

CHAPTER I

INTRODUCTION

In this chapter the writer discussed about introduction of the study which consists of (a) background of the study, (b) problem of the study, (c) objective of the study, (d) hypothesis, (e) variable of the study, (f) significance of the study, (g) limitation of the study, (h) definition of key terms, and (i) framework of the discussion.

A. Background of the Study

Language is very important for people to communicate with others, because communication is a process that people use to express messages and share the meaning about their ideas. The language can be expressed in spoken or written norms. So, without language communication cannot happen. Communication cannot be separated from language and language cannot be separated from vocabulary.¹

According to David L. Shepherd, vocabulary is one of the most significant aspects of language development. It means that vocabulary is the one that must be taken into consideration in language development. To teach vocabulary in elementary school, especially for children is not an easy way. Teaching children is very different from teaching adults. In the elementary school, the teachers should have an extra power to teach their students, because the children have certain characteristics and need a

¹ David Cristal, *English As A Global Language*. (New York: Cambridge University Press, 1997) p. 56.

certain treatment. One characteristic of children is that they love playing, the children learn things while playing. So they are interested to study with such a fun way as in teaching games. The implication to language teaching is that games are effective ways for teaching language.²

In learning vocabulary the students may face various problems. Various problems can appear because in fact, learning is memorizing as in learning vocabulary. Learning vocabulary is collecting the individual items so the students need to have good understanding to master vocabulary. Based on the pre observation, the problems also appear in the third grade students of SDN-VIII Menteng Palangka Raya. When the students learn vocabulary, the students can pronounce the word correctly but they still have difficulty to write the spelling of the words. For examples, when the students asked to mention the things around their class or house furniture, the students can answer by pronouncing correctly, but the students get difficulty in writing and spelling. The students write the words *picture* as *pikcer* and *table* as *tebel*. The students actually can mention the word, can pronounce the words correctly, but they are lack in write the words correctly because they are influenced by their mother tongue to write the vocabularies.

Based on the pre observation, the teacher of the third grade students of SDN-VIII Menteng Palangka Raya only stresses on the speaking of vocabulary, so the students are able to speak and pronounce

² David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*, (USA: Bell and Howel Company, Co, 1973) p. 39

the vocabulary correctly. The teacher did not use the teaching strategy to help the students in writing vocabulary. These problems occurred because the teacher did not write the spelling of the words. In other words, the teacher did not perform the alphabets or spellings of the vocabulary as the clue for students to write vocabulary. To overcome the problems, the English teacher is expected to be imaginative and creative in developing the teaching strategies.

In this study, the writer was interested in teaching vocabulary by using jumbled letters game. There are some reasons of the writer to choose the jumbled letters game to teach vocabulary at third grade students of SDN-VIII Menteng Palangka Raya. The first, by using the jumbled letters game the students are able to speak and pronounce the words fluently. The second, by using the jumbled letters game the students are able to write and spell the words correctly.

Based on the explanation above, the writer was interested to do a study entitled : “ **The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangka Raya.**”

B. Problem of the Study

Based on the background of the study above, the writer formulated the problem of the study as follow: Does the jumbled letters game give effect on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya?

C. Objective of the Study

The objective of the study in this research is: To measure the effect of the jumbled letters game on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya.

D. Hypothesis

There are two hypothesis on this research. They were alternative hypothesis (H_a) and null hypothesis (H_o).

H_a :The jumbled letters game will give effect on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya.

H_o :The jumbled letters game will not give effect on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya.

E. Variables of the Study

There are two variables in this research. They were independent variable and dependent variable.

1. The independent variable (X) in this research is the jumbled letters game.
2. The dependent variable (Y) in this research is the vocabulary achievement scores.

F. Significances of the Study

The result of this study has two significances. They were theoretically and practically. Theoretically, the result of the study can be

useful input in improving English vocabulary and the result of research can be used as the reference for those who want to conduct a research in improving English vocabulary.

Practically, The research will improve anyone's capability of teaching vocabulary by using jumbled letters game, the reader will get a large knowledge about teaching vocabulary and the English teachers or learners can solve the problem in teaching and learning especially in teaching English vocabulary.

G. Limitation of the Study

In conducting this research, the writer limited the problem that will be discussed. The writer limited this research in the third grade students of SDN-VIII Menteng Palangka Raya as the subject of the research. The number of the subject is 94 students. The object of the research focused on the teaching vocabulary by using jumbled letters game. The researcher focused on the use of the jumbled letters game because the writer wanted to measure the effect of using jumbled letters game on the vocabulary achievement scores.

Based on the material and the syllabus of the the third grade students of SDN-VIII Menteng Palangka Raya, the writer limited the vocabulary in this research on the content vocabulary especially about noun.

H. Definition of Key Terms

In order to avoid misunderstanding, the writer defined some terms concerning with this study. The terms were as follows:

a. Effect

An effect is a change produced by an action or a cause.³ An effect is a difference between or among population means. In this study, the jumbled letter games has an effect on the students' vocabulary scores if the scores of students' vocabulary using jumbled letter games are different from the scores of students' vocabulary without using jumbled letter games.

b. Jumbled Letters Game

The Jumbled Letters Game is a kind of game that intended to measure the capacity of the students to memorize words, read it and then rewrite it correctly.⁴

c. Vocabulary

The vocabulary of language is the total number of word and someone's vocabulary is the total number of words in a language that he or she knows.⁵

³ A. S. Hornby, *Oxford Learner's Dictionary*, (New York: Oxford University Press, 1995) p. 369.

⁴ Leonora D. Basbas, *Learning and Living in The 21st Century*, (Philippine: Rex Book Store, Inc, 2007), p.151.

⁵ Rosa M Lopez Campillo, *Teaching and Learning Vocabulary : An Introduction For English Students*, (UCLM: Magisterio De Albacete), P. 35.

d. Experiment Study

Experiment study is the event planned and carried out by the researcher to gather evidence relevant to the hypothesis. It is research studies design for establishing causal relationships.⁶

I. Framework of the Discussion

The framework of the discussion of this study could be drawn as follows:

Chapter I : The first chapter was introduction. Introduction consists of background of the study, problem of the study, objectives of the study, hypothesis, variables of the study, significance of the study, limitation of the study, definition of key terms and framework of the discussion.

Chapter II : The second chapter was review of related literature. Review of related literature consists of the previous of the study, vocabulary, games, the jumbled letters game, and quasi-experimental design.

Chapter III : The third chapter was research methodology. Research methodology consists of research design, population and sample, instruments of the study, research instrument try out, research instrument validity, research instrument reliability, index of difficulty, data collection procedures, and data analysis.

⁶ Donald Ary, Lucy Cheser Jacobs & Asghar Razavieh, *Introduction to Research in Education Second Edition*, (New York: CBS College Publishing, 1985), p. 247.

Chapter IV : The fourth chapter was the result of the study. The result of the study consists of data presentation, data analyzing and discussion.

Chapter V : The fifth chapter was closing. Closing consists of conclusion and suggestion.