

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

The communication relationship between humans cannot be limited by space and time. Various media such as audio, visual, and audiovisual are used to communicate. The development of all media is influenced by the development of advanced science and technology that cannot be separated from human life. The use of various media for communication between people across the country require a language that can be understood by each individual from various countries who have different language background. English was chosen as an international language because English is the oldest language that has many vocabularies, comes from developed countries, and has the most colonized countries so that English becomes very familiar and it is used by many people in various countries.

The Indonesian government had set English as content local based on the Minister of Education and Culture No. 060 / U / 1993 dated February 25<sup>th</sup>, 1993 which stated that English subject can be taught in elementary school and they also had set Basic Competency and Standard competency in English subjects as the direction and foundation for developing basic material, learning activities, and competency achievement indicators for the assessment of English for SD / MI that hold English subjects as local content inside Appendix 1 of the Regulation of the Minister of National Education No. 22 of 2006, regarding standard competencies and basic competencies in English for elementary schools. English subjects at

elementary school are presented based on some themes in the context of around students and must be adjusted to the Competency Standard and Basic Competency which had set by the Government.

Nation (2011) said that to be able to learn English verbally and in writing, elementary students must be provided with a number of vocabularies as basic capital to form sentences so students are able to communicate in English. Soejito and Saryono (2011: 3) said vocabulary is the wealth of words owned by a language that is adapted to the material that has been determined and the scope is limited in the context of the class/school that must be studied first and developed in four language skills, namely listening, speaking, reading, and writing. English vocabulary learning in elementary schools is done by learning the English vocabulary's writing and pronunciation with the clear and correct intonation. By learning a lot of English vocabulary, communication in English will be understood and learned easily. Kasihani (2010: 43) stated that the English vocabulary that must be learned by elementary school students is estimated at approximately 500 words.

Binjai City had set English as mandatory local content in elementary schools. The expectation of the Binjai City Government is learning English at an early age by learning the English vocabulary as the basis to form English sentences will be embedded in the memory longer than the knowledge gained when it was an adult, the children will be accustomed to communicate in English both verbally and in writing so that become provisions to face the Asian Economic Community (MEA) and compete in various fields with other nations, especially ASEAN countries. Some English subject themes in the English

textbook by Yudhistira (2010: 1-100) for 4<sup>th</sup> grade are Greetings, Friends and Family, At the School, Let's Play Basketball for the first term and What are you doing, Go Shopping, Colors, Physical Appearance for the second term. In learning these themes, students must learn and master a variety of English vocabulary related to the themes, simple and concrete noun, adjectives and activities that were already known to students (schemata), adapted to the context around the students and only focused on the most basic and most needed language elements, namely: vocabulary, pronunciation, simple grammar, simple conversation, create a comfortable situation, and generate interest and motivation to learn English.

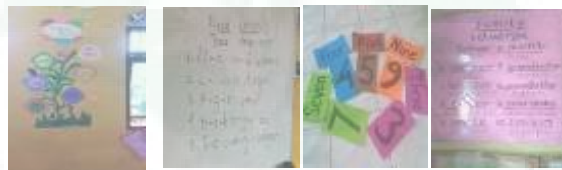
In fact, the results of learning English especially English vocabulary learning had not been as expected. It can be seen from the English middle examination score results for the first term of the 2019/2020 academic year. Only 36% of students got 60 as the KKM score. The score acquisition can be seen in Table 1.1 below:

**Table 1.1 English middle examination score result for the first term of 2019/2020 academic year**

No	Names	Score
1.	Respondent 1	40
2.	Respondent 2	60
3.	Respondent 3	40
4.	Respondent 4	50
5.	Respondent 5	45
6.	Respondent 6	55
7.	Respondent 7	50
8.	Respondent 8	85
9.	Respondent 9	40
10.	Respondent 10	95
11.	Respondent 11	65
12.	Respondent 12	55
13.	Respondent 13	40
14.	Respondent 14	40
15.	Respondent 15	55
16.	Respondent 16	60

No	Names	Score
17.	Respondent 17	60
18.	Respondent 18	90
19.	Respondent 19	85
20.	Respondent 20	40
21.	Respondent 21	90
22.	Respondent 22	50
23.	Respondent 23	55
24.	Respondent 24	55
25.	Respondent 25	40

Based on the data above, observations on English learning activities was done by looking at the English learning media which had available in the classroom. There were only a few English learning media in the classroom which were made on carton and origami paper manually that can be seen in Figure 1.1 below:



**Figure 1.1 English Learning Medias in 4<sup>th</sup> grade SD Negeri 028068**

The class teacher, English teacher, and 4<sup>th</sup> grade students were interviewed to know the main problem of the low ability in mastering English. They said that English vocabulary has differences between writing, reading and its meaning, the design of study material in package book from various book publishers is not referring to the Standard competency and Basic Competency which had set by the government, the English teacher only used the whiteboard, class displays of carton and origami paper as a learning media to write down the vocabularies which were being studied, the limitation of time in learning English which is only 2 hours of learning each week, so learning English becomes boring and difficult to

be understood and learned for students. These problems caused the score of the middle examination for the first term of the 2019/2020 academic year was low.

