

# CHAPTER I

## INTRODUCTION

This chapter explains the background of the study, research questions, research objectives, significances of the research, research framework, hypotheses, and research methodology.

### **A. The Background of Study**

Vocabulary has an important role in developing reading, speaking, listening and writing. Besides, that learning vocabulary can make easier young learners to develop their four language skills. Many teachers are aware of the importance of teaching vocabulary, especially in elementary school.

It was found in particular elementary school that the learning process still used translation as the default method of vocabulary learning. Then, the students did not know about some meaning of vocabulary, even the beginner-level vocabulary is less understood for example when the teacher asked “finish?” to the student, many of them instead kept silent and looked confused. The problems are considered as a serious one because vocabulary is the important things that should be taught at the early stage of language learning. Elementary school is the first stage in the basic education level. Udin (1987) states that young learners who have an individual and social characteristic, at age 7 years old to 12 years old that involve in teaching learning process. Here, students learn some skills in order to develop their ability and prepare for the next education stage at the basic level.

Vocabulary learning in Indonesia is considered as one of the basic materials taught to the students before they learn other material in English. In the recent development, vocabulary is taught integrally with other skills and elements of language namely: listening, speaking, reading and structure. However, teaching vocabulary in Indonesia, especially in elementary school is mostly taught in conventional ways.

Teaching English to young learners at the elementary school is different from that to adults. The English teachers to young learners in elementary school, therefore, need to comprehend and to apply the theories of language teaching-learning to young learners and language classroom management. Besides, the English teachers are not only required to be able to teach well but also to be able to design materials so that they can apply approaches, methods, and techniques of teaching-learning English appropriately.

In the previous research, there are researchers that use gestures to improve students' vocabulary mastery such as, *Bringing back the body into the mind: gestures enhance word learning in a foreign language* (Macedonia, 2004) and *The effect of gestures on second language memorization by young children* (Marion Tellier, 2009). This research is different from the first previous research that focuses on a theory related to the body(gesture), mind and word. Meanwhile, the second previous research is the effect of gesture to students memorization in the second language. This research focuses on developing elementary school students' vocabulary mastery by using the gesture so that the students can feel studying with a different way that makes them more understand clearly.

Thus, Based on the explanation above, the experimental study is conducted under the title THE USE OF GESTURES TO IMPROVE STUDENTS' VOCABULARY MASTERY at the third Grade of elementary school, Bandung.

## **B. Research Questions**

In this research, the problems are formulated in the following questions:

1. What is students' English vocabulary after being taught by using gestures?
2. What is is students' English vocabulary after being taught by using pictures?
3. How significant is the students' improvement in vocabulary after the treatments?
4. What are students' responses to the teaching learning process using gestures?

## **C. Research Objectives**

Based on the problems above, the aims of this research are:

1. To know the students' English vocabulary after being taught by using gestures.
2. To know the students' English vocabulary after being taught by using pictures.
3. To know the significant improvement of students' vocabulary after the treatments.

4. To know students' responses to the teaching learning process using gestures.

## **D. Significances of the Research**

### **1. Theoretical Significances**

Theoretically, this study is expected to be able to widen the knowledge of teachers in using gestures in order to improve students' vocabulary mastery. The result of this study can also be used as a reference to other researchers who want to study gestures more intensively in teaching vocabulary.

### **2. Practical Significances**

The findings of the present investigation are intended to improve the student's achievement in mastering English vocabulary and they are expected to be more motivated in studying English.

## **E. Research Framework**

Vocabulary is one of the important components that can affect students' skills and also vocabulary is the knowledge of words and word meanings. As Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language development.

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words. Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms.

Gestures are important in human communication in that they animate conversations, clarify misunderstandings, and express feelings deeply. Axtell (1998) classifies gestures into three main categories: *Instinctive*, *Coded*, and *Acquired*.

