

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

Language is a system of communication in written and spoken form. It has essential function in human life to express the idea, feeling and desire even spoken and written individually, normally and universally. The basic function of language is to communicate between people in the world. One of world language is English.

As a Foreign Language in Indonesia, English is not only taught from elementary up to university level but also introduced in kindergarten. The purpose of Learning English in Indonesia curriculum is to make the students master communication. The last curriculum in national curriculum is the educational unit curriculum (KTSP) states that students must be able to communicate well in English. It means they have to have communication ability. Kitao says that communication ability is ability to use language appropriately, both receptively and productively, in real situations (Djiwandono, 2011:28).

To realize that situation, students have to master a number of vocabularies. It is about 2000 words; this is around the number of words that most native speaker use in their daily conversation (Thornburry, 2002:21)

Vocabulary is one of the basic elements in achieving language skills beside grammar, pronunciation and spelling. A linguist, David Wilkins says that vocabulary learning is very important. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ (Thornburry, 2002:13)

But, based on the observation in SDN 104214 Delitua it is indicated that many students failed in reading, writing and the others skill because they are weak in mastering vocabulary. Most of the students get the score below Minimal Completeness Criteria (KKM) of English lesson for Elementary School. The score of vocabulary test from the students can be seen in table 1.1.

Table 1.1 Fifth Grade (V) Students’ Score of Vocabulary Test

Semesters	Score	Students	Percentage
1 <sup>st</sup> Semester 2012/2013	<65	10	33.33
	≥65	20	66.67
2 <sup>nd</sup> Semester 2012/2013	<65	7	23.33
	≥65	23	76.67

The Minimal Completeness Criteria (KKM) applied for the fifth grade (V) by school is 65. From the data above, it can be fulfilled that the students’ ability in vocabulary in that class is still low. It can be seen from the mean of the students’ score where the mean is still under the Minimal Completeness Criteria.

Similarly, based on the observation during gave free course for elementary students there, it is found that many students especially for grade IV and V can’t write and read a lot of words well. They can’t pronounce and spelling the words well.

English as a foreign language in classroom brings some problems include mastering vocabulary. Many students fail in mastery vocabulary. This condition can be caused the method that use in the teaching process. Actually, the teacher gives them new words that are frequently used in their reading text, such as “book”, and then the teacher translates the word in Bahasa “buku”. In fact, it is not effective way in teaching vocabulary because students still deal with many difficulties when they use their vocabulary in their communication.

In other hand, most of Indonesian teachers teach vocabulary by ordering the students to open their dictionary when they face new words that they don't know the meaning of its. Sometimes the teacher gives the meaning of the words without explanation what are the functions and how to use the words in communication. It makes them boring.

Teachers must do more effort to improve their students' vocabulary through many methods and activities. But, this effort sometimes is not really satisfied. Teacher should use the appropriate strategies in the classroom considering the objectives of teaching, the students' level acquisition, and the time allocation.

Nowadays, teachers try to apply attractive ways in teaching process to get students' attention to learn. One of them is game; a game can stimulate and entertain the students. Game also helps the teacher to create the situation in which language is useful and meaningful. Silberman (2010: 21) says that use fun activity and game also to get students' ideas, knowledge and creativity.

There are several games can be used in teaching vocabulary for students, such as jumble letters, missing letter games, and vocabulary jeopardy. But this study tries to find out the effect one part of games, that is jumble letters in teaching vocabulary. Anderson (2013:1) says that jumble is the type of word play where rearrange the letters of the word to be new word. Students can practice to from another word the given clues, match words, with definition, provide spelling practice, show the students how the letters of many words can be manipulated to other words, and emphasize the importance of letter position in relation to word meaning. This study hope that creating activities by using jumble letters can help students to improve their vocabulary achievement.

### **B. The Problem of the Study**

Related to the background of the study, the problem of the study is formulated as follows:

“Is students’ vocabulary achievement significantly effected through jumble letters?”

### **C. The Objective of the Study**

In relation to the problem, the objective of the study is to find out the effect of applying of the jumble letters on students’ vocabulary achievement.

## **D. The Scope of the Study**

The scope of this study is focused on the effect of applying of jumble letters on students' vocabulary achievement for grade five in reading a text which is taken from English Elementary School Textbook.

## **E. The Significance of the Study**

There are some significances from the results of this study which are expected to be useful and relevant to the theoretically and practically.

1. Theoretically, the results of this study are expected to be useful for:
  - a. To enrich the literature of teaching vocabulary by applying Jumble Letters Strategy.
  - b. To give a better understanding and alternative strategy in teaching vocabulary by applying Jumble Letters Strategy.
  - c. Give some valuable contribution to other researchers.
2. Practically, the results of this study are expected to be useful for teachers, students, and other researches. It is expected that it would give the contribution to:
  - a. English teacher, to improve the quality of English teaching in learning process.
  - b. The students, to improve their knowledge on vocabulary and to interest make them more active.
  - c. The readers, to apply jumble letters game strategy to improve vocabulary.