



## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Vocabulary is one of important elements in English learning because it has primary role for all language skills. According to Linda (1997) “vocabulary may have special importance for adult learners, since it is the one area of the language learning that does not appear to be showed down by age”. Vocabulary makes good students’ performances in all aspects in English language. It does not mean the other components are ignored such as: phonology and syntax. All of these aspects should be learned together, they support each other. No matter what languages that we learned, we need to master the vocabulary first. We are very welcome to learn the other elements such as grammar and structure, but in the end, we will realize that its mean nothing if you do not know the words first. (Penny, 1996 and Linda, 1997)

Mastering vocabulary is not easy, we need to develop our vocabulary that have stored in our brains. Besides, we have to consider other aspects of language such as, structure, pronunciation, grammar, speaking, listening, spelling, etc. All of the aspects should be supported each other to acquire sufficient number of words and know how to use them accurately.

To help students be active in their class, teachers need games to involve in the teaching-learning process (Hill, 2005). One of the games that can be employed to teach vocabulary is Word Tail Game. Hill (2005) stated that “Using Word Tail game in teaching vocabulary will encourage the students to develop their



vocabulary that they have stored in their brains”. These types of activities are effective in the foreign language classes. By playing Word Tail, students will know many vocabularies those are not known yet by them. For example, when their friends mention the word the other students will get new vocabulary that is arranged in boards. Moreover, by playing Word Tail, students will often open the dictionary, for example when students do not believe with the word that is mentioned by their friend so they will open the dictionary to know whether the word is true or false. (Hill, 2005).

Considering to the problems above, this research tries to give a solution for the teacher to implement an English teaching technique to motivate and give more opportunities for the learner to contribute in English teaching process that is playing Word Tail game. This technique is designed to create students’ interests to learn with pleasant. In teaching-learning process, the important thing is not only how much or how less teaching and learning are done in the class, but also how the students are active and fun in their learning process.

Based on the background above, this research is interested to do an experimental research entitled **“THE USE OF WORD TAIL GAME TECHNIQUE IN ENGLISH LANGUAGE TEACHING TO DEVELOP STUDENTS’ ENGLISH VOCABULARY”** will be conducted to see if the Word Tail game technique can improve the mastery of students’ vocabulary.

## **B. Research Question**

In this study, there are three statements of problems as follows.



1. How is students' vocabulary taught with Word Tail Game technique in experimental class?
2. How is students' vocabulary taught with Speech technique in control class?
3. How significant is the difference between students' vocabulary taught with Word Tail game technique and using English textbook?

### **C. Objective of Research**

According to the statement of problem above, this research decides three aims of study as follows.

1. To know students' vocabulary taught with Word Tail game technique in experimental class.
2. To know students' vocabulary taught by listening English music in control class.
3. To find out the significant difference between students' vocabulary taught with Word Tail game technique and using English textbook.

### **D. Significance of Research**

This research hopes this research will give significant advantage in developing students' vocabulary through Word Tail game technique. It gives some useful way for English teachers in order to help students to solve their problems in learning English.



## **E. Rationale**

Nunan (1992:17) vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary someone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, this research reported that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

Vocabulary plays important roles in mastering English. Refer to Nunan (1992:17) stated that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2002:13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety.

In other hand, teaching vocabulary involves a variety of challenges. Teachers sometimes do not know where they should begin. Teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. In teaching vocabulary, teachers should decide what technique or alternative way they choose. By deciding the alternatives they use in teaching English vocabulary, they can make an appropriate strategy based on the alternative to get a maximum result. One of alternative media they can use is Word Tail game. (Davis, 1993 and Zibung, 2007).



Zibung (2007) stated that Word Tail game is a word game in which players come up with words that begin with the letter or letters that the previous word ended with. The students can play this game by creating words begins with the last letter of the previous word and you have to be able to find the word in a standard dictionary. The teacher can announce, more demanding, rules depending on the level, e.g. the words must have at least five letters or must be all adjectives, verbs, nouns or belong to a certain category like travel, food, house, school, etc (Zibung, 2007). A category of words is usually chosen, there is a time limit such as five seconds, and words may not be repeated in the same game. An example tail for food would be: Soup - Peas - Sugar - Rice. Word Tail game is not only a fun game, but also a fantastic educational tool (Zibung, 2007). Obviously, it requires and builds strong vocabulary and spelling to play this game. If you play in teams, you have to work together. It's a great opportunity for students to teach and learn from each other.

