CHAPTER I

INTRODUCTION

This chapter contains background, research questions, research purposes, research significances, research framework, and previous studies.

A. Background

Language comprises vocabulary, which is why it is considered one of the most important linguistic components while studying a foreign language. It is required because words are the fundamental building blocks of language and serve as the unit of meaning from which bigger structures such as sentences or paragraphs may be constructed and understood. Vocabulary is essential for learning English. Cardenas (2001) states that vocabulary is the heart of any language, since without having enough vocabulary, students will not understand English sufficiently to communicate or express their own ideas in front of others.

On the other hand, students with limited vocabulary will have trouble understanding the material, speaking English, and writing down their ideas. Furthermore, they cannot comprehend what others are saying or form words to convey their messages to other people in a meaningful way. To put it another way, this might also be the most challenging issue to overcome when failing in language learning (Ayuningtyas, 2016).

Cameron (2001:218-221) states that young learners are between the ages of five and twelve, which means they are in kindergarten and elementary school. In addition, McKay (2006: 1) states that three characteristics of young learners that make them different from adults. First, young learners grow cognitively, socially, emotionally, and physically. This developmental need must be considered because it can affect motivation and task concentration. Second, young learners develop literacy knowledge and skills while learning a second language. They develop literacy in their first language simultaneously, or their literacy understanding may not transfer to the second language. This differs from adults because older learners already have mature literacy knowledge and skills when learning their new language. And the last, young learners are vulnerable to failure and criticism that require careful attention.

Teaching vocabulary is more than fair, showing a new word. In teaching vocabulary, teachers are anticipated to have a few methods so that learners are recognizable with vocabulary to get it modern words effortlessly. The procedures serve not to assist understudies in getting the meaning of new words very effectively but differing the instructing exercises to maintain a strategic distance from boredom (Andina, 2020). That means teaching vocabulary to students, especially young learners; teachers must provide learning methods that are interesting and easy to understand. It can help students to be more active in learning and not feel bored.

A limited interview has been conducted with some students at a Junior high school in Karawang before doing the research, researchers are interested in improving students' vocabulary in the seventh grade. One of the problems in English learning is that most learners in seventh grade do not understand what the teacher said when the teacher spoke in English; a lack of vocabulary understanding causes this difficulty. Based on the statement above, it makes it difficult for students to master English well, especially vocabulary, so their vocabulary mastery has not been fulfilled. Afterwards, their restricted vocabulary mastery makes it difficult for them to understand English clearly. This condition causes them to find it difficult to get a few words in a context, and they do not have good words to say what they need to say. Brown (2002) states that the most effective way to teach vocabulary is to perceive it as a crucial function in contextualized, meaningful language rather than a long and uninteresting list of words. There are various methodologies in English language teaching. In any case, the teacher ought to select suitable and successful strategies and choose which method is appropriate for the learners, particularly young learners.

Furthermore, in this study the researcher uses a contextual word clap game. The word clap game is an example of a teaching tool used in the educational and learning process. Thornburry (2000:102) states that the Words clap game is a game that uses claps and collaboration with other students. According to Ayuningtyas', the Word Clap Game is one of the approaches for teaching vocabulary since it makes it simpler for students to understand and memorize the target word's meaning. It is also entertaining, so students will enjoy learning the language.

Several previous studies have been conducted on this topic. The first previous study conducted by Sulastri in 2018 discusses the way in teaching vocabulary using word clap game with a song to improve students' vocabulary. The second study conducted by Lahming in 2019 which discusses the use of word clap game to teach vocabulary at the third grade. Another one is conducted by Ayuningtyas in 2016 is discusses improving students' vocabulary mastery through word clap game.

However, this research is different from the previous research above. This study focuses on the use of contextual word clap games for young learners. In addition, most of the research on word clap games was conducted in the 8th grade of junior high school, this research was carried out in the 7th grade of junior high school. This research also focuses on the use of contextual word clap games with action verbs.

B. Research Questions

Based on the background of the study above, the questions of the study are as follows:

1. How is the students' vocabulary mastery without using contextual word clap game in English lessons?
2. How is the students' vocabulary mastery with using contextual word clap game in English lessons?
3. How significant is the difference between the students' vocabulary mastery with and without using contextual word clap game in learning English lessons?

