

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an international language used by a lot of people in the world. It also has a role as a means to learn about science and technology in facing globalization era. Many sources of science use English as their language, so if people do not master English well, some difficulties will be found. Beside that, this language can increase social life with many native speakers who speak it as a foreign language. By mastering this language, misunderstanding of communication with others can be reduced. As the main stipulation of globalization era, English is the key to realize the success of personality, society, and nationality.

Students as the object of English learning activity at school are demanded to love this language. To make that condition the teacher should be more active and creative in order to create a successful teaching and learning activity. The children are more likely interested if it is given in fun situation. Especially for the vocabulary learning, the teacher should teach it to the students in right way, because it is one of the important components of English. Many teachers worry about their students who do not retain the vocabulary that they learn in the course of a school year.

In Indonesia, English now is the first foreign language which is taught to the students at school. Indonesian students learn English as a compulsory subject starting from junior high school up to senior high school and university. 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 sura Lukman verse 13 as follows:

وَأَذَقْنَا لُقْمَانَ لَابْنِهِ وَهُوَ يَعْظُمُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

Based on the verse above, it is known that Allah Almighty has suggested the parents to provide education for their children in the same manner as duties, ranging from childbirth to adult, the first priority is the planting of faith and moral. In education, teacher should use an approach that is affectionate. When Lukman called their children, that is “Yaa Bunayyaa” (oh my children), this call implies a feeling affection. It does not mean educating strickling, but in the meaning of rigor and discipline.

Based on young learner’s characteristics, children have short attention span, very active, differ in their experience of language, have fantasy, imagination and movement. Therefore, the important one that the teachers have to know are they enjoy learning through playing. Young learners learn best when they learn through games, let games be an essential part of teaching to keep their attention and their motivation to learn especially for teaching and learning English. Lewis (1999) argued that games should be popular among children because they liked to play. Through games, young learners could interact, discover and experiment with their surroundings. Using games does not only enhance students’ motivation, but also provides an incentive and stimulus to use the language.

The influence of games in teaching English for young learners is when this research is motivated by the importance of improving children ability to master English as well. teachers and parents is now more emphasis on numeracy and reading or the ability of the academic course, this is indicated by the lack of a child's ability to interact and communicate with others,

especially in the classroom, lack of ability to give a sentence to express ideas, feelings, thoughts in the form of a series of words orally, as well as the lack of use of appropriate methods in learning to improve children's English skills.

God has said on the Holy Quran sura Al-Kahfi verse 66, as follows:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَ مِنَّمَا عَلَّمْتَ رَسُولًا

This verse has explained about the interaction between teachers and students, a teacher should guide his students and notify the difficulties in studying and learning process, a teacher must also give a good example for his students. Therefore, the students had to respect to the teacher because the role of teacher is very big to their students. As the verse illustrated above, when the prophet Moses wanted to study with Al-Khidhir, the honor that given by Prophet Moses as a student was speak softly, not forcefully, quietly, patiently and earnestly in studying.

Nowadays, many students or young learners regard that studying English is difficult and bored, and that the teachers should include games in the teaching in order the students will feel enjoy when learning English like puzzle game. The students will enjoy practicing their lesson with games and also can practice at their house or their daily life. Moreover, students will easier to learn and understand the material that the teachers gave. Then learning and teaching process in the class will be active and enjoyable.

The fact, based on pre-observation and data obtained from the research in SDN Kebun Raya 1 Kintap, English lesson was starting from grade 4 to grade 6. Many students said that they did not like English because English was one of the difficult subjects to understand. Games were not only for fun but also motivated students to master English. By using games, it is easy to remember and easy to learn the material. Huyen Ang Nga (2003) and Uberman (1998) agreed that games created a fun and relaxed atmosphere where young learners could learn fast and retain

words better. Besides, Vernon (2009) also argued that games were effective tool to teach vocabulary to young learners. Children participate and pay more attention because games enjoy them in the classroom and they do better during and after the games.

The researcher wants to try using games in teaching and learning English to see whether using games is influential in teaching and learning English or not, whether games can motivate and help the students to acquire new vocabulary effectively or not and how is the effectiveness of using games at teaching and learning process in SDN Kebun Raya 1 Kintap. The researcher chose SDN Kebun Raya 1 Kintap as the place conducted the research because the researcher found that English lesson in there is monotonous, the students are difficult to understand the lesson and the teacher is rarely using games in teaching and learning process. Therefore, the researcher was interested to conduct the research by using games like puzzle, guessing picture and matching by choosing the title:

*“The Effectiveness of Using Games in Teaching Vocabulary for Young Learners”.*

## **B. Statement of Problem**

Based on the previous explanation above, the research problems are formulated as follows:

1. Is there any significant different in score between students' mastery of English vocabulary in control class and experiment class?

## **C. Objectives of Study**

Related to the research problem, the objectives of the research are the following:

1. To see the significant different score between the students' mastery of English vocabulary in experiment class by using games and control class without using game.

## **D. Hypotheses**

The hypothesis that the researcher will be examined in this research as follows:

- a. Alternative hypothesis ( $H_a$ ):  
Using games in teaching vocabulary is effective.
- b. Null hypothesis ( $H_0$ ):  
Using games in teaching vocabulary is not effective.

### **E. Significance of Study**

The result of this research is expected to have both theoretical and practical contributions to consider alternative and effective games to develop teaching and learning English at 5<sup>th</sup> class of SDN Kebun Raya 1 Kintap. The writer expects the result of this study can be useful as a reference to teach English for young learners by implementing games in learning process, also as a reference for the new researcher to do the same research in deeper or from different perspectives.

### **F. Limitation of Study**

This research is limited on the effectiveness of using games in teaching vocabulary for young learners at SDN Kebun Raya 1 Kintap.

### **G. Definition of Key Term**

For the purpose of avoiding misunderstanding, the following important terms need to be operationally defined based on the title.

**Games** used in this research is defined as strategy that used by the teacher to improved the students' English vocabulary and, to make them active in participation along the teaching

process, this strategy also used to make the young learners enjoy and not feel bored while teaching and learning process.

**Vocabulary** in this research is the course that is taught by the teacher for the students at 5<sup>th</sup> class of SDN Kebun Raya 1 Kintap.

**SDN Kebun Raya 1 Kintap** is name of an elementary school at Kintap, a district capital in Tanah Laut region, that used by the researcher as the location of the study.