

CHAPTER I

INTRODUCTION

A. Background of Research

English as an international language has become one of the most important languages in the world. Nowadays English has influenced many aspects of our life. Global era makes English important for communication among countries around the world. In order to deal with that, education must have a good curriculum in developing English, especially English for young learners.

Teaching English for foreign language to young learners is very essential. One of the most common belief about age and language learning is that young children learn faster and more effectively than any other group (Harmer, 1998:81). At this age level, English for Foreign Language teaching should be emphasized, because young learner will learn better. That's why it is very important to focus on this young learner teaching learning because at this age level, young learner's mind can absorb the knowledge well.

Teaching English to young learners is not as easy as it seems. Both teacher and students will face difficulties when they teach and learn English as foreign or second language (Yentervai, 2009).

Students usually do not choose to learn a foreign language. The decision is made for them either by their parents or by their school authorities. They are still too young to recognize the usefulness of a

foreign language. Therefore students need other reasons to motivate and to keep them learning to make learning as enjoyable as possible through drawing, games, songs, puzzle and drama (Sophie and Pavlos, 2003:8).

Teachers may face difficulties to apply certain methods or approach. It is boring to apply single method all the time. The suitability of a method to language learners depend on many factors. The most common factors that affect the choice of a method are age, aptitude, second language level, interest, the time they can devote to language learning, the size of the group with whom they practice, the language and the cultured groups to which they belong (Setyabudi, 2006:177). Therefore, in teaching English Foreign Language to young learner, choosing an appropriate method or approach is very important.

In teaching second or foreign language, teaching language components is a part of language programs. There are three language components: grammar, pronunciation and vocabulary. Vocabulary is a group of words that a language has and it has meaning when use the language (Yentervai, 2009).

In that statement teacher can combine teaching English vocabulary through game, because game is one of activities that can make students study with enjoyment.

In Asian EFL Journal (2003), games have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students and help them to learn and retain new word

more easily. Second, games usually involve friendly competition and keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a communicative way.

According to Hadfield (1987:1), a game is an activity with rules, a goal, and element of fun. A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas.

Hadfield (1987) classifies two types of language games: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas.

Game is an attractive method for students to learn English. This research takes the word games as a way to know the students' vocabulary mastery. This research applies two word games: *crossword* and *word search*.

By using these two of word games in teaching learning activity, the students are expected to master vocabulary easier and more motivated, so they can enjoy learning English. This research is expected to be used as an alternative teaching for children to learn English at school, at English course and at home.

Based on the background above, the researcher would like to take a research under a title “**THE INFLUENCE OF TEACHING ENGLISH USING WORD GAMES ON STUDENTS’ VOCABULARY MASTERY**” (An Experiment Study at the Year Five Students in SDN Bangkir Sumdang).

B. Statements of Research

The writer formulated the following problems:

1. What is the students’ vocabulary mastery by using word games at the year five?
2. What is the students’ vocabulary mastery without using word games at the year five?
3. How significant is the difference of the students’ vocabulary mastery between students taught with word games and students taught without word games?

C. Aim and Significance of Research

1. To describe the students' mastery in vocabulary by using word games at the year five.
2. To describe the students' mastery in vocabulary without using word games at the year five.
3. To know the difference of students' mastery in vocabulary between students taught with word games and students taught without word games.

D. Rationale

According Alwasilah (2000:91) there are some aspects to concern young children in teaching English. *First*, children are still in the phase of learning time and space concept. They learn how to classify and connect existing real objects around them. *Second*, children like to learn through activity, for example with game. *Third*, children will learn better when they are well-motivated, for example, if the material is appropriate, they will be involved in classroom activity. *Fourth*, children have different responses. Because of that, teacher does not force them to give their oral responses before they are ready. *And the last*, children could not concentrate too long. Teacher has to control the class. The teacher can let them move freely and change their sitting. In language class it is better for them to face each other.

