

## CHAPTER I

### INTRODUCTION

This chapter would like to explain about background of the the study, problem of study, objective of study, the significance of the study, the definition of key terms, and also the previous study.

#### **A. Research Context**

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. The importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas<sup>1</sup>. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>2</sup> The importance of vocabulary in language teaching and learning cannot be overstated. Teachers should educate different language learners in accordance with their special characteristics and offer an individualized quality education or modify different way of teaching to suit the special requirements of the second language learners.

Traditionally, teachers should much of the responsibility for learning in the classroom. However, in a language classroom the teacher and students should share responsibility. The teacher takes on the role of model and

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<sup>1</sup> Wilkins ,D.A., *Linguistics in Language Teaching*. Australia: Edward Arnold, 1972.

<sup>2</sup> Scott, Wendy A. and L. H. Ytreberg., *Teaching English to Children*. New York: Longman Inc. 2 – 4, 1990.

facilitator, and the students increase their role as active participants who are ultimately responsible for their own learning. A classroom contract consists of an agreement between teacher and language learners or students regarding how each will contribute to and behave in the classroom. Contracts are most successful if students provide the input on the agreement with guidance from the teacher creating the learner centered classroom to set student's learning responsibilities. Learning a language is like playing on a soccer team. The teacher is the coach who presents different kinds of plays, gives advice and opportunities for practice, and provides feedback and support when it comes time to play a game. Students are the team players who actually play and must make decisions and evaluate themselves during the game. In the learning process, the teacher can guide, facilitate, present materials clearly and answer questions, but the teacher cannot learn the language for students or even make students learn the language.<sup>3</sup>

There are several media of teaching. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs.<sup>4</sup> puppets, cartoon films, tape recorders, radio, television, computers, Speaking Pyramid and other means are helpful in achieving the guiding goals of the teaching and learning process and are also present in our daily lives.<sup>5</sup> Speaking pyramid

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<sup>3</sup> Stephen Krashen, "Second Language acquisition and second language learning," Prentice Hall International, 1988.

<sup>4</sup> Gerlach, V.S and Elly D.P., Teaching and Media, a Systematic Approach. (2nd ed.) New Jersey: Prentice Hall, Inc, 1982.

<sup>5</sup> Mr saniman , Teacher in RA Riyadlatul Mubtadiin , *Live Interview* (07 juni 2023).

media is media in the shape of a pyramid/triangle which contains English vocabulary along with pictures, usually the teacher use paperboard, in each part of triangle there are three part start from the bottom is basic medium, in the middle part is intermediate and in the top is advanced so it can be made easier for the student to understand the teaching and learning process.

Teaching kindergarten school in Indonesian especially in Madura, is a difficult task. Students sometimes have difficulties learning English as a foreign language. Teaching vocabulary is more important in kindergarten school and also teacher, According to Scott, there are some general characteristics of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work, (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes through eyes, hands and ears, (h) they have very short attention and concentration<sup>6</sup>

According to Syaiful Bahari Djamarah and Azwan Zain teaching media, there are tools that can be used as examples as a channel for messages to achieve learning objectives.<sup>7</sup> According to Ashar, teaching media is a tool in the process learning both inside and outside the classroom, it is further

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<sup>6</sup> Scott, Wendy A. and L. H. Ytreberg., Teaching English to Children. New York: Longman Inc. 2 – 4, 1990.

<sup>7</sup> Djamarah, Syaiful Bahari, and Zain, Azwan., Strategi Belajar Mengajar, Rineka Cipta, Jakarta, 2002, hlm. 137.

explained that Learning media is a component of learning resources or physical vehicles which contains instructional material in a student-friendly environment stimulate students to learn. Meanwhile, according to Fatria, Learning media is a tool that helps in the learning process.<sup>8</sup>

The phenomenon that occurs in RA Riyadlatul Mubtadiin is according to one of teacher who taught at Ra Riyadlatul Mubtadiin, English learning in the 5-6 year age group never implemented activities related to English either in communication between teachers and children or in learning activities. In the current era, English is one of the dominant languages and is very close to early childhood, for example games that use English. like the speaking pyramid, English is very important for children to be ready to face the current era. So the school applies speaking pyramid media as a media for increasing vocabulary and of course this media is easy for children to be understand. Based on the problems stated above, the aim of this research is to know the description of how to use speaking pyramid in teaching vocabulary.

Based on the explanation, the researcher is interested to conduct research entitled The Use of speaking pyramid As a Media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin.

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<sup>8</sup> Fatria Fita Listari., "Penerapan Media Pembelajaran Google Drive Dalam Pembelajaran Bahasa Indonesia". Jurnal Penelitian Pendidikan Bahasa Indonesia. Volume 2. Nomor 1.(hlm 142), 2017.

## **B. Research Focus**

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.<sup>9</sup> The problem investigated are stated as follows:

1. How does the teacher use Speaking Pyramid as a media in teaching vocabulary for young learner's at RA Riyadlatul Mubtadiin?
2. What are the advantages and disadvantages of use speaking pyramid as a media in teaching vocabulary for young learner at RA Riyadlatul Mubtadiin?

## **C. Research Objective**

Research objective is statement of intent for the study that declares specific goals that the invesgator plans to archive in a study.<sup>10</sup> Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulated.<sup>11</sup> The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problems. Based on the research problems above, the researcher can determine the research objective of the study namely :

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<sup>9</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012). page. 59.

<sup>10</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012). page. 59.

<sup>11</sup> Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, *Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi*, (Pamekasan: IAIN MADURA, 2020), 38.

