

CHAPTER I

INTRODUCTION

A. Background

In English language learning, vocabulary plays a key role. Thornbury (2006) stated, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 13). Accordingly, Ur (2009) points out that the student can understand a reading text and make themselves understood with almost no grammar, but they cannot get anywhere without vocabulary (p. 60). Furthermore, the English teachers are expected to be more creative in delivering the materials in order to support the learners in learning vocabulary by using instructional media such as real object. Therefore, the learners can have a better understanding of English vocabulary.

In accordance with teaching English vocabulary, there is an English teacher in one of elementary schools located in Tasikmalaya, West Java, Indonesia, who uses real object as an instructional medium in teaching English vocabulary to students of fourth grade. He teaches his students some vocabularies which they can see around them in classroom, such as tables, chairs, pens, books and other available real objects in the classroom. By doing so, the process of learning English vocabularies become more relevant and natural for them. As a result, they can have a better understanding of the vocabularies learned.

Real object as one of instructional media provides young learners with concrete English vocabulary that allows them to have a direct context through

the senses of seeing, hearing, smelling, and touching the objects. Budden (2013) states, “the main advantage of using real object into the classroom is to make the learning experience more memorable for the learner” (p. 1). Additionally, Gomez and Guerrero (2012) affirms that real object opens life into new vocabulary and the opportunities of the students to remember the new words the teacher has taught them (p. 15). Therefore, the real object can be a beneficial instructional medium to teach English vocabulary to the young learners because they can get real experience in the process English vocabulary learning through real object.

Some relevant researches were conducted by some researchers. The first one was the research of Oyarzo, *et al.* (2008) which focused on determining in what ways realia contribute to vocabulary among young learners. It revealed that using realia can help the teacher in teaching English especially to improve the student’s English vocabulary mastery. Another one was conducted by Gomez and Guerrero (2012). It focused on discovering whether using realia in teaching English vocabulary provides evidences for concrete vocabulary learning. The result of the research showed that real object works positively in teaching vocabulary. The research tried to use visualization using real object, as an instructional media in teaching English vocabulary, especially in learning vocabulary. Differing from the previous researches explained, this research focuses on investigating impacts of using real object in learning vocabulary. Additionally, this study is important for English teachers

in order to make them understand about teaching vocabulary through real object.

B. Formulation of the Problem

Based on the background of the research, the researcher formulates the research problem. What are the impacts of using real object in learning vocabulary for young learners?

C. Operational Definitions

To avoid misunderstanding and to clarify the point of the research, it needs to explain the technical terms, as follows:

1. Young Learners : They are students who learn English as a foreign language in an elementary school.
2. Real Object : It is a medium showing real things, used to teach English vocabulary especially in knowing the meaning.

D. Aim of the Research

This research aims at investigating impacts of using real object in learning vocabulary for young learners.

E. Uses of the Research

Results of this current study will hopefully be useful in some ways, as follows;

1. Theoretical use

This research will support existing theories related to impacts of real object used as a medium in teaching English vocabulary to young learners.

2. Practical use

It will give understanding for English teachers about impacts of using real object in teaching vocabulary. Additionally, it will become guidance for them to implement real object in teaching vocabulary in EFL classroom to their students.

3. Empirical use

This research will inspire future researchers to conduct a better research about the implementation of real object as a medium in teaching English vocabulary to young learners.