

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides about the background of the research, formulation of the research problem, research objective, significance of research, scope and limitation of research, and definition of key term.

A. Background of the Research

In English learning, vocabulary is an important element. Vocabulary is an element needed to assemble a word which will eventually become a complete sentence. This is in accordance with the opinion of (Hornby: 1984: 959), which explains that vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary cannot be separated from the four language skills, reading, writing, listening, and speaking. And in English learning really needs an abundant vocabulary so the students can understand the meaning of each sentence. There are many ways and media that can be used to memorize vocabulary for students.

Jean Piaget put forward a developmental psychology theory related to cognitive elements. According to Piaget (1969) children learn from the environment around them by developing what they already have and will interact with what is found around them. In interacting, they will take an action in order to solve the problem and this is where the learning process occurs. According to Piaget (1969) there are four phases of child development, namely: sensorimotor stage (from birth to 2 years), preoperational stage (2 to 8 years), concrete operational stage (8 to 11 years), formal stage (11 to 15 years). By paying attention to these four phases, we can find out the phases in elementary school children aged 6 to 12 years. They are at the end

of the preoperational stage up to the concrete operational stage, even in the initial phase of the formal stage. This can be interpreted that the minds of children in elementary schools develop little by little in accordance with the development of knowledge and intellectual skills towards the stage of a logical and formal way of thinking. Jean Piaget (1963) argues that children's way of thinking develops through the direct involvement of objects and the environment around them.

Therefore the use of interesting learning media for students is very important to do. The right learning media will stimulate children to be more active and respond well when learning takes place. These various media are used to facilitate students in the process of memorizing vocabulary. One of them is using a card game media. A card game is a small piece of paper with an inscription on it. Card games have been known as a medium used to help students memorize learning materials. Because this card game is an interesting and simple card, it is widely used in learning media for elementary school students. Card games are considered more interesting and can make memorizing easier because of their attractive shape and usually accompanied by pictures that can arouse students' curiosity. The use of card game media combined with games in the teaching process will provide a new atmosphere for students.

Therefore, students can feel happy when learning to use card games because they can play while learning. According to the opinion of Santrock (2007) the game is a fun activity that is done for fun. Games are activities that are done for fun and have rules. From this opinion, it can be seen that card games media are very suitable for elementary school students. Because the main characteristic of elementary school students is like to play with friends. And by using a card game media that combines the concepts of learning and playing, it will arouse students' interest in learning.

In addition, the card game is suitable for use as a medium for memorizing vocabulary for elementary school students because playing while learning is also useful in helping the development of other important abilities in early childhood. Winning (2019) states that the use of picture cards is appropriate as a medium for acquisition vocab for school students. Children want to learn how things work, and they learn it through play. When children play while learning, they are indirectly also trained to solve problems, create things, experiment, and learn other new things. Based on the description above, the researcher decided to conduct a study located at SDN 03 Rejotangan, to find out the effectiveness of using card game media in acquisition vocabulary. At SDN 03 Rejotangan, the 3rd grade students have not acquired a lot of vocabulary. In this schools, the teacher only used books as a medium of learning, so students must study vocabulary using conventional methods. That is reading the text in the book and memorizing it. Which allows students to feel bored and less interested. Therefore, the researcher compiled a study entitled "The effectiveness of using card game media towards the third grade students' vocabulary acquisition at SDN 03 Rejotangan."

B. Formulating of the Research Problem

Concerning the background of the study, the writer formulates the problem of the study as follows: Is using card game media effective towards the third grade students' vocabulary acquisition at SDN 03 Rejotangan?

C. The Purpose of the Study

Based on the research question, the purpose is to find out whether the card game media is effective towards the third grade students' vocabulary acquisition at

SDN 03 Rejotangan.

D. Formulation of Hypothesis

In short, a hypothesis means a prediction of a problem or an alleged relationship between two or more variables. There are two kinds of hypotheses, namely the null hypothesis (H₀) and the alternative hypothesis (H_a). (H₀) states negative, while (H_a) states positive. So, based on the researcher objective above, the hypothesis is:

1. Null Hypothesis (H₀): There is no significant difference on students' vocabulary acquisition before and after taught by using card game media of the third grade students at SDN 03 Rejotangan
2. Alternative Hypothesis (H_a): There is a significant difference on students' vocabulary acquisition before and after taught by using card game media of the third grade students at SDN 03 Rejotangan

E. Significance of the Study

The researcher hopes that the result of this study give a contribution for :

1. The English teachers

The result of this study is expected to give a contribution for the teacher as feedback to improve their technique in teaching English, especially to enrich student's vocabulary acquisition.

2. The students

The use of media card games can make students happier in the process of memorizing vocabulary. Thus, they can improve their vocabulary acquisition.

3. The readers

This will make it easier for readers to understand the use of media card games to enrich students' vocabulary acquisition, so that media card games can be a recommendation for one of the best English learning media.

F. Scope and Limitation of the Study

1. Scope

The scope of this research will be limited to the third grade of elementary school students at SDN 03 Rejotangan, using card games as a medium to improve vocabulary acquisition for students.

2. Limitation

This research would be better if the researcher take more classes that would be the object of research. So that the object of research is more diverse.

G. Definition of key terms

To avoid misunderstanding about the terms in this research, the researcher provided definitions of key terms that are important to understand. The definitions of key terms are:

1. Card game

Card game is one of the game media that can be used in the language learning process, especially in memorizing vocabulary. Card games also can be defined as a set of cards that has many varieties of picture, words, and categories. Chabib Basirun (2007) said that a card game consists of 40 cards with pictures and words on it, and it can be played by two, three, or four players. From the above opinion, it can be concluded that the card game is a varied card that can be played by several people, and can be used for the language learning process.

2. Vocabulary acquisition

Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are talking about a particular subject in a particular language. Vocabulary acquisition is the process of learning new words. Having a broad vocabulary is essential for academic success, but even more so for language and literacy development. Teaching vocabulary to students not only helps them in their long-term academic success in terms of comprehension but also cultivates their verbal and written communicative abilities.