CHAPTER I

INTRODUCTION

This chapter consists of seven sub-chapters. They are: Research Background, Formulation of Research Problem, Research Objective, Research Hypothesis, Research Significance, Research Scope and Limitation, and Definition of Key Terms.

A. Research Background

English as second language after national language, many Indonesian people want to learn and master it as their foreign language, they aware that English language has become important in the future for communication with other and to deal with the globalization era. Now, English in Indonesia can be learning in formal or non-formal institution. Saukah in (Choi and Spolsky 2009:01) states English as a foreign language is taught as compulsory subject at junior and senior high school in Indonesia. However practically, almost every elementary school such as English starting at grade four, and some even at much lower grade, as low as in kindergarten.

The function of teaching English at Elementary based on Kurikulum Muatan Lokal is a tool for self-expression in understanding and using English so that the students may become clever and skilled citizens who are not isolated from the environment (Departemen pendidikan dan kebudayaan, 1994:29). Therefore, students are taught how to speak, read, listen and write in English. In order to achieve those goals, students must be able to master

vocabulary because it is as one of language components; which plays an important role in communication in both spoken and written forms.

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". Morever, 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.

In the Elementary, English vocabulary is not something new for students. They have known about it when they were in the Kindergarten. But, sometimes they still feel difficult. As Celce-Murcia (2000:77) states, vocabulary should be recognized as a central element in language instruction from beginning. Students have difficulties in using English for communication. It is because their mastery of vocabulary in a short term memory, so that students will quickly forget the new vocabulary is given by the teacher. The teacher should increase their creativity with the interesting of teaching technique in their classroom activity. This media can be created

through game. Miming Game is used to make the students catch easily about what they have learned.

Many students find difficulty to enrich their vocabulary or to memorize that new word given by teacher. It is something normal for the students, because English not their mother tongue. So, it is a hard job for the teacher to make his/her students understand and remember new words that they never hear before. In teaching vocabulary, the teacher must have creativity in teaching and learning process. As we know that the students are bored when they do not understand, moreover when the teacher teaches still uses the conventional technique in his/her teaching. The teacher just explains the materials and then gives exercise in written form.

According to Adil (1988:42) "vocabulary is one of the major problems confronting EFL learners", especially in learning new words. It is proven by the researcher's experience when teaching at elementary school. There are some factors why vocabulary learning is difficult for the students. First, the students tend to forget the words that have been taught because most of their teachers only give the list of new words of English with meanings in their meanings in the students' native language. Example: banana = pisang orange = jeruk. And the second, house of new words is not given any meaningful sentences. Example: Tono likes orange. So, Tono make orange juice. The last, the students cannot pronounce the new words need of English well, because it usually uses a symbol in pronunciation.

Based on the factors that have been mentioned above to learning vocabulary to children have many barrier. It makes the students in learning

vocabulary become feel bored. Besides that, the students always feel difficult when they learn new English words. Therefore, teachers are expected to find suitable ways of teaching that can help their students get interested in the lesson and finally they can use the new words in their daily life.

There are lot of problems for their difficulties; English is still as foreign language not a second language for them, they have little habit and responsibility to use English for communication, they are still feel difficult to pronunciation in learning English. The students were very difficult to learn or memorize new vocabularies. The students only remember a few materials from all of what they have learned before. They easily get bored and difficult to keep their concentration. The students' need a new alternative that it can help them to keep memorize about the new vocabulary easily. Therefore, the teacher can give a game. This game is given to give the new atmosphere for students. They will not feel bored if they still learned process. Because, they pass it easily not pressure.

The researcher tries to test a new way to teaching vocabulary by using Miming Game. Miming is acting out a word with the body only and without using any language and sound. It is the art where in the body and facial expressions do the talking. 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. By using Miming Game the students can more interesting in learning vocabulary.

Tao Tan (2008:560) states actually one of the techniques that most effective in helping my students achieve this level of enjoyment is one in which they do not have to speak. Mime requires a person to use body language, facial expressions, and gestures to convey meaning. Mime game is useful techniques that needed by the teacher and the students. For the teacher, mime game is a way to increase teacher's creativity in teaching English. For the students, miming game is a fun game in learning English.

The researcher choose Miming Game as the technique in teaching and learning vocabulary because this technique 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 increase students' ability in memorizing vocabulary at fourth grade of SDN 01 Suwaluh.

Based on the background above, the researcher is interested and wants to conduct the research on the title *"The Effectiveness of Using Miming Game in Teaching Vocabulary of Fourth Grade Students at SDN 01 Suwaluh Pakel in Academic Year 2016/2017".*

B. **Formulation of Research Problem**

This study will attempt to answer the following questions:

1. Is there any significant different scores of students in vocabulary before and after they are taught by using Miming Game?

C. Research Objective

1. To know whether the use of "Miming Game" gives significant different of students' vocabulary before and after they taught by using Miming Game.

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null Hypothesis (Ho): There is no significant difference in the vocabulary score of the students before they are taught by using Miming Game and after they are taught by using Miming Game.

2. Alternative Hypothesis (Ha): There is significant difference in the vocabulary score of the students before they are taught by using Miming Game and after they are taught by using Miming Game.

E. Research Significance

The researcher expects this study will be beneficial to:

1. For the English students

The result of this study will give a new experience for their learning vocabulary. Miming Game help students to learn vocabulary easily and effectively and the learning process become fun.

2. For the teachers

The result of this study is to encourage the English teachers in applying effective.

3. For the researcher

   The result of the study give some knowledge the benefit of Miming Game in teaching vocabulary to mastery students' vocabulary.

F. Research Scope and Limitation

The scope of this study is finding the effectiveness of using Miming Game in teaching vocabulary.. The study focused on the simple vocabulary especially vocabulary of school environment and profession. In addition, the limitation of this study is on fourth grade students' of SDN 01 Suwaluh.

G. Definition of Key Terms

1. The effectiveness is the different score gained from pre-test and post-tes.

2. Teaching vocabulary is the teacher's effort to provide students vocabulary material, to ensure their understanding, and improve their knowledge of vocabulary.

3. Miming game is the art or technique of potraying a character, mood, idea, or narration by gestures and body movements; pantomime.