

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool to communicate or interact with others. Human cannot escape from language, such as its use for daily conversation, of course there is the role of language that makes each other able to communicate, convey each other's intentions. Not only in oral form, of course language also used in the form of writing. Language learning is essential learning to communicate. Teaching a foreign language to children is easier than teaching to teenagers and adults because children are often enthusiastic and lively as they learn and want to please their teacher rather than their peer group.

One important aspect in learning English is developing a vocabulary. It is essentials for students to be able to properly communicate in English. People think of vocabulary as a collection of meaningful words that may be used to connect with others verbally. Words are markers or symbols for ideas, and there is no language without vocabularies. Words and their meanings are crucial to the teaching and learning of vocabulary. A learner should have more thoughts by learning more words. It signifies that we won't be able to communicate effectively if we don't have enough vocabulary (Aziza & Syafei, 2018).

Vocabulary is an important part in a language and also for all the people to interact each other. Vocabulary can be formed of four basic language skills.

Vocabulary will help students to succeed in using the language. The students are helped to understand how words work in written and spoken forms. Through vocabulary students can do communication well because it refers to a concept which exists in the memory of the listeners mind when they do speech or active speaking. The problem is the students cannot understand the content of the text because they get difficulties on understanding new vocabulary.

It is not easy to teach English as a foreign language for teacher. Therefore, every teacher should be able to find out the best activity in teaching English. There are many methods, strategy and techniques that teacher uses in teaching vocabulary. But the result is the students' still low in mastery of vocabulary. The teacher has many interest strategies in teaching vocabulary that will motivate the students to improve their vocabulary.

Tunas Harum Bangsa Elementary School is one-of-a-kind school in Semarang that teaches and learns three languages on a regular basis. They communicate in English, Chinese, and Bahasa. Students are accustomed to learning other languages and have made it as their primary communications. Reading is the first step in learning new English vocabulary. By reading, we can learn a million new words and expand our vocabulary.

This research is to see the vocabulary mastery improvements of the first graders at Tunas Harum Bangsa Elementary School through reading comprehension. As well as to assist in the resolution of issues that arise during the teaching and learning process.

1.2 Problem Statement

Vocabulary mastery improvements by reading comprehension for the first graders of Tunas Harum Bangsa Elementary School Semarang is the main point of this research. Therefore, the researcher formulate questions of this research namely:

1. How do English teacher teach reading for the first graders of Tunas Harum Bangsa Elementary School?
2. How can visual image improve vocabulary mastery of first graders of Tunas Harum Bangsa Elementary School?

1.3 Objective of the Study

1. To find out teacher strategies in reading for the first graders of Tunas Harum Bangsa Elementary School
2. To find out the role of visual image to improve the vocabulary of first graders of Tunas Harum Bangsa Elementary School.

1.4 Scope of the Study

The research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description what the teachers do to improve the vocabulary of first graders of Tunas Harum Bangsa Elementary School.

1.5 Significance of the Study

This study has theoretical and practical significance. Theoretically, as the support of the theory which state in teaching method especially vocabulary mastery, as references for the other researchers who are interested in investigating

the vocabulary mastery by the Tunas Harum Bangsa's students. For practical, the students were asked to do the test about reading comprehension from the reading text on their textbook to see their understanding about the new vocab.

1.6 Research Method

In this study, the researcher used observation and interviews. First, the researcher observes students vocabulary mastery through reading comprehension by doing some tests, then the researcher analyzed their results to know how far they can understand new vocabs that they find out from the text. The researcher tried to give some new vocab to expand their new vocabulary capacity so their vocab will be more diverse. The researcher will see and compare the students results from the test so she can find out the student's mastery.

For the interview stage, the researcher would interview the teacher to know how do the teachers give lesson about vocabulary to the students and the teaching method that are applied in teaching English. The interview aims to find out the supporting method to improve the students mastery. In this interview stage, the researcher have a role as passive researcher.

1.7 Organization of the Paper

This final project is developed into five chapters:

Chapter I covers the background to the study, statement of the problems, objective of the study, scope of the study, methods of the study, organization of the study.

Chapter II contains the review of related to literature. It consists of three sections. They are previous studies, theory, theoretical framework

Chapter III talks about research methods. It contains research design, unit of analysis, method of data collection, method of data analysis.

Chapter IV is about research finding and discussion,

Chapter V is about the conclusion and suggestion.