CHAPTER I
INTRODUCTION

A. Background of the Study

In the world, there are many languages, one of them is English language. English language is an International language. If people want to make a good communication with the people in the world they should use English. By using English, they can make both relation and business with the people among the world to fulfill their need.

In Indonesia, English is one of the foreign languages for Indonesian students, that must be learnt in school since kindergarten level until university level. Learning English is very important for Indonesian students because English is an international language and most used language in the world.

Teaching English in elementary school is focused on vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influences the ability of students in studying English language. English mastery cannot be separated with the total number of word in language that the students have.

Vocabulary is one important aspect in learning a foreign language. Decarrico (2002) in Celce-Murcia (2003: 185) in Fauziati (2010: 61) states that “vocabulary learning is a central to language acquisition whether the languages is first, second, or foreign”. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing.

Vocabulary is the total number of word in language master by somebody. Fauziati (2010: 61) states that “vocabulary is centras to language and of critical importance to typical language learner” So vocabulary is the solid foundation to learn English for children. It is a
primary skill which should be mastered by the children before they acquire another language skill, such as listening, speaking, reading, and writing. It means that vocabulary plays an important role in communication both in spoken and written.

In teaching English in elementary school the teacher should create various teaching techniques and need the correctness of teaching methods to increase motivation of children. The variety of teaching techniques or methods will help young learners feel comfortable in the learning situation. The teacher must use variety of media in teaching English. English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

Piaget’s (1952) states that in order to have an operational concept number, children must think that actual property (number) remains identical with itself across transformations that do not affect the number (referred to as “conservation”). Number concept is one of the media that can be used by teacher to teach about number in teaching English. With number concept the student in elementary will be easier to understand and remember what they learn.

SD Negeri Duwet 02 is an elementary school in Baki which uses media in teaching English vocabulary. By using media in teaching English, the student could understand the English lesson easily. Besides, the students is interested and happier to learn English and enrich their English vocabulary. SD Negeri Duwet 02 is an elementary school uses media in the teaching learning process, and the media uses always different which appropriate with the material. In teaching number, the teacher in SD Negeri Duwet 02 used number concept vocabulary card. With number concept the student in elementary school will be easier to understand and remember what they learn. The writer has an enthusiasm to
know the process of teaching number in the second year students of SD Negeri Duwet 02.

Based on the background above, the researcher is interested in conducting a research entitled THE USE OF NUMBER CONCEPT VOCABULARY CARD IN TEACHING ENGLISH TO YOUNG LEARNERS AT SD NEGERI DUYET 02.

B. Problem Statement

Based on the background of the study above, the problems on this research are formulated as follows:

1. How is the use of number concept in teaching number to the second year of SD Negeri Duwet 02?
   a. What is the objective of teaching English vocabulary at the second year of SD Negeri Duwet 02?
   b. What are the materials of vocab for second year taught by using number concept of SD Negeri Duwet 02?
   c. How is the procedure of teaching vocabulary using number concept?

2. What are the student’s responses on the implementation of number concept in teaching vocabulary?

3. What are the strength and weakness of teaching vocabulary using number concept at second year of SD Negeri Duwet 02?

C. Limitation of the Study

The study is conducted in the SD Negeri Duwet 02 in 2014/2015 academic year. The writer conducted in the second grade and focus on the process of teaching English using number concept vocabulary card.
D. **Objective of the Study**

Based on the problem statements above, the general objectives of the study as follow:

1. To describe the use of in teaching number to the second year of SD Negeri Duwet 02?
   a. To describe the objective of teaching English vocabulary at the second year of SD Negeri Duwet 02.
   b. To describe the materials of vocab for second year taught by using number concept of SD Negeri Duwet 02.
   c. To describe the procedure of teaching vocabulary using number concept.
2. To describe the responses of second year at SD Negeri Duwet 02 to the implementation of number concept on teaching vocabulary.
3. To describe the strength and weakness of teaching vocabulary by using number concept at the second year of SD Negeri Duwet 02.

E. **Benefit of the Study**

The writer hopes that this research can give the benefit both for the theoretical research and for the practical.

1. The theoretical benefit
   The writer hopes that this research can give the further information especially in teaching English to young learners in detail using number concept vocabulary card at Elementary School.

2. The practical Benefit
   a. For the teacher
   The research can give the result of student, and can be useful for English teacher in giving additional input in teaching learning process.
b. For the student

By using number concept vocabulary card, the student could understand and remember the vocabulary especially number in English.

F. Research Paper Organization

The writer divides this research paper into five parts.

Chapter I is introduction. It is consist of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It is deals with previous study, vocabulary, teachhing vocabulary, teaching media, number concept, young learner.

Chapter III is research method. It presents type of the research, subject and object of the research, data and data source, technique of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.