

CHAPTER I

INTRODUCTION

A. RESEARCH BACKGROUND

In learning English, there are four skills learners should learn. Those skills are reading, writing, listening, and speaking. Each skill is related to each other. These skills are important for the learners especially those who learn English as Foreign Language (EFL). In Indonesia, English is introduced at an earlier stage, it has been taught from primary school to university.

One of the language components is vocabulary. Vocabulary is a list of words with their meanings (Oxford Advanced Learner's Dictionary: 2010) in learning language, especially in learning English, vocabulary plays an important role. It is like a basic for the whole skill of English. Having vocabulary, the students will be able to speak, listen, write, and read. According to Wilkin in Thornbury (2002:13) "...without grammar very little can be conveyed, without vocabulary, nothing can be conveyed." We can see from the sentence above that vocabulary is very important and need to be mastered by students in learning English as Foreign Language (EFL).

Teaching vocabulary should be applied to the students start from the earlier stage. So it will be different to teach vocabulary to teenagers and to the adult learners. Students will need vocabulary development as their basic to learning English. It will be easier for students to learn other

English skills, such as reading, structure, writing and speaking. Usually, the students who are lack of vocabulary will face the difficulties in reading, listening, writing and speaking.

Based on my observation, most students prefer using their first language instead of English because they do not master the vocabulary during English instruction. Even though they know how much important to learn vocabulary, they still learn vocabulary passively. It might happen because of some factors. One of them the most teachers is conventional methods, which provides a vocabulary to students, for example, by using a dictionary or by making a list of the definitions written, then the students need to do the drilling technique and memorizing. Another factor, based on the previous study conducted, that most students acquired vocabulary from their *textbook*. This makes the students feel bored and their vocabulary does not develop.

To solve this problem, English teachers have to provide another technique, method, or strategy to teach vocabulary in order to make an active teaching-learning process. The strategies of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability. There are many alternative strategies to engage students in vocabulary activities. One of learning strategies which can be applied in English teaching-learning process is Sandwiches Game Technique.

According to Steve and Carol (2005: 265), sandwiches game is a game with the purpose is to show how brainstorming can be used to

expand the range of possible solution and to warm up a group prior to problem-solving. Sandwiches game is a technique in teaching that focuses on particular aim and making words as much as we could in a limited time. The students can explore the word and have the motivation to do the activity during teaching and learning process. In addition, by implementing this game they will learn about the importance of the teamwork in a group because this game plays in the group.

Based on the reasons above, the writer is interested in using sandwiches game technique in teaching vocabulary to the 7th grade Junior School students in order to find out whether or not sandwiches game technique is effective to improve students' English vocabulary. Thus, this research entitled "*The Effectiveness of Sandwiches Game Technique in Improving Students' English Vocabulary*". (A Quasi-Experimental Study at 7th Grade Students of SMP Mekar Arum Bandung)

B. RESEARCH QUESTIONS

Related to the study entitled "The Effectiveness of Sandwiches Game Technique in Improving Students' English Vocabulary", the following statements of the problem are stated as follows:

1. What is the students' ability in vocabulary using sandwiches game technique?
2. What is the students' ability in vocabulary using memorizing technique?

3. How is the difference between teaching English in improving students' vocabulary through sandwiches game technique and memorizing technique?

C. RESEARCH OBJECTIVES

This study has several objectives, as follows:

1. To find students' English vocabulary using sandwiches game technique.
2. To find students' English vocabulary using the memorizing technique.
3. To find the difference between teaching English using sandwiches game technique and memorizing technique.

D. SIGNIFICANCES OF RESEARCH

This research is expected to contribute some benefits to English education especially in term of teaching and learning. The following lines are the benefit for students, teachers, the writers and other researchers.

1. Students

This study is expected that students can learn vocabulary better through this game. Students would be motivated by the teacher through the game. The game is expected to arouse students' interest when learning vocabulary.

2. Teachers

It is expected to give teachers another variety of new strategy in teaching learning process to teach the students.

3. Writers

It is expected to give the writer a valuable experience in the technique of teaching.

4. Other researchers

To other researchers in the same field, this research is expected to give another point of view in learning strategy to make an effective learning process. Hopefully, this technique can be used as a reference in conducting the same study for obtaining the data.

E. CONCEPTUAL FRAMEWORK

In talking about vocabulary, many students find difficulties to improve vocabulary because the technique of teaching from the teacher is not interested and students feel bored since they just learn by the heart of vocabulary and rewrite the vocabulary that is written by their teacher on the whiteboard. So, they just pay attention to what the teacher's explanation.

Relating to the explanation above, in teaching English vocabulary need some techniques in order that the students can have spirit and mastery vocabulary easily. One of the techniques in teaching vocabulary is through games. According to Oxford Advanced, Learner's Dictionary (2010: 637)

“games are an activity/a sport with rules in which people or team compete each other”. It concludes that learning through games is a way to make the lesson more interesting, enjoyable and effective. One of teaching vocabulary through games is sandwiches game.

