

CHAPTER I

INTRODUCTION

A. Background of the Problem

It is true to say that English is one of the thousands of living languages which is used and spoken by people in so many countries. It is also used in many scientific books, such as in politics, economics, laws, and so on. That is why everyone especially those who intend to go abroad or continue their studies at colleges and universities should understand and know English, besides they should also know and master their own mother tongue and their own native language.

Most people all over the world, particularly when they had an international meeting, use English as a lingua franca. Geoffrey Broughton (1978:1) states that:

“Of the 4000 to 5000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population”.

We can say that English is rapidly becoming a world language because it is not the language of English or American people, but it is also the language of human beings. It does not belong to Great Britain or to the United States only, but it belongs to people all over the world. Because of this fact, the number of people who speak English always increases from time to time.

Randolph Quirk (1978 : 8) says that:

“There are now something like 250 million people for whom English is the mother tongue of the first language. If we add to this number of people who have a working knowledge of English as second language or foreign language (many Indians, Africans, Frenchmen, Russians, and so on), we raise the total to about 300 million”.

Nowadays in our country, English has become the foreign language which is to be learned and taught to the students of Elementary Schools from the third year up to the sixth year. One of the aims of teaching English as a foreign language to the students of Elementary Schools is to give them a preparation with the English lesson when they keep on their studies at *SLTP*. Therefore the English materials taught to them are focused more on vocabulary than grammar.

During the observation, the writer has known that the english teacher of *SD Silih Asuh I Cirebon* has been trying to intensify the teaching of this foreign language as clearly as possible. She has been doing many efforts for teaching the English vocabulary through direct method, but her efforts always fail and do not meet any expected success.

Besides on preliminary research the writer knows that most students of the fourth year *SD Silih Asuh I Cirebon* often find difficulties in learning the English vocabulary even though it is taught to them through direct method. Thus, the problem in this research is that on one side the English teacher of *SD Silih Asuh I Cirebon* has done some efforts to overcome students' difficulties in learning vocabulary, but on the other side the student still find English difficult to be learned and mastered.

B. Formulation of the Problem

To formulate the problem of the research, the writer has divided it into three divisions as follows:

1. Identification of the research which consist of:

a. The field of the Research

The field of the research of this thesis is vocabulary building taught through the songs on compact disc.

b. The approach of the Research

In this case the writer uses a dscriptive approach, that is the writer collects, organizes, analyzes, compares, and summarizes the data in order to make a systematic, valid and reasonable indicators of the events and situations.

c. The kind of the problem

The kind of the problem in this thesis is how the comparison between the students' achievement in lerning vocabulary taught through the songs on compat disc and direct method.

2. Limitation of the Problem

To avoid from misunderstanding an misinterpreting, the writer has to limit the problem into three parts as follows:

a. Students' achievement in learning vocabulary taught through the songs on compact disc

b. Students' achievement in learning vocabulary taught through direct method.

c. The reference to the aims of the research.

3. The Question of the Research

The question of the research which have been formulated by the writer are as follows:

- a. How is the students' achievement in learning vocabulary by means of songs taught through recording (compact disc) ?
- b. How is the students' achievement in learning vocabulary through direct method ?
- c. Are there any positive and significant variances between the improvement of the students' achievement in learning vocabulary taught through recording and direct method ?

C. The Aims of the Research

The aims of the research that will be achieved in her study are as follows:

1. To find out the data of the students' achievement in learning vocabulary taught through the songs on compact disc.
2. To find out the data of the students' achievement in learning vocabulary taught through direct method.
3. To find out the data of the comparison between the students' achievement in learning vocabulary taught through the songs on compact disc and the students' achievement in learning vocabulary taught through direct method.

D. Frame of Thinking

There are several ways which can be applied by the teachers of English as a foreign language for teaching vocabulary. They can teach vocabulary taken from reading text, a memo, an advertisement, a message, or a song. For example, the teacher can teach

these words 'mother' , 'finger' , 'where' , 'here' and a greeting 'how do you do' taken from this song:

Mother Finger

Mother finger, mother finger

Where are you

Here I am, here I am

How do you do

Baby finger, baby finger

Where are you

Here I am, here I am

How do you do

And if he/she wants to teach the simple verbs such as 'love' , 'go' , and 'sing' , he/she may teach these verbs through this song:

Happy A Wanderer

I love to go a wandering, along the mountain track

And as I go I love to sing, my knapsack on my back

Valderi ... Valdera ... Valdera ...

