

CHAPTER I

INTRODUCTION

This part shows an introduction to this study. It contains the background of the study, the research question, the definitions of key terms, the research objective, the significance of the study, and the organization of the thesis.

A. Background of the Study

Vocabulary describes one of the essential parts of learning English which has long been discussed by most people around the world, and vocabulary is one of the important topics that have been introduced in schools for a long time, including young learners, for example, in the elementary school students. This can happen because vocabulary is the one of needed on the four skills in English such as reading, listening, writing, and speaking. Then they can apply it to learning activities at the school, and with students being able to know a lot of vocabulary, students can produce language so that they can follow developments that occur in society from an early age to be able to interact and communicate with other people using different languages.

Mastery of vocabulary is needed in aspects of English skills such as writing, reading, speaking, and listening. This can be learned by young students when learning English, and it needs special attention from the teacher so that students are motivated to learn. If only young learners have a sufficient English vocabulary, they can be able to understand texts, be able to speak in English, and be able to write in English. At this time, many young learners still encou -

nter some or many obstacles in learning English vocabulary, which is also a factor that causes them to have difficulty speaking, reading, listening, and writing in English because of the weak vocabulary they master. And other things that can make them find it difficult to learn English, among others, because of the lack of motivation get to learn English.

The various problems that are often faced by students in mastering English vocabulary are difficulties in learning, such as the difficulty of memorizing words, and students can easily forget them, so it is still the main problem that makes students difficult in mastering vocabulary. This can also happen because English is very different from Indonesian, which includes several aspects such as spelling, pronunciation, use, and meaning of words. Therefore, considering the importance of learning English vocabulary, teachers must be able to know and choose the right and effective teaching techniques to do in teaching new vocabulary with more interesting learning methods or techniques so that students can be interested and enjoy a pleasant learning atmosphere in the classroom. In the classroom, when learning English takes place, and with that, students can easily absorb and master the new vocabulary that has been given by the teacher.

The writer chooses the research location at MI Maarif NU Banjarsari because there are English subjects from grade three to grade six. This is because many elementary schools do not have English subjects. Based on the results of observations made by the writer at MI Ma'arif NU Banjarsari regarding learning English in class IV, the teaching and learning process uses the lecture

learning method. There are several problems that occur, including low mastery of vocabulary in students, low enthusiasm of students towards interest in learning English, and the learning method only focuses on Student Worksheets (LKS) so that students become inactive and passive due to lack of interaction between one student and another. Other students also seem embarrassed to ask if there are difficulties, and students easily forget the material that has been delivered. This makes students very weak in mastering vocabulary because of a lack of motivation.

A cooperative learning strategy is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom by Richard and Rodgers (2001: 244). There are many types of strategies in cooperative learning that can be used by teachers to make learning English more interesting. One technique that can be used by teachers to motivate young students to master vocabulary is to use games. Games can create a new atmosphere that can make them more enthusiastic about learning English vocabulary. One of the games that can be used in learning vocabulary is the quiz-quiz trade game.

Quiz - quiz trade game is one of the cooperative learning techniques developed by Spencer Kagan (2009) where students in pairs ask each other using a flashcard that has been provided by the teacher. The flashcard has two sides, the first side contains questions, and the other side contains answers. They play in pairs. After they answer and appreciate each other, their cards are traded with each other, and they look for other pairs. This is done with the time

determined by the teacher. Using this game can make students interested and enthusiastic and feel challenged to learn vocabulary because they exchange information. This can help students to achieve goals in the learning process effectively.

Based on the problems that occur, the game can be used in the teaching and learning process with the aim that the delivery of material can attract students' attention and the atmosphere is not monotonous. This lack of motivation is due to the learning methods used have not been able to motivate students. For this reason, it is necessary to apply ideas to design learning that is memorable and fun to achieve learning objectives, namely. Students are expected to be able to master vocabulary through interesting games so that they can remember them easily.

Based on the explanations of the background, the research title "The Effectiveness of Quiz – Quiz Trade Game to Improve the Students' Vocabulary Mastery at the Fourth Grade Students of MI Ma'arif NU Banjarsari in the Academic Year 2021/2022" is needed to find out whether the use of games is effective or not to improve vocabulary mastery for young learners.

B. Research Question

The problem that is investigated in this study is "How is it effective or not to improve students' vocabulary mastery using quiz – quiz trade game on the fourth-grade students of MI Ma'arif NU Banjarsari?"

C. Definition of the Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstandings, so the terms are to be defined as follows:

1. Effectiveness

Gibson et al. (2013: 46) states that effectiveness is an assessment made of the achievements of individuals, groups, or organizations. The closer to achievement with the expected performance, the more effective it will be.

2. Vocabulary

According to Hornby (1984: 959), vocabulary is a collection of several words that are combined so that they have meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking.

3. Game in Learning

Based on Wright, Betteridge, and Buckby (2006: 1) a game means an activity that is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

4. Quiz – Quiz Trade Game

Soetjipto (2010: 201) explains that the quiz-quiz trade learning model focuses on students on how they can exchange and share information, build a lot of knowledge, and can teach something to others

so that in this game, students are expected to be able to absorb the material they have learned.

D. Objective of the Study

This study aims to find out whether quiz–quiz trade game is effective or not to improve students’ vocabulary mastery on the fourth-grade students of MI Ma’arif NU Banjarsari.

E. Significances of the Study

The results of this study are expected to contribute to the following parties:

1. Theoretically

This study can be used as a reference for the next researchers who want to conduct research in the same field with a similar study.

2. Practically

This part tells about the advantages of this study for the readers and the writers.

a. The Readers

The readers can be able to find out a lot of information and a lot of knowledge after reading this study.

b. The Writer

The writer can get a lot of information about “The effectiveness of quiz – quiz trade game to improve students’ vocabulary mastery at the fourth-grade students of MI Ma’arif NU Banjarsari in the academic year 2021/2022”.

3. Pedagogically

This part tells about the advantages of this study for the English teachers, the students, and the school.

a. The English Teachers

The results in this study may be helpful for educators to improve students' vocabulary because quiz - quiz trade games in learning English can be an exciting learning model in teaching vocabulary because students can exchange information and are expected to become good things to motivate students to master vocabulary.

b. The Students

The results in this study can make the students motivated, interested, and happy in learning English vocabulary and can help students always to remember English vocabulary easily.

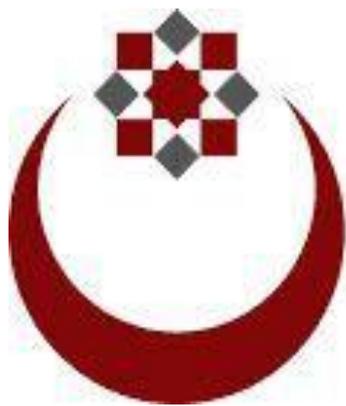
c. The School

In the results of this study, schools can use several techniques and media as a means of supporting the teaching and learning process in the classroom, especially using the quiz – quiz trade game in teaching English vocabulary.

F. Organization of the Thesis

To make it easier to understand this study, the writer divides it into five chapters: Chapter I describes introduction. It consists of background of the study, research question, definition of the key terms, objective of the study, significances of the study, and organization of the thesis. Chapter II describes

review of related literature. It consists of theoretical study, previous studies, theoretical framework, and hypothesis. Chapter III describes method of investigation. It consists of research design, source of data, technique of data collection, and the technique of data analysis. Chapter IV covers findings and interpretation. Chapter V comprises of conclusion and suggestions.



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