

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the way we can communicate by using sounds, signs, symbols or even body language in order to understand one of each other. In this world we can find many kinds of languages, but most common of the international languages that we use to communicate between different countries is English.

English is an International language. All people around the world use English to communicate with each other. English has been taught starting from elementary school until University. In our country, Indonesia, especially in Bali as a tour destination, English is expected to be mastered by all of people because many tourists come to Bali. And directly we should speak with them by using English because we as the citizen should give information that everything they want to know. So, we have to practice our English.

There are four language skills that must be mastered in learning English, there are: Listening, Reading, Speaking and writing. Besides that, English must be completed by the target language components such as: Structure or Grammar, Vocabulary and pronunciation. Vocabulary is an important skill that must be mastered if we want to learn all about English components. To improve our vocabulary mastery, we have to practice it every day because as we know, "practice makes perfect".

In relation with this research, vocabulary is one of the linguistic factors that affect all skills. In fact, the vocabulary however, is one aspect of language that should be taught. In relation with this research, vocabulary is one of the linguistic factors that affect all skills. In fact, the vocabulary however, is one aspect of language that should be taught in teaching English as a foreign language. This is important and regarded as most aspects of foreign language learners because of their limited vocabulary that cannot communicate their ideas and they will not understand the ideas transmitted to them.

Students must be able to master active as well as passive vocabulary. Active vocabulary is the words that they should be able to use in speaking and writing. Passive vocabulary is the words that they should be able to recognize and understand when they are listening to someone or when they are reading (Heaton, 1989 : 9).

The problem faced by the students in learning vocabulary are very broad and complex, because most of the students learn vocabulary passively. It is caused by several factors; first, the teacher only asks the students to read the topic or material and find the words which are related to the topic. This technique will make the students become bored in learning vocabulary. Seconds, the limitation of the text book or handout will make the students only acquire vocabulary through new words in their text book or handout without reading other book sources. Third, students think that learning vocabulary is only to know the meaning of the new words that they do not know the meaning yet. So, it will make the students only want to find the meaning of the words that they do not know without trying to find another word. The last, the monotonous technique of the teachers or the

way to increase the students' interest in learning English, especially in English vocabulary will make the students do not have a motivation in learning more about new words that they still do not know the meaning.

In accordance to the fact above, vocabulary is one of the problems for the students of primary school as young learners in learning English as a foreign language. The researcher has an effort to create a fun situation in teaching and learning vocabulary. We should try to make a new technique of teaching vocabulary become more interesting, enjoyable and will make the students become more challenging in learning vocabulary. Besides that, we should be creative and innovative in teaching and practicing different vocabulary technique. One of the techniques that can be used in this research is letter word game. By using this game, students will be motivated in learning English, especially English vocabulary.

Letter word game is one of the vocabulary games that is use by the researcher in order to improve the students' vocabulary mastery, in which the students should be mentioned some of the words that they know (in English) complete with the definition or meaning (in Indonesia), after that they should make a simple sentence using the word they mentioned. The turn of the students to mention some of the words that they know complete with the definition or meaning is in a puzzle frame.

Based on the fact above, the researcher is highly motivated to find out the effectiveness of letter word game to improve the students' mastery in English vocabulary of the sixth grade student of SD Negeri 3 Abiansemal in the academic year 2011/2012.

1.2 Statement of Research Question

One of the purpose of learning a foreign language is in order to be able to use it in communication. Many students will fail to communicate effectively if they do not have sufficient vocabulary mastery, because without having a sufficient of vocabulary, they will be unable use them in communication and in all language learning. Vocabulary is an important skill that must be mastered if we want to learn all about English components. To improve our vocabulary mastery, we have to practice it every day because as we know that practice makes us perfect. By mastering a large number of vocabularies the learner will be able to understand the four language skills. It means that by using the most effective vocabulary, we possibly not only communicate our ideas more clearly to other people, but also strengthen and clarify own thinking. Mastering vocabulary is also important in order that learners are able to understand the meaning. The function of vocabulary is only to support the four skills namely; listening, speaking, reading, and also writing skill, but the existence of vocabulary is very crucial in learning English as a foreign language.

Based on the background above, the research question can be formulated as follows: To what extent can the students' vocabulary mastery by improved through last letter word game of the sixth grade student of SD N 3 Abiansemal in academic year 2011-2012.

1.3 Objective of the Study

Elementary school students, especially the sixth grade students are only 10 to 11 years old, being their high time to have fun. Unfortunately, they often pay only little attention to the material given by the teacher. To overcome that

problem, the researcher intends to use a game in teaching and learning process. Learning vocabulary through game makes the learners remember about the words that they use in practical situation.

