

CHAPTER I

INTRODUCTION

This chapter means to describe all the content of the study. First, is talked about the background of this research, reason on choosing the topic, and also describes what actually the research is about. Then, the statement of the problem, the research question, the research objectives, and significant of the research discussed. Finally, the outline; which explain the content of every chapter in this research.

A. BACKGROUND

Game is very close to the children's lives. As entertainment media, game can also be used as a medium of learning. According to Piaget (1962) in Jasmaindra (2012), games can be used as a medium which enhances cognitive development of children. Moreover, imaginary and creative games can also improve cognitive side of the children. It means that the game can stimulate student to know, to memorize and to analyze something. Additionally, Arika (2011) stated that games stimulate student's interest in classroom activities so that students will be motivated to learn. Students will also feel more comfortable because they do not feel that they are forced and depressed to learn. It means by having games in the process of teaching and learning the students do not realize that they are studying.

Vocabulary is one of the aspects that can be mastered by using games as a medium. The reason why the researcher focused on vocabulary as the aspect is that vocabulary is an important thing to learn new languages and learners have to master it. Therefore, teachers should introduce vocabulary of the target language to the students.

In learning a foreign language, students should master four skills namely listening, speaking, reading, and writing. In fact, those four skills require vocabulary mastery in order to convey the meaning. According to Huyen and Nga (2003) in learning a foreign language, vocabulary plays an important role. It is one of elements that link the four skills together. Hence, vocabulary is important to introduce to students as early as possible, until the students do not find much difficulty in learning English.

However, there are several problems faced by students in mastering vocabulary. First the students do not know about the meaning of the words of the target language. As Harmer (2001) states the last problematic issue of vocabulary, it would be same, is the meaning. Second, students have difficulties to remember the meaning of new words of the target language.

When the writer did the pre observation in SD M Tegallayang 1, the writer found some information from the teacher about the problems in English language teaching and learning process there, as follows: students had difficulties to remember the meaning of new words of target language and knowing the meaning. For example, when a new word was presented

in a classroom, in the next meeting the students forgot the meaning of those words. Additionally students also did not pay attention to the subject. They talked to each other and played when the teacher gave explanation.

In order to make the students enjoy in learning the target language, the teacher should use the media of instruction or teaching techniques which are fun and appropriate to be practiced in the class. In teaching English vocabulary, teachers should be active and creative with the suitable media for students. Venon (2006) in Widayati (2009) says when the class is fun it will make children want to come to class and will not be bored. Teachers can employ some teaching aids to make the class fun. Teaching aids are usually used to help teachers deliver the subject matter in the classroom. Clarke (2009), cited by Nanang (2013), said that for most students at elementary schools, teaching aid is important to be developed as the way to bring the students into active learning. To reach that goal, a teacher should be able to choose the suitable media for the active learning. According to Kosim (2013), some teaching aids can be helpful to increase the students' vocabulary mastery in recognizing the words such as using picture series, cartoon pictures, comic books, songs, flash cards, and many more. It means that the use of media in English language teaching is very helpful for both the teachers and also the students.

One of the media used in teaching vocabulary is game. Napa (1991) said that vocabulary can be developed by using different methods and techniques such as word games, crossword puzzles, snake coils, word selection, word definition, letter and number games, search word, missing letters, word formation, matching, identifying, and completion. It means that games can be used to develop students' vocabulary.

From the explanations above, the writer is interested in conducting the research on the effects of games on English vocabulary mastery of students of SD M Tegalayang 1 Grade 5, Yogyakarta.

B. STATEMENT OF THE PROBLEM

Based on the pre-observation conducted, the elementary students of Muhammadiyah Tegalayang 1 faced several problems in mastering English vocabulary; as the difficulty in knowing the meaning of the word and difficulty in remembering the meaning of new words in the target language. One of the ways to assist students in mastering the vocabulary is using the game in teaching and learning process.

Based on the problems mentioned above, this study is concerned on the effect of games on students English vocabulary mastery. The writer chos SD M Tegalayang 1 for the study, especially on students of grade five which is focused on the vocabulary mastery.

C. RESEARCH QUESTION

The researcher formulates the research question as follow:

1. What is student's level of their English vocabulary mastery?
2. How is the effect of Games toward English Vocabulary Mastery of Students of SD M Tegallayang 1 grade 5?

D. OBJECTIVE

The objectives of this study are;

1. To explore the students level of vocabulary mastery.
2. To identify the intensity of the effect of games on children's English vocabulary mastery.

E. SIGNIFICANT OF THE RESEARCH

This research will be beneficial for several education practitioners:

1. For Teachers

The result of this research hopefully can provide foundation for teachers to choose appropriate media used to teach vocabulary, especially games in teaching English vocabulary.

2. For Students

By having fun class which is run by the English teachers, students fully enjoy their learning process then they will be able to improve their vocabulary mastery.

3. For the next researchers

The procedure and also the outcomes of this research can hopefully inspire other researchers to do further research concerning similar theme such as, using other media to increase students' motivation in mastering English vocabulary.

F. OUTLINE OF THE RESEARCH

This research report is divided into 5 chapters. First chapter discusses the background of the study, statement of the problem, research question, objective of the study, significant of the problem, and the outline of this research. Second, it talks about the review of the literature and also the theoretical framework. Third chapter presents the methodology of the research. The fourth chapter is finding and discussion. And the last chapter is conclusion and suggestion.