

CHAPTER I

INTRODUCTION

This chapter contains the Background of the Study, Reason for Choosing Topic, Limitation of the Study, Statement of the Problem, Objective of the Study, Hypothesis, Significances of the Study, Definition of key Terms, and Outline of the Study.

1.1. Background of the Study

Language is one of the apparatuses for correspondence. Individuals can utilize it to express their feeling and it likewise helps them to mingle and associate with other individuals. Ramelan (1992) states that “Language is an arbitrary system of speech sounds which is used or can be used in interpersonal communication by an aggregation of human being, and which rather exhaustively catalogue things, process, and events in the human environment.”

Many countries use English as an international language including Indonesia. In Indonesia, English is one of foreign languages which have played important roles in the national development. It is used as a means of communication when Indonesia wants to cooperate with other countries. It is apparent that English in Indonesia is very important.

English is one of subject that must be taught in educational system in Indonesia. Because English is different from Indonesian language being look at from the system of structure and pronunciation, many opinions of students that English is a difficult subject for them. As the outcome, the administration

constantly attempted to enhance the nature of English teaching. By enhancing the instructors' quality and different parts required in instructive process, the English teaching in Indonesia enhanced time to time.

Teaching English in elementary school is useful. As we know that young learners especially students in elementary school have good memory to memorize everything they learn. As elementary school is the place for students learning English for the first time, so vocabulary is the basic skill for student. Vocabulary is very important to be mastered first since it is essential means in conducting communication. Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basis of studying English and prepare to study English in higher level of education.

According to Gordon (2007), English at an early age is better prepared to create English language obtaining. This is also backed by some recent research using innovative brain mapping technique which is able to obtain three dimensional scans of the brain.

Vocabulary is a major concern in elementary school materials because vocabulary is the main point of communication. Vocabulary is the basic key to master English. It always becomes the first aspect that must be mastered before the other components of language that support one skill of English competences. Therefore, learning vocabulary takes an important role. It means that when people lack vocabulary, probably they cannot speak English well, write sentence well, and also comprehend text well. Therefore, vocabulary is taught to introduce the simple words that are commonly used.

Students in Elementary School are still young. In this research, the researcher focuses on the students on fifth graders in MI Nurul Huda Sidokumpul. Usually students in young learners think that English is difficult. To change students' perception for this problem, teacher should be more creative and keep students from feeling bored in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

The researcher found that the teacher of English subject on fifth graders in MI Nurul Huda Sidokumpul still uses conventional method. The students are still hard to memorize the words. That is why the students will be easy to get bored and they will say that English is difficult. In this case the English teacher must be creative and have appropriate strategies or techniques in teaching and learning process.

In order to be successful in teaching vocabulary, effective strategies are really needed. By using various strategies in presenting vocabulary will help the teacher solve problems related to students' vocabulary. Therefore, the researcher will apply a game to attract the students' interest in learning vocabulary. The game is called Chinese Whisper Game. The researcher believes that it will stimulate students to be more active in learning vocabulary and as strategy to make students enjoy in teaching learning process. Games bring in relaxation and fun for students, and they will learn and retain new word easily. "Chinese Whisper Game is a game which is played by some students in which one person whispers a message to another and it does until the last person. After that, the last player announces or writes the word on the board." by Teachers Book on 2013

Curriculumm (2014). According to Howe (2012), “The purpose of this game is for helping the students demonstrate the importance of communicating clearly with others and automatically in memorizing vocabulary.”

Regarding those explanations, the researcher gave an effort to find out the effectiveness of using Chinese whisper game to enhance students’ vocabulary mastery of fifth graders of MI Nurul Huda Sidokumpul in the Academic Year of 2016/2017.

1.2. Reasons for Choosing the Topic

Here were four reasons why the researcher chose this topic:

1. Vocabulary is a piece of the language segment that plays an important role in learning a language.
2. Many students had difficulties in learning vocabulary. They felt bored and do not pay attention because they are not interested in learning English.
3. Teaching vocabulary using Chinese whisper game was an interesting strategy to students.
4. Chinese whisper game had not been taught in MI Nurul Huda Sidokumpul.

1.3. Research Question

Related to the background of the study and reason for choosing the topic above, the researcher formulates the research question as follow: Was Chinese whisper game effective to enhance students’ vocabulary mastery of the fifth graders of MI Nurul Huda Sidokumpul in the Academic Year 2016/2017?

1.4. Objective of the Study

This study was designed to find out whether Chinese whisper game was effective or not to enhance students' vocabulary mastery of the fifth graders of MI Nurul Huda Sidokumpul in the Academic Year of 2016/2017.

1.5. Hypothesis

The hypotheses of the study are:

H_0 : There was no significant difference in the mean score of vocabulary test between the fifth graders who were taught using Chinese whisper game and those who were taught without using Chinese whisper game.

H_1 : There was a significant difference in the mean score of vocabulary test between the fifth graders who were taught using Chinese whisper game and those who were taught without using Chinese whisper game.

1.6. Limitation of the Study

This study was limited to find out the effectiveness of Chinese whisper game to enhance vocabulary mastery of fifth graders of MI Nurul Huda Sidokumpul in the Academic Year of 2016/2017.”

1.1. Significance of the Study

1. Pedagogical significance

Referring to the nature of this medium, it is believed that Chinese whisper game can provide valuable contribution in improving the classroom environment. If the students are motivated, they will feel that English is pleasant. As a result, they will participate more in the learning process.

2. Practical significance

a. The students

The use of game is a good way to help improving the students' mastery in vocabulary and with this game student will enjoy and more interested in learning English.

b. The teachers

The study can be the source of important information especially for English teachers so that they have a new method or strategy to teach their students especially in learning vocabulary.

c. The researcher

The researcher will get some experiences and knowledge of that method and it will be useful in the future.

1.7. Definition of Key Terms

1. Chinese Whisper Game

Chinese whisper is a gathering game in which whispered message is passed around a hover in the desire that, in the advising, it will turn out to be entertainingly misshaped or misrepresented when it finishes the circuit (Thomas, 2013).

2. Vocabulary

According to Hiebert (2010), knowledge of words and word meanings is defined as vocabulary. The first, words come in two forms: oral and print. The second, word knowledge also comes in two forms: receptive and productive.

3. Young Learners

According to Slatterly and Willis (2003), “Young learners as those who are between 7-12 years old while very young learners are defined as under 7 years of age”.

1.8. Outline of the Study

This proposal writing is divided into five chapters. Chapter I is Introduction. It contains Background of the Study, Reason for Choosing Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II is concerned with some basic theories related the study. This chapter consists of Definition of Young Learners, Characteristics of Young learners, Definition of Vocabulary, Types of vocabulary, Teaching Vocabulary, Definition of Games, Characteristics of Game, Kinds of Game for Young Learners, The Advantages of Game, Chinese whisper game, and Review of Previous Study.

Chapter III is about the Research Method. It consists of Research Design, Subject of the Study, Variable, Instrument of the Study, Validity and Reliability of the Test, Procedures of the Study, and Data Analysis.

Chapter IV is about Analysis of Result and Discussion. It consists of the Description of the School, Description of the Subject, Instrument Validity and Reliability, Analysis of the Result, and The Discussion of Research Finding.

Chapter V is about Conclusion and Suggestions. They are described from the Previous Chapters and Proposed to Support the Teaching and Learning Process in Teaching Vocabulary.