

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

English becomes the foreign language which is being taught in some schools in Indonesia Ramelan (1985:6) in Antini (2001:1). In Indonesia, English is taught at schools mostly from the first grade of the Junior High School up to the third grade at the Senior High School. Besides, it is taught at the first semester of the university. However, English is given in some Elementary Schools from the fourth grade and in the kindergarten.

Teaching English in kindergarten school is different to teach in Junior high school or Senior high school. Teaching English in kindergarten, it is importance to consider some aspects in order English is taught successfully. They are quality of teacher, student's interest, motivation, school buildings, library and books that are involved in the teaching and learning process. Besides, teaching media are importance to consider.

The term "media" is defined by Brown (1977:2-3) in Antini (2001:2) as the tool or the physical things used by a teacher to facilitate the instruction. Media becomes tool for teacher's creativity. In order it increases the student's knowledge that retain better in their mind. According to Gerlach and Ely (1980:254) in Antini (2001:2), it is important to select the appropriate media.

Many kinds of media are very useful for the teacher teaching-learning process. Besides, it becomes easily formed in our daily lives such as

moving pictures, tape recorder, overhead projector, radio, television, computer, etc.

The Medias above are important to enrich student's vocabulary. Vocabulary becomes the basic elements of language which is taught in learning foreign language. Mujiono (1993:83) in Lestari (2005:3) states:

“Vocabulary in English as a foreign language is taught at school for the purpose of providing the students language skills. Such as listening, reading, speaking, and writing. Some general statements state that the techniques of teaching reading comprehension and others (listening, speaking, reading, and writing) are vouched on vocabulary”.

The student will be interested to learn English, if they are interested in the object or the picture that showed. Moving picture is suitable for children to learn foreign language in order student's vocabulary will increase easily.

The writer chooses the teaching of vocabulary as the topic of this paper which is focused on the use of moving pictures because of the following consideration. Students get bored in learning foreign language especially in learning vocabulary, the method the teacher uses not interesting.

Based on the problems above learning process are more effective, efficient, and helpful by using moving picture in teaching process. In this case the writer is using moving pictures. To make moving pictures useful in teaching vocabulary, teacher must be able to select and plan the best techniques they want to use. On the other hand, many teachers teach through the media of learning vocabulary that are not suitable, and even sometimes without the media at all. Actually, the case is that teaching media of teaching provide opportunities for frequent changes of pace.

## **B. Previous Study**

In this study, the writer summarizes the relevant previous researcher to prove the originality of the study. They are Istiani (2005) and Lestari (2005).

The first researcher is Istiani (2005) in his study entitled “Teaching Vocabulary Using Game at Aisyah Kindergarten Margoasri Karangmalang Sragen”. The aims of his study are to find the right procedures in teaching vocabulary using games and to know the teaching learning process in the classrooms. The implementation of teaching vocabulary using games at Aisyah Kindergarten in Margoasri Karangmalang Sragen have good result and very effective.

The second researcher is Lestari (2005) with the title of her research “The Implementation of Teaching Vocabulary Using Pictures at The Third Year of SD N 02 Bolon”. The purpose of her study is to know the result of teaching vocabulary by using picture. The implementation of teaching vocabulary by using games is very achieved to the learning target. The research conducted at SD N 02 Bolon. The subject at the result was the third year student of SD N 02 Bolon.

From those literatures review above the writer uses the same media but different in an instrument. This research is teaching vocabulary using moving picture of TK Tunas Rimba 1 Pemalang in 2006/2007 Academe Year.

### **C. Problem Statement**

1. How is the effectiveness learning vocabulary using moving pictures?
2. What are the strength and weakness of applying the application of teaching vocabulary by using moving picture?

### **D. Objective of the Study**

The objectives of the study are:

1. To know the effectiveness of teaching vocabulary using moving picture at TK Tunas Rimba 1 Pemalang.
2. To find the strengths and weaknesses of teaching vocabulary using moving pictures at TK Tunas Rimba 1 Pemalang.

### **E. Limitation of the Study**

This research relates to the implementation of teaching vocabulary using the moving pictures from Disney's Magic English. While the topic about night & day, let's play, funny faces, country life in the form of moving picture and lesson at TK Tunas Rimba 1 Pemalang in 2006/2007 academe year.

## **F. Benefits of the Study**

The researcher hopes that result of this research has some benefits of the study:

### 1. Theoretical:

This result adds the English Department student knowledge about teaching, so those encourage them to analyze in difference perspective.

### 2. Practical:

#### a. To the teacher

By using moving pictures in teaching English, especially vocabulary, the teacher can determine better teaching process.

#### b. To the students

The result of this research will be useful for the students who get difficulty in memorizing the vocabulary.

## **G. Research Paper Organization**

The researcher in going to discuss five chapters in this research:

Chapter I present the introduction, which consists of general background of the study, previous study of study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II discusses the related theories or concepts of underlying theories, which covers nation of vocabulary, kinds of vocabulary, the mastery

of vocabulary, the teaching of vocabulary. This chapter also consists of cartoon film as media of instruction, the advantage of film, and cartoon film.

Chapter III discusses the sources, the research, methodology that consists of type of research, the object of the study, the subject of the study, instruments for collecting data, technique for analyzing data.

Chapter IV is the research implementation and the result of the study.

Chapter V presents conclusions of this thesis and suggestions.

