

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one of the elements in language that cannot be separated for learning. Among the elements of language, such as grammar, pronunciation, spelling and vocabulary, the last one the important element in learning English. It is hard to learn the four language skills, such as listening, reading, speaking and vocabulary, without understanding a number of vocabularies because it is fundamental in language learning. The first skill of learning English is listening then followed by speaking, reading, and the last is vocabulary.

Moreover, the general purposes of English Teaching in elementary school are to prepare children to have competitive value in this global era and introduce english at early ages (depdiknas, 2006:80) (1983:5) gives one reason for the emphasis on vocabulary in english learning :

“Scholars are taking a new interest in the study of the word meanings. A number of research studies have recently dealt with lexical problems (problems related to words). Through research the scholars are finding that the lexical problems frequently interfere with communication; communications breaks down when people do not use the right words. Such discoveries by scholars do not surprise classroom teachers. Teachers have never doubted the value of learning vocabulary. They know how communication stops when learners lack the necessary words. They do not believe that the teaching of vocabulary should be delayed until the grammar is mastered. In the best classes, neither grammar nor vocabulary is neglected. There is thus no conflict between developing a firm command or grammar and learning the most essential words”.

Teaching vocabulary to children is not easy. There is a difference between teaching children and teaching adults. The children have certain characteristics and need a certain treatment. Halliwell (1992: 3) states that young children do not

come to the language classroom empty-handed but they bring with them an already well established of instinct, skill and characteristics that will help them to learn another language. In this case, teachers need to develop, support, motivate and look for their basic ability in improving it by providing a conducive environment, useful resources, and structured input and practice opportunities.

Teaching vocabulary to children or elementary school's students also need media and an appropriate method. Teacher should find the best or the effective media and technique to teach English vocabulary. Not only know the word but also they have to know how to spell and pronounce it. That is why the teacher has to create various teaching media and techniques in order they feel amuse and enjoy in learning situation. Media as teaching aids are also needed to help the students' understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

SDN Sukoanyar 2 is a public elementary school which is located in the centre of Lamongan. The school is on Jl.Raya Kruwul -Lamongan, one of the main streets in Lamongan, so it is a strategic location for the school. English is as local content (Muatan Lokal) in this school but it has a high passing grade. The passing grade (SKM) for all skill in English is 65. As English teacher, the researcher find many problems in teaching vocabulary especially in the fifth grade. They had low motivation in learning vocabulary skill. It showed from their reactions. They were often very crowded when the teacher asked them to memorize something. They also complain that vocabulary is very difficult. Most of the students said that they had better have another lesson than memorize

something in English. It's very different from the usual situation when they like to learn English that another lesson. Some of them like to talk with their friends. Most of them do not pay attention to the teacher's explanation. The students, who were usually active in the class, became very lazy to join the teaching learning process.

Based on the interview with the English teacher and direct observation with the fifth grade of SDN Sukoanyar II , the researcher found that in learning vocabulary, the second graders face various problems. They are related to the students' low ability in mastering the vocabulary and motivation in learning English. The low vocabulary mastery is shown in their difficulty in memorizing new vocabulary, difficulty in pronouncing the word correctly, and difficulty in vocabulary the word in correct spelling so that they have limited vocabulary. It can be showed from the result of test in semester I, many students get bad score in English test. The average score from the test is 57 and it is under the passing grade. During the teaching and learning process, when teacher explains the lesson using English, many students ask the meaning of the word. They do it many times and show the expression that they do not understand about what the teacher saying. Some of them also prefer to keep silent. Another problem is that they often forget the vocabulary that they get in the previous meeting. Thus, the students need a good memorization to master vocabulary. Then, the indicators of low motivation are the classroom atmosphere is not conducive which the students prefer to talk to their friend when teacher explain the lesson and the students do not participate actively in the classroom which if they do not understand they just keep silent.

Dealing with the discussion above, the researcher assumes that there must be a media or technique, which is new and interesting in teaching vocabulary with joyful process to improve students' vocabulary mastery. The researcher tries to apply a technique and media to teach English in the class in order to avoid the problems above. The media used in teaching vocabulary is chain card game.

From 30 students, 70% of them (17 students) got scores under the passing grade is 65. The average score of the class is 57. Based on the problems above, the researcher needs to conduct an action research. The researcher assumes that the problem here is in the strategy. The students need a strategy which can make them enjoy learning vocabulary in the class. If they have an appropriate strategy to memorize, it will help them to make their own vocabulary.

The teacher's ways of teaching vocabulary in the class are influenced them to memorize vocabulary. Chatib, M. (2009:93) stated that the quality of the teaching learning process depends on the quality of the teacher. So, the teacher has to improve their quality as well. In teaching English, the strategy is one of the external of the successful teaching learning factors. It has important role in teaching and learning process. If the teacher uses an appropriate strategy to teach, the students will understand the lesson easily. According to Hernowo (2005:21), the understanding about the materials given by the teacher can create an interesting atmosphere in the class. So, strategy is the important thing to make the students understand the material. After understanding the material given by the teacher, the students can enjoy the class and wished to be able to memorize their own vocabulary. Because of that reason, the teacher has to be selective in choosing the strategy in teaching vocabulary.