C. Purposes of the research

This study aimed at finding out:

1. To find out students' vocabulary mastery without using contextual word clap game in English lessons.
2. To find out students' vocabulary mastery with using contextual word clap game in English lessons.
3. To find out the significant is the difference between the students' vocabulary mastery with and without using contextual word clap game in learning English lessons.

D. Research Scope

This research was conducted at SMPN 1 Telukjambe Timur Karawang, especially the two classes from seventh - grade, and this research focused on using contextual word clap game to improve vocabulary mastery about verb especially in action verb.

E. Significances of the research

This study expects that contextual word clap game can increase students' vocabulary and provide meaning for students from all types of class events. Students are expected to learn vocabulary more efficiently with the contextual word clap game. They can get motivated to learn English because students practice directly using the target language vocabulary in a real context. In addition, contextual word clap game also helps students improve vocabulary mastery and try to remember vocabulary as soon as possible by clapping.

The result of the study is expected to be used theoretically and practically:

1. Theoretical

   To provide new details about the word clap game so that teachers can adjust their teaching style and make it more interesting for the learners.

2. Practical

   a. For teacher

     This research provides a solution for teachers in teaching vocabulary using contextual word clap game. This research can be helpful in both teaching and learning to enhance vocabulary mastery.

   b. For student

     They can get improve their vocabulary mastery and have fun learning English vocabulary.

F.   Research Framework

Before mastering English skills, the students must understand vocabulary, which is an essential language component. According to Hornby (2006:1645), Vocabulary is all the words in a particular language as well as all the words a person is aware of or employs. According to Richards and Renandya (2002), Vocabulary is a crucial component of language proficiency, and it provides much of the foundation for how learners talk, listen, read, and write. The acquisition of a second language (L2) relies heavily on vocabulary. McCarthy (1990:140) states that communication in an L2 is impossible without words representing a greater range of meanings. According to Schmitt (2000), Nation proposes a list of the various types of knowledge that a person must master to know a word: the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Furthermore, the term kid is used to define a young learner. Children in various parts of the world take on "adult" responsibilities when they are still safeguarded in their classrooms in other countries. According to Cameron (2001), young learners are between the ages of five and twelve, which means they are in elementary school. While not generally relevant, it may be in some regions but not in others, such as in Indonesia and Korea (Jackons: 2012 article on educating young learners in Korea: Adapting and Material to Meet Their Needs). There are significant variations Cameron's definitions of young learners, particularly their starting age.

Moreover, Harmer (2002: p235) stated that teaching vocabulary is clearly more than just presenting new words. Moreover, he stated that vocabulary teaching is part of language teaching. When a teacher teaches vocabulary to his students, he must know their characteristics so that appropriate techniques or methods can be chosen that make students happy and active in learning vocabulary in class. This will improve their vocabulary mastery and their general English skills. Brown (2007) stated that teaching is presenting and serving someone to learn how to do something, giving knowledge, and guiding in learning something, which is the purpose of understanding. Teaching young students is very different from teaching other students. They have different characters, and the teacher should understand them better. Teaching English to young learners guides and facilitates young learners at the age of seven to eleven years for their learning, understanding, and understanding English ideas, values, attitudes, skills, and information using tricks and strategy. It will be used in changing and redefining their thinking in front of their everyday situations as foreign language learners.

According to Brown (1995), the ideal technique to teach vocabulary is to perceive vocabulary items as an important element in contextualized, using expressive language rather than a long and uninteresting list of words. According to Thornburry (2002), The words clap game is a collaborative activity that involves clapping and other students. Students stand or sit in a circle and clap their thighs three times (one-two-three...) and then both hands together (four!) to a four-bar rhythm as directed by the teacher. A visual tool that can be used in the teaching and learning process is the word clapping game. Ayuningtyas pointed out in her paper that world-beating is a technique for teaching vocabulary because it makes easier for students to understand and remember the target word. It is also very interesting, let students find that learning languages is enjoyable.

