CHAPTER I

INTRODUCTION

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1.1 Background of the Study

The development of education in Indonesia increases rapidly nowadays. Many changes have been made in order to produce good results in the educational world. One of them is the new curriculum which is called "Curriculum 1994" in which, English is offered to Elementary school as an optional local content.

The objective of the English teaching is to provide and give students the skills in reading, listening, speaking, and writing in simple patterns on the basis of the students' development steps and interests by the mastery of vocabulary for about 500 words.

In Elementary schools, the teacher only gives a simple thing of the English language. Teacher gives the English subject only to let the students know a little about the language itself. Besides, it is also important to prepare them when they enter Junior High School in order to avoid difficulties in the English language.

As children who begin to learn a foreign language, they do not have autonomous motivation to learn it because children's knowledge about the language is limited. That's why they have difficulties to learn English especially English words and pronoun the words correctly. If the teacher can't build up the children's interest to learn English in the class, they feel that the class is boring. As a result, they have no

interest in English lesson and the language as well and the most important thing is that they will fail to master the vocabulary.

Since the teaching of English at the elementary school is the basis for further reading, we should also teach them to basic things. Among the three language components (distinctive sounds, vocabulary and grammar), vocabulary is the basic. Vocabulary mastery plays an important role in the process of achieving language teaching objectives, that is the mastery of language skills (listening, speaking, reading, and writing). Fries (1988: 37) points out, "learning a language practically always means primarily learning the words of that language." In line with Fries, Saville and Troike (1976: 87) say that vocabulary is the most important for understanding-knowing names for things, actions and concepts. Someone can understand what other people say (listening skill), he can understand the written words (reading skill), he can express his idea well both orally (speaking skill) and in written form (writing skill) by mastering vocabulary.

Realizing the fact that vocabulary is central to language mastery or one of the most important subjects in mastering English, it should be given the first priority in the process of language teaching-learning and should be stressed the most from the very beginning. Richards (1976: 77) says that in preparing teaching materials, the teacher should begin with a rich concept of vocabulary. He continues to say that a learner who as constantly adding to his vocabulary knowledge is better prepared both for productive and receptive language skills.

If vocabulary is the first thing to be taught to elementary school students, now one more question is raised about how best to teach English vocabulary to them. It

seems trivial, but even experienced teacher who have theoretical background sometimes forget that children are different from adults. Children have their own world and they're most likely to play. The ideal learning environment for children is not the same as for adults. Steven (1983: 7) says, "... the kind of teaching which is appropriate for a young child is different from the kind of teaching that is most helpful to an adult learner."

To make the children interested in learning English, there are several methods that deal with the children's world, such as song, games, pictures and drama. The writer chose game as one of the ways to make the teaching interesting. Playing games is an obvious and easy way of ensuring that learning is enjoyable. This statement is supported by the idea that games are an activity that can heighten the student's interest and that will help the students look forward to their lesson in English. (Sulaiman, 1989: 4).

One of the games that is used in this study is picture card games. The purpose of choosing picture card game is to attract the students' interest and motivation in acquiring vocabulary because it gives an accurate idea of the thing described and represents real situations which would be impossible to create in other ways. Bumpas (1963; 32-33) says that picture can make a learning experience more concrete, realistic or dynamic for young children. Considering the advantages of using picture card game in teaching English the writer has conducted a study to find out the effect of picture card games on children's vocabulary achievement.

1.2 Statement of the Problem

Based on the background of the study, the writer intends to conduct a study in order to answer the following questions:

1. Is there any significant difference between the vocabulary achievement of the students who are taught through picture card games and those who are taught without picture card games?

2. Which technique can give better vocabulary achievement?

1.3 The Objective of the Study

This study is intended to:

1. find out whether there is a significant difference between the vocabulary achievement of the students who are taught through picture card games and those who are taught without picture card games.

2. decide which technique can give better vocabulary achievement.

