Chapter One

Introduction

In this chapter the researcher will explain several parts introduction of the study. The first part talks about the background of this research. Then, the researcher will talk about identification of the problems, limitation of the problem, formulation of the problem, and purpose of the research. Then, the last part of this chapter is ended with significance of the research.

Background of the Research

English vocabulary is any kind of words in the English language. English vocabulary is important to be learnt by students who are learning English language. It is important because it is a fundamental factor in learning English language. Vocabulary is needed by students because before a person is able to produce language, they have to know the smallest meaningful device of language which is words or vocabulary. If they do not have enough vocabulary they will face difficulties to convey their messages or understand messages, answer questions, read a text, active participate in the learning activities and pass the core and basic competence. Therefore, the primary comprehension for students who are learning language is mastering the vocabulary. It is supported by Loraine (2008) who argues that "vocabulary is the basis for learning language" (Vocabulary Development, para. 2). It means that the first step to understand language is by mastering the vocabulary. It is important because it is needed to master the four skills in a language. Beck, McKeown, & Kucan explained (as

cited in Ahmadi, 2012) there are two forms of vocabulary. Those forms are verbal and nonverbal. Those forms include speaking, listening, reading and writing. Students need to master the vocabulary to make them able to produce their ideas using English words, to recognize English sound and the appropriate meaning, to be able to receive messages from a written form and able to arrange words into a correct order. Those are some reasons why the students are required to master the vocabulary as their first step to understand language.

Some students may face difficulties when they learned English vocabulary. There are some reasons why students get difficulties to learn English vocabulary. One of the reasons is because English is used as a foreign language in this country. That is why students are rarely used it to communicate. They also hear it rarely so, it makes them confused when they use it. This statement is supported by Ciotkowski (2005), for children who are learning the vocabulary of foreign language, this partial knowledge is compounded that some of foreign language words will map on to word meaning that are already fully formed in the first language. English foreign learners as like students in Indonesia may relate the new words that they have learnt to their first language because it may has similar sound or similar structure, but it has different meaning. There are many differences between Indonesian language and English language in the part of phonology, morphology and syntax. The way Indonesia pronounces a word is by pronouncing all the letter of the word but the way English pronounce a word is different because sometime a word is pronounced the entire letter, some of the letter or it is changed to the other letter. Then, the form of words and structure of a

sentence are different from Indonesian form. Therefore, people especially students who learn English often find difficulty in learning English vocabulary.

Then, the other problem is the students easily forget the materials that they have learnt. Pratiwi (2013) explained in her research that "students often get difficulties in learning vocabulary especially in remembering and pronouncing words" (p. 22). She argued that students are difficult to remember the vocabulary well after the students have gotten the materials in the last meeting. This problem also found in the school that the researcher did her research. The English teacher of the school said that most of students have problem to remember the vocabulary that they have learnt.

Therefore, students need an opportunity to see the relationship, to help them figure the material that delivered by the teacher, so it will help the students remember it. As Chinese proverb (as cited in Benson & Odera, 2013) said "when I am told I forget, what I see I remember and what I do I build a castle in my head". Therefore, media is needed by students to fill the gap between theory and practice. It is needed to facilitate the students to see the relation between the theory and practice. The media that is used in the educational setting will complement the teaching and learning activities to be more effective, and able to enhance students' understanding. Moreover, they will internalize it, if they practice. In this research the researcher chose pop-up book as media that is used in the teaching and learning activities. The reasons why the researcher choses this media is because it is interesting and it has movable pages. Pop-up book is interesting because it has different way to show their object pictures which are not flat like a book in a

general way. Therefore, it makes the students imagine the real object easily by seeing the texture of the pictures. Then, the picture objects are able to move when the students are opened the pages. It makes the book looked more alive and this kind of book is not usually used as media in the school.

This research begins with the researcher who found that her students felt difficult in learning English vocabulary when the researcher taught English subject in SD Muhammadiyah Surowijayan without any media was used and only explained the new vocabulary. This case made the students did not give enough attention in the learning activities. This condition made them did not enjoy the lesson and they remember only a few new vocabularies that they had learnt and it was also influenced their English score test. Based on the background above, the researcher is interested in doing this experimental research by the title *"The Effectiveness of Using Pop-up Book to Improve Students' Vocabulary Mastery at the Fifth Grades of SD N 2 Trikarso, Kebumen"*.

Identification of the Problems

There are some studies that can be conducted by researchers about English vocabulary mastery. First, teaching strategies in teaching vocabulary. Teachers may face some difficulties when they teach their students. Some problems that commonly found by teacher are students feel sleepy, students do not give attention to the material, and students forget the material easily. It is important to the teachers to choose appropriate strategy by considering some reasons such as students' grade, students' condition and school's finance. Then, the second study is about learning strategies that students can do to improve their vocabulary

mastery. Some students may get difficulty in choosing which strategies are appropriate for them. It is important for them in choosing appropriate strategies for them that make them enjoy and able to understand the materials well. It is because it influences their comprehension. Then, the other study is about kind of media to learn vocabulary. Choosing learning media determines the teaching and learning activities to be run well or no. It is also appropriate or no if it is used to enhance students active in the learning activities. Those are some problems and there are still many other problems that can be investigated by researchers about English vocabulary mastery.

Limitation of the Problems

Based on the identification above the researcher limits the scope of the study. The researcher wants to know the effectiveness of using pop-up book as media to learn English vocabulary. Then, the object of this research is students at fifth grade students of SD N 2 Trikarso, Kebumen. This research is conducted by using time series experimental research design.

Formulation of the Problem

The formulation of this research is:

1. What are the fifth grade students of SD N 2 Trikarso, Kebumen in the academic year of 2016/2017 vocabulary mastery level?

2. How is the effect of using pop-up book for students' vocabulary mastery at the fifth grade students of SD N 2 Trikarso, Sruweng, Kebumen in the academic year of 2016/2017?

Purpose of the Research

The purpose of this research is:

1. To identify the students' vocabulary mastery level at the fifth grade students of SD N 2 Trikarso, Sruweng, Kebumen in the academic year of 2016/2017?

2. To explore the effectiveness of using pop-up book in the students' vocabulary mastery at the fifth grade students of SD N 2 Trikarso, Sruweng, Kebumen in the academic year of 2016/2017.

Significance of the Research

The result of this research is expected as one of reference to be used by the teachers, students and the other researchers:

For the teachers. This research gives information about interesting media that can be used by teachers. The media is Pop-up book. This media is interesting because it has movable pages that show interesting pictures. It is hopefully becomes appropriate to be used, and make students interested in learning and active in the learning activities.

For the students. This research gives information about the important of learning vocabulary. Then, this research also explains about a media that students may use to make them understand new vocabulary easily. The media is pop-up which is interesting and can make them enjoy learning by its picture and moveable pages.

For the other researchers. The researcher hopes that this research inspires the next researcher to find a new interesting media that make students become easy to understand vocabulary. This research also may be useful to find literature and information for researcher who has similar theme.