

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research questions, research purposes, research significances, rationale, hypothesis, and previous studies.

A. Background

In learning a new language, especially English, vocabulary is one of the crucial elements of English that cover all language skills, namely listening, speaking, reading, and writing. To be able to build communication well in a foreign language, students must be mastered many words and should know the way to use it accurately. Allen (2006: 5) says, "Vocabulary knowledge is related to and affects comprehension. The relationship between word knowledge and comprehension is unequivocal". Vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL) (Nation,2011).

Besides, vocabulary is central to mastery language. To master language skills, especially in English, it needs many vocabularies. In other word, someone's language will determine the quality and quantity of his or her ability. The amount of someone's language skills depends on the quality and quantity of his or her vocabulary. The more vocabulary somebody has, the more possible their master language skills (Tarigan, 1986:2).

The vocabulary number for every person is different, especially for the young learner. Receptive vocabulary skills provide a foundation for the development of language, with vocabulary size being strongly associated with general intelligence, reading ability, reading comprehension, and school success (Ricketts, Nation, & Bishop, 2007).

Most of the young learners' age 7 – 12 years old that involved in formal school, especially in elementary school, have high learning spirit and curiosity in learning something new. According to Meara (2007) is teaching children and teaching adults is not the same matter; they are different. To be successful in teaching children in a second and foreign language, it requires specific abilities

and intuitions that are different from those appropriate for teaching adults. Besides, there is a statement from Linse and Nunan (2005) the children have their own characteristics, which are different from adults. The aspects cover their ways of thinking, their attitude, and aptitude. The young learner is more enthusiastic about learning something. They are often straightforward to like something new and to dislike something new. They can cause loss of motivation when they do not understand well about something that they find difficult. They will ask and try to get their teacher's attention to make her happy. They do not easy to use a new language. It causes they are embarrassed to use it (Donzelli, 2003).

According to Vygotsky (1962, cited in Nunan, 2016) state that children construct knowledge through social interaction. Besides that, according to Bruner (1983 cited in Nunan, 2016) that children learn effectively through scaffolding with the help or guidance of an adult or more proficient peer. As young learners have a lot of energy but minimum concentration, it is better to engage them in physical activities within a concrete environment. According to Scott (1991) asserts that the immediate world around them always prevails and it is their hands and eyes and ears that they use to understand this world. Furthermore, if children create their own visuals and realia, they will probably engage and interested in the activities and take more responsibility for the materials (Moon, 2000).

Because young learners have a minimal concentration in learning, especially what they think is difficult. This study conducts young learners as the main object of the research because of the problem above. To solve the problem, this study uses dialogic reading to improve young learner vocabularies.

Dialogic reading is a method of shared reading a story when the teacher uses questions that required children to be active while reading a book. Dialogic reading is a different way of reading from adults' way. In dialogic reading, children are required to become storytellers, and teachers become listeners by provoking children with questions that relate to the story. The adults assume the role of an active listener, asking questions, adding information, and prompting the child to increase the sophistication of descriptions of the material in the picture book. A child's responses to the book are encouraged through praise and repetition, and more interventions that are

sophisticated are supported by expansions of the child's utterances and by more challenging questions from the adult reading partner (Whitehurst, Lonigan, & Whitehurst, 2011).

Thus, from the background explanation above, this research intends to find out the significances in "Improving EFL Young Learner's Vocabulary with Dialogic Reading."

B. Research Questions

The research will answer the question related to improving young learner's vocabulary with dialogic reading at MI AL-AWWABIN Depok. The questions are:

1. What is young learners' vocabulary before being taught using dialogic reading?
2. What is young learners' vocabulary after being taught using dialogic reading?
3. How significant is the difference between young learners' vocabulary before and after being taught using dialogic reading?

C. Research Purposes

Associated with the research questions above, this research is proposed.

1. To know young learners' vocabulary before using dialogic reading.
2. To know young learners' vocabulary after using dialogic.
3. To know the significant between young learners' vocabulary before using dialogic reading.

D. Research Significances

The results of this research are expected to be beneficial. This research will show the effect of a dialogic reading method in improving young learners' vocabulary before and after treatment, which is the potential to be adopted and advance in future ways in education.

Theoretically, this study is expected to give accounts to the nature of using dialogic reading to improve young learners' vocabulary. Then, it is expected that this research can be used as a reference for those who want to conduct research in the English teaching and learning process.

