CHAPTER I

INTRODUCTION

A. BACKGROUND

Primary school is known to be the right place for learning a foreign language. In Indonesia, teaching English for young learners is a part of a curriculum. It is based on Ministerial Decree No. 22 Year 2006, dated May 23rd 2006, which said that English subject can be given to primary students as local content. The result of the decree is the existence of English in primary schools taught for 2x45 minutes every week.

In teaching English for primary school students, teachers have to face the characteristic of young learners who have different characteristics from adult learners. Some children characteristics are as for their cognitive development attention span (Piaget 1972; as cited in Aini, 2013).

He believes young learners in each level have different quality of thinking which relate to different tasks. For primary students, cognitive developments rely on concrete operational level. In this stage, young learners learn from concrete materials such as flash card, video, realia, and chart. All of them can help students to make their own roles in society. Another characteristic is regarding how long could children pay attention when teacher deliver materials for them. Musthafa (2010; as cited in Aini, 2013), children only have 15 minutes for attention span.
Knowing those characteristics of children is a teachers’ job to make effective learning thorough instructional media, organizing materials, and stimulation motivation through various practices according to (Finocchiaro 2003; as cited in Gusmaizal, 2015). Instructional media means all devices and materials used in teaching and learning processes. In general, there are three types of instructional media audio, visual and audio-visual. Audio media are media that can be listened, while visual media are media that can be seen. In this case media that can be seen and listened are audio-visual media. Visual media included black books, textbook, real object, picture file, chart, projector and magnetic board. Audio media may include Radio, Tape, and songs. Audio-Visual media may include movie and video. Relation to this, Dahlberg (2002; as cited in Gusmaizal, 2015), teacher should choose appropriate media on topics and contexts that are suitable to young learners.

Furthermore, after knowing the characteristic of young learners, using suitable instructional media can make an effective instructional process. According to Kasbolah (1995; as cited in Asilestari, 2018), instructional media can attract the students’ attention and deliver information clearer. In SD 01 PAGI Jakarta Selatan that will be the researchers’ research site the teachers barely use media. The solution of this problem is the teachers can use audio visual such as video in the teaching process.

Media can make students’ activities in the classroom more attractive (Brown 1983; cited in Sholihah, 2009). Media for teaching English for young learners have already been available anywhere. If teachers can use media
effectively, media will support the process of teaching vocabulary to young learners. However, some teachers will face problem and they decide not to use them because they are often neglect the instructional resource. Teachers prefer to teach students verbally according to (Sulaiman 1985; cited in Akbari 2016).

This research aims to find the used of pinkfong video at primary school SD 01 PAGI Jakarta Selatan to improve students’ vocabulary. The difference between this research with previous study is using Pinkfong video to improve students’ vocabulary not only use audio visual to teach students or to analyze what is the most acceptable media to teach students in one school.

B. THE RESEARCH QUESTIONS

1. What is students’ vocabulary mastery before using Pinkfong video as media?
2. What is students’ vocabulary mastery after using Pinkfong video as media?
3. How significant is the difference between students’ vocabulary knowledge with or without using Pinkfong video?

C. THE RESEARCH PURPOSE

From the research question above, this study aimed at obtaining two following objectives

1. To know students’ vocabulary using pinkfong video as media
2. To know students’ vocabulary without using pinkfong video as media
3. To find the significant between vocabulary knowledge with or without using pinkfong video.
D. SIGNIFICANCES OF THE STUDY

The study is significant at least there are three areas including theory, practice and professional aspects. Theoretically, the result of this study can increase students’ vocabulary knowledge. Practically, this research can provide an alternative media in teaching English to young learners. In addition, by the use of instructional media, such as audio-visual, visual and audio, it will increase the teachers’ ability in instructional process. It also make students understand the material clearer. Professionally, this research is expected to the teacher to be creative in choosing the appropriate media to make friendly environment and active learning in the classroom.

E. RATIONALE

Nowadays, teaching English is not only given to adult learners but also given to young learners. The government makes a rule about English subject as a part of subject is in school based curriculum. The aim of the rule is to provide and give facilities to young learners to be more prepared and confident to learn in the next step of education (Iswandari, 2013). Teaching English to young learners is different from teaching English to adult learners. Teacher should know the characteristic children that they are different from adults. According to Linse (2005), teaching English for young learners teachers must be aware children’s attention, motivation and emotion. Cognitive and physical development.