Ahmad (2010: 24) stated that English learning must involve four factors, namely the teacher, language teaching, language teaching methods, and subject matter. These four factors are the most important part of the effort to help and facilitate the language learning process. The teacher is the most important factor in the process of facilitating the learning process. Because the teacher is a facilitator in the learning process that requires methods in learning. So, good teachers always try to use effective teaching methods and use the best media in carrying out language learning.

English learning in elementary school is different from learning English in middle school or high school. Elementary students are active characters and are able to understand and remember a subject matter quickly if given a concrete learning object rather than an abstract object. Juhana (2014) said to achieve success in teaching English for children, the teacher must understand the characteristics of children and be able to create learning that is in accordance with the character of children both materially and learning approaches. The selection of learning strategies especially the selection of learning media and learning methods must be interesting and fun. It is intended that students have the motivation and are not bored in learning English which is a foreign language in Indonesia.

Suyanto (2010: 104 - 110) stated that there are several the simplest media that can be used by English for Young Learners (EYL), they are circular cards, flip cards, flash, realia, and big book. The selection and the use of learning media must be followed by the selection of learning methods in accordance with

the type of learning material to be delivered. So that students can get a variety of real experiences and absorb subject matter easily. Among the learning media for English for Young Learners (EYL) which have written above, Big Book was chosen to teach English vocabulary in 4<sup>th</sup> grade elementary school students of SD Negeri 028068 east Binjai district because the appearance of Big Book is large, colorful and interesting, so it can motivate students to be more interested in learning English vocabulary. Unfortunately, the Big Books which were found in elementary schools, especially SD Negeri 028068 were only a few and only for other subjects and there is no Big Book available in the market for elementary school students learning materials that are suitable for the Standard competency and Basic Competency which had set by the Indonesia government. In addition, the Binjai City government through the Education Department of Binjai had promoted the Literacy Program in every school and suggested Big Book as one of the learning media in this activity. Big Book is one of the learning media that must be created as a creative form of teachers in Binjai city through Big Book Writing Training that had been implemented and followed by teachers and principals of primary and secondary education and the members of Family Welfare Fostering (PKK) dated May 9<sup>th</sup>, 2018 held at the Mabmi Building in Binjai City.



**Figure 1.2 Big Book writing training in Binjai City**

Based on the problem written above, a research entitled Designing Big Book Based on Classroom by Using Simple Words, Phrases, and Sentences to Teach English Vocabulary for 4<sup>th</sup> Grade Students of SD Negeri 028068 east Binjai district in 2019/2020 academic year had been conducted to help elementary students in learning English vocabulary easily and pleasantly so that they can achieve the desired expectations.

### **1.2. The Identification of Problems**

Based on the background of the problem, several problems were identified as follows:

1. English vocabulary has the difference between writing, reading, and its meaning.
2. The subject materials in textbooks from different publishers do not refer to the Standard competency and Basic Competencies set by the government.
3. The English teacher only used the whiteboard, wall displays of carton and origami paper and English package as a learning media to write down the vocabulary which being studied.
4. Time limitation in learning English (2x 35 minutes/week)

### **1.3. The Scopes of the Study**

This research focussed on designing Big Book based on classroom by using simple words, phrases, and sentences to teach English vocabulary for 4<sup>th</sup> grade students of SD Negeri 028068 east Binjai district in 2019/2020 academic



year. This research was limited in competency standard and the first basic competency of Reading for the second term. They were:

#### 7. Reading

Understanding the simplest English writing in the class context.

- 7.1. Reading aloud with appropriate and acceptable words that involve: the simplest words, phrases, and sentences.

#### **1.4. The Problems of the Study**

1. How is the designing of Big Book based on classroom by using simple words, phrases, and sentences to teach English vocabulary?
2. How is the feasibility of designed Big Book based on classroom by using simple words, phrases, and sentences to teach English vocabulary?

#### **1.5. The Objectives of the Study**

In relative to the problem, the objectives of the study were:

1. To design Big Book based on classroom by using simple words, phrases, and sentences to teach English vocabulary, and
2. To know the feasibility of designing Big Book based on classroom by using simple words, phrases, and sentences to teach English vocabulary.

#### **1.6. The Significances of the Study**

The findings of the study are expected to offer some theoretical and practical significances, they are:



1. Theoretically

- a. To give a new horizon to the theory of English learning.
- b. To become a reference for further study.

2. Practically

- a. For schools

To provide a good contribution for school to repair the learning process in order to improve the quality of English learning.

- b. For teacher

To provide information about designing and using the learning media, especially Big Book in English learning.

- c. For student

1. To grow and motivate the students' activeness.
2. To help students to learn English vocabulary both verbally and writing.

