

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses of the study, the limitation of the study, the significances of the study, the definitions of the key terms, and the outline of the study.

1.1 Background of the Study

Naturally, people's first step of learning language is learning vocabulary. By the end of the first year, normally an infant can produce a number of clearly differentiated sounds, and parents begin to hear from the infant babbling what they identify as "first words". These first words often have the force of entire sentences and have been referred as "one word sentences" (Slobin, 1978, p. 77). It means that at that period, infants' expressions of what they want to say represent in only one vocabulary. Thus, if we apply this natural process of learning the first language into process of learning foreign language, it is clear enough that vocabulary mastery is a fundamental need to study a foreign language.

In addition, in order to use a language correctly and properly in communication, one has to master sufficient vocabulary. The writer thinks that many people agree on the previous statement, because vocabulary takes a main part in many cases of both receptive and productive process of language. For instance, one cannot understand what he hears/reads if he does not have any idea

about the vocabulary which he hears/reads. One cannot express what he wants to say/write as well if he has no idea about what correct/proper words to express it.

Brewster, Ellis, and Girard (1992, p. 23) stated that as far as secondary schooling is concerned, most countries consider that learning a first foreign language should start straight away at the beginning of the first year when the pupils are, generally eleven or twelve years old. In short, younger is better. Teaching of English to younger learners (elementary school) is very important because it will serve as the main foundation for students to learn English at the higher level. Singleton in Brumfit (1997, p. VI) says that there are a number of the reasons for teaching English at primary level, they are need to expose children from an early age, need to link communication, need for maximum learning time. Teaching English to young learners is rely important because it will help them to learn and applied English at the higher level.

While attempting to develop student's vocabulary, teacher has to encounter some problems such as the method and media in language learning process that is not appropriate with the condition of the class. It is so questionable to claim that certain method works well with any circumstances of language teaching and learning. It is so because classroom contexts are different to one another. Similarly, SD IT Muhammadiyah Truko, after doing observation and doing interview with an English teacher there, the writer finds some main problems, such as:

1. The teacher uses traditional method to teach vocabulary in which students are supposed to memorize a set of vocabularies as it is with less teaching media.

2. The students are less interested in the teaching learning process because the teacher does not provide attractive teaching aid. As a result, many students do not concentrate on the lesson.
3. The class activities depend on the textbook, whereas all students are yet to have the book so that the lessons do not run effectively and often makes both students and teacher get bored with the lesson.
4. It is difficult for the students to spell vocabulary correctly.
5. They get difficulties to remember the meaning of the words.

Due to those facts, the researcher finds difficulties to overcome the problems. He finds the solution when one of the teachers shows him a kind of teaching media as a donation from the education authority in that place. It is a game in the form of a set of hardware consists of pictures, words card, together with its software of which is not used yet.

Eventually, the researcher decides that in this research, the writer would like to implement a teaching medium which is expected to be able to help the teacher in developing the students' vocabulary mastery. The researcher proposes the use of gamestolearnenglish to improve the students' vocabulary mastery.

As we shall see, teaching is a complex process. Audio-visual aids, such as games that are available in many computers is a great help in stimulating in learning foreign language particularly in teaching of vocabulary. The students will use their ears, their eyes, and other senses while playing certain games while learning. It will be attractive, factual, innovative, and challenging educational materials provider in English class. Games offer what children need as Kang and

Dennis in Ybarra and Green (2003) state that students need to learn vocabulary in context and with visual clues to help them understand. The writer wants to make the elementary school students interested in improving their vocabulary mastery by playing games. The writer hopes it will be easy for the students to pronounce words correctly and remember the meaning of words in software games based class.

Language games are activities mainly aimed at neither breaking the ice between students nor to kill time. Byrne in Deesri(2002) gives the definition to game as a form of play governed by rules. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Moreover, games are really effective way to develop children's motivation in learning as Stevic(1982)states that games are rich source of day-to-day motivation which reach satisfying completion within some framework which much smaller than preparation for some examination. The focus of using games in class is to help students have fun while learning.

Children love games, Khan in Brumfit(1997, p. 142)states that children play and want to play. Children learn through playing. When playing, children interact and in their interaction, they develop language skills. Game provides context to play, reason for playing and routines for playing. Scott and Yterberg (1991:3) also state that young learners love to play, and learn best when they are enjoying themselves. Learning games have some attractive features that cannot be found in other games such as a good pronunciation model that enables students to check their own pronunciation and picture/illustration provider. It becomes the

most complex, complete, fun, and attractive tool that teacher can use in the class.

