encouraged to learn English because it is an important means to communicate, get-technology, and science. The government decides that English language has to be learned from elementary school up to University. Although English has been taught to the students from Elementary school, many students have a lot of problems in using English as a means of communication. They think that learning English is difficult to do and takes a lot of time. Mastering English will also make people easy to understand many books written in English.

The teaching of English is aimed to develop four language skills. They are listening, speaking, reading, and writing. To develop the language skills we can not forget the language components such as phonology, structure, vocabulary and spelling.

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; we cannot say or write without vocabulary.

⁴Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), p.1

Now, the governments program that English is taught at elementary school because the students are expected to have skill for listening, speaking, reading, and writing in elementary with the emphasize on the mastery of speaking skill for communication using selected topic related to environmental needs. There are many students who get difficulties to speak or write something in English because of their limited vocabulary. They get difficulties to express their ideas when they want to say or write something. They do not know which appropriate words that must be used. On the other hand, it will be easy for them to say or write something in expressing their ideas if they have large vocabulary. In addition, according to Tarigan that was cited in Ahmad Jamhuri's thesis, the quality of one's language skill depends on the quality and quantity of the vocabulary mastered. The more he masters the vocabulary, the better he uses the language.⁵ From the statement, we can say if someone has many vocabulary items that are mastered; he will succeed in using the language that is being studied. There are many of factors that influence the result of the language teaching. In order to make the English teaching successful, we have to consider some factors such as the quality of teacher, motivation, school building, students interest that are involved in learning process, and teaching media.

The teacher that is using interesting media will make the students learn more and the knowledge the got will be retained better in their mind.

The writer argues that reading a text in teaching vocabulary will make the students know the meaning of words that are used in context. Charty says that the best way of teaching vocabulary to the students is to teach them context.⁶ In addition, Tedjasujana as cited in Ahmad Jamhuri thesis said that, "through reading good stories or good literature will be able to improve their language skills. They will learn new words and

⁵ Ahmad Jamhuri, *The Use Anecdotes in Improving Students' Vocabulary*, (Semarang: State University,2006),P.2

⁶ Michael McCarthy, *Language Teaching Vocabulary*, (New York: Oxford University Press,1990), p.7

expression”.⁷ From the statement above, we can conclude that the teacher can use interesting stories to teach their students.

Reading is a good way to find out about new ideas, facts, and experiences, reading can enlarge your English vocabulary.⁸

Therefore the teachers have to motivate and guide the students in acquiring their reading habits especially English texts. The reading materials can be short stories, folktales, legends, anecdotes, spoof, and so on. In this research, the writer will discuss the use of spoof text to improve students' memory on concrete noun at elementary school.

B. Reasons for Choosing the Topic

Vocabulary is one of the important language components. The biggest component of any language course is vocabulary.⁹ The writer thinks that it is necessary for teacher to find a technique that is suitable for students in teaching vocabulary effectively.

According to Burns children who are interested in material presented to them will put much effort on the reading process than children that have no interest in the reading materials.¹⁰ Then the writer stories to select spoof as reading materials because it is one kind of interesting media for the students.

By using spoof the writer hopes that the learning of English vocabulary will be interesting, enjoyable and students more motivated. They will think that English is not difficult and boring. So the students will not only know about the content of the spoof but also will catch the words easily. And the writer wants to know the implementation of spoof to improve students' memory on concrete noun and improvement of students' memory on concrete noun by spoof text.

⁷Ahmad Jamhury, *op.cit*, p. 3.

⁸Mickulecky and Jeffries, *More Reading Power*, (New York: Addison-Wesley Publishing Company,1996),p.1

⁹Michael McCarthy, *Op.cit*, p. 8

¹⁰ Burn. J, *Lexical Collocation: A Contrastive View*, *ELT Journal Vol.471*, (London: Oxford University Press,1984), p.12

C. Research Questions

1. How is the implementation of spoof in teaching concrete noun at the fifth grade of SD Ngadirgo 03 Mijen Semarang?
2. How is the improvement of students' memory on concrete noun after being taught using spoof at the fifth grade of SD Ngadirgo 03 Mijen Semarang?

D. Objectives of the Study

1. To describe the implementations of the teaching concrete noun by spoof at fifth grade of SD Ngadirgo 03 Mijen Semarang.
2. To find out the improvement of students' memory on concrete noun after being taught using spoof at the fifth grade of SD Ngadirgo 03 Mijen Semarang.

E. Pedagogical Significance

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

1. Theoretically

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

2. Practically

a. For writer

By doing this research, the writer will get some experiences and knowledge about her 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 is expected that the result of the study will be useful to give contribution of developing English teaching especially in use the media in teaching concrete noun and improve the quality of education.

c. For the students

It is expected that they can memorize vocabulary especially on concrete noun which students can enjoy their learning and they are more motivated to learn English.

F. Scope of the Study

The writer limits this study to improve students' memory on concrete noun from spoof given. The writer uses spoof as media to the students to get information about the use of spoof to improve students' memory on concrete noun. This study will be done at 5th grade students of SD Ngadirgo 03 Mijen Semarang.

G. Definition of the Key Terms

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

1. Spoof

It is kind of genre which has social function to retell event a humorous twist.¹¹

2. Improve

It means to become better than before, or to make somebody better than before.¹²

3. Memory

Power of keeping fact in the conscious mind and of being able to call them back at will; preservation of past experience for future use.¹³

4. Concrete noun

Concrete exists in a form that can be touched, felt, seen, etc., real and solid¹⁴.

Based on key term above, the writer will using spoof to improve students' memory on concrete noun at elementary school in order to the students can enjoy in teaching learning process.

¹¹Alexander Mongot Jaya, *English Revolution*.(Jepara: Mawas Press, 2006),p. 9

¹² As Hornby, *Oxford Advanced Learner's Dictionary of Current English*,(New York: Oxford University Press,2002),p.427

¹³ *Ibid*, p. 530

¹⁴ Frank, M, *Modern English, A Practical Reference Guide*, (New Jersey: Prentice Hall. Inc., Englewood Cliff, 1972), p. 6.