

CHAPTER I

INTRODUCTION

A. Background of Study

Language has important roles to develop intellectual, social and emotional aspects. Languages also determine is success in studying all subject matters. Language, basically, is a communication mean to express feeling and thought. According to Mekay and Nancy (1996: 3 in Latifah, 2015: 1) language is a system for communicate ideas and feeling using sound, gestures and symbol. It means that languages is a tool or way to do communication with other people to convey ideas, thoughts, opinions, feelings, etc. there are many languages to use for communication in the world. English is one of a foreign language in Indonesia. English has important roles to obtain and develop knowledge, technology and cultures as well as to keep the good relationship among countries in this world. English has become an international language that is taught by many people in the world. By mastering English, people can communicate with other people especially with foreign people easily and it can reduce misunderstanding in communication.

Nowadays English is the first foreign language which is taught to Indonesian students. They learn English as a compulsory subject starting from junior high school up to most higher education institution and universities. Moreover, nowadays English is a local content for the elementary school students. Thus, English should be taught to the children as early as possible.

God has said on the holy Quran Lukman verse 13:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ﴿١٣﴾

Based on the verses above, it can be known that Allah almighty suggest the parent must provide education to their children. In the same manner as duties, ranging from childbirth adult. The first priority is the planting of faith and morals. In educating should use an approach that is affectionate, when Lukman call their children, which is "Yaa Bunayyaa" (Oh my children), this call implies a feel affection, but in the meaning of rigor and discipline, it does not mean educating aloud.

Teaching English to young learners is not easy. It needs a serious preparation. Successful language instructions must be carefully prepared and implemented. English teachers to young learners must understand who the learners are, how they learn language, what material they need, and so forth. Teaching of young learners can be cheerful because young learners are usually active, enthusiastic, open and cooperative. They are usually happy with new activities that teacher prepares, most of them are not sheepish and they do not hesitate to use gestures as older learners do. Young learners learn more through play or activities intensified by fun. The interest of students in learning English is needed as the key to make them easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the young learners will be interested and motivated to learn English.

God has said on the holy Quran Al-Kahfi verse 66:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

Based on the verse above, an educator should guide their students. In this case explain that the role of a teacher is a facilitator, mentor, companion and other. The role of their students appropriate with expected by state and religion. Tells about difficulties in the study, this is necessary, because the times will change more advance. If we do not follow it, it will make the child is left behind. Directing it to not learn anything if the educators know that the potential of their students do not suitable to the fields of science to be learned. Therefore, the teacher should have a good and an interesting technique to introduce English for them, so that the young learners will be interested and motivated to learn English. In language learning, vocabulary becomes the most important thing that must be learned by the learners, especially for the young learners. In addition by knowing English words and their meanings, the students will find it easy to master English. However the students of elementary school are included in beginner level, so they still lay in learning English vocabulary. The problems that they usually faced are the difficulties in memorizing new words and their less interest in learning English, the students feel that English is very difficult. The teacher should apply an appropriate teaching technique to solve those problems.

One of the beauties of the English language is the diversity of the vocabulary available to it is users. It is also one of the things that can make English hard to get to grips with. Misused vocabulary can make even the most

fluent speakers seem inexperienced; on the other hand getting it right gives the speaker confidence and an increased ability to express them.

Some reasons to make sure that your vocabulary teaching is interesting, useful and effective. There is make it interesting to teaching vocabulary because this is often the hardest part of teaching vocabulary. A few ways for activities to make vocabulary practice fun. There are primarily aimed at young learners. One of the ways to make vocabulary fun by using games.

The writer is interested and conducting this study by using games in teaching English. Games are not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make them easy in understanding about English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn about the material. Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Based on Hadfield (1990; cited in Deesri, 2002:1), game as an activity with rules, a goal and an element of fun. Through games, young learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language.

