

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the research, and definition of key terms, organization of the study.

A. Background of Study

Vocabulary is one of the language components that have to be taught to the students in learning a foreign language. This component is the basic study in learning a foreign language, especially for young learners vocabulary is the first step that they have to learn in foreign language before they learn four skills such as: Reading, Speaking, Writing, and Listening. Pinter (2006: 86-88) supports the idea by stating “Children enjoy vocabulary. They pick up new words at an astonishing pace in both their first and second or foreign language and they can understand the concept of words well before the concept of grammar”. Moreover, it is better to learn foreign language started from childhood. As noted by Krashen, Long and Scarcella (as cited in Freeman and Long 1991: 155) however, some fairly clear patterns emerge once short-term and long-term studies are distinguished. The conclusion they drew from the research literature is that older is faster, but younger is better.

Although English was not our language but this is important to study, because in elementary school English subject was become one of the subject that used in national examination. As stated by Supriyanti (2012) the Government policy in english for the primary levels is the place of English in the Education system in Indonesia officially is not prestigious. There is no need to be any objection, however, since we understand that Indonesia is still struggling for educational equity across the country. This very huge country has presented us with problems of giving the same opportunities for all children.

Teaching foreign language for young learner is not easy especially in memorizing vocabulary. Beside of that many students dislike with English subject, because they feel that English is a difficult subject. This problem may be because English is not their mother tongue. As stated by Halliwell (1992: 4) in the early stage of their mother tongue development children excel at making a little language go a long way. But the problem is not only made by the learners. It also becomes a problem by both student and teacher.

The researcher choose fourth grade of MI Baiturrohman Suwaluh beause there were some problems in students' vocabulary. From the result of interview with English teacher at fourth grade of MI Baitrohman Suwaluh, the researcher has know so many problems in teaching and learning English, one of them is the students do not pay attantion with the teacher explanation, and there was one student was passive at the class. It

happens because of no media and the teacher do not use any strategies to make the students interest in studying English. The teacher still uses the conventional method to teach the students. Therefore, the factor that involved by the teacher comes from the teaching mediathat have used. Sometimes the mediacannot build the students' interest to study. So they often feel bored and lazy to study english. It is difficult for the teacher to make the students understand and remember new words which they are never heard before. Therefore, to teach vocabulary for young learners the teacher should have some strategy. Harmer (2007: 83) states that a teacher need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored. Because sometimes students will be bored if they learn without any strategy. Halliwell (1992: 18) argues that children will get bored when they spend all the time only sitting on their chairs, because they always like discovering things, and they are very good in using their imagination. So, to solve this problem the researcher use Miming Game to improve their vocabulary.

Miming is acting out a story or word with the body only and without using any language and sound. So that it also called silent way. Miming is a popular art form even in recent times. It is the art where in the body and facial expressions do the talking. Miming reflects the grace of the body in motions and pays close attention to the technicalities of expression. In it, the body showcases the emotion, moods and thought of a

person without using the mouth. Though it may appear to be a simple task, miming requires lot of skill and practice to make it look real.

Miming Game has many advantages in the classroom especially for young learners. Children enjoy playing games which use mime and good learning can result from them. Children who are a bit shy in the classroom may also be more confident when miming, besides of that it does not require students to come up with possibly difficult language in order to express themselves. In other words, they would act in the same way wheather they were miming in english or any other language.

In the previous study, the researcher identified that Miming Game have been conducted by many researchers. One of them is the previous study done by Triono (2012) under the title *The Effectiveness in Using Miming and Bingo Games As Media Towards the Students' Vocabulary Mastery of Six Graders of SDN 4 Sungai Siput*. He did the study because many problems in mastering vocabulary one of them is the students difficult to memorize it, because they are foreign words. He assumed teaching vocabulary by using games because he wants to know how far the effectiveness in using miming and bingo games toward the students' vocabulary mastery and to make the students more interesting to learn English vocabulary.

Miming Game is one of the strategy used by the researcher to improve students ability in memorizing vocabulary. Miming Game is one of the guessing games besides picture guessing, and sentences guessing.