Moreover, Harmer (2007; cited in Pratama 2016), describes several characteristics of young learners as follows. (1) They learn indirectly rather
than directly. (2) They need to touch and interact to understand the material not only hear and see what they learn. (3) They have limited attention span.

In language learning, there are four basics skill which is listening, speaking, reading, writing and vocabulary is one of the important element. It is better if students mastered it first rather than mastered other elements. Therefore, a person who wants to speak English should master the vocabulary of that language first for the first time. it is great chance for EFL students to have a great number of vocabulary, especially students in elementary school. Without grammar only a little bit can be conveyed, without vocabulary nothing can be conveyed (Wilkins Thornbury 2002; cited in Indra 2013).

Mastering vocabulary is very important for young learners since vocabulary mastery, is one of the basic skill and play important role in learning English. It gives an opportunity for students to perform their better skill. It impossible for students to perform their skill appropriately if their vocabularies are very weak. In conclusion, by having limited vocabularies, students will face a problem in mastering vocabulary (Rahadian, 2015).

Teaching vocabulary to young learners is not an easy task and teacher need to make the process of learning attractive, interesting, and meaningful to remove the anxiety of learners in learning English. For this reason, language teachers are trying to adapt new method and different technique to teach language more effectively and more interestingly. Vocabulary turn into a major problem in learning English. In teaching and learning process vocabulary become the main aspect to be mastery (Rahadian, 2015).
One of the ways teaching vocabulary is by using instructional media. According to Robert Heinich (2002; stated in Rahadianto 2015) media is a medium (plural, media) is a way of communication. Taken from Latin word meaning between the term refers to anything carries any information from a source to a receiver. Examples such as video, television, and the internet. According to Wade (2010; cited in Devi 2012), teaching vocabulary can be given by using video. He states that vocabulary, given the appropriate visual images of video help to convey guidance. Children not only learn from what they hear and see. By watching a video, children can get both visual image and sound. From video, children could recognize the words by absorption and imitation of new words of video. Wade points out easily since students learned by using video because it does not only show the video, but it also provides pictures.

Herrel (2004; cited in Suhartini 2014), said that animation video allows young learners to hear English word and connect them to visual images being displayed. When young learners see an image of what they see from video it will help them to memorize new words and measure new words rather than learning verbally. Another evidence why video can improve vocabulary is video consist of drilling method. Drilling is the process of students listening to and repeating sentences, phrases, and words. According to Thonbury (2002; cited in Suhartini 2014), drilling is a strategy to improve pronunciation and vocabulary by imitating and repeating words, phrases, and even whole utterances. As Thonbury describes, it might be useful noticing technique since it has been
attention to the material that learns might not otherwise have registered. When young learners imitating and repeating new words, they will memorize them. Young learners will put new words in long-term memory.

Video could be considered the most effective audio-visual aid since it provides students the possibility of seeing and hearing at the same time. ‘Video adds a further dimension-that of moving picture and synchronized sound to the teaching aids and material formats we already use’ (Jane Willis 1983; cited in Susi 2010). From those statements, Susi takes a conclusion that learning English will be more effective if object or real situation can be visualized resembling the real situation, but not mean that media must always resemble real situation. Using audio visual aids is the correlation of study result show that visualizes moderate messages gives high influence to student’s learning achievement. So, teaching English using audio visual aids can be increased students’ vocabulary mastery and students to be more understood of the English material and remember vocabulary was theirs got.

Media is one of the sources in teaching English. Media play an important role in teaching and learning process. It is teachers’ job to use various media in the process of teaching and giving the material to students. As stated by Hamer (2001; cited in Rahadiano 2015) said that as a language teacher, we have to use variety of teaching aids to explain the material, engage students in a topic or as the basis of whole activity.

Gerlach (1980; cited in Rahadiano 2015), classified in three categories: (1) visual media; consist picture, realia, motion picture and flash card. (2)
audio; consist of radio, tape, audio recording and music (3) audio visual; consist of video and movie. Brown (2000), declared that suitable media for young learners is audio visual. Visual learners are preferring to read in instructional process. Audio learners prefer to hear in process of learning. But most people who are success are learning from both audio and visual. From the statement above, audio visual can deliver material audio and visual in the same time and can absorb knowledge from it. Audio visual also can deliver material and certain objects that teacher can’t bring in the classroom.

