**CHAPTER I**

**INTRODUCTION**

 In this chapter, the writer discussed (1) background, (2) the problem of the study, (3) the objective of the study, (4) the significance of the study, (5) the hypotheses of the study, and (6) criteria for testing the hypotheses.

**1.1 Background**

Language is very important in human life; it is used in human daily communication. People use the language to express their emotion, feeling, and idea. Language is functional, that is language is the way it is because of the meaning it makes. The theory suggests that resources available within the systems of discourse, grammar, and vocabulary are utilized in specific ways to make specific meanings. English is one of International language which is important to be learned and taught almost in all countries in the world. English as a foreign language is taught at schools in Indonesian. It has been chosen as the foreign language to be taught as compulsory subject from Elementary School up to University.

The language is widely spoken and understood by people all over the world more than other languages. There are four skills that must be learned in English; speaking, reading, writing, and listening. To master those skills we have to develop other components of a language. There are five components of language: (1) sounds, (2) words, (3) morphology, (4) syntax, and (5) semantics.

 In this case, one of the English components that would be the object of the research is vocabulary. Vocabulary is central to the learning of a foreign language at primary level (Cameron Lynne, 2001:74). Therefore, it is highly important that students be taught vocabulary in every class before learning the language. In fact, they should be taught extensively so that they will be able to place words in their memories. Without extensive vocabulary teaching and practice student will not be able to attain good language skills.

 Understanding the vocabulary is generally regarded as an important part of the process of learning a language or develops ones' ability in a language that is already occupied. Mastering vocabulary is the most fundamental thing that must be controlled by a person in learning English language as a foreign language for all students. But sometimes, some difficulties are in understanding the meaning of words, in differentiating the words form, and in applying the words in sentence. Some words are sometimes difficult to know its form grammatically, such as noun, verb, adjective, or adverb.

Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well-planned and regular-basis. The complicated problem that students face in learning vocabulary made the teacher of English find out the proper technique, which is related to the students interest such as using pictures, games, songs, stories, and making cards.

There was one teacher of English of SD Negeri 12 Indralaya. For the fourth grade students, there were two classes. And each class had about 30 students. So it was about 60 students. The teacher did not use media (book, newspaper, tape recorder and so on) when teaching English. She gave the students a non-stop drilling and memorization practice in a dry classroom drill. The technique made the students feel bored not motivated to learn and even caused lack of vocabularies and fluency.

The use of media might be an alternative strategy to learn English vocabulary easily for instance using LINCS strategy. According to, Haines (2003),the LINCS strategy focuses on remembering for vocabulary complete with “connecting stories” and pictures. The LINCS strategy was designed to improve vocabulary test scores of students. LINCS is a mnemonic device for the five steps used to perform the strategy, which are: (1) L = list the parts, (2) I = invent a sentence, (3) N = note a LINCing story, (4) C = create a LINCing picture, and (5) S = self-test. The strategy was modified to lessen the required writing for note card completion and utilized more visual imagery and picture drawing.

Based on the background above, the writer would like to conduct a research entitled “Teaching Vocabulary Using LINCS Strategy to the Fourth Grade Students of SD Negeri 12 Indralaya”.

**1.2 Problem of the Study**

**1.2.1 Problem Identification**

 The problem of the study was stated in the following question:

“Was it effective to use LINCS Strategy in teaching vocabulary to the fourth grade students of SD Negeri 12 Indralaya?”

**1.3 Objective of the Study**

1. To find out whether or not it was effective to use LINCS Strategy in teaching vocabulary to the fourth grade students of SD Negeri 12 Indralaya.

**1.4 Significance of the Study**

 The result of the study was hoped to be useful and would give valuable contribution for teachers of English to solve problems related to English teaching and to give an alternative way of developing students’ vocabulary at elementary school level. For the students, it was hoped that they could get more knowledge about developing their vocabulary especially using LINCS strategy. And for the writer himself, this study would improve his English and give his some experience of conducting an educational research. This study was also hoped to be useful for other researchers to conduct educational research.

**1.5 Hypothesis of the Study**

 A hypothesis is simple put, a prediction of the possible outcomes of a study (Cohen, Louis 2007:83). Hypothesis is usually considered as the principal instrument in research (Kothari, C. R 2004:184).

1). Null Hypothesis (Ho)

 It was not effective to use LINCS strategy in teaching vocabulary to the fourth grade students of SD Negeri 12 Indralaya.

2). Alternative Hypothesis (Ha)

 It was effective to use LINCS strategy in teaching vocabulary to the fourth grade students of SD Negeri 12 Indralaya.

**1.6 Criteria for Testing the Hypothesis**

To test the hypothesis the criteria was used. It meant to accept or to reject the null hypothesis will use t-table with degree of freedom df = (18+18 – 2) and 5% as level of significance (Ary, Donald, 2010:174). The criteria for used testing the hypothesis were as follow:

* 1. The null hypothesis (Ho) will be accepted if the result of test calculation will be less than of the critical values as stated in the t-value table. It means that (Ha) will be rejected.
	2. The alternative hypothesis (Ha) will be accepted if the result of t-test calculation will be the same or greater than that of the critical value as stated. It means that (Ho) will be rejected.