# CHAPTER I

# INTRODUCTION

This chapter discusses related points and covering:  background of the problem, identification of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and the definition of terms, as follows.

## 1.1 Background of Problem

Today English as an international language in the world is important to develop human being. Globalization era forces us to master English as a foreign language in education. Almost all elementary schools located in urban areas in particular conduct English teaching. The reason is experts' opinion that children able to memorize for long period should be used optimally and the ability of memorizing on children's developments is very huge and significant, so the opportunity should be utilized. The students are not required to communicate well or to master the grammar but they are familiarized to the foreign language in order to prepare them in facing globalization in every aspect of life, especially education.

The main way of familiarizing the foreign language is by teaching them some skills of the language. Based on KTSP, there are four skills which are taught in

English learning process namely: listening, speaking, reading and writing that is supported by four aspects such as grammar, vocabulary, spelling and pronunciation.

One of the important aspects of language is vocabulary because vocabulary is the foundation of communication. Wallace (1987:9) states that vocabulary is the vital aspect in learning a language. In communication, the limited of the vocabulary will influence the understanding of the meaning in terms of listening, speaking, reading and writing. River in Ambarita (2012) says that it would be impossible to learn language without vocabulary. Mastering vocabularies is one of the problems which have more attention in language learning because when the learners do not have a large number of words, the learners cannot communicate clearly. It is mentioned by Edge (1993, 27) "Knowing a lot of words in a foreign language are very important. The more words we know, the better our chance of understanding or making ourselves understood".

Since learning language is implemented in elementary school, the teacher has to help the students to get a large number of words so that the students familiarize with the words in foreign language, especially English. The ability of memorizing on children's developments is very huge and significant should be used optimally. In teaching vocabulary, the teacher does not only force to memorize but also to understand the meaning and the using. Besides that, the teachers have to select the suitable method to teach vocabulary for young learner.

Since this research was going to be conducted in MI Islamiyah, the researcher has observed the teaching and learning process of English at MI Islamiyah. MI Islamiyah is the elementary school located in rural area in Serang Banten. English learning has been done from the fourth to the sixth grades. The researcher was interested in doing her research in fifth grade because the results of the observation showed that most of the students still used their mother tongue as a first language. They still used Javanese language in the class. The teacher felt so difficult to teach English because the students' awareness for using the language was low and the students were not familiar in using English although they learnt it every week. The students found difficulty to speak and memorize the English words. They were bored to be forced to memorize unfamiliar vocabulary and they felt difficult to speak out the words because they did not know the meaning of the words. They were shy to speak in English and finally, they decided to be silent and passive in the class. There was no interaction well between students-teacher, teacher-students and students-students. Therefore they had problem to interact in the classroom.

Besides that, the other problem was the way on how the teacher presents the materials. The teacher taught the students based on the book provided by Depdiknas or commercial books. The teacher was too dependent on these books. As an example, the teacher did not use their creativity in providing the appropriate materials that are going to discuss in the process of teaching and learning. Their orientation in learning language was concerned more on "learning" the language than in "using" the language. The teacher did not lead the students to use English

orally whereas it would be easier to familiarize the vocabulary to the students. The teacher explained the materials, forced to memorize and gave the exercises provided on the book. By those conditions, the class would not be interesting for the students. It could make them feel bored. When the students found that they were always given such activity in which it seems to be the same with the previous one, they would be lazy to attend the class and it could cause the gap or unclosed relationship between the students and the teacher. Then teacher had dominant role in learning process. As a result, the students would never be trained to speak up and did not have a chance to produce the English words.

Teaching elementary schools is different from junior high school or senior high school, because the students have unique characteristics as children. English teaching should have fun and interactive characteristic. Therefore, the materials and methods should be proportional to the development of students. The teachers can use songs, puzzles, variety of games and exciting pictures during the learning process because the children have a way to learn, a way to think, and a way to work. For this reason, English teachers who are concerned with teaching children should give attention to the nature of the children in addition to master all crucial components in teaching them. In order to get a good result in conducting elementary classroom, the teacher should have a good technique to teach the students. A technique in language teaching is very important for the teacher to master in order to achieve the goal of teaching English as a foreign language.