E. Rationale

The young learner is a person who wants to know about everything new usually considered between six to eleven years of age. According to Slattery and Willis (2006, cited in Rahmadhani, 2015) state, young learners are children who are involved in formal school, especially at the elementary school. Harmer (2007) state that young learner is a beginner of the learner, and they are not necessarily better learner compared to the older learner.

The young learner has his or her own ways of doing a thing. The young learner learns from direct experiences. The young learner has a lot of energy to do things but less concentration. It is better to engage his or her attention in physical activities within a concrete environment. According to Musthafa (2010), the young learner learns from physical activities; young learner's thinking is embedded in here-and-now context of the situation; young learner learns holistically from whole to parts using scripts, and the young learner has a short attention span.

Besides, the young learner has a high learning spirit and high curiosity in learning something. The young learner is more enthusiastic about learning something. They are often straightforward to like something new and to dislike something new. They can cause loss of motivation when they do not understand well about something that they find difficult. They will ask and try to get their teacher's attention to make them happy (Donzelli, 2003).

On the other hand, teaching children or young learners is different from the adult way. Teaching children in a foreign language requires specific abilities and intuitions that are different from teaching an adult. Children learn effectively with the help or guidance of an adult. They need to involve hands-on experiences for active learning. The immediate world is that his or her use to understand something new. Children create their own visuals and realia, and they will probably engage and interested in the activities and take more responsibility for the materials (Nunan, 2016).

In learning English, especially for young learner, vocabulary is essential to be understood. They must master much vocabulary to make them more accessible in learning English. Vocabulary is much more than single words. Vocabulary consists of content and function words in learning English. Vocabulary is one of the main components of a language. It has to be mastered by someone if he or she wants to be able to communicate. This is relevant to the statement of Richards

and Renandya (2002 cited in Rahmadhani et al., 2015), who states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

To improve vocabulary mastery for the young learner, it requires effective and efficient teaching methods. One of them is by using dialogic reading. According to Lonigan & Whitehurst (1998, cited in Fleury & Schwartz, 2017), dialogic reading is a method of shared story reading in which the adult uses question prompts to encourage children to talk during book readings.

According to Lonigan et al. (1998, cited in Profile, 2015), dialogic reading is to teach children to become a storyteller instead of passively listening to the story. In the process of dialogic reading, the adult assumes the role of an active listener, asking questions, adding information, and prompting the child to increase the sophistication of her or his descriptions of the material in the picture book. It proved by several studies, the effects of the dialogic reading intervention on other cultures and languages were also examined (Ceren & Is, 2015).

F. Hypotheses

According to (Creswell, 2012) hypothesis in quantitative research, the researcher makes a prediction or conjecture about the result of the relationship among variables in a study. It means the hypothesis gives a prediction of whether the investigation influences the result of the research or not.

According to the explanation above, the hypotheses of this study are as follows:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant improvement of young learners' vocabulary after implementing dialogic reading.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant improvement of young learners' vocabulary after implementing dialogic reading.

G. Previous Studies

In this research, there are some previous studies relevant to this present research topic. The first research was conducted by Ceren & Is in 2015) entitled "*Effects of Dialogue and Traditional Reading Techniques on Children's Language Development*," which stated that the study resulted

in significant development of children's language skills after conducting dialogic reading treatment of 9 children during four weeks. The research conducted by Ceren & Is relates to the research that the authors will do about improving EFL young learners' vocabulary with dialogic reading. The equation that was done by the author was to find out the development of the language, especially in young learners' vocabulary mastery.

The second research was conducted by Huennekens & Xu in 2015) entitled "*Using Dialogic Reading to Enhance Emerging Literacy Skills of Young Dual Language Learners*" stated that the significant study results in language development and literacy of children with low socioeconomic status conditions, with children who have language delays, and with children who speak a first language other than English. The research conducted by Huennekens & Xu is related to the research that the authors will do about Improving EFL young learners' vocabulary with dialogic reading. The difference made by the author is to determine the development of children's vocabulary at the elementary school level.

The third research was conducted by Astuti & Ekowarni (2014) entitled "*The Role of Caregiver on Pos PAUD's Training Program to Improve Emergent Literacy Development through Dialogic Reading Activity*" stated that there is significant result in literacy development. The study conducted by Astuti & Ekowarni relates to the research that the authors will do about Improving EFL young learners' vocabulary with dialogic reading. The difference with the author research is Astuti & Ekowarni involved young learners' parent in treating their children by using dialogic reading while reading a book at home, but the author focuses on teachers' way in improving young learners' vocabulary mastery by using dialogic reading while learning English at school.