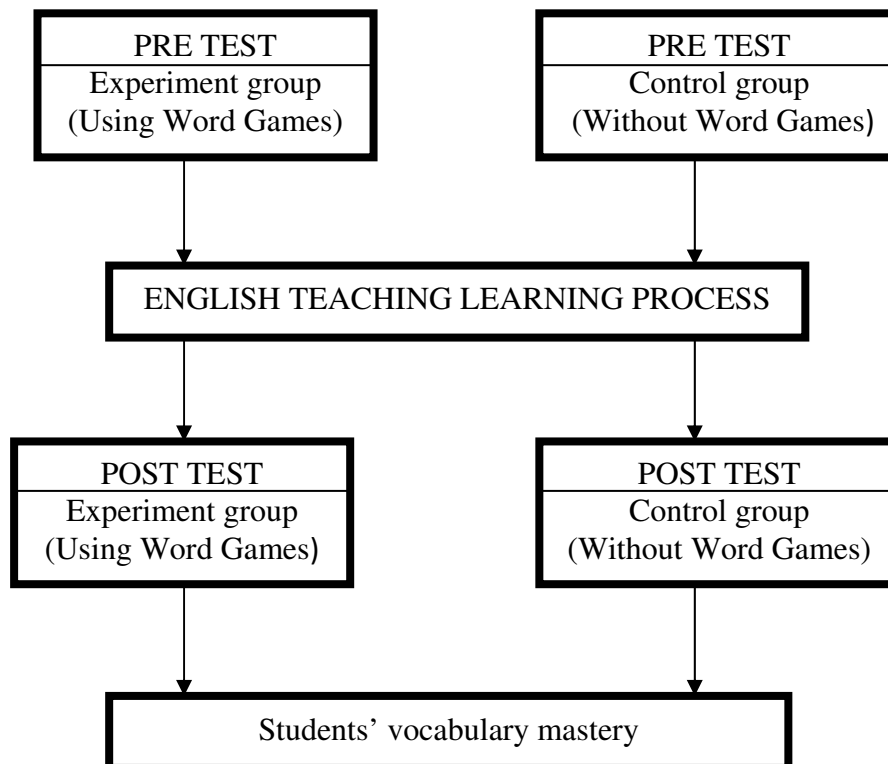
Therefore, in teaching English vocabulary, children need a combination with game in order that they can absorb the material easily. It can be done with using word games to get the vocabulary mastery. According to (Jhosep O Rouke, 1987:107) the function of word games can be stated below:

1. Practice with word.
2. More often in select and use word.
3. Aware of word similarities and differences.
4. Know relationship between word and meaning in language.
5. Develop an interesting in language.

From the explanation, the researcher will carry out an experiment by using word games to students in elementary school, to know how significant the influence of word games on students' vocabulary mastery.

This research involves two classes: the first class is an experimental group that is given treatment – the students are taught by using word games and the second one is a control group that is not given treatment – the students are not taught by word games. The experimental group “X” variable and the control group as “Y” variable. From the explanation above, it can be shown in the following chart:

Table 1
The Process of the Research



E. Hypothesis

Based on the background research and the formulating of the problem, the writer formulates the hypothesis as follows:

1. Alternative hypothesis (H_a): there is significance difference between the result of teaching English using word games and without using word games.
2. Null Hypothesis (H₀): there is no significance different between the result of teaching English using word games and without word games.

F. The Steps of Research

To get a good process and useful result, there are many steps undertaken. The steps consist of determining source of data, dividing the group of research preparation, doing experiment, technique of collecting data and analyzing the result of the investigation, that is how far the influence of English vocabulary teaching learning by using word games.

1. Determining Source of Data

a. Location of Research

This research involves the fifth year students of SDN Bangkir Sumedang. This school is chosen because they are still many students who get difficulties in mastering vocabulary.

b. Population and Sample

Population is the generally object of research. Sample is part of population that will be investigated according to Arikunto (1993:102). The population in this research is the students of SDN Bangkir Sumedang which consist of two classes; class A are 32 students and class B are 32 students. So, all the population is 64 students. The table below to make clear:

Table 2
Population and Sample of Students at the Year Five of SDN Bangkir
Sumedang

POPULATION				SAMPLE			
Class	Number of students			Class	Number of students		
	Male	Female	Total		Male	Female	Total
A	15	17	32	A	15	17	32
B	17	15	32	B	17	15	32
Number of population			64	Number of sample			64

2. Dividing the Group of Research

The sample is divided into two groups. There are the experimental and control group. The experimental group is placed in class B that consists of the students who learns English vocabulary using word games. Whereas the control group is placed in class A that consists of the students who learn English vocabulary without word games.

3. Preparation

a. Determining Method of Research

Experimental method is a method of research to prove the theory or hypothesis. According to Leedy (1989:217), the experimental method is used to account for the influence of a factor conditioning a given situation. It attempts to control the entire research situation.

b. Determining the Experimental Design

The method of research is pretest-posttest control group design. It is used to study the effect of an influence on a carefully controlled

sample. Here are two groups carefully chosen through appropriate randomization procedures. The first is as the experimental group (variable X) where the treatment is done here and the other is as control group (variable Y) which has no treatment.

