

CHAPTER I INTRODUCTION

1.1 Background

English has been recognized as an international language that is used for a number of purposes. In educational setting English is learned and taught as a foreign language (TEFL) or as a Second Language TESL because it is an important language for communication of international relations. The trend in teaching English as a foreign language has been changed from the usage oriented to the use one, in which learners no longer learn much about language rules, but they learn to use it in real situations. Marianne & Celce. (2001).

With regard to the intellectual development of six to twelve-year-old children what Piaget (1972) refers to as “concrete operation” means that we need to remember the children’s limitations in understanding abstract concepts. Brown (2001) claims that some rules of thumb for the classroom should be observed, for instance, teachers should not explain grammar using the terms such as “present progressive” and rules should not be stated in abstract terms and though difficult concept or patterns. Zainil (2005) states that in reality, during the teaching and learning process, most English teachers teach abstract things, explain grammar explicitly and present difficult concepts or patterns. Consequently, pupils are unmotivated and frustrated in learning English. This has caused hindrances to students’ mastery English.

In Indonesia, English gives some meaningful contributions to the development especially in tourism, business, science and technology. Therefore, our

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Abdullah Hasan (2012:169) states that based on his observation of teaching English at the elementary school level in Riau province, he discovered that most students were not motivated and interested in learning English. Many English teachers were unable to create different activities to aid the teaching and learning process. They still focused on teacher centered instruction and concentrated on teaching grammar expelitley. They also tended to ask the students to memorize words. They led students to feel bored and uninterested in learning English. Furthermore, the students had a negative attitude and lack of motivation toward English. They did not want to develop their interest in learning English and often left class during English lessons.

Vocabulary is one of the important language components but learners find it difficult to understand vocabulary. Wilkins (Thornbury 2002, :13) says, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed. That means that vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995), saying that vocabulary is the foundation to build languages and which plays a

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fundamental role in communication. In other words, vocabulary is the first priority in learning English. Ur (1998) views that vocabulary is the words that are used in both spoken and written language either they are in teaching and non-teaching. It means that vocabulary is the written or spoken unit of language as the symbols of ideas in foreign language for the learners.

Napa (1991) states that learning English vocabulary takes an important position. It means that when people lack of vocabulary in English, they cannot speak English well; they cannot write sentences well; they cannot comprehend a text well and they cannot understand what the other people say. In this case, people especially students are encouraged to be motivated to learn English and enrich their vocabulary gradually. It means that motivation plays an important role in learning a foreign language.

There may be a number of definitions of motivation offered by different experts. Richards *et al* (2002: 343) define motivation as the driving force in any situations that leads to action. In the field of language learning, motivation refers to the combination of the learner's attitudes, desires, willingness to expend effort in order to learn the second language. It can be about positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (ibid). In this research, the writing motivation means the degree of any motives used by the students in writing either from internal or external side.

Based on the KTSP curriculum, students should master the vocabulary especially parts of body, colours, things in the classroom and animals. Basically,



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the students of elementary school have basic knowledge of English and will be able to learn this language if they have more vocabulary, they will be able to understand what others say and write, and they will be able to speak or write in order to express their own points of view or share information with other people.

Richards (1990:100) reveals that vocabulary is the most important language components before learning other English materials especially for begginers.

It is the fact that in elementary level most of the students feel bored when they learn English. It happens because the way teachers teach vocabulary does not motivate the students to learn the language because the way they teach is monotonous: as a result the students become bored and inactive in class. They speak in a formal way in front of the class, give some explanations, read some information from the English book, show the students the materials while the students just keep watching and listening to them. Students show less participation in the class activities. It can be said that the main reason causing the problem is that the class English teacher is not creative to use media in teaching vocabulary. Some of teachers even do not use media or teaching aids when presenting the material in the class. It is believed that if the media used suits the material and the students will be motivated to learn. So, to encourage the students to learn the teacher needs to use appropriate teaching techniques to make students more interested in the teaching and learning process. Therefore, the teacher needs to use different media in teaching that can motivate his students. In terms of teaching vocabulary the teacher should have good techniques in teach vocabulary especially at elementary school level (Sachs,Candin, and Rose (2003).

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There are many ways that teacher may use to enrich the students' vocabulary and to make the vocabulary learning process more meaningful and joyful and also to drive the students to have motivation to learn English. One of the appropriate techniques is using games. As we know that students in elementary school are children. In teaching the children, the teacher needs to have different teaching strategies. Because children are different from adult, they like something fun and something that makes them active and practice the language, through games (Roman,Deacon (2009).

A game is an activity that gives an opportunity to the students to be active in classroom. Using vocabulary games, the students not only enjoy, active and interested in learning but also they get new vocabulary games and ability to express their ideas. Teaching vocabulary through games is intended to create a situation in which the students enjoy learning the language in addition to developing their vocabulary (Miura 2005;Nation,2006).