1.4 Significance of the Study

This study is intended to show and strengthen the importance of using picture card games in helping the students master vocabulary. It is also expected to give encouragement to teachers of English to use ianguage games to teach new words in order to overcome students' boredom in the class.

1.5 Limitation of the Study

The writer finds it necessary to limit the scope of this study as follows:

a. The subject of this study is the third year students of the Catholic Elementary School of Theresia I Surabaya.

b. This study discusses about picture card game used for teaching English to children to motivate them in learning especially in improving their vocabulary.

1.6 Theoretical Framework

The theoretical framework used for this study are picture, vocabulary, and game.

- Picture is abundantly used in order to point out structural similarities and differences (B. Libbish, 1964: 6).

- Picture can help the teachers add variety, clarity, and especially reality to this classroom situation. They give the students reality to the explanation (Kreidler, 1968).

- Vocabulary is very important in both non-verbal and verbal communication both the non-verbal way and verbal way because people primarily communicate by using words, they come into contact with words (Martin, 1977: 87).

- Vocabulary is a vehicle for thought, self expression, interpretation and communication not only as a means of communication with one another (Hart, 1976: 9).

- Games are intrinsically competitive, so the participants are constantly aware of who is winning or losing, and the final outcome will leave someone as the winner (Bruton and Sloan, 1980: 90).

- Games facilitate learning that help to create enjoyable situations for learning and that facilitate the students in mastering the learning tasks (knowledge, skill, and attitude) can be classified as instructional games (Mukarto, 1989: 48).

1.7 Hypotheses

To answer the above question, the following hypotheses are stated.

Ho : There is no significantly different effect of the vocabulary achievement of the students who are taught using picture card games and those who are taught without using picture card games.

Ha : There is significantly different effect of the vocabulary achievement of the students who are taught using picture card games and those who are taught without using picture card games.

1.8 Definition of Key Terms

In this part, there are several key terms that are used to be discussed to avoid misconception and ambiguity as follows:

a. *Card* : It is a piece of stiff paper or thin cardboard as used for various purposes (Hornby, 1974: 127).

b. *A Game* is defined in the New Book of Knowledge as an activity that is engaged in for fun (Grolier, Incorporated, 1977: 10). According to Webster International Dictionary, a game is a physical or mental competition conducted according to rules in which the participants play in direct opposition to each other, each side striving to win and keep the other side from doing so (Webster, 1986: 933). Thus, a

game in this study is an activity which is engaged as a means to achieve the objective of English teaching learning and gain enjoyable and relaxing situation as well.

c. *Picture,* according to Webster (1986: 1711), "is something that by its likeness vividly suggests some other things." In this thesis, pictures represent individual persons and objects, for example, 'a girl', 'an ant', 'a ship', etc., and situations in which persons and objects are "in action", for example, 'a boy drinking a glass of water', 'some birds eating worms', etc.

So the writer concludes that *picture card games* are card games which use picture as an aid to enable the students to comprehend the material.

d. *Children:* any person between birth and puberty or one who is childish or immature (Herritage 1975: 233). The writer interprets children in this study is a child who is in the age of 8-9.

e. *Achievement,* according to Webster (1986: 16), "is performance by a student in a course : quality and quantity of a student's work during a given period.

f. *Vocabulary,* according to Webster (1986: 2560), "is a list or collection words or of words and phrases usually alphabetically arranged and explained or defined.

It is concluded that *vocabulary achievement* is performance by a student in teaching-learning process shown by the result of their posttest.

1.9 Organization of the Thesis

This study consists of five chapters. The first chapter is devoted to the introduction of the study which covers the background of the study, the statement of

the problem, the objective of the study, significance of the study, limitation of the study, theoretical framework, and hypothesis. In Chapter two, the writer describes the review of related literature which supports her study. Chapter three is about the research methodology, and the interpretation of the findings is the content of chapter four, while the last chapter, chapter five, deals with the conclusion and suggestions.