

CHAPTER I

INTRODUCTION

A. The Research Background

Language is a very effective communication used to convey meanings to other people. Nowadays, the most widely language used for global international affairs is English, known as an International language that has been received by countries all over the world. Because of its importance, English has been taught in early years of education in most countries such as Indonesia. English language has become one of foreign languages that must be learnt since kindergarten level. Moreover, in learning English language will be benefit for Indonesian students to do activity or work local and abroad.

There are important aspects need to be taught to students such as grammar, pronunciation and vocabulary. A person is assessed by others based on his or her vocabulary Furthermore, Gough (2001), stated “vocabulary is important because it is words, which carry the context of what we want to say. The more words you know, the more you will be able to communicate”. Vocabulary lets a person express his or her feelings, thoughts and ideas. In addition, when it comes to the matter of school, vocabulary has become a crucial to be learnt in order helping students to be able to use the language fluently, appropriately as well as meaningful. It is very important that teaching strategies or vocabulary instructions provide opportunities to encounter and recall words. Realizing how important the vocabulary and how difficult students to

build up the teachers of English have provided students with rich exciting exercise which expected to help vocabulary must be very helpful to improve the students' ability in English communication.

The vocabulary teaching methods play a key role for the success of the teaching and learning activities given to the students. Since there are many problems in teaching vocabulary especially for young learners, such as lack of attention span, concentration and easily distracted and not to mention that students cannot remember the new words. In fact, students also find it difficult to deliver their ideas because of their limitation of vocabulary. On the other hand, some students do not have self-confidence speaking using that new vocabulary. Researcher herself was also facing the same issue when her daughter studied in Happy Holy Kids Cinere in the year of 2015. Her daughter was having lack of Vocabulary, she was not properly taught according to the level of understanding, in the other hand the Teacher did not teach the students with varied activities to increase their desire to learn English. In addition, English lesson only taught once a week. The evidence can be seen from homework assignment that she was not able to finish a very basic vocabulary. That might be the reason of students' lack of vocabulary. Therefore; an English teacher must be able to organize teaching and learning activities using suitable methods.

A method that is probably popular in schools that use English as a second language (ESL) is the Berlitz method or more commonly known as the direct method. The Berlitz method, a method first introduced by Maximilian Berlitz in Berlitz schools, encourages students to use the target language as their language of communication. This method only refers to the

use of the target language. Researcher thinks using Berlitz method is the most suitable to be taught in Happy Holy Kids Cinere considering many aspects. The students there should only use target language in order to make them understand about Vocabulary. Moreover, why researcher select Happy Holy Kids Cinere because there are only seven of KGB students that suits for Berlitz method.

Sartono's research (2008) revealed that using Berlitz method has improved the students' vocabulary, the mean of the student's vocabulary mastery after the researcher did the action was 72, 50 that belongs to good category. While before the teacher did the action, the mean of the student's vocabulary mastery was 44, 16 that belongs to fair category. It can be concluded that the result of the student's achievement showed that Berlitz Method in teaching vocabulary improved the student's participation and achievement. Another research conducted by Kartikasari (2008) showed that: (1) 25 students (89.29%) increased their English vocabulary achievement; (2) 2 students (7.14%) Decreased their English vocabulary achievement and (3) 1 (3.57%) student had static achievement. Overall, the researcher concluded that teaching English through Berlitz Method was appropriate and quite effective for the sixth-year students of SDN 1 Tulas Karangdowo Klaten. They did not feel bored and more relaxed in the classroom, because the researcher used Berlitz teaching method which uses variety of learning media.

Another study was conducted by Herdika (2014). She concluded that teaching vocabulary by using Berlitz Method has given a positive effect, it shown from mean from post-test Cycle: (1) Very good score 0%, (2) Good 38,9%, (3) Fair: 55,6%, (4)

Weak: 0%, (6) Poor: 5,6%. While in Cycle 2 there was significant improvement on the score which was: (1) Very good 27,8%, (2) Good 55,6%, (3) Fair 16,7%, (4) Weak 0%, (5) Poor 0%.

Based on the problem and previous study before, the researcher wanted to improve students' vocabulary by using Berlitz method. The researcher believes Berlitz method was the suitable method to use because it was using many interesting media like picture, video and can eliminate students' lack of excitement.

B. The Research questions

After analyzing what the writer discussed in the background of the research, so the problems of the research are formulated as follows:

1. How does Berlitz method improve student's Vocabulary in Happy Holy Kids Preschool Cinere?
2. How is students' perception to the use of Berlitz method as their daily English learning?

C. The Research Objectives

Based on the background and the problem of the research, the objective of this research are:

1. To know whether Berlitz method improve student's Vocabulary in Happy Holy Kids Preschool Cinere.

2. To investigate the students' perception to the use of Berlitz method as their daily English learning.

D. The Scope of the research

Due to time limitation, researcher taught with Berlitz method in two months and it was divided in to two cycles. Data of this research collected using tests and interview, the observation was done by the class teacher to the researcher.

E. Significances of the research

This research to convey:

1. To Teachers, this study is hopefully can give an alternative way for teaching vocabulary and can lead the teachers to see the strength of this technique to encourage students to participate in various activities that is involving learning vocabulary.
2. To next research expected to enrich ideas for finding more ideas and areas that need to be improved.