One of the strategies that can be used in vocabulary activity and can help the students to memorize their ideas is chain card game. Strategies such as concept chain card game help students attend to task, focus on important textures, organize material, and maintain a productive psychological climate for learning (Weinstein & Mayer, 1986 in Talebiznehad). It can help the students to organize what they want to memorize. It can map their ideas. Buzan & Buzan (1994:210) also advocate the use of Chain card game in various daily activities, including vocabulary, as it can develop students' creativity vocabulary skills and help remove memorizer's block. The characteristic of chain card game which generates ideas from general to specific can help the students to generate their ideas into vocabulary. Not only that, Buzan, T. (2009:60) also stated that chain card game can stimulate our both brains by using pictures, color, imagination (right brain) with the words, numbers, and logic (left brain). It will be good for the students. Moreover, elementary school students like drawing and everything related to the color. Dealing to those reasons above, the researcher needs to conduct an action research to improve students' vocabulary using chain card game. With the hope it can improve the researcher's teaching practice and improve students' vocabulary mastery. Finally this research is hoped to solve the students' problems to memorize in the class and improve students' vocabulary mastery by using chain card game.

1.2 Statement of the Problem

Related to the background of the study, this study is conducted to give an appropriate answer to this problem statement: How can Chain card game strategy

improve the fifth grade students' vocabulary mastery at SDN Sukoanyar 2-Lamongan?

1.3 Purpose of the Study

Based on the problem statement mentioned above, the objectives of this study are:

“to find out how Chain Card Game can improve the fifth grade students vocabulary mastery at SDN Sukoanyar II Lamongan”.

1.4 Significance of the Study

The result of the study is hoped to give benefits from theoretical and practical aspects.

1. Theoretical Significance

- a. It is expected that the result of this research will generate idea on the teaching vocabulary in elementary schools.
- b. It is expected that the result of the study will give contribution to the theory of the strategies in teaching vocabulary.
- c. It is expected that the result of the study will give contribution to the theory of TEFL, especially on the effective teaching methodology.

1) Practical Significance

Practically the research results are expected to give contributions to:

- a. Students

It is expected that the use of chain card game can be a good way for the students in learning vocabulary. So, the students can enjoy the material and improve their vocabulary mastery.

b. Teacher

It is expected that this study will give a good contribution for an English teacher to teach and motivate the students to learn English especially vocabulary. It can be an alternative ways to solve the problem in teaching vocabulary in the class. So, the teacher will not be stuck in particular teaching strategies.

c. Next researcher

It is hoped that the result of the study can give the information related to teaching vocabulary using chain card game. So, it can be the previous study for the next researcher who wants to conduct an action research in vocabulary area using chain card game.

1.5 Scope and Limitation

The present study is an action research which has limitation in finding out how chain card game strategies can improve students' vocabulary mastery at the fifth grade of SDN Sukoanyar 2 - Lamongan. The class is parallel; A class and B class. The researcher conducts in B class because the problem comes up in this class room.

The subjects of the study consist of 30 (15 males and 15 females) fifth grade students of SDN Sukoanyar 2 - Lamongan.

In this research, the researcher limits the problem to make this research feasible.

In this research, the researcher only focuses on improving vocabulary mastery through Chain Card Game to the Fifth grade students of SDN Sukoanyar II in the school year 2010 - 2011. The researcher will give limitation of the problem in

teaching vocabulary by using Chain card Game especially in “Noun”. This Game teaches about various topics that suitable for elementary student. This Game is presented in good imagination and colorful word . It not only enriches their imagination but also motivate children in their beginning process of learning English. This Game also completed with the way to pronounce the words or simple sentences to help children to memorize the vocabulary. The researcher conducts an action research in a cycle. If the first cycle is successful, the researcher does not need to conduct second cycle. Each cycle consists of four meetings, Each cycle consists of seven meetings, namely one meeting for giving pre-test, four meeting for applying the chain card game, one meeting for giving post-test and one meeting for distributing questionnaire.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the following terms are needed to be defined:

Chain card game is a playing card used to represent thoughts, ideas, tasks, or other items linked to a central key word or theme. *Chain card game* is a free translation from “Permainan Kartu Berantai” (Carrier, 2009:2). All players are plated these cards as play ramie card. In this game players have to arrange their cards so they can be a sentence, or play the cards to continue the other player’s sentence that haven’t finished yet. It can be in the first or the last card construction. *Strategy* is a planned series of actions for achieving something (Longman Dictionary Contemporary English, 2003:1640). *Vocabulary* is a list or

collection words and definitions, or the language used by a specific group
(www.marriam.webster.com)

The use of chain card game to teach vocabulary in the class is the memorizer applies chain card game as the strategy to teach vocabulary in the class for the students.