Based on the researcher's observation and interview on 13 February 2nd February, 2016 with head master of the school and an English teacher about the students' problem of the fourth grade, it was discovered that their English learning achievement were still low because they lacked of vocabulary and did not know what the meaning of words. They could not mention parts of the body, colours, things in the classroom and animals. It was also noticeable that the students had low motivation in the teaching and learning process. They looked passive and didn't want to pay attention to the teacher. They were noisy when they learned English. When the teacher was explaining the lesson they talked to other friends

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and said that they didn't understand English and always asked the teacher the meaning of what she said and they asked her to use Indonesian language. Another noticeable problem was that the English teacher seldom used English in the classroom. She did not motivate the students to imitate the habit of speaking English at school; consequently, it was difficult for the students to reach the curriculum target of the English minimum score of 60. Their scores in daily assignments were below the minimum score. Also, they had less practice in the front of class because they were afraid and did not understand the English language. Therefore, the students of SDN 018 Kubang Jaya Kampar still need to learn more vocabulary.

One of the ways to solve the students' problem in vocabulary is by using the so called 'Matching Word Game' which is considered to be able to enrich the students' vocabulary and arouse their motivation to learn English. Matching word is a list of two or more sets of words, or words and pictures that the player must pair up according to a specific theme such as a list of English words and their meanings (Jill Hadfield;1998).

In relation to the phenomenon above, the researcher was interested in concluding a research entitled 'The Effect of Using Matching Word Game on Students' Vocabulary Mastery and Their Motivation at SDN 018 Kubang Jaya Kampar District'.

1.2 Statement of the Problem

The implementation of teaching vocabulary is not easy as the planning. Many problems appear when the teaching process is in progress in the class. As mentioned above, there were some factors dealing with the students' problems in

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vocabulary. The teacher did not use appropriate techniques in teaching English vocabulary. The teacher only focused on memorization, spelling and doing exercises that made the students bored in learning vocabulary. The students often felt sleepy in the classroom so that they did not pay attention to the teacher's explanations. They also asked the teacher for a permission to go out as they made noise during the teaching and learning process. In addition, the students had limited vocabulary in English so that it was difficult for them to memorize words. They thought that English was very difficult to learn that made them lazy to study it and bored in the class that affected their motivation in learning.

Furthermore, the students had difficulties to find out the meaning of words because they were lazy to check the dictionary and they did not know how to use it and the teacher did not tell them how to use it. Besides, the students had also difficulty to remember words and easy to forget them.

Based on the problems already mentioned, a number of questions need to be addressed. What made the students get difficulties in mastering vocabulary? Why were the students not able to identify the meaning of words? What made the students unable to remember words and easy to forget them? Why were the students' not interested in teaching learning English? How should the teacher help students to apply cooperative learning in teaching learning process during English lesson? What effort should be made to enhance the students' vocabulary mastery? What are the teachers effort to improve the students vocabulary mastery through matching word game? How does teacher implement Matching Word Game strategy to improve the students' vocabulary mastery and arose their motivation to

learn English? How would the teacher motivate the students in teaching learning process? What were the causes that made the students unmotivated in to learn vocabulary?

1.3 Limitation of The Problem

In order to be focused to carry the research, the problem was limited to what the students should learn in the curriculum that includes noun, verb, adverb, and adjective by using Matching Word Game in the learning process. The use of Matching Word Game strategy was introduced to enrich the vocabulary and arouse the motivation of the fourth grade of SDN 018 Kubang Jaya Kampar to learn English.

1.4 Purpose and Objective of the Study

1.4.1 The Purpose of the Study

The purpose of this study was to find out the effect of using Matching Word Game on students' vocabulary mastery and their motivation at SDN 018 Kubang Jaya.

1.4.2 The Objectives of the Study

1. To find out the difference of the students' vocabulary mastery before being given a treatment to the experimental, group and the control group.
2. To find out the difference of the students' vocabulary mastery after being given a treatment to the experimental group and the control group.
3. To find out the difference of the students' vocabulary mastery before and after being given a treatment to the experimental group.
4. To find out the difference of the students' vocabulary mastery before and after being given no treatment by using Matching Word Game to the control group.

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5. To find out the difference of the students' motivation before being given a treatment to the experimental group and the control group.
6. To find out the difference of the students' motivation after being given a treatment to the experimental group and the control group.
7. To find out the difference of students' motivation before and after being given a treatment to the experimental group.
8. To find out the difference of the students' motivation before and after given no treatment by using Matching Word Game to the control group.

1.5 Research Questions

In this research, the research questions are formed based on the problems stated after considering the limitation of the problems. Furthermore, the research questions should be feasibly and fairly answered (for example, some research questions might require interviewing, which is costly in time both to administer and transcribe, or expensive commercially produced data collection instruments (e.g tests) and costly computer services, which may include purchasing software) (Cohen, Manion, and Marrison, 2007: 80).

1. Is there any significant difference of the students' vocabulary mastery before being given a treatment to the experimental group and the control group?
2. Is there any significant difference of the students' vocabulary mastery after being given a treatment to the experimental group and the control group?
3. Is there any significant difference of the students' vocabulary mastery before and after giving a treatment on an experimental group at the fourth grade SDN 018 Kubang Jaya?

