CHAPTER I

INTRODUCTION

I.I Background of the Study

Basically, language is a means of conveying idea, thought, opinion and feeling. English is the first foreign language in Indonesia that is supposed to be very important for the purpose of studying and developing science, technology, culture, art, and develop relation with other nations. Therefore, it is determined as a compulsory subject at schools in Indonesia. By learning English, students can grow and develop to be intelligent and skilled citizens, have Indonesian characteristics and are expected to be ready to take part in the national development.

Therefore, many elementary schools choose English as a compulsory subject for the students. English is taught to the junior high school students, but since curriculum 1994, many elementary schools have included English as a local content subject. As a result, English was introduced to the first until the sixth year students at the elementary level. It means that English can be learnt as early as possible, even some of the pre-school children can learn it.

Childhood is the ideal period of learning foreign language. Finocchiaro has agreed with this by pointing out that childhood is the best period for acquiring a native or a near pronunciation because the speech muscles of children are still developing (Finocchiaro, 1964:9). Curtain and Pesola (1994:28) support this idea that the sooner a child learns a foreign language, the easier he will acquire that

language. It is wise, therefore to teach children a foreign language in their early ages.

In the writer's opinion, before someone learns any language, it is quite important for him / her to know first about vocabulary. We know that vocabulary is one of the components of language, no languages exist without words. Words are signs or symbols for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we will have, so we can communicate by using ideas more effectively.

Dealing with the successfulness of this language-learning, the role of a teacher in front of class is quite important. As Clark (1973: 23) stated that the role of teacher in learning a foreign language is significant, since he or she is the most influential person in the classroom who supports the success of the teaching-learning process. The teacher should make every effort to keep students' motivation at high level, not only by giving students a sense of security, success and achievement but also by varying the method of presentation and her instructional of materials.

Ornsten (1990:515) also explains that a good teacher no matter how experienced is a critic of his or her own lesson and seeks new ways for improving the teaching-learning situation. Teachers are welcome to use any method they like but with one consideration that the materials or methods have to be designated to build up the learners' skills in using his present small vocabulary resources and at the same time increase those resources (Croft, 1989: 437).

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As the development of language–teaching method, today there are many ways in increasing vocabulary, the vocabularies are developed by using different methods and techniques: such as word-games, cross-word puzzle, snake coil, word selection, word definition, letter number game, search – a – word, missing letters, word-formation, matching, identifying words, and completion. Here the writer would like to introduce 'card–game', actually it is a very popular game around children in Indonesia, but 'card-game ' here has different rules. So, here the writer modified the game by changing every rule of its game into an interesting and simple one: she means that the rule here has a certain purpose that is to increase the student's vocabulary of English language. As you know that every child likes to play game and this game will hopefully be regarded as one alternative to make the materials more interesting and enjoyable.

Jeftic (1986:39) said that supplementary regular lesson by a large variety of games activities motivates even the usually non-responsive, shy, passive students and they become active participants in communicating in the foreign language. Through language-game, the students who are usually shy and passive are expected to dare themselves to speak in English. Language game helps develop vocabulary building. Through language game the children's vocabulary can be added and built.

Besides, Dobson (1970:39) has found that a language game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation, especially in teaching vocabulary to children.

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I.2 Statements of the problem:

Based on the phenomenon above, the writer would like to come forward with two problems:

1. Is there any influence of 'card-game' on children's vocabulary builder?

The hypotheses:

Ho: There is no influence of 'card-game' on children's vocabulary builder

Hi: There is influence of 'card-game' on children's vocabulary builder

2. If there is, does 'card-game' motivate students in learning English vocabulary?

I.3 Objective of the Study

To find out whether 'card-game' has influenced on children's vocabulary builder or not. Furthermore, the writer wishes to find out the student's motivation in learning vocabulary through 'card -game '.

1.4 Significance of the Study

This study is expected to give a meaningful contribution to teachers in teaching English, especially vocabulary to children. I hope the teachers can be more creative in teaching English vocabulary to children by using 'card-game' in order to enrich children's knowledge since 'card-game' can be challenging for children to learn English vocabulary. Also for one institution which responsible about the elementary students' curriculum for one input to include this card game as one of the alternative way in the teaching learning process.

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1.5 Scope and Limitation

This study is focused on the influence of 'card - game' on children's vocabulary builder and it is also to discover whether 'card-game' motivates students in learning vocabulary. The respondents of this research are limited to the third year students of elementary school of SD Luqman al-Hakim Surabaya.

1.6 Theoretical Framework

In this research, the writer uses many theories which deal with the study about vocabulary, the important of games, and the card-game itself. Actually, language has three major components: the structure of expression, the structure of content and vocabulary. As one of the major language components, vocabulary is one of the basic components of language. There is no language without vocabulary. If children want to learn a foreign language; they have to learn the vocabulary first because acquiring vocabulary of a foreign language can help children master the language fluently. Allen (1984:84) explained that vocabulary is the most important factor in all language teaching. Therefore, in learning a language, what we have to do first, is to know the words existing in that language. Allen adds that a rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. (Allen, 1984: 95).

There is one method to make the class more interesting. As stated by Curtain and Pesola (1994:100) games are a familiar method by which elementary school teachers can create a setting for language acquisition. In addition to the context, games also provide motivation and a sense of play that brain research and

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teacher experience indication can enhance both learning and memory. Teachers interested in a communication often choose or invent games for introducing and practicing the language that student will need in natural context for communicative purposes. He also adds games also provide a structured setting for the practice of common social and conversation-starting formulas for which there is sufficient authentic opportunity in the everyday classroom (Curtain and Pesola, 1994:102).