The most important function of implementing guessing games in teaching is to give practice in communication, Richard-Amato (as cited in Hartini 2012). The researcher uses this strategy to improve students' vocabulary at fourth grade of MI Baiturrohman Suwaluh because there are some problems in students' vocabulary. To apply this strategy there are some ways: first divide the class in small group, one group consist of three or four group. Next choose the leader in every group. Then the first group send the leader to come in front of the class and give him/her the vocab. Finally, he/she mime the word then the members and the other groups try to guess it. In addition the teacher should to limit the time maybe about 5 seconds. The group which can guess correctly they will get point. Thus all the strategy of using Miming Game to improve students' vocabulary.

The researcher choose Miming Game as the strategy in teaching and learning vocabulary because this strategy is suitable to teach students at elementary school. Children like being physically active as they learn. They are naturally imaginative and creative. The researcher hope that Miming Game can improve students' ability in memorizing vocabulary at fourth grade of MI Baiturrohman Suwaluh.

Based on the background above, the researcher is interested and wants to conduct the research on the title *"Improving Students' Vocabulary by Using Miming Game at Fourth Grade of MI Baiturrohman Suwaluh"*.

B. Formulation of the Research Problems

Based on the background above, the problem can be formulated as follows:

How can Miming Game improve students' vocabulary at fourth grade of MI Biturrohman Suwaluh?

C. The objectives of Study

This class room action research is conducted in order to improve the students' vocabulary at fourth grade of MI Baiturrohman Suwaluh. The purpose of this research is stated as follows :

To improve students' vocabulary by using Miming Game at fourth grade of MI Biturrohman Suwaluh.

D. Significance of the Study

1. For school

It can be used as an input for the school as one of the strategy that use for teaching English especially to improve the students' ability in memorizing vocabulary.

2. For English students

It can be used to increase the students motivation in learning vocabulary in order they can improve their ability in memorizing the words. Because vocabulary is the first step or the basically study in learning a foreign language.

3. For teacher

This strategy can use as methode to teach students' vocabulary. Because this strategy can solve students problem in learning English especially in teaching vocabulary.

4. For reseachers

The result of this research are useful to know how far students can memorize and apply the word by using Miming Game. And for researcher in the future it can enrich and increase their knowladge. You can develop this strategy in order to be better.

E. Scope and Limitation of the research

This research is aimed to solve the students' problem in memorizing the vocabulary by using Miming Game. The researcher applied Miming Game to improve the studens' vocabulary at fourth grade of MI Baiturrohman Suwaluh in academic year 2015/2016. The research focuses on the meaning of vocabulary especially in home activities and parts of the house, because that vocabulary were appropriate to use for Miming Game and also the material that should be teach in fourth grade of MI Baiturrohman Suwaluh.

F. Definition of Key Terms

Definitions of key term are important to be given in order to avoid misunderstanding. Referring to the topic discussed in this study, some terms used need to be defined as follows:

1. Vocabulary is all about words, but the words that used in Miming Game include of action verb, profession, and some of noun except abstrack word.
2. Miming is the art or technique of potraying a character, mood, idea, or narration by gestures and body movements; pantomime. In Miming Game, the game was modified with picture media.
3. Young learners are learners that learn in first step, and they can proceed into the next level based on their skill. Basically, young learners can be learn in play group, kindergarten, or elementary school.

G. Organization of Study

Chapter I: Introduction

This chapter discusses background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the research, and definition of key terms, and organization of the study.

Chapter II: Review of Related Literature

This chapter presents some reviews of relevant theories and studies that are about: Teaching English to Children, Teaching Vocabulary, Miming Game, and Previous studies.

Chapter III: Research Method

This chapter presents the description of the research method employed in this study. It presents the research design, subject and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing, and reflecting.

Chapter IV: Finding and Discussion

This chapter deals with the data and the research finding obtained from the classroom action research at fourth grade of MI Baiturrohman Suwaluh. The data presented in this study are obtained from the preliminary study, the implementation and the reflection of the action.

Chapter V: Conclusion and Suggestion

This chapter presents about conclusion and suggestion.