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4. Is there any significant difference of the students' vocabulary mastery before and after being given no treatment by using Matching Word Game to the control group?
5. Is there any significant difference the students' motivation before being given a treatment to the experimental group and the control group?
6. Is there any significant difference of the students' motivation after being given a treatment to the experimental group and the control group?
7. Is there any significant difference of the students' motivation before and after being given a treatment to the experimental group?
8. Is there any significant difference of the students' motivation before and after being given no treatment by using Matching Word Game to the control group?

1.6 Significance of the Study

This study is apparently one of the attempts to investigate the effect of using Matching Word Game on students' vocabulary mastery and motivation. Therefore, this study may provide a useful launching for the teachers. First, to add the teachers' knowledge about teaching vocabulary mastery, to motivate the teacher to be more confident in teaching and to motivate the teacher to apply appropriate strategies in teaching vocabulary.

This study would, therefore, try to provide some feedbacks concerning the effect of using Matching Word Game on students' vocabulary mastery and their motivation. Furthermore, this strategy gives meaningful learning experience to the students because it could arouse the students' motivation to study English and gradually add their vocabulary.

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The findings of the research are expected to give some information and contribution to both teachers and students:

For the teachers the findings of the study are expected:

- a. To help the teacher to more creative in teaching vocabulary in the class.
- b. To make the teacher more confident and easy to deal with teaching vocabulary.
- c. To motivate the teacher to apply appropriate strategies in teaching vocabulary.
- d. To use the findings as the reference and new ideas for teachers in teaching vocabulary.

For the students the findings of the study are useful:

- a. To introduce to the students a new situation or atmosphere so that the learning process can run more smoothly.
- b. To improve the students' ability in learning vocabulary.
- c. To help the students easy to learn vocabulary and have fun in learning.

Last but not least, future researchers can carry out a study on the same or different strategies to enrich the students' vocabulary and arouse their motivation to love learning English.

1.7 Rationale of the Study

At present, educators and researchers are of the opinion that the learning of a second language should be meaningful, reflective and learner-centered so that learners can develop learner autonomy for lifelong learning. They stress that learner autonomy can be attained through learner training, that is focusing on not



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only “what” to learn but also on “how to learn” through the teaching of learning strategies (Dickinson 1987; Littlewood 1996)

The researcher believes that there is a general dissatisfaction among school teachers regarding the low of vocabulary mastery of fourth grade students at SDN 018 Kubang Jaya. Meanwhile, vocabulary is one of the most important language components to possess. It is also one of the most complex skills in developing language frequency because having more vocabulary people especially students become activate in learning the language. The goals of teaching vocabulary should be aimed at furthering the students’ vocabulary mastery. In order to improve the students’ vocabulary mastery Matching Word Game is considered as one of the appropriate ways to be applied.

Wenden (2003) also states that language learning strategies are important because researchers like Chamot (1989) and Cohen (1999) suggest that training students to use language learning strategies could help them become better language learners. Another researcher, Mohammad Amin Embi (1997) who has explored language learning strategies used created a model for learning language strategies, and learning English based on research findings. Dealing with language learning, Julian (1993:15) points out that ‘the key to learning is motivation. Never forget that’. It can be inferred that the higher the motivation, the better the achievement, based on the research findings in higher educational institution.

In Indonesia, it is discovered that students from elementary level to university are weak in English. They seem to have encountered difficulties in applying learning strategies to deal with the four language skills; listening,

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speaking, reading and writing as well as in the mastery of vocabulary and grammar (Suwarsih 2002; Zainil 2004,2005).

However, most studies on the second/foreign language learning so far may focus only on one or two language skills, or even only one of the language components, for example vocabulary (e.g.O'Malley et al. 1985; Brown & Perry 1991;Thompson & Rubin 1996; Yang 1995)

1.9 Definition of Terms

In order to get clear understanding and to avoid misinterpretation of the terms used in the topic, the researcher defines them as in the following :

- **Game** : Game is structured form of play, usually undertaken for enjoyment or fun and sometimes used as an educational tool. Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun.).
- **Vocabulary** : Vocabulary is the set of words within a language that are familiar to a person. A vocabulary usually develops with age and serves as a useful and fundamental tool for communication and acquiring knowledge. Diamond and Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings.
- **Mastery** : Mastery refers to having great skill at something or total dominance over something. It is a possession of skills, ability and techniques in conducting a certain activity. River (1994:125) states that vocabulary mastery refers to the great skill in proccessing words of language.

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- **Vocabulary Mastery** : Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words.
- **Matching Word Games** : a list of two or more sets of words, or words and pictures that the player must pair up according to a specific theme, such as a list of English words and their meanings. In this research, The students match the words based on the picture and English words and their meanings given by the teacher.(Jill Hadfield;1998)
- **Motivation** : motivation is defined as the driving force in any situations that leads to action. In the field of language learning, motivation refers to the combination of the learner's attitudes, desires and willingness to expend effort in order to learn the second language. It can be about positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (Brown H.Douglas (2000). It can be concluded that motivation is important in teaching and learning process, especially in vocabulary mastery.