In addition, audio visual media allows students to be more interested in learning English because through the media is presented sound and images that support the learning process. So, the students are not only presented voice from teachers or media, but also presented images that make students more quickly understand what is taught in conclusion, the benefit of audio visual is the medium of intermediation or the use of matter and its absorption through sight and hearing so as to establish conditions that can enable the child to acquire knowledge, skills, or attitudes.

One of audio-visual aids is video. In this research, the researcher only chooses one of the media which is video. The researcher chooses Pinkfong video to improve students' vocabulary mastery. Pinkfong video is video that consists funny animated content, beat song, simple lyric and fun dance movement. Those will help students to develop motor skill and can attract students' attention in learning process. Ryan Lee, the head of business development of Pinkfong said "We making many entertaining contents that
can assist children to learn in the most fun way but it also can be enjoyed by a whole family”.

Furthermore, because young learners have short attention, it is better to use pinkfong video in physical activities within concrete environment. As Scott (1990; cited in Uysal 2015), asserts that immediate world around them always prevails and it is their hands and eyes and ears that they use to understand this world.

F. HYPOTHESIS

According to Hatch (1992; cited in Rahayu 2009), the hypothesis is a tentative statement about the outcome of the result. The hypothesis must experiment and logical-based or explained. The relationship between the variable should be stated in a clear term. Furthermore, the hypothesis can make clear question of this researched. This research has two variables, the first is instructional media as the “X” variable, and the second is to improve students’ vocabulary mastery as the “Y” variable. The relation of the research is proposed as follow: “TEACHING ENGLISH TO YOUNG LEARNERS USING PINKFONG VIDEO TO IMPROVE STUDENTS’ VOCABULARY”.

This study in this research is alternative hypothesis (Ha) and the null hypothesis (Ho). The formulate hypothesis is described as the below:
H₀: There is a significant difference between students’ vocabulary ability before using Pinkfong video.

H₁: There is no significant difference between students’ vocabulary ability after using Pinkfong video.

G. PREVIOUS STUDIES

The previous research completed by Aini (2013), was about Instrucional Media In Teaching English To Young Learners: A Case Study In Elementary Schools In Kuningan was aimed to find the used of instructional media and the problem of instructional media in elementary school in Kuningan. To collect the data, the researcher employed observation and interview techniques. The result of this research are: Five types of instructional media which are generally used by the teachers, comprising: (1) boards; (2) realia; (3) pictures; and (4) books. Each of them was used in various ways. The teacher faced challenging in both processes of selecting and using instructional media. The strategy used to solve this problem during selection process was utilizing available media.

Gusmaizal (2015), was about A Case Study on The Used of Visual Media in English Instructional Process at State Islamic Secondary School 1 Malang, it was aimed to find the used of visual media in learning English at islamic school 1 Malang. Therefore, it can be considered as a case study. There are three instruments were used in this research. The researcher used observation sheet, questioner, and interview guide used in this study. The data
obtained from students' questionnaire were computed and described in percentages. The finding described that first the English teachers at State Islamic Secondary School 1 Malang applied visual media in their learning activity. Second, English teachers use visual media such as flash cards, charts, pictures, and real objects because they were easily to get. Third, those visual media were used by the English teachers with the purpose for engage the students’ attentions, make the students brave to ask questions, and helping the teachers explain the materials.

The study of using audio visual was conducted by Susi (2010), to enhance students’ vocabulary mastery. The site of this study was second year students of senior high school 1 CileunyiKab. Bandung. The study was conducted in quantitative research an experimental in senior high school. The sample of this research are 90 students XI IPA 1 and XI IPA 2 split into two groups: Experiment class (teaching English using audio visual aids) and control class (teaching English without using audio visual aids). To collect the data, the writer used pre-test and post-test. The aim of pre-test and post-test is to know the influence of teaching English using audio visual aids to enhance students' vocabulary mastery.

This research aims to find the used of pinkfong video at primary school SD 01 PAGI Jakarta Selatan to improve students’ vocabulary mastery. The study is conducted in quantitative research with a Pre-Experimental Study in primary school. The sample of this research is 65 students 3A and 3B but the researcher uses one class. The difference between this research with previous
study is using pinkfong video to improve students’ vocabulary not only use audio visual to teach students or to analyze what is the most acceptable media to teach students in one school.