

CHAPTER I

INTRODUCTION

This chapter presents some aspects underpinning the topic of the study. They include the background of the research, the research question, the objective of the research, the significances of the researcher, the hypothesis of the research, and the definition of the terms

A. Background of the Research

Language in everyday life plays an important role especially in the disclosure of a person's mind. In everyday life no one can leave the language because apart from being a means of thinking, language is also used as a communication tool among nation. As we know many various tribes whole the world with their own language that they use to communicate between them, as Allah said the Holy Koran Al-Hujurat 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Allah created human tribes and the nation-state, therefore, English needed as an international language as a link between one nation by another nation. According to Harmer (2001, p.1) English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. It can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language.

English used as a compulsory subject at schools in Indonesia. It is learned from primary schools until university even some people learned in course or program. Unlike in its neighbouring countries such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language, English in Indonesia is more likely to be taught and learnt only as a foreign language. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world. There is need for understanding and being able to communicate with the language. One of the basic things is important to master in learning English is vocabulary mastery. Vocabulary is the most important factor in academic achievement for second or foreign language learners (Laufer & Nation, 1999). The more words in English are mastered, the easier it will be to learn and understand this foreign languages (Henry G.T, 1990).

From statement above without vocabulary, the students are very difficult to understand English. The students must understand word by word. Vocabulary has its own component. So that vocabulary cannot be separated with refer four skills, because when the students listen, speak, read, or write they always involve their vocabulary to express their thought, idea or opinion.

Allah says in Al-Baqarah verse 31 as follow:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

This verse tells us that we as human beings essentially must recognize the vocabulary one of them by knowing the names of objects then we can apply it in the form of conversation and writing, with the number of vocabulary that we have then the easier we explore the science that we have not known.

Learning new vocabulary is not easy for the Indonesian young learners. They generally experience difficulties in memorizing the vocabulary because the words are quite different from their mother tongue. Young learners in the way they learn English have a different way in learning English than those of adults. According to Norton (1990, p.27) the way young learners learn language is learning by doing. Learning by doing is a technique that can be used in teaching children. It means that the technique to present the material can be delivered by interesting activities like games, songs, or story telling. Game is really useful in language teaching. Young learners like to play the game. They would love to learn by doing activities that encourage them to explore something which is motivating and interesting. Games in foreign language teaching help students to see learning enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. This activity will create conducive atmosphere for them to learn a new language without being frightened, embarrassed, or insecure.

The researcher chosen SDN Benua Anyar 10 because it has a condition that the English lesson is still poor. There are some problems that faced by

students of SDN Benua Anyar 10. First, they feel difficult in understanding and learning English vocabulary. Second, the students can not memorize well the new vocabulary taught, actually they are able to understand to the teacher explanation but it can not stand any longer in their mind. Third, they study English only once a week at school. In other words, it is difficult to enhance the students' vocabulary mastery.

Based on the problem above, there should be an effective way to overcome the problems above. The researcher tried to use game to solve the problem. By doing game, the students did not feel bored as they can learn in a fun way without realizing that they are studying at the same time while playing. Furthermore, game can also increased students' interest and enthusiasm in following teaching and learning process. Therefore, the researcher tried to find out the fun way to teach about vocabulary in English through game.

Wright et al. in (1996) describe kinds of games that can be used in teaching vocabulary, they are picture games, psychology games, magic trick, card and board games, sound games, word games, true/false games, memory games, question and answer games and guessing and speculating games.

Zia, Rufinus and Arifin (2016) conducted a previous study entitled "*Improving Students' Vocabulary through Pelmanism Game*". The aim of this research was to find out how well the use of Pelmanism Game in improving students' vocabulary. This research used Classroom Action Research. There were two problems encountered. First, most of the students did not know the meaning of English words. Second, most of the students mispronounced some English

words. This research consisted of two cycles. The tools of data collecting were observation checklist, field note, and test. This research was implemented to 39 seventh grade students of SMP LKIA Pontianak in academic year 2014/2015. The students' responses showed that they were interested in learning vocabulary through pelmanism game. It can be seen through the students' mean score in the first cycle that was 78.7 to 90.1 in the second cycle. It can be concluded that the students' vocabulary taught by using pelmanism game improved.

The result of this study showed useful information for the reader that using Pelmanism Game in learning English could make the learning more fun and also help them in memorizing, pronouncing, and understanding the words. It was showed by the result of the students' test, observation sheets, and field notes in each cycle. Related to the result, there was an improvement of students' mean score from the first cycle to the second cycle.