Based on the statement above, the objective of the study is to answer the research question that have been previously formulated and determined. The objective of the study is to know the effectiveness and in order to know whether Letter Word Game can improve vocabulary mastery of the sixth grade students of SD Negeri 3 Abiansemal in the academic year 2011/2012.

1.4 Limitation of the study

The researcher limit this study on examining the effectiveness of letter words order game to improve the students' vocabulary mastery of the sixth grade students of SD Negeri 3 Abiansemal in the academic year 2011/2012. The material source are taken from the text book as used in the class of the sixth grade students of SD Negeri 3 Abiansemal. Moreover it is also limited on vocabulary dealing with preposition, direction, profession, public places and transportation.

1.5 Significance of the Study

The result of the study are expected to be beneficial for the student, the teachers and also the researcher like described as follows:

As a teacher, we should be creative and innovative in teaching and practicing different vocabulary technique to avoid the monotonous of strategy that is used in the classroom. Besides that, we should create a fun situation in teaching and learning English vocabulary in order to make the students become more

interested, enjoyable, and will make the students become more challenged in learning vocabulary.

The benefit for the students, games could help them to more enjoy learning English, especially English vocabulary because as we know that English is the second language for them. So, it will make the students become more confident in learning English, especially in learning English vocabulary.

The benefit for the researcher are the result of the study are directly expected to be used as references in teaching vocabulary and this study is very importance for improving and analyzing the ability of the writer or researcher in teaching vocabulary by knowing the ability, the teacher will know what will be done before practicing in front of the class correctly.

1.6 Assumptions

Based on the problems of the study, the researcher formulates these following assumptions:

1. It is assumed that the students have the same motivation in learning English
2. It is assumed that the students have the same learning experience and environment of English
3. It is assumed that the English teachers of SD Negeri 3 Abiansemal have been qualified sufficiently in teaching vocabulary.

1.7 Hypothesis

The hypothesis of this study is Letter Words Game can significantly improve the students' vocabulary of SD Negeri 3 Abiansemal in the academic 2011/2012.

1.8 Definition of Key Terms

Some operational definitions of the key term are going to be given, in order to avoid misunderstanding among the reader. There are four key terms which are needed to define operationally as follows :

- a. Vocabulary is a main component in learning language. It is a main tool for making a good communication with the others in different country. Vocabulary is the basic part of learning, mastering and using language. Hornby (1986:959) defines that vocabulary as the total number of words which make up language.
- b. Letter Words Game is one of the vocabulary game that is use by the researcher in order to improve the students' vocabulary mastery, in which the students should be mentioned some of the words that they know (in English) complete with the definition or meaning (in Indonesia), after that they should make a simple sentence using the word they mentioned. The turn of the students to mention some of the words that they know complete with the definition or meaning is in a puzzle frame.
- c. SD Negeri 3 Abiansemal is located in Batan Buah street, Abiansemal, Badung.

1.9 Theoretical Frameworks

This study is based on the following theoretical frameworks:

- a. The Theory of Vocabulary
- b. The Importance of Vocabulary
- c. Theory of Last Letter Word Game
- d. The US of Last Letter Word Game in teaching vocabulary
- e. Vocabulary assessment

Each of these related theoretical frameworks are briefly discussed in chapter II which deals with " Review of Related Literature".



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, we will discuss about the definition of vocabulary, the importance of vocabulary, technique of teaching vocabulary, teaching vocabulary through last letter word game and assessment of vocabulary. For detail description will be described below.

2.1 The Definition of Vocabulary

Vocabulary is a main component in learning language. It is a main tool for making a good communication with the others in different country. Vocabulary is the basic part of learning, mastering and using language. Hornby (1986:959) defines that vocabulary as the total number of words which make up language.

The function of Vocabulary is only to support the four skills in language learning, namely: speaking, reading, listening and writing. Penny (1998:61-63) states that there are several aspects of lexis that need to be taken into account when teaching vocabulary, such as:

1. Polysemy : distinguishing between the various meanings of a single word form with several closely related meanings. Example : head and run
2. Homonymy : distinguishing between the various meanings of a single word form. Example : Bank as the edge of the river Bank as the real bank

3. Homophony : understanding words that have the same pronunciation, but has different meaning.
Example: soap and soup.
4. Synonym : distinguishing between the different shades of meanings that synonymous words have.
Example : answer ; reply
5. Affective Meaning : distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor.
6. Grammar of vocabulary : learning the rules that enable students to build up different forms of the word or even different words from that word. Example : run ; ran ; running, agree, disagree.
7. Pronunciation : ability to recognize and reproduce items in speech Example : “love” ; finds lover, love feasts, lovers
8. Style, register, dialect : being able to distinguishing between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
9. Translation : awareness of certain differences and similarities between the native and the foreign language. Example : What is your name? Siapa namamu?