In addition, the fast growing of computer technology supports the availability of learning games that can be brought into classroom as Virvou, Katsionis and Manos (2005, p. 54) stated that the process of learning is a very complex cognitive task that can be very imposing on students since it requires a lot of effort from them. Consequently, they need a lot of motivation to cope with it. In view of this, it is within the benefit of education to create educational software that is interesting and stimulating for students. On the other hand, there is a fast growing area of computer technology, that of computer games, that is extremely appealing to children and adolescents.

1.2 Reasons for Choosing the Topic

Based on the problem and the potentials of learning games in improving students' vocabulary mastery, the writer would conduct quasi experimental research entitled, **THE USE OF GAMESTOLEARN ENGLISH TO IMPROVE STUDENTS' VOCABULARY MASTERY** (Quasi Experimental Research on the Fourth Grade of SD IT Muhammadiyah Truko in Academic year 2016/2017). This is based on the following reasons:

The students are less interested in the English class, because English is a second language not a mother language or the language they used in daily life, they lack of motivation so that they do not have any interest with the English class. The second is the class situation is not conducive, conducive in this situation mean that the class is so crowded so many voice in this class. It's happen because the students don't have motivation, interest and they can't find how to

enjoy with the English class. They need new teaching style not only explain material in the front of the class. The teacher can use the school equipment like LCD, to attract student interest and use audio visual method to rise students' motivation, interest, and ability.

1.3 Research Question

Related to the background of the study above, this study is intended to help solving the following problem: "Is the use of Gamestolearnenglish effective to improve students' vocabulary masteryof FourthGraders of SD IT MuhammadiyahTruko in Academic year 2016/2017?"

1.4 Objective of the Study

Based on the research question above the objective of the study is to investigate whether the use of Gamestolearnenglish is effective to improve students' vocabulary mastery of the Fourth Graders of SD IT MuhammadiyahTruko in Academic year 2016/2017.

1.5 Hypotheses of the Study

According to Airasian (2000,p 73), hypothesis can be classified in term of how they are divided or how put references they are stated. The hypotheses of the study are:

H_0 : There is no significant difference between the mean score of vocabulary test of the four graders who were taught vocabulary using gamestolearnenglishgames and the ones who were taught without using gamestolearnenglish games.

H₁ : There is a significant difference between the mean score of vocabulary test of the four graders who were taught vocabulary using gameslearntoenglishgames and the ones who were taught without using gameslearntoenglish games.

1.6 Limitation of the Study

To clarify this study and the problems, the researcher focuses on the use of Gametolearnenglish to improve students' vocabulary mastery an quasi experimental research of the fourth graders of SD IT MuhammadiyahTruko in academic year of 2016/2016.

1.7 Significances of the Study

It is expected that this research contribute some significant progresses in teaching vocabulary. The significances of this research are:

1. Practical Significance

- a. For Teacher: the result of the study can encourage teacher to teach English vocabularies through Gamestolearnenglish. This game also inspire them to find many sways in teaching english, especially in teaching vocabulary which is rarely considered by teachers in common classes.
- b. For Students: the result may convience students to learn and memorize new vocabularies in an amusing way.
- c. For next researcher: Hopefully, this study can support futher research and develop the variety of the Quasi Experimental research and futhermore, it will contribute to other researcher concerning the teaching of English

vocabulary.

2. Pedagogical significance

This research can be useful for English teaching as it gives information about how to apply the Gamestolearnenglish game to develop students' vocabularies.

1.8 Definition of the Key Term

Definitions of key terms are very important to understand the meaning of the topic. The key terms of the research are defined as follows:

1. Gamestolearnenglish

Gamestolearnenglish is a site which users can find the game for learning English and the game content is made using flash CS3 and mostly using vector-based images and sounds recorded, the owner is Owen Dwyer and he worked for Hefei University of Technology as an English Teacher in Anhui, China. (<http://gamestolearnenglish.com/about/2010>)

2. Students' vocabulary mastery

Vocabulary is a set / list of words of a particular language that individual speakers of the language might use, students' vocabulary mastery is English words which are close to the student's world.

1.9 Outline of the Study

This study is divided into several chapters. Chapter I presents the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses of the study, the limitations of the study,

the significances of the study, the definitions of the key terms, and the outline of the study

Chapter II presents several literature reviews related to the study. Those are vocabulary, characteristic of Elementary School students, teaching media in language teaching, games, Gameslearntoenglish and Reviews of Previous Studies.

Chapter III presents This chapter presents research methods which contains of the Research Design, The Variables of the Study, The Subject of the Study, The Instrument of the Study, The Validity and Reliability of the study, The Method of Collecting the Data, The Scoring Technique and the Technique of Data Analysis.

Chapter IV presents research finding and discussion which contains the school profile, the respondents, instrument validity and reliability, the experiment and analysis of result.

Chapter V presents conclusions and suggestion.