Another advantage associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes,

learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

Games are student-focused activities requiring active involvement of learners. In Crookall's (1990: 112) opinion, learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. According to Cross (2000:153) when completely focus on a game as an activity, students acquire language in the same way that acquire their mother tongue, that is, without being aware of it.

In this research the writer also describes the previous studies. The previous studies here are by Muhammad Ilmi and Norlatifah. Ilmi's title is Teacher's Techniques in Teaching English for Young Learner at SDN Kebun Bunga 3 Banjarmasin Academic Year 2015/2016. And Norlatifah's title is Using Vocabulary Games in Teaching and Learning Vocabulary of the Second Grade Students at Mts Raudhatussyubban Banjar Regency Academic Year 2014/2015.

Both of these have similarities and differences toward this research that will be done by the writer. The similarity is both studies talking about the English teacher who teaches English for young learner. The differences is that the writer try to find out what the teacher's techniques in teaching English used to teach young learner. Whereas, Norlatifah's thesis try to find out the use of vocabulary games in teaching and learning vocabulary.

The result of Ilmi's thesis is shows that the techniques of the English teacher in teaching for young learner are: brainstorming, drill and practice, role play, guessing picture, singing songs, telling story and games. Meanwhile, the result of Norlatifah's thesis that is many vocabulary games is used by English teacher, they are vocabulary tennis, dictionary skill, line matching the pictures, sculpture and word search.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. According to McCallum (1980: 9) games automatically stimulate student interested, a properly introduced game can be one of the highest motivating techniques. In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.

As a Elementary School, English is learned in SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency. The writer choose SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency as the location of the research because this school is the elementary in Barito Kuala Regency. The reason why the writer chosen the

school is after short observation in some schools, the writer found one of the schools that applied the use of games in teaching English vocabulary that is SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency. So, the writer wants to know about teaching and learning process in there school by using games. The implementation of using games in teaching English and the writer wants to know do games can motivate and help students to acquire new vocabulary effeciently or not.

Based on the background of problem above, the writer is interested in conducting the research of USING GAMES IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS AT THE FOURTH GRADE OF SDN ANJIR SEBERANG PASAR II. 1 BARITO KUALA REGENCY.

B. Statement of Problem

Based on the problems identified, the proposed problems of research can be formulated as follows:

1. What games do the teacher use in teaching English vocabulary to young learners at the fourth grade of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency?
2. How is the students' response towards the use of games in teaching English vocabulary to young learners at the fourth of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency?

C. Objective of Study

Based on the research question, these are the objectives of the study:

1. To describe the use of games in teaching vocabulary to young learner at the fourth grade of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency.
2. To investigate the students' responses towards the use of games in teaching vocabulary to young learners at the fourth of SDN Anjir Seberang Pasar II. 1 Barito Kuala Regency.

D. Significant of Study

The result of this study is expected to give some positive outcome as follow:

1. For Students

It can be useful for students to help them active and enjoy to learn English and it can be used to motivate the students to improve their new vocabulary.

2. For Teacher

It can give the inspiration to the English teachers in their teaching way. So they can choose the best method to make their students more interested and easier in learning English.

3. For the Writer

By doing this research, the writer will get some new experiences and knowledge about this study and it will be useful for the future.

E. Definition of Key Terms

1. Vocabulary

Vocabulary is all the words that a person knows or uses (Oxford University Press, 2008:495). Vocabulary is a basic of four skills, speaking, listening, writing and reading. Generally, vocabulary can be defined as a list of words with their meanings. Hornby (1995:133) also defines vocabulary as “a list of words complete with their meanings.” It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

2. Games

Games are often associated with fun. While it is true that games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching (Wright, Betteridge and Buckby 2002:1). Games have roles, goals, activities, constraints and consequences. Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.

3. Young Learners

Young learners which are meant here are students whose age 6-12 years old who are learning English as foreign language. They are divided into two groups, younger group (6-8 years old) and older group (9-12 years old). While based on their class, it is called lower and upper class. It consist of 1-3 grade students as the lower class and 4-6 as upper class.