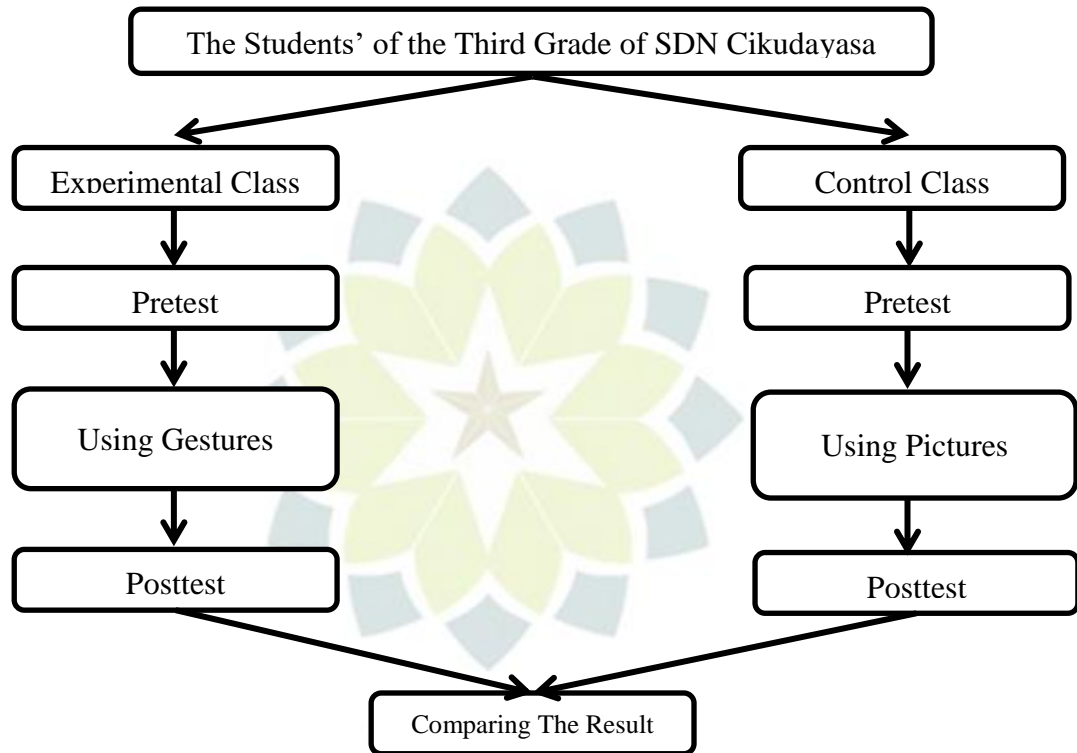
*Instinctive gestures* are the kind of gestures that we perform almost unconsciously. For example, when a person crosses his/her arms, this is usually a sign of defensiveness. People also tend to slap the back of their heads unconsciously when they are suddenly surprised or shocked. This category of gestures is more universal than any of the other categories.

*Coded or technical gestures* are more specialized gestures. They are agreed upon by groups of individuals sharing the same activity. Examples of these are hand signals used by football referees, umpires, film makers, stock brokers, and airport attendants. These gestures are often used and understood only by exclusive groups of individuals. They can be compared to jargon or specialized vocabulary in the verbal language.

*Acquired gestures* are socially generated gestures. They differentiate societies and communities. The origin of these gestures is quite difficult to trace. Examples are the “O.K” sign, the hand wave as in Hello or Goodbye. Just like language, the relationship between these gestures and their meaning is usually arbitrary. These gestures tend to outnumber the other categories.

In brief, vocabulary mastery can be defined as a number of vocabularies (words) in a language which contains information about its meaning, form, and usage in the context of communication.

Therefore, the activities of this research are designed in the diagram below:



**Figure 1.1 The activities in this research**

From the table above, the students of the third grade of SDN Cikudayasa were divided into two groups. The first is experimental class and the second is control class. The pretest is given to both groups. Then, the experimental class is taught by using gestures whereas the control group is taught by using pictures for each treatment. After the treatments are done, posttest is given to both groups and finally the result is compared between experimental class and control class.

## **F. Hypothesis**

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993: 9).

Based on Creswell, (2003) Hypothesis means predictions the researcher holds about the relationship among variables. In this study, the hypothesis will be presented two research problems:

1.  $H_0$  = There is no significant influence of using gesture to improve students' vocabulary mastery.
2.  $H_a$  = There is a significant influence of using gesture to improve students' vocabulary mastery.

## **G. Research Methodology**

### **1. Research Design**

First, the quantitative method is used in this study. According to Aliaga and Gunderson (2000), quantitative research is 'explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)'. The type of quantitative data gathering strategies uses the experimental method. It is quasi-experimental that is used in this study because the effectiveness of gesture should be compared by other technique to prove that gesture can be used for English teaching especially for elementary school. "In this design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups



take a pretest and posttest. Only the experimental group receives the treatments” (Creswell, 2003).

Second, the qualitative method. Creswell (1998) gave his definition of qualitative research focusing on the methodological nature, the complexity of the end product and its nature of the naturalistic inquiry: "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting."

## **2. Research Procedure**

In this activity, the primary data from students’ score in pretest and posttest during the research is taken. Firstly, a pretest in the experimental and the control group is given. After that, the treatments to the students for several times in experimental group are given. Then, posttest is conducted in the last meetings of this research to find out students’ score in vocabulary mastery from the experimental group which used gestures, and from the control group used pictures. The last is responses of students when teaching learning English using gestures. The students’ process and responses is observed during the treatments. Responses of students is explained with the picture in every treatments.

## **3. Research Site**

The study was conducted in SDN Cikudayasa Bandung. The students are still lack of English vocabulary and they consider English not too important to

learn. Then, the students need compatible technique so that they can understand clearly. Therefore, the research is intended to be done there.

