

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Report

Vocabulary is one of the principal aspect that should be considered in learning language. This may become a big concern of four vocabulary learning partners that are students, teachers, material writers, and researchers (Schmitt, 2008). Vocabulary learning has a large impact in the students' language development especially for children. Richards (1976) stated that vocabulary development should be the main characteristic of the learning program at elementary school level. The best time for someone to develop their vocabulary skill is between the ages of 2-12 years. Eventhough the vocabulary skill also improves after adulthood through social interacting in real life, reading, listening, and so on, but childhood is still the main time.

Previously, vocabulary learning was identical with word lists which is classified as mnemonic techniques or learning with the help of memorization. But now researches focus on how vocabulary can be learned by reading or fully doing activities (Gu,1996). One example of these activities can be in kind of fun learning. Fun learning may help students in learning process. Perifanou (2009) said that an effective learning is a combination of practice and pleasure. Fun learning can establish a pleasant, interesting, and comfortable atmosphere for students. This will support students to be curious and motivated about the learning.

Based on the points mentioned above, it is important to consider fun learning in a learning process. Hence, the writer is interested in applying fun learning in the students' English learning process. The writer observes about "Creating Fun Learning for Second Grade Students in SD Islam Al-Azhar Kelapa Gading Surabaya" in this case study.

## **1.2 Statement of Problem**

There are two problems in this report as follows.

- 1.2.1 How was vocabulary learning applied to second grade students in SD Islam Al-Azhar Kelapa Gading Surabaya?
- 1.2.2 How to create a more fun vocabulary learning to second grade students in SD Islam Al-Azhar Kelapa Gading Surabaya?

## **1.3 Purpose of the Report**

The purposes of the report in the internship are in the following.

- 1.3.1 To discover vocabulary learning that was applied to second grade students in SD Islam Al-Azhar Kelapa Gading Surabaya.
- 1.3.2 To discover how to create fun vocabulary learning for second grade students in SD Islam Al-Azhar Kelapa Gading Surabaya.

## **1.4 Significance of the Final Report**

The internship program brings many benefits for the following parties:

### **1.4.1 The writer**

This final report is beneficial for the writer in:

- 1.4.1.1 Implementing skills and knowledge that have already been gained in university.

1.4.1.2 Building awareness to the problems encountered during the internship especially the ones related to vocabulary teaching.

1.4.1.3 Improving skill for the writer in constructing academic report.

#### **1.4.2 The alma-mater**

This final report is beneficial for the alma-mater in:

1.4.2.1 Measuring the students' knowledge and competence through the internship program.

1.4.2.2 Building such a good relation between Universitas Airlangga and the institution in which the internship was conducted.

#### **1.4.3 SD Islam Al-Azhar Kelapa Gading Surabaya**

This final report is beneficial for SD Al-Azhar Kelapa Gading in:

1.4.3.1 Helping the institution especially the English teachers in extending the varieties of teaching materials.

1.4.3.2 Establishing mutual cooperation between SD Islam Al-Azhar Kelapa Gading Surabaya with Universitas Airlangga.

#### **1.4.4 Other interns**

This final report is beneficial for the other interns in:

1.4.4.1 Providing the necessary data sources.

1.4.4.2 Helping them to improve the quality for the next research.

### **1.5 Review of Related Literature**

#### **1.5.1 Vocabulary Learning**

According to Gu & Johnson (1996), vocabulary learning is defined as a learning process whose main purpose is to remember vocabulary itself which are often in the form of word list, with the method of repetition and review.

Vocabulary acquisition is a comprehensive process, more associative rather than mechanical. It is not linear and separate, but it is a complex and social process. Someone can learn vocabulary from experience by sharing views with others in the surrounding environment (Morgan & Rinvoluceri, 2004).

From previous research findings, it is known that vocabulary was learned just limited only in the word meaning of the native language, without any substantive examples of how these words are used in everyday life. This is not suitable for use in vocabulary learning and are considered ineffective by the researchers (Huyen & Nga, 2002).

### **1.5.2 Fun Learning**

One of the learning models that can be categorized as fun learning is games. According to Huyen & Nga (2002), games may have some benefits in learning vocabulary. First, games can create an enjoyable and pleasant atmosphere for students, so that the students can understand the vocabulary well. Furthermore, most games are played in groups that makes the atmosphere more attractive. The students can compete with their friends to win the game. It will support the students to participate in the learning activity with enthusiasm. Also, the students learn to apply the vocabulary in more concrete way. They can learn communicatively in real context.

Another way to create fun learning is through video. It has an important role in learning, because it can provide meaningful subject both aural and visual to students. This audio-visual input will provide students with a real picture and authentic language of native (Arda & Taraf, 2010).

## **1.6 Methods of the Report**

### **1.6.1 Location and Participant**

The case study was conducted in SD Islam Al-Azhar Kelapa Gading Surabaya. It was held for a month, started from 22<sup>th</sup> January to 22<sup>th</sup> February 2018. The writer conducted the case study during the school hours, which is on Monday to Friday starting at 7 a.m. to 3 p.m.. This case study involved 19 second graders, consisting of 9 female and 10 male students. The writer conducted the case study by asking for approval from the homeroom teacher first. Hence, the case study were fully carried out under the supervision of the homeroom teacher of second grade.

### **1.6.2 Data Collection**

Several instruments used in carrying out the case study are as follow.

#### **1.6.2.1 Observation**

Observation was used in discovering students' habits in learning vocabulary. The writer observed the learning process done by students in the first few days. The writer joined the learning class and observed what methods were used by the teacher in teaching vocabulary. Also, the writer made observation on students how they respond when receiving lesson and what habits they usually do during the class hours. The writer noted it in a daily journal for future consideration.

#### **1.6.2.2 Unstructured Interview**

This interview was intended to find out how English vocabulary learning that has been done before by the students. So, the writer got to know more about how the vocabulary learning process is carried out by

the teacher and made this as a material to determine the next vocabulary learning activity that was in accordance with the student conditions. The questions asked during this unstructured interview were about the methodology used in the learning vocabulary before, including students' abilities in the learning process, students' obstacles in learning vocabulary, and learning objectives that should be achieved. The writer carried out the interview several times with the English teacher directly.

#### 1.6.2.3 Questionnaire

The questionnaire was used to find out whether the fun learning that has been applied by the writer was well received by the students or not. The writer gave a short questionnaire to students and asked what learning model they liked the most. This was kind of multiple choice questionnaire and there was a little short description for students to write down their answers. The questionnaire was made very simple by considering the ability of students who are still in the second grade. For the questions asked in this stage, please see appendix Figure 5 and 6.

#### 1.6.3 Data Analysis

After getting data from observation and interviews, the writer knew how English learning that have been conducted in second grade. It includes what methods are commonly used by the teacher, how the habits of second grade students in the learning process, as well as what responsibilities that the teacher has in teaching English. From there, the writer got an illustration in determining learning activity for the second grade afterwards. This is based on the habits of

what students did in previous learning and expectation for future learning activity. In the end, the writer made a simple observation by giving questionnaire to students. This questionnaire such an evaluation for the activity carried out by the writer during the case study. From these observation and questionnaire, the writer could get a discussion and draw conclusion in general.

### 1.7 Framework of the Report