According to Steve and Carol (2005: 265), sandwiches game is the game which has purposes to show how brainstorming can be used to expand the range of possible solution and to warm up a group prior to problem-solving.

Brainstorming is the process of generates and producing idea based on their knowledge and experience. According to handout by UNC (2012), there are six techniques of brainstorming, those are freewriting, listing, cubing, clustering/mapping/webbing, journalistic, and chart or shapes. Sandwiches game is a technique in teaching that focuses on making words as much as we could in limited time. This game related to the second brainstorming technique- listing. Because this technique focused on write down list of words or phrases under a particular topic.

The procedures of sandwiches game are the game is divided into teams of three to five players, distribute paper to each team and ask them to prepare pens or pencils, each team select a team name and write their names on their papers, provide each team with a mini-word “sandwiches”, words using the mini-world. The word that they create is a new word but consist of the mini word on that word. All “sandwich” words must be

found in a standard dictionary. Present the following example: using the mini-word “out”. The new words; **about**, **lockout**.

The purpose of sandwiches game is to allow students to be creative and innovative in teaching-learning process (Brown, 2001: 46). Teaching using sandwiches game technique will be very helpful for any teachers in teaching vocabulary because the students can explore and develop their vocabularies. There have been many previous types of research that use of techniques in teaching vocabulary to explore the effective way to teaching vocabulary. In the present research, it applies sandwiches game in teaching vocabulary.

F. HYPOTHESIS

The hypothesis is a tentative assumption of the result of the study. The truth of it indeed and necessary to know whether it is right or wrong. According to Sugiyono (2011), a quantitative method uses a hypothesis to make a tentative statement about the outcome of the study.

The explanation above can be formulated a hypothesis of using sandwiches game technique in improving students' vocabulary at 7th-grade students of SMP Mekar Arum which is located at Jalan Cinunuk Kabupaten Bandung is effective. The hypothesis can be explained as follows:

Alternative Hypothesis (Ha) : There is any significant difference between the results of the effectiveness of sandwiches game technique and memorizing technique in Improving Students' Vocabulary.

Null Hypothesis : There is no significant difference between the results of the effectiveness of sandwiches game technique and memorizing technique in Improving Students' Vocabulary.

G. RESEARCH METHODOLOGY

1. Research Design

Based on the problem and the objectives of research, to carry out this research, the researcher used a quasi-experimental as a quantitative method. In this design, there are two groups take as the investigated groups. One group is the experimental group that was treated by sandwiches game technique, while another group is for the control group without using sandwiches game technique – conventional technique. The diagram of this design is shown as follow:

Table 1.1 The Diagram of Research Design

Groups	Pre Test	Treatment	Post Test
Experimental	T ₁ E	X	T ₂ E
Control	T ₁ C	-	T ₂ C

Where:

T₁E = Pre Test for experimental group

T₂E = Post Test for control group

X = Treatment

T₁C = Pre Test for control group

T₂C = Post Test for control group

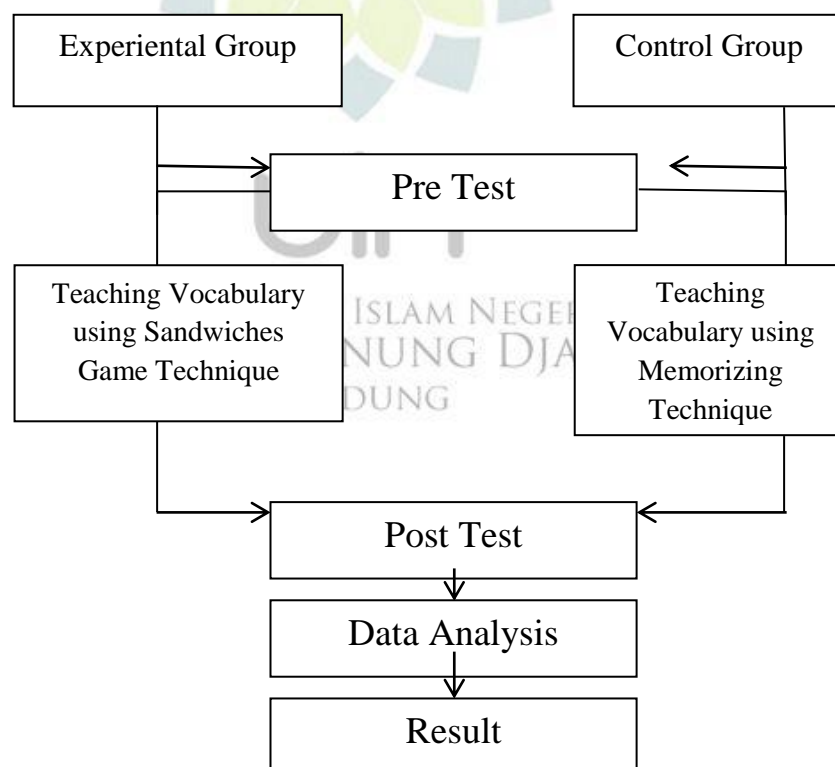


Figure 1.1: The Implementation of the Research

2. Research Site

In this research, the writer researched at 7th-grade students of SMP Mekar Arum which is located at Jalan Cinunuk Kabupaten Bandung. The writer chose this school because this school is suitable for the problem of research which there are still many students who get difficulties in improving their vocabulary.