Valdera ... ha ... ha ...

My knapsack on my back

It should be kept in mind that everyone certainly likes to hear and perhaps to sing a song because a song is an art which belongs to human-beings. This song can be used for teaching vocabulary since the song itself contains words, sentence, and or expressions.

Because the English teacher of *SD Silih Asuh I Cirebon* never uses songs for teaching vocabulary, so the writer will try to teach vocabulary taken from several songs through recording (compact disc).

“A compact disc (CD) is a small disc for reproducing recorded sound by laser action” (Hornby, 1994 : 234). It has sound and motion pictures that can be heard and seen, if it is connected to a television set. A compact disc may also be called a visual aid or picture and is considered as a teaching aid that can be used for teaching vocabulary.

Robert Lado (1964 : 195) states that:

“Pictures can be used effectively to teach language and cultural content. They have often been used to elicit conversation on topics such as shopping, a vacation, or a party. This use of pictures without control of the grammatical structure being taught tends to be more vocabulary rehearsing than language teaching. Nevertheless, some good materials along these lines have been developed by teachers who grade the language to be practiced on the basis of their experience”.

It has been mentioned previously that the English teacher of *SD Silih Asuh I Cirebon* uses the direct method without pictures for teaching vocabulary. She only uses real objects found in the classroom and other real objects that are not found in it, but she brings them herself to the classroom, for example, she brings a knife and shows it to the students by making questions that should be answered by the students as follows:

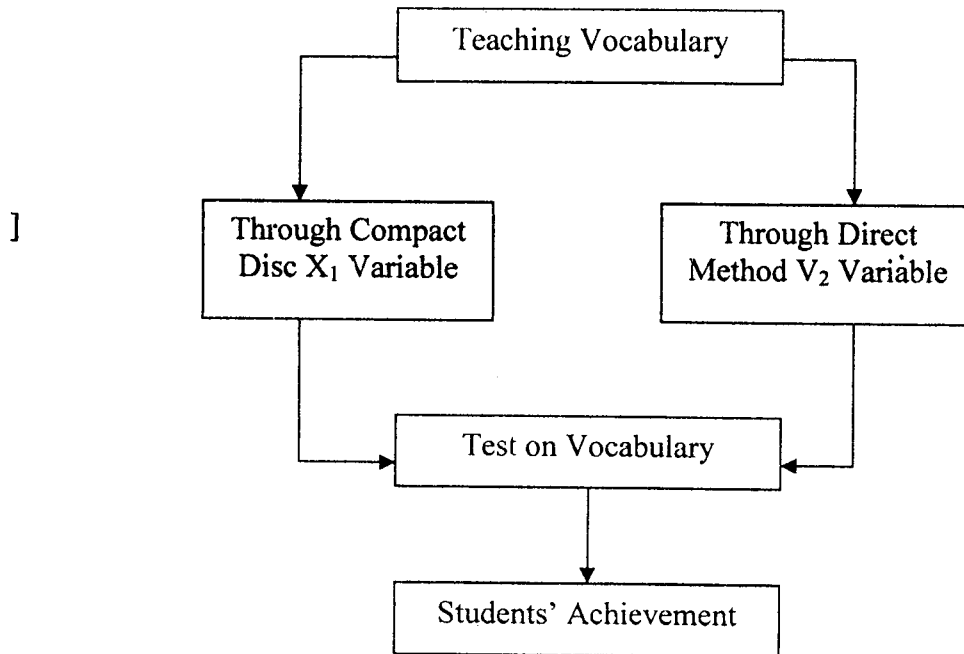
Teacher : Look at the objects in my hand. This is a knife. Please say together ‘a knife’.

Students : A knife.

Teacher : This is a knife. Say after me ‘this is a knife’

Students : This is a knife.

Based on the above statements, the writer would like to illustrate the frame of thinking of the research diagrammatically below:



E. Steps of the Research

The steps of the research which have been done by the writer are that she determines:

1. Data Resources

a. Theoretical Data Resources

To obtain theoretical data resources, the writer has read the English curriculum for *SD* students, some English scientific books on methods for teaching English as a foreign language, books on how to teach vocabulary, and other books which are line with the discussion of the topic of the thesis.

b. Empirical Data Resources

The empirical data resources are obtained from :

(1). The Primary Data

From the primary data, the writer knows exactly the entire number of the fourth year students of *SD Silih Asuh I Cirebon*, the countries and the villages, where they live, the economic condition of their parents and their interest in learning English. All these primary data will determine the success and the failure of their learning English as a foreign language.

