

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a second language involves both learning a new conceptual systems and constructing a new vocabulary network (Thornbury, 2002: 18). Learning new items or vocabulary involves storing them first in short-term memory, and afterwards in long-term memory (Fauziati, 2010: 62). Vocabulary is a basic competence to support the other skills of English, namely listening, speaking, reading, and writing, so vocabulary should be given more attentions to be taught from the earliest stage of learning. As Decarrio (2002) in Fauziati (2010: 61) argues that “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. Wilkins (1990) in Thornbury (2002: 13) asserts the importance of vocabulary learning as he states that without grammar very little meaning can be conveyed, without vocabulary nothing can be conveyed which means that people can say almost anything with words. Considering the importance of mastering vocabulary, it is very essential to begin learning vocabulary as early as possible.

In learning English, vocabulary is being the main priority to be taught to the learners from the early stage. As stated by Fauziati (2010: 91), children in primary or elementary school are at the concrete operational stage of cognitive development and classroom activities should create and offer opportunities to

learners for learning. Learners need to be actively involved in the learning process and they have to take responsibility to expand their vocabulary by themselves. Consequently, the teacher should use appropriate technique in teaching vocabulary which is relevant and motivating the learners. One of interesting games which can be used to teach vocabulary is *Scavenger Hunt*.

Wise (2003: 158) in Wikipedia (2014: 1) states that:

Scavenger Hunt is a game in which the organizers prepare a list defining specific items, which the participants – individual or teams – seek to gather all items on the list – usually without purchasing them or perform tasks or take photographs of the items, as specified.

Basically, children like playing and learn things while playing. So, games are effective ways for teaching language (Fauziati, 2010: 92). Furthermore, Fauziati (2010: 91) states that they learn through hands or experience and through manipulation of object in the environment as well as they primarily learn by doing activities. So, in teaching vocabulary, words are not enough and the teacher will need to have plenty of objects and pictures to work with (Scott and Ytreberg, 2004: 5).

In MI Negeri Surakarta, the students of class IB taking part in extracurricular of English every Saturday at 11.15 a.m have limited vocabulary. When they are just given or provided a list of words to be written in their book, they tend to be lazy and finally for a short time they have forgot it because they do not want to learn again at home. So, it is needed an interesting technique in teaching vocabulary to them and the technique is *Scavenger Hunt*. It is due to some reasons, such as: (1) the students have

limited vocabulary; (2) in order to make the learning situation more enjoyable with various activities; (3) in order to give learning experience to the students through indoor activities and outdoor activities. Based on the reasons, the writer is interested in conducting a research entitled **TEACHING VOCABULARY USING *SCAVENGER HUNT* TO THE FIRST GRADE STUDENTS AT MI NEGERI SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

B. Scope of the Study

The writer limits the study as follows:

1. The subject of the study is limited to the first grade students of class IB at MI Negeri Surakarta taking part in the extracurricular of English every Saturday at 11.15 a.m.
2. The object of the study is limited to the process of teaching English vocabulary using *Scavenger Hunt* to the first grade students of class IB at MI Negeri Surakarta taking part in the extracurricular of English every Saturday at 11.15 a.m

C. Problem Statement

Based on the background of the study, the writer formulates the problems as follows:

1. How is the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year?
2. What is the student's response to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary?

D. Objective of the Study

Based on the problem statement, the objectives of the study are as follows:

1. to describe the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year.
2. to know the students' response to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary.

E. Significance of the Study

There are two kinds of significance of this study, specifically theoretical significance and practical significance. The expected results of this study are as follows:

1. Theoretical Significance
 - a. Hopefully, the result of the study can enrich the technique of teaching English vocabulary.
 - b. The result of the study can be used as the reference for those who want to conduct a research in English teaching-learning process, especially in teaching vocabulary.
2. Practical Significance
 - a. For the teacher
The teacher can apply various techniques in teaching vocabulary so that the students are motivated and interested to learn more.

b. For the student

The writer hopes that the students are motivated in learning English vocabulary and they can enhance their vocabulary.

c. For the school

The result of this study is likely to be implemented by the teacher based on the curriculum of the school.

d. For other researchers

The result of this study can be used as a reference in conducting other research, especially research on teaching vocabulary.

F. Research Paper Organization

This research consists of five chapters.

Chapter I is introduction. This chapter consists of background of the study, scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter deals with previous study, teaching English to young learners, notion of vocabulary, teaching vocabulary, and *Scavenger Hunt*.

Chapter III is research method. This chapter is dealing with type of the study, subject of the study, sampling, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter concerns with the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year, the

students' responses in class IB to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary, and discussion of the findings.

Chapter V is conclusion and suggestion.