

CHAPTER I

INTRODUCTION

In this chapter the researcher explains about background of study, problem of study, objectives of study, hypothesis of study, significances of study, scope and limitation of study, and definition key terms. They are as follow :

A. Background of Study

To get deep more understanding in learning language, all of the students have to comprehend four skills. There are speaking, listening, reading, and writing. From that, there are three language component all need to be thought and recognised by the students. Such as vocabulary, pronunciation, and grammar. Vocabulary, pronunciation, and grammar very important in English teaching and learning process, but just vocabulary that will be investigated. The first important thing the students have to know one of the aspect that they need in learning English fluently is mastering the vocabulary.¹

If someone who want to communicate with other people, they must have increase their vocabulary. Hiebert and Kamil said that vocabulary is the knowledge of word.² And according to Jack C. Richards book's said that, if

¹ Satuna Indah Wardani, *"Improving Students Vocabulary Mastery Using Word Mapping Strategy," OKARA 1* (2015).

² Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates, 2005), 3.

vocabulary taught to the young learners beginning from early school, students learned to read by first mastering the alphabet, then progressing through syllables, words, and connected discourse.³ So, they can do conversation well. While to Stephen D. Krashen vocabulary is central to language and of critical importance to typical language learner. Without sufficient vocabulary, one can not communicate effectively or express his idea in both oral and written form. It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language are speaking, listening, reading, and writing.⁴ The point is vocabulary is foundation to build the language that can create communication.

In this study the researcher focuses on teaching English vocabulary to young learner in elementary school, because the researcher think that vocabulary has main character in English exactly in four skill. Without vocabulary we cannot speak, write something and understand what we read and hear.

Teaching vocabulary for young learners is not easy. Teaching is not just delivering material to the students. Teaching is the process of changing the behavior of students both intellectually; attitudes and mastery possessed the expected direction. Teaching vocabulary not must use memorizing strategies, but the teacher can use the other method to avoid student's boredom. So, the teacher should be make the young learner interested and not bored to study about it. Young learners can be divided into two group, Younger Group (6 – 8

³ Jack C. Richards, *Vocabulary in Teaching Learning* (New York: Cambridge University Press, 2000), P. 10.

⁴ Stephen D. Krashen, *Second Language Acquisition and Second Language Learning*. (Oxford: Pengamon Press, 1981) p., 120

age) and Older Group (9 – 12 age). According to their class levels, they can be called of Lower Classes if class of the children in 1, 2, and 3. While, Upper Classes if class of the children in 4, 5, 6.⁵ The young learners learn best when they are motivated by being involved in activity which are relevant to them (so use their interest, experiences, background and environment).⁶ The teacher should be a creative teacher. When they are 10 years old or 4th grade elementary school their memory will help more learning. A better way and easier to teach English especially teaching vocabulary to students by using media. The researcher chooses 4th grade elementary school because in this stage they are starting learning English by using media. Kasihani stated that the way to make EYL class more attractive with use tool to teach or media when teachers teach⁷ The teacher that use media, exactly visual media like origami, picture, or the other real thing will make the students more understand. If the teacher uses origami as media, the young learner's will be interested because the young learner will think that is playing not studying.

Media is all forms that used people to convey message or information. The word "all forms" give meaning that which media is not limited to the kinds of media specifically designed for achieve certain goals, but also whose existence can be utilized to clarify or facilitates students understanding of the material or message certain. So whatever the shape can be used to convey message can be called media.

⁵ Kasihani K.E. Suyanto, *English for Young Learners*, 1st ed. (Jakarta: PT. Bumi Aksara, 2007), 15.

⁶ Eva Nikmatul Rabbianty, *Teaching English to Young Learners* (Surabaya: Pena Salsabila, 2013), 2.

⁷ Suyanto, *English for Young Learners*, 105.

In addition, origami is the Japanese art or process of folding square of paper into representational shape. Origami is not just a paper, but it is very useful for students. The colors of origami paper are more diverse, so it becomes more interesting to use as a learning media. Using origami paper as a learning media for developing children's creativity by give examples and steps in folding origami paper so that it can resemble a shape, beside that the teacher also frees children to express their opinion or their idea.⁸ According to Motaweh, Fukuyama, and Isa, in folding origami, it happen the interaction between the thingking process and action.⁹ From the definition above, origami as media is something that can easily understanding in teaching vocabulary. Because most of the young learners are interested with visualization or realia.