3. Population and Sample

The population is a set (or collection) of all elements process one or more attributes of interest (Arikunto, 2010: 173). The population investigated in this study is the seventh-grade students of SMP Mekar Arum Bandung.

The sample is a part population that is investigated (Arikunto, 2010: 174). This study uses two classes as the sample. The first class is 7 A that consist of 40 students in the experimental group and the second class is the 7 B that consists of 40 students as a control group.

The writer took the purposive sampling; in this technique, the sample taken based on the considerations of an individual or the researcher. In this case, an expert was asked a suggest on determining two classes that would be a sample was an English teacher (Sugiyono, 2010: 217). Cluster sampling is employed since it is difficult to select a random sample of the individuals. It is also easier to implement in school and it is less time-consuming (Sudjana, 2005: 165).

4. Dividing the Group of Research

There are the experiment and control groups of students. The experimental group consists of the students who learn English Vocabulary using sandwiches game technique. And the control group is students learn English Vocabulary using memorizing technique instead. The design of experiment and control groups in this research is described in the following table:

Table 1.2 The Design of Experiment and Control Group

Experimental Group			Control Group		
Using sandwiches game technique	Treatment	Score	Using Memorizing Technique	Treatment	Score

5. Research Procedure

The materials in the treatment period were related to the vocabulary given in the pre-test. Treatment will be given for 3 times. The first meeting learned about a part of things vocabulary. The second meeting learned about family words vocabulary. The third meeting learned about a part of speech vocabulary. The researcher taught the material using sandwiches game technique. In this treatment, researcher introduced the technique of the game and explained how to play.

6. Techniques for Collecting Data

a. Primary Data

- Pre-test

A pre-test is intended to know the homogeneity of students' comprehension ability of two variances before the treatment given. Both experimental and control groups receive a pre-test in a form of writing test. The questions for pre-test were compiled from the test or exercise in the seventh grade of a school textbook. The questions consist of 30 questions.

- Post Test

Post-test was conducted after some meeting for both experimental and control groups. After giving the treatment, the researcher gave them post-test to see the result of the treatment using sandwiches game technique. The question also consisted of 30 questions in which all compile from seventh grade English book for high school.

b. Secondary Data

- Observation

Using observation, the data can be collected as complete as possible in order to know the empirical data that be investigated to get a real fact and phenomena to be analyzed

later. Something that would be researched by the writer, such as general object condition and the implementation of English teaching-learning process at SMP Mekar Arum which is located at Jalan Cinunuk Kabupaten Bandung.

- Interview

The interview is a method of collecting data from subject face to face by asking the questions. The writer asks some questions to the headmaster or to an English teacher to get some data.

c. Analyzing Data

After collecting the data by using the test, the result of the test is analyzed. To find out the result of the test, some statistics are used and taken into steps as follows:

Normality Distribution Test of Two Variables

1. Determining the Range (R) :

$$R = X_t - X_r$$

Where,

R = Range

X_t = The highest score

X_r = The lowest score

(Sugiyono, 2011)

8. Determining Chi-Square (X^2)

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

(Sugiyono, 2011)

9. Determining Degrees of Freedom (DF) :

$$df = K - 3$$

(Sudjana, 2005)

10. Determining the Score (X^2_{table}) with the Level of the significance of 1%

11. Determining of Normally Distribution by the Criteria as follows:

$$H_0 : X^2_{count} < X^2_{table} \text{ (Normal)}$$

$$H_1 : X^2_{count} > X^2_{table} \text{ (Abnormal)}$$

Homogeneity Test of Two Variables

1. Determining the Homogeneity of Variant (F) :

$$F_{count} = \frac{v_k}{v_d}$$

(Sugiyono, 2011)

2. Determining the Degrees of Freedom (DK) :

$$DK_1 = n_1 - 1$$

$$DK_2 = n_2 - 1$$

(Sugiyono, 2011)

3. Determining Score of F from the Table with the Valuable of significance of 5%

4. Determining the Homogeneity of the Data

If $F_{\text{count}} < F_{\text{table}}$, it means homogeneous

If $F_{\text{count}} > F_{\text{table}}$, it means not homogeneous

The Differences Test of the Two Interrelated Averages Score by

using t-Test Formula

1. Testing the Difference of the Two Interrelated Averages

Score of Pre=Test Score by using t-Test Formula:

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

Where,

$$dsg = \sqrt{\frac{(n_1-1)V_1 + (n_2-1)V_2}{n_1 + n_2 - 2}}$$

(Sugiyono, 2011)

2. Determining the Score t-Table from the Distribution of Students with the Level of the Significance of 5%.

3. Determining the Hypothesis

If $t_{\text{count}} < t_{\text{table}}$, it means there is no significance

If $t_{\text{count}} > t_{\text{table}}$, it means there is any significance.