To make the students interest in learning vocabulary is the teacher uses a game in teaching. Wallace (1982:105) says that teaching vocabulary through game has two main reasons: first, an increasing emphasizes on the important of motivation and of the appropriate mind of positive effective atmosphere in the classroom; second, an increasing emphasizes on the importance of real communication. Guessing game is one of the techniques which can be used for learning vocabulary in elementary school because it includes the characteristic of learning for children and proportional to development of students. Guessing game emphasizes the students working together upon the problem. As stated by Klippel (1994:155), a guessing game is a game where the students in each group have to solve the problem by guessing. Then, guessing game could improve the students' activity so the students could engage in the activity of learning process. By carrying guessing game in vocabulary class, it was expected that the students will be curious to learn English and practice to speak in English with their friends and the teacher.

To analyze implementing guessing game in English teaching class, the researcher used Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. This model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 37). Furthermore, Hannah (2003: 218) has explained that IRF model is an extremely valuable and comprehensive tool in systematically allowing teachers to analyze the nature and functions of interactive exchange happening in the classroom. It goes the same line with White (2003) who states that by examining the individual parts in classroom using IRF model, teachers can understand about the language

as a medium in interaction. Then, they can have a greater awareness in evaluating the teaching procedures in the classroom. This advantage is expanded by Atkins (2001: 11), the exercise of analyzing IRF model is a very valuable activity for teachers who wish to gain a greater understanding of the classroom they teach in.

## 1.2 Limitation of The Problems

The researcher provides the limitation of the problem. The limitations are:

1. The researcher focuses on the strategies of making interactive class in classroom interaction using guessing game.

2. The researcher tends to focus on attracting the students to follow the activities in learning process.

3. The researcher invites the students to learn and memorize the number of vocabularies using a new technique for them.

## 1.3  Formulation of The Problem

Based on the description in the background above, the researcher formulated the problem as follow:

How is the pattern of classroom interaction in implementing of guessing game in teaching vocabulary suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model?

**1.4 Objective of the research**

The objective of the research:

To analyze the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English teaching vocabulary through guessing game at MI Islamiyah Ciwaru, Serang Banten.

**1.5 Uses of the Research**

Theoretical uses:

1) This research would help readers to understand the use of guessing game in English teaching.
2) To support the previous theory of learning strategy for children learning English.
3) To be a reference for the next researchers who would take children as object in their script or research.

Practical uses:

1) This study might give contribution to the development of teaching English Vocabulary.
2) This result of the study could be useful for additional information that could be applied by general English teacher in teaching and practicing elementary school.

**1.7. Scope of the Research**

This qualitative research would be focused on the strategy using guessing game which was implemented by children in learning English vocabulary. The research would concentrate in teaching vocabulary using guessing game in Elementary School. This research was conducted at MI Islamiyah Ciwaru Serang, while the subject of the research was the fifth year students of elementary school that consisted of 31 students. Based on the previous research, the researcher thaught that guessing game could improve the students' vocabulary in MI Islamiyah and the researcher assumed that guessing game was appropriate to conduct classroom interaction between teacher-students, students-teacher and students-students. The focus of the research was the process of guessing game implemented in teaching vocabulary, and how the interaction of the teacher-students, students-teacher and students-students suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

**1.6  Definition of Terms**

In order to avoid the ambiguity, there is a definition from terms.

1) **Guessing game** is the game which uses guess technique to get a word from the clues.

2) **Vocabulary** is the number of words including a single word, compound word, and idiom that should be mastered by students in English learning as a foreign language.

3) **Classroom Interaction** is the form and content of behaviour or social interaction in the classroom (Marshall, 1998).

4) **Classroom Interaction Analysis** is an analysis of language phenomenon found in interaction activities involving two or more participants (Chaudron, 1998).

5) **Initiation-Response-Feedback (IRF)** is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 36).

6) **Initiation** is the first part out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an opening phase where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activities (Sinclair and Coulthard, 1992).

7) **Response** is the second out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an instructional phase where information is exchanged between teacher and students (Sinclair and Coulthard, 1992).

8) **Feedback** is the third out of three components suggested in Initiation-Response-Feedback (IRF) Model which functions as a closing phase where participants are reminded of what goes on in the core of a lesson (Sinclair and Coulthard, 1992).