G. Hypothesis

A statistical hypothesis is used in quantitative research, which means it must be tested statistically before being accepted. In this quantitative investigation, the formulated statistical hypothesis takes two forms: the null hypothesis (Ho) and the alternative hypothesis (Ha).

Ha: There is a significant difference in students' vocabulary mastery with contextual word clap game.

Ho: There is no significant difference in students' vocabulary mastery with contextual word clap game.

H. Previous Study

The first study conducted by Ayuningtyas (2016) seek to improve students' vocabulary mastery through word clap game. The purpose of this study was to see empirical evidence about improving students' vocabulary skills using the word clap game in eight grades. The research participants were 33 students the eighth grade of junior high school. The research method used is classroom action research which follows the design of Lewin and is developed by the researcher. This research was conducted in 2 (two) cycles. The result of this study was the implementation of learning English vocabulary through word clap game has increased. The result showed in the pre-test there were only three students passed the KKM in which 52.7 as the mean score, then the post-test 1 there were 16 students passed the KKM with 66.7 as the mean score. Finally, the post-test 2 showed significant improvement where 33 students passed the KKM with 75 as the mean score. It means that 84.6% of the students can reach scores more than seventy (70) and has achieved the minimum mastery criterion (KKM). Furthermore, the results of observations showed that the students more motivated and enthusiastic in learning English, especially for English vocabulary mastery. In addition, the outcome of post-interview from students and English teacher showed that they agreed by using word clap game could improve students' vocabulary mastery because the game made the students could easier to memorize the vocabulary. Based on the data above, it can be concluded that using the word clap game for 8th-grade junior high school students can improve their skills student vocabulary. The relevance of this study is the use of word clap game as media to improve students' vocabulary mastery. Meanwhile, the method used in the previous research was classroom action research, while this study used quasi-experiments. Besides that, previous studies were not specific in using verbs to improve vocabulary mastery, while this study used action verbs. Then in the previous study chose eighth grade as the research

subject, meanwhile the researchers in this study chose seventh grade as the research subject.

The second study conducted by Novie et al. (2018) is about using word clap game with a song to improve students' vocabulary. The main focus of this research is to determine the best technique to improve students' vocabulary in eighth grade by employing a word clap game with a song. This research uses Classroom Action Research (CAR) because it is the most appropriate research design related to class problem solving, consisting of two cycles. This research collaborates with friends and researchers as classroom teachers. This research was conducted in the 8th grade of junior high school with 28 students. According to data analysis and findings, students received an average score of 74 percent in learning outcomes cycle 1 in using a word clap game with a song to improve students' vocabulary. In comparison, scores of students learning outcomes in the cycle 2 were 79 percent, indicating that student learning outcomes improved. The relevance of this study is to use the same method to increase vocabulary mastery in students, namely using the word clap game, but previous studies used the class action research method, while this study used the quasi-experimental. Besides that, previous studies were not specific in using verbs to improve vocabulary mastery, while this study used action verbs. The relevance of this study is the use of word clap game as a media to improve students vocabulary mastery. Meanwhile, the method used in the previous research was classroom action research, while this study used quasi-experiments. Then in the previous study chose eighth grade as the research subject, meanwhile the researchers in this study chose seventh grade as the research subject.

The third study conducted by Andina (2020) is about the use of word claps game to improve the students' vocabulary mastery at the second grade of SMP Negeri 1 Mattirosompe. This research was aimed to improvement the students' vocabulary mastery by using word clap game at the second grade. The result of this research, the researcher got students vocabulary was significance difference between the mean score pre-test and post-test. And the mean score of pre-tests was 60, 7 and post-test was 81. And the improvement from pre-test and post-test was 33%. Then the calculating the t-test value for vocabulary was 12, 2 and t-table was 2. 045.it means that t-test was greater than t-table or 12.2>2.045. The alternative

hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. This study examined increased students' vocabulary mastery using the word clap game. The researcher used the pre – experimental method. This research was conducted in eighth-grade junior high school. Meanwhile, in this study examined increasing students' vocabulary mastery using the quasi-experimental method. The participant of this research were students in eighth-grade junior high school.