CHAPTER I
INTRODUCTION

A.   BACKGROUND

As a language that is recognized as an international language, learning English from an early age is very important. The earlier the child's age in recognizing and mastering language, the faster the child can understand and master the language. All language teaching methods are actually almost the same, starting from recognizing various vocabularies. Learning English vocabulary can be done in formal education as well as in non-formal education. Teachers and parents can work together to form a habit and teaching that aims to develop vocabulary knowledge in children. At home, parents can get used to talking to their children using some English words to help them get used to English vocabulary. Meanwhile at school, teachers can teach English using various methods. One example is using fun and interesting learning media, namely the use of illustrated English story books(Asyiah, 2017).

The process of introducing vocabulary using media in children is expected to be able to make children more interested in continuing to learn English, and the vocabulary learned can continue to be remembered in memory and can be applied to everyday life so as to create an intelligent and superior generation in English, because As we all know that vocabulary is the most important key in language understanding, also because vocabulary knowledge is not something that can be completely mastered, but something that is developed and deepened over a lifetime. Children who have extensive vocabulary knowledge can easily recognize and compose words and sentences, connect sounds and their meanings, and can draw conclusions from sentences conveyed by researchers in a reading. With this vocabulary knowledge, children can learn to speak, write, and listen to English sentences from native and local speakers. Of course this is a very good thing for self-development in children and their future(Azkiya, 2019).

Having a good grasp of vocabulary is crucial in determining the success of learning a foreign language. According to Schmitt (2000:19), mastery of L2 (second language) vocabulary is one of the key factors in foreign language learning. This means that students will have difficulty understanding a language and expressing their ideas if

they don't have sufficient vocabulary. There are several ways to encourage the development of students' vocabulary knowledge, but the most effective one is through reading and comprehension. Reading materials can introduce new words to students, which will increase their vocabulary knowledge. Consequently, reading illustrated English story books can be a great habit to improve vocabulary knowledge mastery and contribute significantly to students' skill and intelligence development(Abu Hassan & Mamat, 2018).

But unfortunately, the habit of reading books in Indonesia is still very low. This is caused by the lack of awareness of parents and teachers to create facilities and an atmosphere that supports children to have an interest in reading books. Indonesia has been ranked 60th out of 61 countries in terms of reading interest, according to a survey conducted by Central Connecticut State University. This suggests that the Indonesian people have a significantly lower interest in reading compared to people from other countries. Of course, this is a problem that the government should take seriously. However, this cannot be solved effectively if there is no role from the community, especially parents and teachers(Guarango, 2022).

Furthermore, it is important to explore into the specific issues commonly occurring in schools. The problems faced are related to the acquisition and mastery of English vocabulary among students. This challenge has multiple facets and impacts learners at various levels within the education system. One of the primary aspects of this issue is the limited exposure students have to diverse and contextually rich English vocabulary. Many students often find it challenging to understand and remember new words, which is fundamental to achieving proficiency in the language. This problem can result in difficulties comprehending English texts, expressing themselves effectively, and ultimately hindering their overall language development. There is also a need to enhance the methods and tools used in vocabulary instruction. Traditional approaches to vocabulary learning, such as memorization and word lists, have shown limitations in developing a genuine understanding of vocabulary among students. Students require engaging and effective strategies that not only introduce new words but also facilitate their integration into practical language use("Second Language Vocabulary Acquisition," 2012).

Parents and teachers have an important role to encourage the success of the habit of reading books in children. One of them is by getting children to read English story books to increase their English vocabulary. Through the issuance of the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character, which one of the objectives is to strengthen the literacy culture of students, many schools have begun to implement a 15-minute activity of reading non-lesson books before study time begins. The habituation is expected to foster interest in reading and improve vocabulary skills and knowledge (L2) second language so that vocabulary knowledge can be mastered better(Tumengkol et al., 2022).

In the realm of educational research, the conceptual framework stands as a pivotal guide, shaping the trajectory of scholarly endeavors (Imenda, 2014; Miles & Huberman, 1994). Recognizing its role as a compass for research, this study focuses on the integration of illustrated English storybooks as a pedagogical tool to enrich students' vocabulary knowledge.Built upon this conceptual foundation, the researcher delves into teachers' perspectives through a blend of classroom observations and interviews. This qualitative approach aims to unearth valuable insights into teachers' perceptions, challenges faced, and the benefits derived from incorporating illustrated English storybooks in language education.As the conceptual framework illuminates the research landscape, this study seeks to contribute to innovative pedagogical discussions, positioning illustrated storybooks as a focal point for elevating vocabulary acquisition in English language education(Rivera, 2011).

SDIT SALSABILA BANGUNTAPAN is an Integrated Islamic Elementary School located in Banguntapan, Yogyakarta. The school offers a fusion of Islamic education with the national curriculum, emphasizing the holistic development of students. SDIT SALSABILA BANGUNTAPAN adheres to the principle that education encompasses not only academic aspects but also character and spirituality. This integration creates a unique learning environment that combines Islamic values with a curriculum covering various subjects, including English. Low reading interest among children in Indonesia has become a serious issue (Central Connecticut State University, 2022). The lack of awareness among parents and teachers in creating facilities and an atmosphere that supports children to cultivate an interest in reading contributes to this low reading interest. In SDIT SALSABILA BANGUNTAPAN, as in other schools,

this issue can impact English language learning, particularly in the development of students' vocabulary.