Mastering vocabulary can be a good way to communicate with the other people from another country. Learning vocabulary is not easy as a making a milk. The teacher should know every technique which can be used to improve the student's vocabulary. They also need to know the condition and skill of every students. There are two types of vocabulary. The first type is hearing vocabulary. Most babies respond correctly to spoken words in their own speech. When the children start to read, they begin to acquire right vocabulary or words they acquire in print. The second type is writing vocabulary. Children also learn to use a large number of words in their writing. A person's total vocabularies are consist of the sum of all the words that she or he can understand correctly, whether in listening, writing, reading or speaking.

In concluding, vocabulary means a list or collection of words and phrases arranged in alphabetical order and briefly explained. Vocabulary is the main component in learning language which can be used to communicate with the other people. Therefore, the quality of teaching vocabulary should be increased everyday.

2.2 The Importance of Vocabulary

Vocabulary is the most important element in learning language. By mastering a large number of vocabulary items, students will be able to understand the message of the text well. It is real that the mastery of vocabulary is needed especially for the learners to be able to communicate with others. Students who master a large number of vocabulary items will be able to communicate easily and fluently in the target language. So, if we want to be able to speak the language

where we are in or to communicate, we must know a lot of, understand and eventually use the vocabulary of the language.

The importance of vocabulary is daily demonstrated in school and out, in the classroom, the achieving students possess the most adequate vocabularies (Graves, 2006:1). Because of the nature of most classroom activities, knowledge of word and ability to use language are essential to succeed in these activities. The importance of vocabulary is also given by Krashen in Lewis (2002:23). He states that vocabulary is basic to communication.

In relation between to the communication, one of the purposes of learning a language is to be able to use it in communication. Rachmadie (in Sukada, 2008:8) says that: How perfect our mastery of structural pattern really is, without sufficient stock of vocabulary, we would face problem expressing our idea and comprehending people's idea. It means that although the students are mastering in grammar, without sufficient stock of vocabulary, they will face problem in learning a language. This happens because in foreign language teaching, vocabulary has an important role supporting the four skills namely: reading, speaking, listening and writing. This means that we will not be able to speak if we do not have sufficient stock of vocabulary.

Teaching vocabulary is a very challenging and interesting task for teacher. There are several technique and tools that can be used in teaching vocabulary. But it is very difficult to determine which one is the best way; however, the teacher should be able to select the appropriate way and tool to ensure the improvement of the students' vocabulary ability.

We will not learn something that is not useful to learn. Knowing that vocabulary is very important in learning language, we cannot ignore it. Based on which what has already been explained above, vocabulary is needed in communication whether in written or spoken language. If we want to communicate well, it is a must that we have to master enough vocabulary in our brain.

2.3 Theory of Last Letter Word Game

It is believed that mastering a great number of vocabularies is very hard thing to do, especially for beginners. In relation to the fact, the teachers have to apply various ways in order to help students to master the intended vocabularies in the target language. Even though vocabulary is admitted as the most important language component, not all English teachers have great attention on the technique in teaching it.

In teaching vocabulary, it is very important to use games in the foreign language classroom, because they can help the children as well as maintain their interest. Philips (2003:79) states that game is the language English classroom also help children to see English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be 'good loser'.

In this research, the researcher use letter word game to improve the students' vocabulary. Latter word game is one of the vocabulary games that use by the researcher in order to improve the students' vocabulary mastery, in which the students should be mentioned some of the words that they know complete with the definition or meaning, after that they should make a simple sentence using the

word that they mentioned. The turn of the students to mention some of the words that they know complete with the definition or meaning is in puzzle frame.

The rule of this game are; first, students have to mention some of the words in English, after that they should mention definition or meaning in Indonesian, and then they have to make a simple sentence using the word that they have mentioned. In this case, the classroom activities are divided into three phases, namely pre - activity, whilst - activity and post - activity.

In pre - activity, the researcher asks the students some questions to arouse their interest in studying vocabulary to asking some words that still included in the classroom.

Whilst-activity is the main activity of teaching vocabulary throughlast letter word game. In this parts, the students have to mention some of the words in English, after that they should mention definition or meaning in Indonesian, and then they have to make a simple sentence using the word that they have mentioned.

Post-activity is the closure of the vocabulary teaching activity. In this phase, the researcher then administers post test or reflection which last about 10 or 15 minutes. Finishing the post test, the researcher suggests the students to practice, to apply and to use the new vocabularies in their daily conversation and in daily life, and then the researcher end the class.