Playing Word Tail game in teaching vocabulary will encourage the students to develop their vocabulary that they have memorized in their brains. They will use their vocabulary and memorizing English words easily. These types of activities are ver effective in the foreign language classes (Hill, 2005).

In order to do this research, this research groups the sample into 2 classes. The first class is an experimental one taught vocabulary using Word Tail game technique. The second one is control class not treated with Word Tail game technique. The experimental class is as “X” variable and the control class is as “Y” variable.

To make more clearly, here is the following schema for rationale

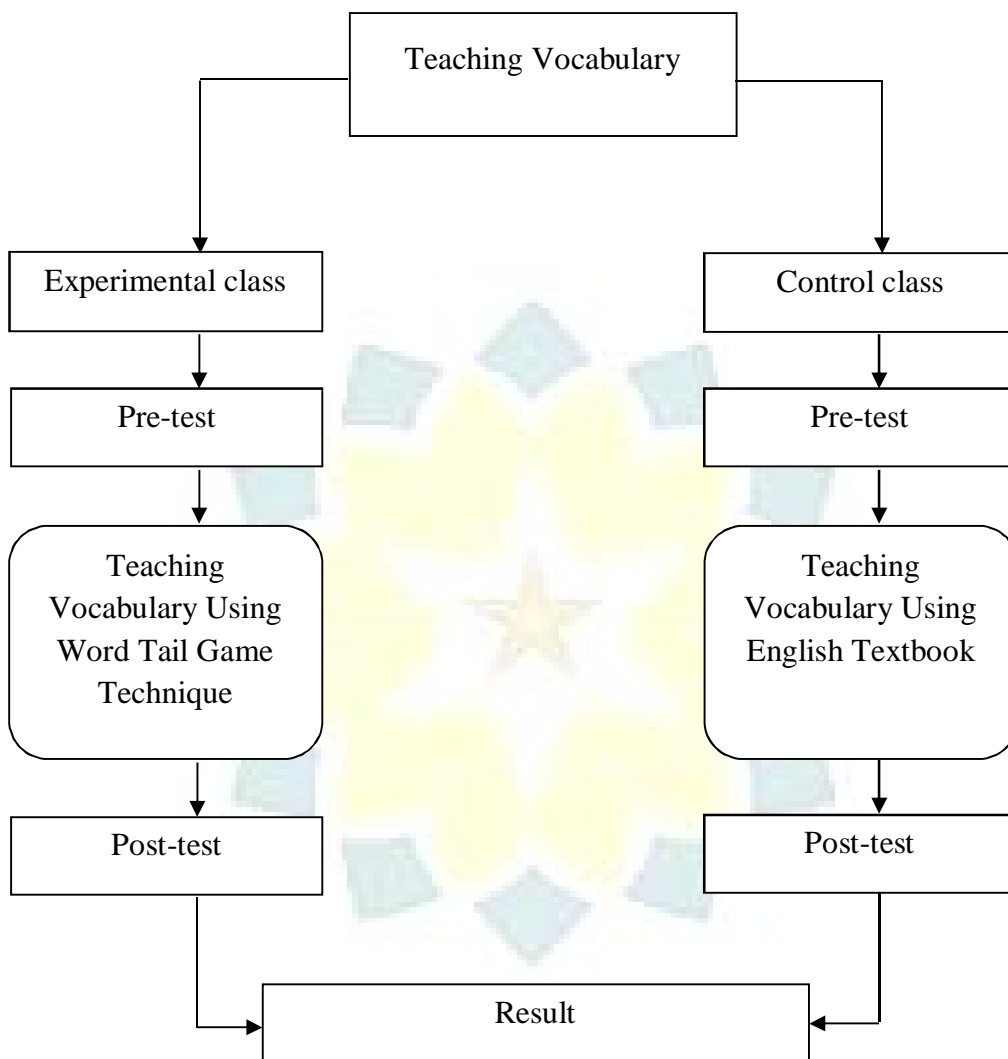


Figure 1.1

*Research Procedures*

**F. Hypothesis**

Hypothesis is a tentative assumption of a research problem until it is proved through the data gained (Arikunto, 2002:64). The truth of it is necessary to be tested to know whether it is true or not. The explanation above can be formulated in hypothesis of the influence using In this study, this research will find two