Risnawati and Syafei (2017) had conducted an another previous study entitled *“Using Pelmanism Game to Help Students in Remembering Vocabulary at Elementary School”*. The way of using this game is very easy, the teacher just prepare pictue cards and vocabulary card that can get from the internet and can get them cut depends on the shape of picture. Take them in a sterofom in front of class in roder all of the students in class can see that clearly. This game is strated by teacher explanation about the meaning card that had prepare and students will try to remember and also match the cards appropriate to vocabulary card for many times so, the students can remember the words easier.

According to them, teaching English vocabulary to elementary school students is not easy, because elementary school students get bored easily and quickly lose concentration when learning and teaching process takes place in the classroom. Therefore, teachers should be able to create a good atmosphere and increase students' motivation to learn new vocabulary. However, teacher can use Pelmanism game in the class. This method is used to teach vocabulary and improve students' memory about vocabulary that has been learned. They suggested to the teacher to use Pelmanism Game to teach vocabulary to Elementary school students because it will improve students' vocabulary memory and it is one of an interesting way for students and easy to use by teachers in teaching.

Based on the statements above the researcher tries to solve student's problem in vocabulary by applying "Memory games" (Pelmanism game). Pelmanism game is game that use individual cards to help the students memorizing some new words by pairing them in the face down position. Pelmanism game helps the students to recognize the words and understand the words easier. This game dubbed 'Pelmanism' in the UK and Britain since Christopher Louis Pelman developed it in London in 1899. In the United States it is known as pairs, concentration, or memory game, while in Japan, it is called shinke-suijaku. Pelmanism game can be used to teach vocabulary since it gives some positive effects, for example this game helps the students to recognize the words, understand the words, and improve sense achievement. The researcher is interested to conduct an experimental research to know the effect of Pelmanism

game on the third grade students of SDN Benua Anyar 10 Banjarmasin since it has never been applied in the classroom. Therefore, the research entitled “The Effectiveness of Pelmanism Game for the Third Grade Students’ Vocabulary Mastery at SDN Benua Anyar 10 Banjarmasin” needs to be conducted.

B. Research Question

By conducting this research, the researcher wants to investigate the problems can be formulated as follows:

“Is there any significant effect of pelmanism game for the third grade students’ vocabulary mastery at SDN Benua Anyar 10 Banjarmasin?”

C. Objective of the Research

In accordance with the research question, the objectives of this research is investigating the significant effect of Pelmanism Game for the third grade students’ vocabulary mastery at SDN Benua Anyar 10.

D. Significances of Research

In this study the researcher hopes that the result of this study are expected to be useful for:

1. The students

This research will be helpful for students in vocabulary mastery and the students apply pelmanism game to increase their vocabulary skills.

2. The English Teacher

After knowing effect on teaching vocabulary mastery by using Pelmanism Game, the teacher can implement this method when they teaching vocabulary.

3. Other Researchers

To be the source of information for other researchers who are also investigating pelmanism game.

E. Hypothesis

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case, the hypothesis can be formulated for this research:

1. Alternative Hypothesis (H_a)

There is a significant different achievement before and after using Pelmanism Game for the third grade students' vocabulary mastery.

2. Null Hypothesis (H_0)

There is no significant different achievement before and after using Pelmanism Game for the third grade students' vocabulary mastery.

If t_{test} score is bigger than t_{table} , the alternative hypothesis (H_a) was accepted. It means that there was significant different vocabulary achievement before and after using pelmanism game.

If t_{test} score is smaller that t_{table} , the null hypothesis (H_0) was not rejected. It means that there was no significant different vocabulary achievement before and after using pelmanism game.

F. Definition of Key Terms

To avoid misunderstanding toward the title of this research, the writer provides the definition of key terms as follows:

1. Pelmanism Game

Pelmanism is a card game in which players use their memory to try to find pairs of matching cards, turning over two cards at a time from a set of cards that are spread out face (picture side) down. Dealing with this research, pelmanism refers to a memory game in which a pack of cards is spread out face down and players try to turn up pairs with the same pictures, picture and word, or word and word.

2. Vocabulary Mastery

Mastery is complete control or knowledge. This is in line with some terms used by linguists who prefer saying vocabulary knowledge to vocabulary mastery. Vocabulary mastery can be defined as the

number of students' vocabulary owned including the way they pronounce it and know the meaning. Vocabulary mastery in this research is about The Vegetables for the third grade students.