

CHAPTER I

INTRODUCTION

In this chapter the researcher serves seven topics related to the study. These topics are cover background of the study, research problem, objective of the research, research hypothesis, significance of the study, and definition of the key terms.

A. Background of the Study

Language plays the important role in education. By using language the process of education runs smoothly. In educational institutions, many people learn languages mainly English language because it is very useful language to communicate with other nations. As we know that English is a foreign language that is taught in Indonesia from Kindergarten School to University as second language. That is why as a country which is use English as a second language, it's deeply important to learn as early as possible.

As second language learning, understanding a language is not simple, especially when people have to learn it. That is why the process of acquiring that English language skill normally takes a lot of time. Most students as second language learners, want to be able to understand what people are saying to them in English, either face-to-face, on TV or on radio, and soon. In fact, it is very difficult to them. The difficulty is caused by many factors varying from difference of sounds between the second language learners' first language and the second

language he or she is learning, his or her lack of vocabulary, and his or her grammatical unawareness.

Therefore, in our country (Indonesia), English has been taught in early level such as kindergarten level as a second language. In this level almost students are in the age of five to seven years old. In fact, in the age of five to seven years old are all at level one, the beginner stage. In this stage, they are categorized as a young learner. They are enthusiastic and positive about learning. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. Five to seven years olds are likely to take longer to learn to read in foreign language than others age. They often listen first to know some new vocabulary then read. We know that vocabulary mastery is too important to be mastered by students at all level of school. Vocabulary improves when they know that words mean. While, in the age of five to seven years old they have some difficulty to know the vocabulary means. Almost of the students can't read some word especially in English spell. That is why in this level, listening is the one of four skills that students has to acquire first to gain their vocabulary mastery.

Based on (Scoot and Ytreberg 1990:21) teacher should interact with the children in English as much as possible to encourage their ability in listening skill. They very often do first hear new language targets when we introduce them by sing them in natural context. The children listen, notice the patterns, and then try to use these patterns to express themselves either soon after hearing them or sometime after. In this case, the teacher has to be a good model to speak in English to introduce new vocabularies to the children. So the children can know

what the teacher speak is and get the meaning. Thus, trough listening mastery the children can improve their mastery in vocabulary.

However, one of the suitable ways to introduce second language in the age of five to seven years old by listening to stories. It is important to teach as teacher of beginner stage to raise children's enthusiasm. Moreover, the researcher use the drawing technique to teach vocabulary listening ability. In this technique, there are two main activities (draw and listen). In drawing and listening activities the teacher or one of the pupils tells the other pupils what to draw (Scott and Ytreberg, 1990:23). As we know, in the age of five to seven years old almost of them learn their lesson by doing something fun and active. By drawing technique students can explore their expression, it will stimulate them to have a will to learn English as second language learning enthusiastically.

In this research, the researcher applies drawing technique towards students at B class of Perwanida Kindergarten. The researcher chooses this school because the researcher has known the technical approach that is taught by the teacher. Actually, the technique that is taught by the teacher is a good enough to improve students understanding in English. In this school English is simply taught by the teacher based on the theme. English is taught based on what theme that will be taught. So, English is not taught in the separate time. For example is Nature theme, the teacher show some pictures related to the theme and translate it into English. However, the researcher wants to show and to introduce another way, which is hopefully it, can be as consideration to be applied in this school to increase student's listening comprehension in English.

However, there are two classes or grade in this school (A and B class), the researcher choose the higher level (B class) because at this class students have so many vocabulary mastery that has been taught by the teacher. So the researcher choose class B as a sample to present the way in improving vocabulary listening skill by using drawing technique.

B. Research Problems

Research problem is question to be answered trough the process of investigation following the scientific inquiry. Based on the background of the study, the problem of this study are formulated as:

1. How is the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung before being taught by using drawing technique?
2. How is the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung after being taught by using drawing technique?
3. Is there any significant difference of the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung before and after being taught by using drawing technique?

C. Objective of the Research

Research objective states the target to be achieved in conducting the research. Based on the research questions above, the research proposes the objectives of the research are as follow:

1. To find out the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung before being taught by using drawing technique.
2. To find out the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung after being taught by using drawing technique.
3. To find out whether there is any significant difference of the vocabulary listening ability of the B class at Perwanida Kindergarten Tulungagung before and after being taught by using drawing technique

D. Research Hypothesis

A research hypothesis is an educated guess that states the expected outcome of the study. A hypothesis is a tentative explanation for certain behavior, phenomena, or even that has occurred or will occur. A hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem. A hypothesis is the most specific statement of a problem. It states what the researcher thinks the outcome of the study will be. The researcher does not then set out to "prove" his or her hypothesis, but rather collects data that either support the hypothesis or do not support it. Research studies do not "prove" anything (Gay, 1992: 67).

The hypothesis is formulated following the review of literature prior to the execution of the study. Based on the findings of the literature review, the researcher develops and states a hypothesis that indicates the expected causal relationship between the variables. A good hypothesis states as clearly and

concisely as possible the expected relationship (or difference) between two variables and defines those variables in operational measurement.

The research hypothesis in this research it can be formulated as follows:

1. Null hypothesis (Ho)

The null hypothesis states a negation (not the reverse) of what researcher expects or predicts (Ary *et al*, 2002: 107). The null hypothesis states that no significant difference between the variables is expected after the treatment is applied. The null hypothesis in this research is there is no significant different score by using drawing technique in improving student's vocabulary listening ability.

2. Alternative hypothesis (Ha)

There is significant different score by using drawing technique in improving student's vocabulary listening ability.

E. Research Significance

Research Significance discusses the contribution or the benefit of the research to the development of science and technology, and the educational stakeholders.

1. Teacher

This research as a contribution in teaching learning process, by giving the information how the significance of improving students' vocabulary listening ability by using drawing technique. Teachers can also applied such kind of technique to teach their students in the class.

2. Students

This research will be able to expect the utilization of the technique in improving their vocabulary listening ability especially by using drawing technique.

3. School

To give information for the school that drawing technique is the kind of teaching techniques which is suitable with the students to improve their vocabulary listening ability.

4. Other researcher

The researcher hopes that by this study is expected in giving the contribution of any value to the other researcher in conducting the further research of the similar topic.

F. Definition of Key Term

1. Listening skill

Listening skill refers to the understanding of the implications and explicit meanings of words and sentences of spoken language.

2. Vocabulary

Vocabulary is meaning of words; a list of words that can be used in conversation, or a sentence.

3. Drawing technique

Drawing technique is one kind of technique that serve two activities “drawing and listening”. In these activities, the teacher or one of the students tells to other students what to draw.