2.4 The Use of Last Letter Word Game in Teaching Vocabulary

There are some different techniques in teaching in teaching vocabulary which can be an effective way to teach vocabulary to elementary school students. According to Lee (1980:37) says that a vocabulary game is one which the learners' attention is focused mainly on words. In this study, there are three techniques of teaching vocabulary which are discussed such as: teaching vocabulary through hidden word puzzle game, teaching vocabulary through picture and realized and teaching vocabulary through picture lotto board game.

In teaching vocabulary to elementary school students, the English teachers are expected to be active, and innovative in using and experimenting the uses of different strategies, methods, and techniques.

Different kinds of game can be used to teach vocabulary to elementary school because games involve the students in role plays. Games are not just a diversion but a way of getting the learners to use the language in the course of the games. Rini (2005:3) says that the most important thing in choosing a game is the advantages that will be got by the students. Vanessa and Sheila (1997 : 26) states that games help children to acquire language in the natural way that the native speakers do. They also say that games also teach social skills such as cooperating and obeying rules.

There are a great number of language games that makes the teacher have a variety of choices in teaching vocabulary. The teacher and the students should follow the rule of the games. Besides that, the goal of games should be clear too. It means that what the teacher's goal should be related to the goal of games. They should choose the game that fits the purposes of the class or content. Therefore,

game includes many factors such as, rules, competition, relaxation, and learning in particular. The main focus of using games in class is to help students learn and have fun.

The teacher should master the game well in order to keep the teaching learning process doing well. They also need to manage the students in doing the game and keep the class on the way. In present classroom action research, the researcher use Last Letter Word Game in teaching vocabulary to elementary school students.

Last letter word game can help the students to improve their vocabulary. The game can be played individual or large group as teaching vocabulary to the seventh grade students of SD N 3 Abiansema. The purpose of this game is to know whether the students have a large number of vocabulary or not. This game can be modified with some activities. The teacher can ask the students to write a new word from the last letter of the first word based on the picture. The teacher can also ask them to find the meaning of every words that they have been written. The last one is asking the students to remember the words and the meaning so that they can repeat it in front of the class.

The rule of the class letter word game are:

1. The teacher writes one word in the whiteboard
2. The teacher asks the students to write a new word from the last letter of the first word
3. The teacher can also ask the students to prepare the alphabet in a piece of paper
4. One group can consist from 2 until 6 students

5. The teacher arrange the alphabet until she or he gets one word and then the students will continue this game by making a new word from the last letter.
6. The students should make a new word from their own alphabet
7. If there is a students could not continue the game, he or she should write one alphabet in a piece of paper which is already prepared by the teacher.

In general, the advantages of last letter word game can be seen as follows: (1) through last letter word game, the students can find a new word as soon as possible, (2) the students can memorize the words more easily, (3) the students will be able to know about word class such as noun, verb or adjective.

Last letter word game can be an effective technique in teaching vocabulary. The students will be able to memorize more words. It will give a good condition in a class. The teacher will know the knowledge of every students in finding a new word.

2.5 Assessment of Vocabulary

Heaton (1989:15) specifies four main approaches to language testing: the essay-translation approach, the structuralist approach, the integrative approach and communicative approach. Assessment is a part of teaching learning process because it could not be separated. By giving a test at the end of teaching learning process, the teacher will know the ability of their students. Murcia (1991 : 488) says that a test can be used, for example, to compare a respondent with other respondent, whether locally (e.g., in a class), regionally, or nationally. She also says that a test can also be used to see whether a respondent has met certain instructional objectives or criteria, hence the term “criterion-referenced” assessment.

Heaton (1989 : 5) argues that both teaching and testing are so closely interrelated that it is virtually impossible to work either field without being constantly concerned with the other. Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the student's performance in the language. Madsen in Purwanti (2008 : 28) confirms that well-made test of English can help students at least two ways. First, tests can create positive attitude toward our class, in the sense that unsuccessful accomplishment of the tests can provide and promote positive classroom experiences for the students. Second, test can benefit students by helping them master the language.

There are two types of classroom tests which are commonly made and used by the English teachers such as: summative test or achievement tests and formative test or progressive test. Heaton (1989 : 28) states that the number of items included in a test will vary according to the level of difficulty, the nature of the areas being tested, and the purpose of the test. Before assessing or testing vocabulary, the teacher has to decide whether he or she will going to assess passive or active vocabulary. Passive vocabulary will be assessed through objective test and active vocabulary will be assessed by means of productive test. Good classroom English tests should consist of objective and productive tests. Heaton (1989) writes that classroom tests should be made as valid and as reliable as possible because validity and reliability are necessary of good tests. In order to be able to construct valid and reliable tests for classroom use, the English teachers need to have enough knowledge and working principles of test construction.