CHAPTER I

INTRODUCTION

A. Background of the Study

Human beings, as social creatures, live in community. They meet and interact with other community members in order to fulfill their biological and non-biological needs. Here, language as a means of communication takes an important role in the success of communication. Therefore, it is definitely necessary for humans to learn language either as first, second or foreign language.

Among many languages spoken in this world, English is one of the most popular. It is an international language which the speakers are spread in many countries across the world. It is then can be understood why many countries put English in their curriculum. One of them is Indonesia. In Indonesia, English is taught as the first foreign language.[1]

As a foreign language, English plays several roles in education.[2] It is used in scientific papers in all subjects. English is also

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[1] Lauder, Allan, "The Status and Function of English in Indonesia: A Review of Key Factors" *Makara, Sosial Humaniora, (Vol XII, No. 1,* July/ 2008), p. 16 on http://journal.ui.ac.id/index.php/humanities/article/viewFile/128/124, retrieved on February 10th 2014 at 08:30 a.m.

[2] Lauder, Allan, "The Status and Function of English in Indonesia: A Review of Key Factors" *Makara, Sosial Humaniora, (Vol XII, No. 1,* July/ 2008), p. 12 on http://journal.ui.ac.id/index.php/humanities/article/viewFile/128/124, retrieved on February 10th 2014 at 08:30 a.m.

increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment.

English as a foreign language is taught in every level of education, including elementary school. In elementary school, English language learning is focused on vocabulary, especially common noun which is often featured in coursebooks. Common noun is emphasized on children's learning because it is easy to illustrate for them who do not have literacy skills.[3]

Common noun as a part of vocabulary is fundamental in learning foreign language especially at the beginning level. As cited by Scott Thornbury in his book with the title 'How to Teach Vocabulary', David Wilkins summarizes the importance of vocabulary in a short sentence, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[4] In line with this statement, Allah, in His Koran, says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

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[3] Linse, Caroline T., *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill Companies, Inc., 2006), p. 122.
[4] Thornbury, Scott, *How to Teach Vocabulary,* (Edinburgh: Pearson Education Limited, 2002), p.13.

He taught Adam the names of all things and then set them before the angels, saying: 'Tell me the names of these, if what you say be true. (Al Baqarah: 31)[5]

The verse above tells us how essential it is to learn vocabulary, especially common noun as the names of all things in the verse above belongs to common noun. By mastering the adequate vocabulary, it will be easier to develop both receptive and productive language use. Furthermore, we will be able to create a meaningful communication either in spoken or written form.

Teaching common noun to elementary students is challenging. Like adults, children have their own needs, competences and interests which are definitely different from those of adults'.[6] Thus, they learn differently from adults. Harmer points out that children have short attention span that they get bored easily unless the activities are appealing.[7] They are not liable to excessively depend on adults.[8] Their understanding emerges not just from explanation but also from what they experience and remarkably engages all their senses (sight, hearing, smell, touch and taste).[9] Here, the teacher's role is not only to transfer knowledge but also guide the learners to find the knowledge themselves in an attractive way.

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[5] Zayid, Mahmud Y., *The Quran*, (Beirut: Dar Al-Choura, 1980), p. 4.
[6] Harmer, Jeremy, *The Practice of English Language Teaching,* (Cambridge: Longman, 2001), 3rd Ed., p. 37.
[7] Harmer, *The Practice ...,* p. 38.
[8] Linse, *Practical English Language Teaching ...*, p. 4.
[9] Harmer, *The Practice ...*, p. 38.

There are various ways in teaching common noun. Games are one of them. Games are activities played with certain rules, goal and element of fun.[10] In language learning, games are used because they are fun and loved by children. Games employ both visual and aural channels as well as activate language production and sometimes physical movement. It suits the characteristic of children who are imaginative and active.[11] Playing fun and interesting games can promote and maintain children's motivation and interest in learning English vocabulary. It is common sense that if an activity is enjoyable, it will be memorable, the language involved will stick, and children will have a sense of achievement which will develop motivation for further learning.[12] Some games that can be used t o teach common noun are predicting picture, picture matching, bingo, repeat it if it's true and *pictionary.*

However, the implementation of game in common noun teaching and learning is still rare. This was what the researcher found out after conducting preliminary research at the fifth grade of SDN 1 Kliris, Boja, Kendal on January 16th, 2014. The teacher did not used media in the teaching and learning process. It made learning common noun more difficult since the learners needed

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[10] Hadfield, Jill, *Elementary Vocabulary Games: A Collection of Vocabulary Games and Activities for Elementary Students of English,* (Cambridge: Longman, 1998), p. 4.

[11] Suyanto, Kasihani K..E*, English for Young Learners,* (Jakarta: PT Bumi Aksara, 2010), p. 17.

[12] Phillips, Sarah, *Young Learners*, (Oxford: Oxford University Press, 1993), p. 6.

to illustrate the words the teacher introduced. When the teacher translated the words directly into Indonesian language, it left no meaningful experience of language learning. It could be seen from the students' engagement in the teaching and learning process. The students' engagement in the teaching and learning process was 43% (see table 4.2, p. 47-48). Therefore it will affect the students' achievement of English common noun. The average of the students' score in the previous semester was 71 with 6 students of 22 students failed to pass the minimum passing criterion (see table 4.3, p. 49-50). It meant that only 73% of the class who passed the minimum passing criterion.

To solve the problem at SDN 1 Kliris, Boja, Kendal, the researcher intended to apply *pictionary* game in common noun teaching and learning. It is an interesting and competitive vocabulary game for children that involves drawing activities. It suits children's characteristics that are enthusiastic and lively as learners. Every student gets the same opportunity to participate in this game to play and learn common noun. Then, they will achieve the knowledge more meaningfully. Thus, the writer was interested in writing the thesis with the title "Pictionary Game as a Technique to Facilitate Students' Understanding on Common Noun (A Classroom Action Research at the Fifth Grade of SDN 1 Kliris Boja Kendal in the Academic Year of 2013/2014)".

B.   Statements of the Problems

Based on the background of the study, the problems can be formulated as follow:

1. How is the students' engagement in the teaching and learning process?

2. How is the improvement of students' achievement of common noun after being taught through *pictionary* game?

C.   Objectives of the Study

Regarding to the problems above, the aims of this study are as follow:

1. To describe the students' engagement in the teaching and learning process.

2. To describe the improvement of students' achievement of common noun after being taught through *pictionary* game.

D.   Significances of the study

By conducting this study, the writer hopes it will give valuable significances for:

1. Students

It is hoped that the students' vocabulary achievement can improve after being taught by using *pictionary* game.

2. English Language Teacher

   The finding of the study will encourage the teacher to dig up many other interesting and effective ways in teaching vocabulary and employ them in the classroom activity.

3. School

   The result of this study is expected to give reference in improving teaching learning process.

4. Reader

   The reader can know the implementation of using *pictionary* game as a technique to facilitate the fifth grade of SDN 1 Kliris in the academic year of 2013/2014 to understand common noun.

5. The writer

   The result of the study will answer the questions stated as the basis for doing the research.