According to the phenomenon that have been seen and doing interview by researcher in SD ADINDA SURABAYA the teacher teaches vocabulary to the young learners by using the other media like using video as media. So, here the researcher want to know if the young learners study about vocabulary by using origami as media.

Based on the explanation, the researcher interested to conduct a research with title “ **The Effect of Using Origami as Media on Students' Vocabulary Mastery at the Fourth Grade of SD ADINDA SURABAYA.**”

⁸ Septi Zulfina, Muhammad Ali, and Halida, “*Pemanfaatan Kertas Origami Sebagai Media Pembelajaran Dalam Mengembangkan Kreatifitas Anak TK MUJAHIDIN II Pontianak,*” n.d., 3.

⁹ Helen Cintiawati, Ikhsanudin, and Sofian, “*Designing Origami Tasks for Teaching Procedure Text,*” n.d., 3.

B. Problem of the study

Research problem are the educational issues, concern, controversies or concern that guide the need for conducting a study.¹⁰

Based on the explanation above, the problem of the study will be stated as follow :

1. Is there any effect of using origami as media on students' vocabulary mastery at the fourth grade of SD ADINDA SURABAYA?
2. How is statistically significant the effect of using origami as media on students' vocabulary mastery at the fourth grade of SD ADINDA SURABAYA?

C. Objective of Study

According to John W. Creswell defines research objective is a statement of intend used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹¹ The researcher formulates the purpose of research problem of this study :

1. To measure the effect of using origami as media on students' vocabulary mastery at the fourth grade of SD ADINDA SURABAYA.
2. To identify how the statistically significant effect of using origami as media on students' vocabulary matery at the fourth grade of SD ADINDA SURABAYA.

¹⁰ John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Lincoln: Pearson, 2012), 59.

¹¹ Creswell, 111.

D. Hypothesis of the Study

There are two hypothesis of this study. Alternative hypothesis (Ha) and Null Hypothesis (Ho). The alternative (Ha) in this study is that there is any effect of using origami as media on students' vocabulary mastery at the fourth grade of SD ADINDA SURABAYA.

E. Significant of Study

Significant of the study explains the use of the important of research. In the same word, this section involves the importance and deserve of problem that will be investigated. It also gives some important contributions for both the English teacher and the students in learning process.

There are two kinds of research significances; they are theoretical significant and practical significances.

1. Theoretical Significance

This significant means the importance of studying that focus on knowledge. It can add the new information and add the knowledge for the teacher to make creative technique to make the students more interesting when the students learning English, exactly vocabulary.

2. Practical Significance

a. Socially significant

It is used for the effort and steps to solve social problem. In other word, social significant consist of

reason of the proper on problem that will be researched.

Social significant of this study are :

- 1) For Students : To help the students more active in learning English process and also to make students easier memorize the vocabulary that has been learned.
- 2) For Teacher : To help the teacher to be more creative in using techniques or strategy in teaching learning process.

b. Individually significance

- 1) For Researcher : It can be a good experience in commit this research and to add or to increase researcher's knowledge.
- 2) For Further Researcher : It can be help to add the reference that has related with vocabulary or origami as media.

F. Scope and Limitation

In this case, the researcher will discuss about the definition of scope and limitation.¹² Scope is range of thing that a subject organization.¹³ Limitation as potential weaknesses or problem with the study that identified by the researcher.¹⁴

¹² *Pedoman Penulisan Karya Ilmiah, Revisi* (Pamekasan: STAIN Pamekasan, 2015), 12.

¹³ *Oxford Learner's Pocket Dictionary* (New York : oxford university press, 2003) p. 383

¹⁴ John W. Creswell. *Educational Research*, (Boston : Pearson Education, 2012). Page. 199

In this research, the scope focused on the effect of students' vocabulary mastery used by origami as media, while the limitation is the students at fourth grade of SD ADINDA SURABAYA

G. Definition of Key Term

The operational definitions of key terms of this study are :

1. Origami is the Japanese traditional manual art of making various shape object.
2. Media is the shape can be used to convey message or information.
3. Vocabulary a list or collection of words and phrases usually alphabetically arranged and explined or defined.