Other linguist, Fountain (1980:104) said that: vocabulary through card-game provides learner with a simple, but effective way in increasing their rate in vocabulary learning. Words on cards are more efficient than those in reading passage because the learner can use the cards and organize their own repetition or learning effort.

1.7 Method of the Study

In this study the writer combined two research methods: used quantitative and qualitative descriptive approach. Quantitative approach is used to calculate the numbers as a result of the pre-test and post-test that is by using t-test or t-value, and the qualitative approach is used to analyze the result of students' questionnaires.

Punch said, that quantitative research as empirical research where the data are numerical, while qualitative research as empirical research where the data are not numerical. Quantitative research, therefore, uses numerical data, and typically structured and predetermined research question, conceptual frameworks and

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designs. Qualitative research not only uses non numerical and unstructured data but also typically has research questions and methods which are more general at the start, and become more focused as the study progresses. However, qualitative research is harder to characterize with these sorts of description than in quantitative research, since it is more variable (Punch, 1998:29).

1.7. 1 Definition of Key Terms

In order to avoid misunderstanding of the concept used in **'The influence of card-game on children's vocabulary** (a case study at SD Luqman al-Hakim Surabaya)'**, some definitions are provided as follows:

Vocabulary	:	it is a total number of words which (with rules for combining them) makes a language.
Card	:	it is a piece of stiff paper or thin cardboard as used for various purposes.
Game	:	is an aid to language learning. Game is the strict sense, which has a definite beginning and end, is governed by rules and shad-off into game like activities, which have a less normal design. Therefore game should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing to do.

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Card-game	:	it is a vocabulary game-using card, which is played in small groups.
Stop-gap	:	temporary substitute.
Goof	:	silly or stupid person.

1.7.2 Population and Sampling

The population of the study was the third year students of elementary school who studied in SD Luqman Al-Hakim School in Surabaya. The respondents are choosen based on purposive sampling method. They are divided into two classes they are 3 A and 3 B. Each class consists of 30 students that divided into 15 students for the experimental group (a group that is taught by using card-game) and the rest 15 for the controlled group (a group that is taught without any treatment, the writer means she teaches only by using the conventional one; so the writer writes down the vocabulary to the students on the blackboard then ask the students to answer the right vocabulary or sometimes the writer asks the students in Indonesian language, then the students have to answer in English. The place of teaching for two groups experimental and controlled group is not only in the class but it can be also in the library, or other places outside class. In this study the writer took only one class that is class 3 B.

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The writer's reason of choosing this elementary school is:

1. The students of this elementary school are taught English from the first until the sixth year.

2. This elementary school has already introduced word-games as its alternative in teaching English vocabulary including this card game.

1.7.3 Instruments

This study uses three instruments, vocabulary proficiency test, statistical instrument and questionnaires. The statistical instruments are used to find out differences between the pre-test and post-test scores while the questionnaires are used to find out student's interests on learning vocabulary through card game.

1.7.4 Techniques of Data Collection

In this study, the data were collected through several steps. The first step is conducting pre-test to both the experimental group and the controlled group. Administering pre-test and post-test was suitable to know possible student's achievement. The second step is giving a treatment which runs for two months to both groups in different ways. To the experimental group the writer gives card-game with its rules, next is to ask the students to play the game in order to answer the right vocabulary. On the contrary, to the controlled group the writer did not give any game. After giving treatment, the third step is conducting post test, and

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the fourth step is distributing questionnaires to the students in order to ask about their interests in studying English through card game.

In short, the techniques of data collection are:

1. Conducting pre-test to both groups, the experimental and the controlled group.

2. Giving treatment to both groups for two months.

3. Conducting post-test to both groups.

4. Distributing questionnaires to one group, the experimental group.

1.7.5 Technique of Data Analysis

Several procedures were required to analyze the data. In analyzing the data, the writer used quantitative and qualitative descriptive methods. First, the writer classified the data into two groups, they are: the scores of the pre-test and the scores of the post-test of the experimental and controlled groups. Second, she counted the data by using t-test in order to know whether there is a significant influence of card-game on children's vocabulary builder or not. After getting t-value, then it was compared with t-table. The comparison of t-value put in t-diagram to know the accepted hypotheses. Third, she interpreted student's questionnaires. Fourth, is making tables. The last one is, she drew a conclusion.

In short, techniques of data analysis are:

1. Classifying the pre-test and post-test scores.

2. Processing the data by using t-test.

3. Interpreting student's questionnaires.

4. Making tables.

5. Drawing a conclusion

1.8 Organization of the paper

This thesis is divided into four chapters. Chapter I is introduction. In introduction there are eight subchapters, that is background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, method of the study and organization of the paper. The method of the study is divided into five sub chapters, they are definition of key terms, population and sampling, instruments, technique of data collection and technique of data analysis. Chapter II is literature review, divided into two parts: the first is related theories or deeper information about theoretical framework and the second one is related studies about other study which can be used as supporting studies. Chapter III is the presentation and analysis of the data. And the last chapter, or chapter IV is conclusion. This thesis is also completed with tables and appendixes.

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CHAPTER II

LITERATURE REVIEW