This research has several objectives. Firstly, it aims to explore teachers' perspectives on the effectiveness of using illustrated English storybooks as a learning medium in vocabulary classes. Secondly, it seeks to analyze the overall impact of employing these storybooks on students' vocabulary comprehension, with a focus on teachers' perceptions of the method's success. Furthermore, the research has a third objective: to identify implementation challenges faced by teachers when utilizing illustrated English storybooks as a vocabulary learning medium. By understanding these challenges, the study aims to provide practical contributions by offering recommendations to enhance the effectiveness of utilizing storybooks in vocabulary learning. Additionally, the research aims to contribute to the educational literature by presenting findings that can serve as valuable references for researchers, educators, and policymakers interested in the development of English language teaching methods at the elementary level. By delving into teachers' views on the use of illustrated English storybooks, the study is expected to provide valuable insights for improving English language learning, particularly in the context of vocabulary development at SDIT SALSABILA BANGUNTAPAN.

B. IDENTIFICATION OF THE PROBLEMS

1. A number of teachers did not have the initiative and effort to develop English learning methods in their classes.
2. The lack of variations in learning methods makes students have a low interest in reading English books.
3. The low interest in reading English books has an impact on students' lack of knowledge of English vocabulary, even though knowledge of vocabulary can help students understand the material well.

C. LIMITATION OF THE PROBLEM

1. Knowing the perceptions of teacher in the use of English story books as media in learning vocabulary.
2. Knowing the obstacles in using illustrated English story books as a vocabulary learning media.

3. Knowing the advantages of using illustrated English story books in learning vocabulary.

D. FORMULATION OF THE PROBLEM

This research focuses on understanding the perspectives of both teachers and students regarding the use of illustrated English storybooks at SDIT SALSABILA BANGUNTAPAN. The problem formulation aims to address three key questions:

1. What is both the teacher's perception of the use of illustrated English storybooks in increasing students' vocabulary mastery?
2. What obstacles do teachers face when implementing illustrated storybooks in student vocabulary learning?
3. What advantages do teachers perceive in using illustrated storybooks as a medium for student vocabulary learning?

E. OBJECTIVE OF THE STUDY

The main objective of this research is to comprehensively investigate and understand the perceptions of teachers concerning the utilization of illustrated English storybooks as a pedagogical tool for vocabulary learning in elementary education. The specific objectives of this study are as follows:

1. To explore both teachers' perceptions regarding the effectiveness of illustrated English storybooks in enhancing students' vocabulary acquisition.
2. To identify the obstacles, both from teachers' perspectives, associated with the use of illustrated storybooks in students' vocabulary instruction.
3. To identify the advantages, recognized by both teachers, associated with the use of illustrated storybooks in students' vocabulary instruction.

F. STUDY SIGNIFICATION

1. Practical
    a. For teachers and parents
       The results of this study are expected to help teachers and parents to understand that illustrated English story books can be a medium to develop students' knowledge of English vocabulary and be able to realize it well.
    b. For SDIT Salsabila Banguntapan students

The results of this study are expected to help students to develop and increase their English vocabulary well with guidance and direction from teachers and parents, and can improve the habit of reading English books.

c. For readers

The results of this study are expected to help readers get information and can be realized by friends, relatives, or family.

d. For PBI UAD

The results of this study are expected to contribute academically by assisting lecturers in PBI UAD to design and implement more effective methods of teaching English vocabulary. The sentence suggests that the results of the study are anticipated to make an academic contribution by aiding lecturers in the PBI (Pendidikan Bahasa Inggris or English Education) program at UAD (Universitas Ahmad Dahlan) to design and implement more effective methods for teaching English vocabulary. The intended beneficiaries are likely the students enrolled in the PBI program at UAD, who are studying to become English language educators. The study aims to provide insights that can be applied in their academic and instructional practices, potentially improving the quality of English language education at UAD.

2. Theoretical

a. The study of this research can be used as a reference for understanding variations in learning media

b. The study of this research can contribute to students' vocabulary knowledge in reading illustrated English story books

c. This research can be a reference for other researchers who have the same interest

G. DEFINITION OF OPERATING TERMS

1. Gorys Keraf (2010), vocabulary is the whole word in a person's memory that causes a reaction when heard or read.

2. Hiebert and Kamil (2005), vocabulary is defined as "the ability to recognize and understand the meanings of words.

3. Bloom and Lahey (1980), describe the structure of language as a system in which the various components of a language are organized and interrelated.

4. Hewings (1991), definition of the term 'illustration' in a teaching material covers any input except for text such as "drawings, cartoons, photographs, flow charts, pie charts, graphs, and tables.

5. Azwan Zain (2020), learning media is any tool that can be used as a channel for messages to achieve learning objectives.