

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is most important as a means of communication for human beings. People can communicate each other to have interaction by language. In this global era where the distance is not such a problem, people have to do interaction with another.¹

People nowadays have to do many things to survive their life, that's why they have to do the business not only from the local area but also with the people who come from a very long distance. In this world there are many tribes, culture, countries, in which each of them has the different language.

English has become the most global language, the lingua franca of business, science, education, politics and music. More than 300 millions people in the world speak English. Since the proclamation of Indonesia on the 17th of August 1945 English has been taught in this country as the first foreign language. This is not the first time that the teaching of a foreign language is introduced in the curriculum of Indonesian school. English language has been studied since before Indonesian Independence day, in fact even since centuries ago. It is the first foreign language in our country. In the world, it is the world language. In Indonesia, English language has been included in the curriculum of Elementary School to University. Even in some regions, besides using Indonesian language they also use English language to communicate at school. We have to know how to use English well. In order to be able to use it well, we have to improve speaking, listening, writing and reading skills. Speaking and listening are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not the medium but the activity of the language user. Thus speaking

¹ Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1999), p. 1

and writing are said to be active or productive skill where as listening and reading are said to be passive or receptive skill.²

Teaching vocabulary is part of English teaching. Vocabulary power will facilitate speaking, listening, writing and reading skills. Vocabulary is one of the most components of language and one of the first things applied linguists turned their attention too.³

It can also be articulated as basic building block of language. Vocabulary items are form which longer structures such as sentences, paragraph and whole text are formed. When we teach a language teaching material must be suitable with the students needs. A good vocabulary learning program should therefore focus on the appropriate level of vocabulary for the learners. The use of teaching strategies also should be based on the students' characteristics. This thing is appropriate to young learners. Because of with vocabulary, they can be good speaker or translator future.

Rivers argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and function, we may have learned for comprehensible communication.⁴

In this paper, the researcher will try to study about noun, because noun is part of vocabulary. The popular definition of a noun is that it describes a person, place or thing. Nouns convey a substantial proportion of the information in most texts.⁵

In English, nouns may be defined as those words with can occur with articles and attributive adjectives and can be functioned as the head of a noun phrase. In traditional English grammar, noun is one of the eight parts of speech. Some classifications of nouns are; proper noun and common noun,

² H.G Widdowson, *Teaching Language as Communication*, (Oxford: Oxford University Press, 1987), p. 57

³ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 4

⁴ David Nunan, *Language Teaching Methodology; A text Book for Teacher*, (London: Phoenix, 1995), p. 117

⁵ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2010), 2nd Ed., p. 9

countable noun and uncountable noun, concrete noun and abstract noun. This study will be focused on concrete noun.

To support this study, the researcher will use two ways. The first is using Pictionary game. This game may become an alternative way to teach English nouns for beginning level. It is more emphasizing on active learning and contextual language teaching, because it makes students more active. The teacher just stands and as a resource and facilitator. Students are given instruction to look for some picture or nouns according to the picture. Before that, the teacher introduced the materials. The 2nd is using non-Pictionary game. This is one of conventional ways in teaching English. Here the teacher is more active than students, because the teacher just gives the lecture or explanation of the materials. Both of two ways have the same purpose. It is way on teaching English concrete nouns.

The two groups of participants are assumed to be equivalent because they are assigned to the groups randomly. Both groups will take a pre-test on to measure their academic writing ability (helping to determine if the two groups are indeed, equivalent). Actually, this study was done to find out the acquisition of writing concrete nouns by student taught with Pictionary game is different from that taught with non Pictionary game.

The writer chooses this topic based on following reasons:

1. Teaching vocabulary is important for students of any levels and it needs suitable strategy in order to achieve the teaching aims.
2. Pictionary game and non Pictionary game is appropriate for teaching beginners.

B. Question of the Research

The problem that will be investigated through this study is: “Is using Pictionary game effective to facilitate students’ learning English concrete nouns in the fourth graders of SDN 01 Donowangun?”

C. Objective and Benefit of the Research

The objective of the study is to know whether or not using Pictionary game is effective to improve students' English concrete nouns in the fourth graders of SD Negeri 01Donowangun Talun Pekalongan.

The study is important for reasons as follows:

1. For students

This study may be helpful to the students, because using Pictionary game in learning vocabulary (English concrete nouns) will make their understanding clear and improve the students' competence that is the ability to communicate each other in understanding the material in English teaching learning focusing on vocabulary understanding.

2. For teacher

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can be one of choices to do in the classroom.