The paradigm for the pretest-posttest control design is as follows:



The formulation shows that R, the random process, is common to both groups O_1 and O_2 are the evaluations of the experimental group, before and after its exposure to experimental variable X O_3 and O_4 are the evaluations of the control group. The design of experiment can be seen in the following table:

Table 3

The Experimental Design

Sample	Evaluation pretest	Treatment	Evaluation
Experimental class (Variable X)	O_1	Using Word Games	O_2
Control class (Variable Y)	O_3	Without Word Games	O_4

c. Choosing Kinds of Word Games

There are many kinds of word games that can be used in teaching English vocabulary for beginner up to intermediate. The word games are: *crossword* and *word search*.

d. Planning the Teaching Learning Process

The design of teaching learning process in this investigation is:

Table 4

The Planning of Research

No	Meeting	Topic/subtopic	Treatment	Time
1.	1 st	Vocabulary	Word Games	2x45 menit
2.	2 nd	Family	Cross word	
3.	3 - 4 th	Things in the Classroom	Word search	
			Without Word Games	

4. Experiment

a. Pre-Test

This is used to know the students' vocabulary mastery before they are given the treatment of word games. The implementation of pre-test is conducted in class. The students are asked to answer the question in pre test before the treatment given.

In teaching learning process, the class is divided into two group, they are experimental and control group. In experimental group, the students are treated through word games. Here is the description of process of teaching which is applied in teaching English vocabulary. Firstly, the teacher gives the teaching material. Secondly, teacher introduces the students the word games. Finally, teacher gives the students test with using word games in a worksheet. While in the control class, students aren't treated through word games and learn as usual.

b. Post-Test

This test is used to know the influence of the experiment being conducted toward experimental group and to know how far students' mastery in vocabulary after they are taught using word games and without using word games which is one is better.

5. Techniques of Collecting Data

The technique of collecting data in at this research:

a. Test

- 1). Pre test; is done before the students being treatment by researcher.
- 2). Post test; is done after the students being treatment by researcher.

b. Observation

According to (Arikunto, 1993:128) Observation is attention of something with use eyes or five senses. The researcher does the observation in SDN Bangkir that is located in Parakanmuncang Sumedang, to investigate the English curriculum, English teacher, students teaching learning process in the classroom and the facilities.

c. Interview

Interview is something like a dialog that a used by interviewer to get some information from respondent (Arikunto, 1993:126), the interview is addressed to:

- 1) Headmaster; to know general description concerning the general to know general description concerning the general process of teaching learning.
- 2) Teacher; to know all component of teaching and all activities in teaching English.

6. Analyzing the Data

According to Sudjana (1996), to analyze the data the following procedures are taken:

a. Determining the Normality of Data by Conducting the Step as

Follows:

- 1). Making the distribution table of frequency, with procedure:

- a) Determining the range (R) by using formula

$$R = \text{the higher score} - \text{the lower score} + 1$$

b) Determining the class interval (K) with formula:

$$K = 1 - 3,3 \text{ Log } n$$

c) Determining of length of class interval (P) with formula:

$$P = R/K$$

2). Determining central tendency with procedures as follow:

a). Looking for mean, by using formula:

$$\bar{X} = \frac{\sum f_i \cdot x_i}{n}$$

3). Looking for standard deviation, by formula:

$$S^2 = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - i}}$$

4). Arranging the distribution of observation and expectation frequency

by using the table as follow:

Class limit	Z _{count}	Z _{table}	L ₁	E ₁	O ₁
1	2	3	4	5	6

5). Determining chi square count (χ^2) by using formula:

$$\chi^2 = \sum \frac{(O_1 - E_1)^2}{E_1}$$

6). Determining the degree of freedom with formula:

$$df = K - 3$$

7). Determining chi square table (χ^2) on certain significant degree

8). Interpreting data normally by comparing chi square count

(χ^2) and chi square table (χ^2) with formula:

- if $(\chi^2) \leq (\chi^2_{1})$, the data is normal
- if $(\chi^2) > (\chi^2_{1})$, the data is not normal

b. Determining the homogeneity of two variances by conducting the step as follow:

1). Determining score F by using the formula:

$$F = \frac{S_1^2}{S_2^2}$$

2). Determining the degree of freedom of data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

3). Determining homogeneity of data criterion:

- It is called homogenous if $F_{table} > F_{count}$
- It is called not homogenous if $F_{table} < F_{count}$

c. Testing hypothesis by using T –test formula as follow:

$$t = \frac{X_1 - X_2}{SGD \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where by:

$$SGD = \frac{(n_1 - 1)S^2_1 + (n_2 - 1)S^2_2}{n_1 + n_2 - 2}$$

(Sudjana: 1996)