

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, problem of the study, objective of the study, significance of the study, scope limitation of the study, and the last definition of key term.

A. Background of the Study

English is one of international languages in the world; English is one of the foreign languages that have been used widely in the world, it used as communication tool of learning in gathering information. In learning English we will find four skills such as: listening, speaking, reading, and writing. Each skill are not easy to get, we have to spend our time to study it.

We know how important English is. It is the main commercial languages for the people; actually English is very important in the world. When children learn English, there are many parents who support their children to study English. The support is mainly in a form of study their children to English course, because parents know that English is important for their life. On the other hand, the students have a good motivation to learn English.

Today, English has been used in every school, from kindergarten until university. It means that English have been learned in every institution. Kindergartens also introduce English in their activities to promote their school in order to make the class room active and interesting. Teaching English for

young learner is not the same with teaching English for adult. Actually there are many ways to teach English for young learners. Teaching English to young learner either in the classroom or out of the classroom is a good way to make the English learning process more interesting.

The English language subject has been legalized which is learned in elementary school, since in 1994 as local content subject.¹ It means that the subject should be learn at elementary school. But the teacher found many problems when they teach English in elementary school and also found many difficulties when they were in the first learning process. It needs solution to make their learning process meaningful. Then we have to apply some ways, for example: we should choose the material easily, so when the student learned English in early age they felt happy and interested (EYL),² especially for the fifth and sixth grade of young learner. So they will feel that learning English process is very easy to learn.

In learning English we need vocabularies to improve and to develop every skill. Vocabulary, much more than grammar, is the key to the learner understanding what they heard and read in school or everywhere and communicating successfully with other people. For those the reasons it is very important for them to quickly build up a large store of words.

Vocabulary are very useful in listening and reading, when we listen to someone, to radio or reading some magazine we have to translate what we heard into our mind. When we do not have much vocabulary we could not

¹ Suyanto, K.I. Kasiani. *English for young learner*. Jakarta bumi aksara 2001. hal I

² Ibid, 21

understand about information. It is also useful in speaking and writing, all people use vocabularies to deliver the information to another.

There are some ways to develop vocabularies, the examples are by watching TV, listening to the music, reading magazine, news paper and also by reading everything about literature, such as short story and other, and study by sentences or arrange the word to be a good sentence from the examples. The writer prefers using scramble than other, because scramble is easy to understand and not boring to study because the scramble makes the student have fun.

In my village, most of the student learns English. When they are learning English, they are not using English for communication in their daily activities. Then, in the classroom interaction, there are only a small percentage of them who can understand about English subject, for example when the students have an exam, speech contest, and so on. The problem of teaching English for young learner is the students are lazy to learn that subject. The other reason, the students felt that English is difficult to learn. We know that studying English is a process of Education. So we need to know the effectiveness of English teaching learning in elementary school. The writer has similar experience, when the writer observed English teaching learning in SDN BABADAN III, We know that we need some ways to teach English for young learner (like a student in SDN BABADAN III), to make the student enjoy in studying English and to make the student study English easily. Especially to study vocabularies, to make student easier studying, the

researcher used scramble method. Scramble method as like arrange the word to be a sentence that have meaning .So the student has to know perfectly about this. Phillips said that: both vocabularies and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the languages that they have to learn in class³

In teaching English for young learner, we found that there are many problems. For instance, the student cannot understand about the English subject, and the student does not pay attention to their teacher, and the student find it difficult to responds the English subject, the student cannot read the English well. Next, the problem can happen because the student felt that English is difficult, so the student lazy to study English. So when we were teaching English in elementary school we should be creative, and attractive

Those are the reason why the researchers choose title **The Effectiveness of Teaching Vocabulary Using Scramble Method at SDN BABADAN III Kecamatan Patianrowo Kabupaten Nganjuk** because the researcher wants to know the effectiveness of teaching vocabulary using scramble method at SDN BABADAN III and The quality in teaching learning process in elementary school especially in English vocabulary.

³ Suyanto,K.I.Kasiani.*Englishfor young learner*,jakarta bumi aksara 2001.hal 47

B. Problem of The Study

Based in the background of this study above, the researcher states the problem of. Is the use of scramble method in teaching vocabulary at SDN Babadan III?

C. The Objective of The Study

Considering the problems of the study above, the aim of this study is “toknow the effectiveness of using scramble method in teaching vocabulary at SDN Babadan III.?”

D.The Hyothesis

Based on the research, the writer builds the hypothesis to make the purpose of this study clear, the writer hypothesis is

1.hypothesis I(Ha) : Using scramble method in teaching vocabulary at SDN Babadan III is Eeffective

E. The Significant of The Study

This study is expected to give contribution to the development of English teaching learning process.

For the student. This study is expected to bring happiness when studying English and also to develop their confidence and ability in communication and communicative competence

For the researcher the process and the result of this research can be use as the inspiration and motivation to developing the education and the other research.

F. The Scope and Limitation of The Study

This study attempts to describe the effectiveness of teaching vocabulary using scramble method at SDN Babadan III. The analysis is focuses on the score of the effect of using scramble methode in teaching vocabulary can effective in the English teaching learning process at SDN Babadan III. Toget the data the researchers use the test instrument. The limitation dealing with the class observation is important to reveal ,the sampel of the study is Limited to the the fifth grade student at SDN Babadan III in 2012-2013 Academic years

G. The Definition of Key Term

1. Scramble

Learning Model Scramble looks like a Model of Learning Word Square, the differenciesit did not answer questions written in the answer boxes, Example:

1. Arrange the sentences in to the right sttement !

1. I..... at 07.00 o'clock	A. Elcyc
2. I go to.....every morning	B. Omor
3. Isubuh at 05.o'clock	C. Arc
4. Before go to school I eat	D. Nethichk
5. Every morning I sweep the.....	E. Koco
6. My mother.....in the kitchen	F. Rolof
7. My mother cook in the.....	G. Breaktasf
8. My father wash the.....	H. Pary
9. Every morning i clean my.....	I. Cooshl
10. I go to scholl by.....	J. pu teg

2. Vocabulary

the set of words within a language that are familiar to that person

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3. TEYL

An acronym which stands for (Teaching English to Young Learners). Although TEYL can sometimes be applied loosely as a term that generally refers to the teaching of English to pre-adults,