

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is one of the tools of communication, because through it the human being can interact each other, share experience, learn from others improve the intellectual ability, create the art, and also give the knowledge.

Bloch and Trager (1942:5) as quoted by H Tarigan (1986:19) says "*Bahasa adalah suatu sistem simbol-simbol bunyi yang arbitrer* (A language is system of arbitrary vocal symbols by means of which social grasp cooperates).

Based on the statement above, the writer is of the opinion that the function of language is to communicate within groups; express our feeling, idea, or knowledge to others. In human society it is impossible to communicate without language.

According to the definition above, Joseph Bram (1955:2) as quoted by H.G Tarigan (1986: 19) says "*Bahasa adalah suatu sistem yang berstruktur dari simbol-simbol bunyi arbitrer yang dipergunakan oleh para anggota suatu kelompok sosial sebagai alat bergaul satu sama lain*" (A language is a structured system of arbitrary vocal symbols by means of members of a social group interact). So, based on the all of the definition of language, we know that it will be important in our daily activities as a tool of communication among the people.

In this world, there are many kinds of languages; one of them is English as an international language that the position can be the first language, second language, or foreign language in accordance with the speaker's domain.

As we know that the development and increasing in 21 centuries, our country prepares better everything that will get in touch directly will, globalization era of course. It is English as a foreign language that can be got formal education.

Elementary school is one of the formal education as a part of basic education since 1994, the Indonesian government has put English as major of local content of Elementary School curriculum, English is essential to be taught since Elementary school because at this stage. English is given to the students of Elementary school expected that it will help the students who want to continue their study in high school or college children are easier to acquire language than adult Webb (1974:35-37) gives several reasons for teaching language to your children. Here is his explanation:

1. Learning a foreign language effectively is a lengthy process an early apart is one way to be sent or the acquisition of this skill.
2. It is often considered self evident that because young children are not more self-conscious than adolescents and have a gift on vocal mimicry and they can also learn foreign language more easily.
3. Closely allied both this the nation young children can learn are foreign language painlessly in very much the same way that they acquire their mother tongue.

From these points, it is very clear that teaching English for young children is as for the adult further more the age of learners will determine the process of the language acquisition. In this case Mackey (1965:20) says that the younger a person starts a second language is better. The writer thinks that it is better to introduce foreign language to the children in order that they accustomed of basic vocabulary.

According to Scoll and Ytreberg (1990:1) says the eight to ten years is the ideal years to bear a foreign language.

Mackey (1965:120) give an idea that:

“Starting the second language early would be satisfied if it were started at the age of eight from would be satisfied if it were started at the age of eight from that point of views, the writer assumes that elementary school stage is the best age for a learning language. Although Mackey (1965:121) say that there seem to be a great deal of evidence on the question of the ideal age for the second language learning. There is no agreement among educator, psychologist, linguist, and neurologist on any university valid option starting age”.

Age is one of the students characteristic that influence the students achievement an also their success, because it is very close to the maturity adoption phase and psycho-physic development toward the level of subject difficulty, which learned by students.

Vocabulary is one of the language components. It supports the teaching; speaking, learning process of the four language skills (listening, speaking, reading and writing). In learning language vocabulary plays a very important idea. How can the learner understand what she or he listens, speaks reads and writes. If she

or he doesn't understand any world? A learner should keep learning new vocabulary item everyday so as to make her or his understanding English much better.

There are differences of students' age when they enter elementary school; will it become the main problem or influence to their learning process?

As Muhibbin Syah (1999:83) says, "*Dikalangan para guru dan orang tua siswa terkadang timbul pertanyaan apakah perbedaan usia antara seorang siswa dengan siswa lainnya membuat perbedaan substantial (bersifat inti) dalam merespon pengajaran*". (The teacher and parent of students has ask what is differences between a student with the other student makes difference substantial in respond learning).

