

CHAPTER I

INTRODUCTION

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I N T R O D U C T I O N

1.1 Background of the study

English is a compulsory subject for all students of both junior and senior high schools in Indonesia. Based on the 1984 Curriculum the teaching English for high school consists of five components: structure, vocabulary, reading, speaking and writing. It is also stated obviously that the objective of teaching English at junior high school is that "Students possess the interest and ability in English especially reading, and besides that they are also expected to be able to speak, listen to, and write a simple composition in English within the vocabulary level at about 1,500 words" (GBPP SMP, 1988).

Furthermore, this goal is intended to enable students in comprehending English text books they have to read when continuing their study in the university or other higher educational institutes. In fact, however, this goal is not achieved and still far from satisfactory. Most of high school graduates still having problem in

for teachers to vary their techniques in increasing the students' motivation to learn vocabulary. There are many techniques used in language teaching such as songs, puzzles, pictures, games, and others. Game is one of the techniques chosen by the writer to help the students to improve their mastery of vocabulary. In this study, the writer used card game. Fountain (1980:104) points out that learning vocabulary through words on cards is more efficient than words in a reading passage (in a list) because the learners can use the cards to organize their own repetitions of learning effort.

The 1994 curriculum states that the language components namely: structure, vocabulary, pronunciation and spelling should be taught to support the four skills, namely: reading, speaking, listening and writing, not for the sake of the mastery of the components themselves.

In this study, the writer taught the vocabulary with the purpose to improve the students' reading skill that is why the words presented in this study was taken from the reading passage.

1.2 Statement of the Problem.

This study is intended to answer the following question: Is there any significant difference in the vocabulary achievement of students who are taught by means of card game and those who are taught by means of translation of word list?

1.3 Objective of the Study

Based on the problem stated above, the objective of this study is to find out whether teaching vocabulary through card game increases students mastery of vocabulary significantly than teaching vocabulary through translation of word list.

1.4 Significance of the Study

This study is intended to promote card game in helping the students mastery of vocabulary. It is also expected to give encouragement to teachers of English to use language games to teach new words in order to overcome students' boredom in the class.

1.5 Limitation of the study

There are various techniques used in improving students' vocabulary such as songs, dialogues, puzzles and

other medias. Here, the writer limits this study only to the use of card game and translation of word list as a means of teaching vocabulary.

The use of card game here is only for the third year students of Dapena I Junior High School Surabaya. The materials are taken from reading passage and vocabulary list from buku paket `e` untuk SMP kelas III.

Due to the limit of time, this experiment will be conducted five times in three weeks.

1.6 Assumption

Students learn vocabulary in addition to English skills and English structure.

The condition of learning affects the students to learn (vocabulary)

1.7 Theoretical Framework

This study is based on Word Learning Games with Vocabulary Cards (Fountain1980:104). In his article he confirmed that vocabulary cards provide learners with a simple but effective way of increasing their rate of vocabulary learning. Words on cards are more efficient than words in a reading passage because the learners can

use the cards to organize their own repetitions of learning effort.

1.8 Hypothesis

In order to prove the effectiveness of card game and translation of word list, the following alternative hypothesis is used.

The Hypothesis is:

The average score of the students who are taught vocabulary through card game is higher than the average score of the students who are taught by means of translation of word lists.

1.9 Definition of Key Terms

In order to avoid misinterpretation of some key terms presented in this thesis, the writer will give their definition in this thesis. They are as follow:

- (1) Teaching. It is a teacher`s effort to help the students to have clear understanding of what a word denotes or refers to, or to know the meaning of a word (Mukarto, 1989:66).
- (2) Learning. It is the process, the work done by the students to internalize the new words and to add them up in their learned and acquired language systems (Mukarto, 1989:67).

- (3) Vocabulary. It is a total number of words which (with rules for combining them) make up a language (Hornby, 1974:978).
- (4) Card. It is a piece of stiff paper or thin cardboard, as used for various purposes (Hornby, 1974:127).
- (5) Game. According to Lee (1970) a game is an aid to language learning. Game in the strict sense, which has a definite beginning and end, is governed by rules, and shade-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 better to do.
- (6) Card game. It is a vocabulary game using card which is played in small groups.
- (7) Translation. Give the meaning of (something said or written) in another language (Hornby, 1974:919).
- (8) Word list. It is a list containing sound or combination of sound (or the written or printed symbols) forming a unit of the grammar or vocabulary of a language (Hornby, 1974).
- (9) Translation of word list. It is a list containing the translation of English words in the students' exercise.

- (10) Effectiveness. The ability or power to have a noticeable or desired effect (Longman, 1978).
- (11) Motivation. It is learning language skills and knowledge through fun and personal challenge (Ong, 1981).
- (12) Language Learning. To serve as an adjunct to techniques of teaching the grammar and sound system of the new language (Weeds, 1972:28-29).

1.10 Organization of the Thesis

This thesis consists of five chapters. Chapter I is Introduction discussing the background of the study, statement of the problem, objective of the study, significance of the study, limitation of the study, assumption, theoretical framework, hypothesis, definition of key terms and organization of the thesis.

Chapter II talks about Review of Related Literature. Chapter III deals with Research Methodology. And the next chapter, chapter IV, concerns with Findings and Interpretation of the Findings. The last chapter, chapter V, serves the readers conclusion and suggestion.