1. To describe how the teacher use Speaking Pyramid as a media in teaching vocabulary for young learner at RA Riyadlatul Mubtadiin.
2. To describe the advantage and disadvantage of use speaking pyramid as a media in teaching vocabulary for young learner at RA Riyadlatul Mubtadiin.

#### **D. Significance of Study**

The significance of the research is the impact of achieving the research objectives. Broadly speaking, research significance consists of directed scientific significance on scientific development or theoretical use; and practical significance, namely help to solve and anticipate problems that exist in the object under study.

The research purpose that can be taken from this research are :

1. Theoretical significance

For those who need references in conducting research the results of this study will be an alternative reference to help researchers in conducting a study. Especially research on student thesis writing to complete the final project.

2. Practical significance

- a. For English Teacher

There are more effective and less effective students in classroom. Teachers should educate different language learners in accordance with their special characteristics and offer an individualized quality education or modify different way of teaching to suit the special

requirements. It is useful to the teacher as information to find out how to improve students' vocabulary through Speaking Pyramid.

b. For The Students

It is expected that through the implementation of Speaking Pyramid in the classroom the student will become creative, active participants and interested in the teaching learning process.

c. For The Next Researcher

This study is expected the research can be used as a reference for those who want to conduct research in teaching English, especially using Speaking Pyramid.

d. For School

Make a useful contribution to the use of facilities towards using Speaking Pyramid can improve vocabulary mastery so that schools can increase improvement and more serious handling of various types of teaching methods that must be developed in schools.

e. For Researcher

The results of this study will be one of the experiences for researchers in knowing what are the factors of difficulty and finding solutions. This research will provide knowledge in mastering vocabulary using the Speaking Pyramid This research can be used as material to the knowledge of researcher in preparing themselves as professional and competent educator candidates.

f. For IAIN Madura

This research is expected to be useful as additional literature and as an insight into IAIN Madura library's.

#### **E. Definition of Keyterm**

##### 1. Vocabulary

Vocabulary is a set of familiar words within a person's language.

##### 2. Media

Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes.

##### 3. Speaking Pyramid

Speaking pyramid is one of media, speaking pyramid media is a pyramid-shaped vehicle used to improve children's mastery of English vocabulary, the speaking pyramid vehicle contains a number of triangles, each triangle contains a pictures and English vocabulary.

#### **F. Previous Study**

The existence of previous studies is to provide some guidelines and a benchmark which will be used as compararison material to get an update from research that will be carried out with the same theme. There are so many previous study related to this issues.

In 2019, Buhari conducted research entitled “Practicing Discussion in the form of Pyramid to improve Students Speaking Performance and classroom interaction”.<sup>12</sup> He found the result of his research that his research

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<sup>12</sup> Buhari Buhari, “Practicing Discussion in the form of Pyramid to improve Students’ Speaking performance and classroom interaction,” *Journal of Languages and Language Teaching* 7, no. 2 (6 November 2019): 108, <https://doi.org/10.33394/jollt.v7i2.1958>.



focus on how use of pyramid discussions to improve student and class speaking performance interaction. The second, the journal of Nur Dahniar “Meningkatkan kosakata bahasa inggris melalui bermain gambar pada kelompok belajar anak SD di kelurahan katobengke”.<sup>13</sup> The third, study by Ensa Puspita Sari In 2018 “The Use of Games As A Strategy To Teach English To Young Learner”<sup>14</sup> The last is in 2019, Liyana dan Mozes “Speaking Pyramid sebagai media pembelajaran kosa kata bahasa Inggris anak usia 5-6 tahun”.<sup>15</sup> The similiarity between the previous studies and present studies is in the practicing teaching and learning process by using Pyramid Discussion, while the differences between the previous studies and present study is he focus on how use of pyramid discussions to improve student and class speaking performance interaction. But the reasearcher focus on how improve student vocabulary by using Speaking Pyramid. The similarity between the second previous study and second present studies is the same in variable x, about vocabulary. While the difference with Nur Dahniar research in the object of Nur Dahniar research is Nur Dahniar also use playing picture to the variable X. The object of this research is elementary school childreen in katobengke village. while objects of the researcher is kindergarteen students of RA Riyadlatul Mubtadiin. And also Nur Dahniar research is collaborative classroom action research. The

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<sup>13</sup> Nur dahniar “*Meningkatkan Kosakata Bahasa Inggris Melalui Bermain Gambar Pada Kelompok Belajar Anak SD di Kelurahan katobengke*”

<sup>14</sup> Ensa puspita sari “*The Use of Games As A Strategy To Teach English To Young Learner*” 2018

<sup>15</sup> Husnul Muliana, “Ditulis Sebagai Syarat Penyelesaian Studi Jurusan Pendidikan Islam Anak Usia Dini,” t.t.

subjects in her study were children aged 7-11, the subject of the researcher 5-6 age years old. The result of the study were : the first result indicate that teaching English for students is not easy. It is need a media to encourage them to learn English. A media that can help students to remember common vocabularies easily. The second is using of picture playing strategies is a learning effective strategy for learning language English vocabulary Early for Childhood. Through children's play build your knowledge, you can interact socially with friends, freely carefree and the child feels happy, The similarity between Ensa's research with the researcher, both of them are using media in teaching. The difference with Ensa's research with the researcher, Ensa's research uses games as learning media and focuses on teaching English to young learners. While the researcher use speaking pyramid as learning media and focus in teach vocabulary for young Learners. This research aims to develop speaking media pyramid as a media for English vocabulary in early childhood 5-6 year at Kanisius Jimbaran kindergarten. The similiarity between the previous study and forth study is The product developed is media speaking pyramid which has English vocabulary material for children and the differences is Data collection was analyzed descriptively quantitative and qualitative, but the researcher the data collection was analyzed qualitative only.