The writer agrees with Syah's opinion above, it is difficult to determine whether there is differences between a student with the other student makes difference substantial in respond learning.

Based on the background above, and related to learning in vocabulary of English subject at the fourth grade in Elementary school by the variation of students age between eight to the years old, the writer wants to know how the difference of it towards learning in vocabulary English. Subject achievement.

This research is held at the fourth grade of Elementary school because the writer knows that grade. So generally they never knew English before it is held in *SDN 4 Klangeran Cirebon*. Because of that reason the writer wants to prepare the students' age differences with the students' vocabulary achievement.

B. The Formulation of the Problem

1. The Identification of the Problem

1.1. The research domain

The research is the differences of students' age.

1.2. The research approach is the students' achievement of vocabulary.

1.3. The kind of problem

The kind of problem in this thesis is the comparative study of the students' age differences with the students' vocabulary achievement at the fourth grade of *SDN 4 Klangeran Cirebon*.

2. The Limitation of Problem

In limiting the problem, the writer pick out some areas of discussion as the comparative study of the students' age differences with the students' vocabulary achievement at *SDN 4 Klangeran Cirebon*.

3. The Question of Research

1. How is the result of students' nine age toward their vocabulary achievement at the fourth grade of *SDN 4 Klungenan Cirebon*?
2. How is the result of students' ten age toward their vocabulary at the fourth grade of *SDN 4 Klungenan Cirebon*?
3. Are there any positive and significant comparison of the differences of students' age at 9 and 10 in the vocabulary achievement at the fourth grade of *SDN 4 Klungenan Cirebon*?

C. The Aims of the Research

The research of the thesis has three aims, namely:

1. To find out the result of students' nine age toward their vocabulary achievement at the fourth grade of *SDN 4 Klungenan Cirebon*.
2. To find out the result of students' ten age toward their vocabulary achievement at the fourth grade of *SDN 4 Klungenan Cirebon*.
3. To find out the data of whether there are any positive and significant effects or not between the differences of students' age at 9 and 10 in the vocabulary achievement at the fourth grade of *SDN 4 Klungenan Cirebon*.

D. The Frame of Thinking

After the writer knows that language is one of a tool of communication or conversation very important in life. Language is one of differences characteristics between human with the other human in this world. Because language more far creative and flexible than system of communication other human (animals).

According to the theory of Stern as quoted by Kartono (1995:136), says:

- a. *Stadium perilaku anak usia 8-9 tahun, anak-anak pada usia ini tertarik untuk berkelompok.* (The stadium of behavior, 8 to 9 year of age, the children have an interest in work and behavior of old year).
- b. *Stadium perilaku anak usia 9-10 tahun, mencari relasi diantara dimensi ruang dan waktu.* (The stadium of relation, 9 to 10 year of age, and the children seeks relation between dimension of room and time).

Eight to ten year of age, the children has been interested in learn given by teacher. The children received English as second language and English as major of local content of elementary school curriculum. The children interesting learning English, they more interest learning in vocabulary of English subject.

According to Hornby (1995:1331), vocabulary is of the total number of words in a language; all the words known to a person or used in a particular book, subject etc. (Hornby, 1995:1331).

Children learn to understand and use language in short time. They can calculate and understand all sentences that the grammar of their language allows except for rare and complicated sentence. They are able to communicate and to

extract meaning, although their vocabularies will continue to grow and there will be refinement in word knowledge.

E. The Steps of the Research

1. The Population and Sample

1.1. Population

The population in this research is all of the fourth grade students of *SDN 4 Klagenan Cirebon* with the students' number of student that divided into one class.

In this case, Suharsimi Arikunto (1996:120) explains that "*Apabila subyeknya kurang dari 100 maka lebih baik populasi. Selanjutnya jika jumlah subyeknya besar dapat diambil antara 10 - 15% atau 20 - 25% atau lebih.*" (If the population is less than 100, it is better to take all of them as the sample, but if the population is more than 100, the sample size can be taken between 10 – 15% or 20 – 25% or more from the population)".