(2). The Secondary Data

From the secondary data, the writer gets the information about the books they use for teaching English, the background of their education, the years of their experiences in teaching English, their abilities in running the classroom. All these data may also determine the students' achievement in learning English.

2. Population and Sample

a. Population

“Population is a member of the group of people, events, or things to which generalization that are going to be involved in research” (Borg and Gall in Suharto's book, 1998 : 63). Based on this opinion, it is concluded that population may take the form of groups which may consist of people , events or things.

The population of this research is all fourth years students of *SD Silih I Cirebon* with the number 78 students (two classrooms). The number of the students in each classroom will be elaborated in detail in chapter three of this thesis.

b. Sample

“Sampling means selecting a given number of persons from a defined population as representative of that population” (Borg and Gall, 1971 : 115).

From the above population (78 students), the writer takes all of it, the students of class 4A (39 students) are determined as an experimental class who are taught vocabulary by using direct method.

“The advantages of drawing a small sample from a large population is that saves the reseacher the time and expense of the studying the entire population. If the sampling is done properly, the researcher can reach valid conclusions about an entire population by studying only a small sample drawn from that population” (Borg and Gall, 1971 : 115).

Taking such the above sample is called stratified sampling and is based on Borg’s and Gall’s theory which sounds as follows:

“Stratified samples are particularly appropriate in studies where part of the research analysis likely to be concerned with comparisons between various subgroups. In summary, stratified sampling procedures assures the research worker that his sample will be representative of the population in terms of certain critical fators that have been used by the research worker as a basis for stratification, and also assures him of adequate cases for subgroup analysis” (Borg and Gall, 1971 : 121).

3. Technique for Collecting the Data

The techniques determined and used by the writer for collecting the data are as follows :

a. Observation

“Observation is a method in which the scientist tests the hypothesis by observing people as the engagement in everyday activities in their natural habitats” (David R. Shaffer, 1985 : 13).

In this case the writer observes the process teaching and learning English at that school and the equipment provided by the school.

b. Interview

“An interview is a technique in which all interviewees are asked the same questions in precisely the same order so that the responses of different participants can be compared” (David R. Shaffer, 1985 : 19). In this matter, the writer has interviewed the headmaster, the English teacher, the administrators of *SD Silih Asuh I Cirebon* in order to get information about the objective condition of the school.

For the needs of testing the students, the writer has presented 20 items of multiple choice test on vocabulary with four options (a, b, c, or d) as the answers. The test given to the students of class 4A and 4B is the same.

From the result of the test achieved by the students, the writer will get the data of whether there are some positive and significant distinctions or not between the students' achievement in learning vocabulary taught by means of songs through compact disc and that is taught through direct method.

4. Data Analysis

a. Qualitative Data Analysis

The qualitative are analyzed based on the objective condition of the school, the condition of the teachers, the administrators, the students, the facilities and equipment provide by the school for teaching and learning English as a foreign language.

b. Quantitative Data Analysis

The quantitative data are analyzed based on the results of the tests on vocabulary achieved by the students. These data are analyzed by using t-test formula formulated by Suharsimi Arikunto (1992 : 26) as follows :

$$t_0 = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Where :

t_0 = the value of t-observed

\overline{X}_1 = mean of students' achievement in learning vocabulary taught by means of songs through compact disc (X_1 variable)

\overline{X}_2 = mean of students' achievement in learning vocabulary through direct method (X_2 variable)

SD_1^2 = standard deviation of X_1 variable

SD_2^2 = standard deviation of X_2 variable

n_1 = number of students of X_1 variable

n_2 = number of students of X_2 variable

df = degree of freedom = $(n_1-1) + (n_2-1) = (40-1) + (40-1) = 39 + 39 = 78$

5. Testing Hypothesis

Before finding out the result of the calculation of t_0 (t-observed) by using the t-test formula above, the writer has used the statistic hypothesis to make the testing hypothesis more clearly; that is by consulting it to the value t-table with the significance 5% and the degree of freedom 75%.