## **5. Population and Sample**

The population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined to be studied and then drawn conclusions (Sugiyono. 2005: 90). Meanwhile, samples are some objects taken from the whole object under study and are considered to represent the entire population. (Notoatmojo, 2003). The population of this research is the third grade students of SDN Cikudayasa. There are 3 classes of the third grade that consist of 102 students. In this study, two classes have been chosen as the sample. The classes are divided into experimental group and control group. They are selected based on the selection made by the school, without random sampling.

## **6. Research Technique**

There are several steps to conduct this research as the following techniques:

### **a. Pretest**

This is the first technique in this study. The beginning data with this pretest are collected, written test to test the students conducted in experimental and control groups. The function of this technique is to determine the extent of vocabulary mastery before the treatment.

The research used 3 kinds of test. They were multiple choices, matching and fill in the blank. The number of tests is 20 questions with 10 questions for multiple choices, 5 questions for matching and 5 questions for fill in the blank.

### **b. Treatments**

This step is given to the experimental group. The students are taught English by using gestures to learn vocabulary. The function of this technique is to make the students familiar or know about the gestures, that eventually is compared with using pictures.

No	Meeting	Activities
1.	1st Meeting	Giving Pretest
2.	2nd, 3rd, 4th, 5th,	The process of teaching and learning
		a. Treatment with using the gestures
		b. Treatment using picture
3.	6th Meeting	Giving Posttest

c. Posttest

This technique is given to both experimental and control group. Written test is used in this technique. The result of this test is compared to the result in the pretest. By this, the gestures are known whether it is effective or not. And the function of this technique is to see whether the gestures have had an effect or not.

d. Observation

Observation used for analyze students' responses when teaching learning process by using gestures. By this, the students' responses are known whether the students happy, enjoy, enthusiastic or bored when giving the treatments. The

process and responses of students are explained with the pictures in every treatments.

## 7. Data Analysis

This study used pretest and posttest to collect the data for analyzing the use of gesture in teaching English and their effectiveness to improve vocabulary mastery. The data is examined and tested statistically with some formula provided manually, as follows:

- 1) Determining the range of data (R), by using the formula :

$$R = (\text{Highest score} - \text{Lowest score})$$

(Sudjana, 2005)

- 2) Determining the class interval (K), by using the formula :

$$K = 1 + 3.3 \times \log n$$

(Sudjana, 2005)

- 3) Determining the length of class (P), by using the formula :

$$P = \frac{R}{K}$$

(Sudjana, 2005)

- 4) Determining to mean, by using the formula :

$$\bar{x} = \frac{\sum fix_i}{\sum f_i}$$

(Sudjana, 2005)

- 5) Making the table of distribution frequency :

**Table 1.1**

### **Distribution of Frequency**

Score	$f_i$	$x_i$	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	2	3	4	5	6	7

6) Determining the standard derivation, by using the formula :

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

(Sudjana, 2005)

7) Arranging the distribution of observation and expectation frequency use the table as follows:

**Table 1.2**

**Arranging the distribution and explanation frequency**

Score	(oi)	Class limit	Z <sub>count</sub>	Z <sub>table</sub>	L <sub>1</sub>	E <sub>1</sub>	$x^2$
1	2	3	4	5	6	7	8

8) Determining Chi square ( $x^2$ ), by using formula :

$$x^2 = \sum \frac{(o_i - E)^2}{E_i}$$

(Sudjana, 2005)

9) Determining the degree of freedom, by using the formula :

$$Df = K - 3$$

(Sudjana, 2005)

10) Determining Chi square table on significance 5% or ( $\alpha = 0.05$ )

$$x^2_{table} = (1 - \alpha)(df)$$

11) Interpreting the normality distribution by the criteria as follows :

$$H_0 : \chi^2_{\text{count}} < \chi^2_{\text{table}} \text{ (Normal)}$$

$$H_1 : \chi^2_{\text{count}} > \chi^2_{\text{table}} \text{ (Abnormal)}$$

12) Testing the homogeneity of two variances by conducting the following steps :

a. Determining score F by using the formula :

$$F = \frac{s_1^2}{s_2^2}$$

(Sudjana, 2005)

b. Determining the degree of freedom :

$$DF_1 = n_1 - 1$$

$$DF_2 = n_2 - 1$$

(Sudjana, 2005)

c. Determining score of F from the table with the value of significance of 5 % or ( $\alpha = 0.05$ )

d. Determining homogeneity of data with criteria :

If  $F_{\text{count}} < F_{\text{table}}$ , it means the two variances are homogeneity

If  $F_{\text{count}} > F_{\text{table}}$ , it means the two variances are not homogeneity

13) Testing the differences between two interrelated averages score, by using t-Test formula :

a. Testing the differences between two interrelated averages of pretest score by using the formula :

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where,

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}$$

(Sudjana, 2005)

- b. Looking  $t_{table}$  with the level of significant 5 % using interpolation

$$T_{table} = t(\alpha)(db)$$

- c. Determining the Hypothesis

If  $F_{count} \leq F_{table}$ , it means there is no significance

If  $F_{count} > F_{table}$ , it means there is a significance.