1.2. Sample

The sample to be investigated is one class of 30 students. The writer chooses students in the fourth grade, because those students have ready learned basic structure and simple vocabulary. We can see this from the

result of pre-test and also from students' background, so that it makes the writer easy to get the data.

In this case, the writer uses cluster that is by select sampling units by some form of random sampling (Delbert C. Miller, 1977:55).

2. The Technique of Collecting Data

2.1. Interview

David R. Shaffer (1985:11), says interview is a technique in which all interviewers are asked the same question in precisely the same order that the responses of different participants can be compared.

The writer conducts an interview with the headmaster, the English teacher, and the student sample of *SDN 4 Klangeran Cirebon*.

2.2. Observation

In this technique the writer observes the object situation directly at *SDN 4 Klangeran Cirebon*.

2.3. Test

- Pre-Test Items Sheet

The multiple choices is chosen to test the students' vocabulary because the type is easy to analyze and also it is suitable for the students in the fourth grade students of *SDN 4 Klangeran Cirebon*.

- Post-Test Item Sheet

They are given to the two groups after experimental group gets some treatment. The post-test item sheets are the same items with the pre-test item sheet.

3. The Technique of Analyzing Data

3.1. Qualitative Data Analysis

That is the writer analyses this data based on the objection condition of the school.

3.2. Quantitative Data Analysis

The writer analyses this data based on the results of the test.

- Analyzing the pre-test and post-test.

Pre-test is administered to know whether or not the experimental group and the control group are equivalent.

To find out the quantitative data, the writer analyzes the data based on the results of the test on vocabulary of English subject, which are taught to the students of 9 and 10 ages. These data are analyzed by using t-test formula as follows:

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD^2_1}{N_1} + \frac{SD^2_2}{N_2}}}$$

Where:

T_o = t-observed,

\bar{X}_1 = mean of students' achievement in learning vocabulary of English subject at 9 age students at the fourth grade of *SDN 4 Klenganan Cirebon*. (X_1 variable/independents variable).

\bar{X}_2 = mean of students' achievement in learning vocabulary of English subject at 10 age students at the fourth grade of *SDN 4 Klenganan Cirebon*. (X_2 variable / dependent variable).

SD_1 = standard deviation of X_1 variable.

SD_2 = standard deviation of X_2 variable.

N_1 = number of students of 9 age students (X_1 variable)

N_2 = number of students of 10 age students (X_2 variable)

df = degree of freedom = $(N_1 + N_2) - 2$.

From the result of computation, the values of t-observed (t_o) can be determined by consulting it to the value of t-table with significance 5% and the degrees of freedom. And to make the testing hypothesis more clearly understood, the writer states the following statistic hypothesis

According to James Dean Brown (1990:66) says:

H_0 = Null hypothesis; there is no difference between the students' achievement in learning vocabulary of English subject at 9 and 10 ages students at the fourth grade of *SDN 4 Klenganan Cirebon*.

H_1 = Alternative hypothesis; there is difference between the students' achievement in learning vocabulary of English subject at 9 and 10 ages students at the fourth grade of *SDN 4 Klenganan Cirebon*.

For interpreting the qualitative category above, the writer uses the standard of comparison result from Muhibbin Syah's book (2004:153) as follows:

The symbol of number and value		Predicate
Number	Value	
8 - 10 = 80 - 100 = 3,1 - 4	A	Excellent
7 - 7,9 = 70 - 79 = 2,1 - 3	B	Good
6 - 6,9 = 60 - 69 = 1,1 - 2	C	Enough
5 - 5,9 = 50 - 59 = 1	D	Less
0 - 4,9 = 0 - 49 = 0	E	Fail

4. The Research Hypothesis

There is positive and significance comparison between the students' age differences with the students' vocabulary achievement at the fourth grade students of *SDN 4 Klangeran Cirebon*.