research variables: the first, the students' on vocabulary skill using Word Tail Game Technique as variable X and the second is the students' on vocabulary skill without using Word Tail Game Technique as variable Y.

Ha= There is an influence of using Word Tail Game Technique on student's vocabulary

Ho= There is no influence of using Word Tail Game Technique on student's vocabulary

**G. Method of Research**

Barry and Joan (1997) said that “experimental designs are especially useful in addressing evaluation question about the effectiveness of program.” Moreover they stated that there are two categories of experimental design; true experimental design and quasi experimental design.

True experimental design includes more than one purposively created group, common measured outcome, and random assignment; whereas quasi experimental design is commonly employed in the evaluation of educational programs when random assignment is not possible or practical.

For this occasion, the research will be conducted within the framework of a quasi-experimental research design, because it is not possible for this research to use random assignment. The quasi experimental research design has not only an experimental group, but also has a control group. With this design, both a control group and an experimental group are compared; a control group is functioned to be a standard of comparison from an experimental group. Achievement of the experimental group can be distinguished evidently.



### 1. Research Design

This research is divided into the experimental group and control group. They will be given the same material but in different method of teaching. The experimental group will be taught vocabulary by using Word Tail Game Technique and the control group will be taught vocabulary without using Word Tail Game Technique.

Design of Research

Experimental Group			Control Group		
Using Word Tail Game Technique	Treatment	Score	Using English Textbook	Treatment	Score

### 2. Data Source

This research provides data source as follows.

#### a. Primary Data

Primary data is a main data from a research. The study involves test as the main data in the pre-test and post-test calculated to know the significance of two classes, experimental group and control group. It can be written or oral test to get the maximum result.

##### 1) Pre-test

Pre-test is given to student about expression of preference consisted of several vocabulary features before they are giving treatment by using Word Tail Game Technique.





## 2) *Post-test*

This test is provided the students' scores after they get treatment by using Word Tail Game Technique with the same matter about expression of preference. It was used to know how significance of teaching vocabulary using and without.

### b. Secondary Data

Secondary data is a supporting data resulted to support the primary data. It covers observation. It is useful for knowing condition, staff and teachers of the school. Arikunto (2010: 200) states that sign system is used as an instrument of observation of the situation of teaching. It contains some sub-variables, such as teacher's explanation, teacher writes in the white-board, asks to the students, student asks, teacher answers, and so on.

## 3. Population and Sample

### a. *Population*

Arikunto (2010:173) states that a population is a collection of data whose properties are analyzed. It is a set of all elements processing one or more contribute interest. Thus, population here is the whole student's tenth grade of SMPN 1 Sukatani Bekasi. There are 273 students.

### b. *Sample*

Sample is a part of represented of population (Arikunto, 2006:131).

Whereas in taking sample, Arikunto (2006:134) says:

*“untuk sekedar ancer-ancer maka apa bila subjeknya kurang dari 100, maka sampelnya lebih baik di ambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya besar, dapat diambil antara 10% - 15% atau 20% - 25% atau lebih.....”*



Considering the statement, if the population is more than 100 this research will take only 22% of the population, it means 60 students. These two classes will be chosen and divided into two groups. The first is experimental group, which belongs to the students who are taught with Word Tail Game Technique. The other is control group, the students learn without using Word Tail Game Technique (using English textbook).

#### **4. Instruments**

Instrument in this study uses test as a primary data to know the uses of Word Tail Game Technique in teaching vocabulary. This is a number of questions, exercises, and other tools are used to measure skill that the people have (Arikunto, 2010:194).

#### **5. Collecting Data**

This research provides collecting data as follows.

##### **a. Observation**

Suryana and Priatna (2009:193) said that: "Observation is technique to observe and provide list of systematic phenomenon in the study". By using this technique the research could observe students at tenth grade both experimental and control group of SMPN 1 Sukatani Bekasi, in order to know how far the use of Word Tail Game Technique in learning vocabularies. Beside, this research could observe the location of research that is school, students, teachers, the staff of that school, and the facilities and infrastructure of that school, observation will be conducted for one meeting.



b. Test

In this study, this research uses three steps in collecting data such as pre-test, treatment and post-test.

- 1) Pre-test was carried out as basic data conducted in the first meeting to measure the basic ability of students' vocabulary. Students are given a text conversation and read that dialogue in pair.
- 2) Treatment used Word Tail game technique in teaching vocabulary to improve students' ability on the second until fifth meeting.
- 3) Post-test was carried out to evaluate the ability of students' Vocabulary compared between experimental group (class uses Word Tail game in learning vocabulary) and control group (class uses conventional way in learning vocabulary) on the sixth and seventh meeting.

**6. Timeline of Research**

In order to do this research, this research arranges the timeline of research as follows:

No	Meeting	Activities	Treatment	Time	Group of Research
1	1 <sup>st</sup>	Pre-test	-	2 x 40 minute	Experimental and control group

*Table figure 1.2 continued*

2	2 <sup>nd</sup>	Introducing Your	Using	2 x 40	Experimental
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		Self	Word Tail game	minute	group
3	3 <sup>th</sup>	Recognizing words as Adjectives	Using Word Tail game	2 x 40 minute	Experimental group
4	4 <sup>th</sup>	Post-test	-	2 x 40 minute	Experimental and Control group

**Figure 1.2**

***Timeline of Research***

Based on the timeline above, this research takes the pre-test at the first meeting both experimental group and control group. For the second meeting until fifth meeting, this research takes the treatment using Word Tail game technique in teaching vocabulary to improve students' ability. And the last, this research takes the post-test to evaluate the ability of students' vocabulary compared between experimental group (class uses Word Tail game in learning vocabulary) and control group (class uses conventional way in learning vocabulary) on the sixth and seventh meeting.

**H. Data Analysis**

This research uses some ways to analysis the data, which have been gotten from the research, they are:



1. Testing the normality of students' listening skill in the experimental and control groups for pre-test by conducting the procedure as follows:

a) Determining the range of data (R), by using formula:

$$R = (\text{high score} - \text{lowest score}) + 1$$

b) Determining the class interval (K), by using formula:

$$K = 1 + 3.3 \log n$$

c) Determining the length of class (P), by using formula:

$$P = \frac{J}{K}$$

d) Making the table of distribution frequency, for example:

Score	Frequency (f)	Intermediate (i)	f. xi

e) Determining mean (X), by using formula:

$$X = \frac{\sum f \cdot x}{\sum f}$$

f) Determining the deviation standard, by using formula:

$$s = \sqrt{\frac{\sum f (xi - X)^2}{n}}$$



g) Arranging the distribution of observation and expectation frequency, for example:

Class Limit	Z count	Z table	Li	Ei	Oi

h) Determining chi square ( $X^2$ ), by using formula:

$$X^2 = \frac{(O_i - E_i)^2}{E_i}$$

i) Determining normality distribution with criteria accepted by using formula:

$$X^2_{\text{count}} < X^2_{\text{table}}$$

2. Testing the differences between two interrelated averages, by using formula:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Testing the homogeneity of two variances, by some steps:

a) Determining score F by using formula:

$$F = \frac{S_1}{S_2}$$

b) Determining the degree freedom of data:

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$



c) Determining homogeneity of data with criteria:

It called homogenous if  $F_{table} > F_{count}$ .

It not called homogenous if  $F_{table} < F_{count}$ .

d) To measure how high the influence Word Tail Game Technique in teaching vocabulary.

$$CD = r^2 \times 100$$

