

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, statement of the problem, objective the research, significance of the research, limitation of the research, and operational definition.

1.1 Background of the Research

Language is very important express something and communicate with other. In Indonesia, English is the first foreign language which taught in the schools since English has become an international language and used by most communities in the world. (Bruner & Cameron, 2001:8) said “language is most important tool for cognitive growth, and he has investigated how adult use language to mediate the world for children and help them to solve problem”. Language as foreign language has an important role in many aspects of life. In our education we learn English a local subject that must be learn in school. We learn English from kindergarten level until university level.

In addition, based on my interview with one of English teachers of SDN 3 Megawon Kudus, there are many problems of students’ vocabulary mastery. First, the students get difficult to remember new vocabularies. Next, the students get difficult to pronounce the vocabulary. Because they think that the texts and how to pronounce are different. Finally, the students are not active in the learning process. So that is why the researcher wants to conduct this research in SDN 3 Megawon Kudus.

Vocabulary can defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). Recent research indicate that teaching vocabulary may be problematic because many teacher are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

Teaching English for young learners is very important for students, because it is for preparing the student to be literate. Then, it is to communicate and technology. In communication, Indonesia is joining ASEAN Economic Community which uses English as the language for global market. Dealing with gadget or computer, many students access internet for accessing games. It's not bad if students access the internet. But expose traditional one is very good idea so that Indonesia students know about they culture. Traditional games are effective as technique for teaching in elementary school. Students are very bored while learning English. The researcher wants to help the teacher to use the method by using traditional games for teaching vocabulary.

A traditional games is an element of culture. Traditional games can affect psychological development, natural, and social life of the child. A traditional game is the result of cultural excavation in which contains a lot of educational value for game activities providing a sense of fun, happy, cheerful who play it (Sukirman,2004)

Gedrik or ingklik is one of traditional games in Indonesia especially in Central Java. Many children play this game, but, now many students always play with smart phone, and traditional game begin disappear. In this skripsi, the researcher wants to use *gedrik (ingklik)* as traditional games for teaching vocabulary.

1.2 Statement of the Problem

Based on the background of research above, the researcher would like to present the problem of the research as follows:

1. Can *gedrik* traditional game improve the vocabulary mastery of the fifth grade students of SDN 3 Megawon Kudus in academic year 2018/2019?
2. How is implementation of *gedrik* traditional game to improve vocabulary mastery of the fifth grade students of SDN 3 Megawon Kudus in academic year 2018/2019?

1.3 Objective of Research

Based on statement of the problem above, the purpose of this research can be mentioned as a follows:

1. To find out whether *gedrik* traditional game can improve vocabulary mastery of the fifth grade students of SDN 3 Megawon Kudus in academic year 2018/2019
2. To find out the implementation of *gedrik* traditional game to improve vocabulary mastery of the fifth grade students of SDN 3 Megawon Kudus in academic year 2018/2019

1.4 Significance of the Research

The research hope that the result of the result of the research will be useful for:

1. The Students

The researcher hopes this study will give information about students vocabulary mastery. So that they can determine the extent of their abilities on English vocabulary.

2. English Teacher

The researcher hopes this study will give information and contribution in teaching learning process.

3. The researcher

The researcher hopes the student and the teacher can understand about using games in English.

1.5 Scope of the Research

The researcher focusses to research the vocabulary mastery on the fifth grade students by using *gedrik*. Based on curriculum, improving vocabulary mastery is how the students are able to master English vocabulary. The material itself focuses on shape and school tools.

1.6 Operational Definition

It is necessary to clarify the terms used at title of this research in order to get clear definition. The researcher would like to define them as follows:

1. Teaching Vocabulary

Teaching vocabulary is a process in teaching learning that aims vocabulary mastery on the fifth grade students by using *gedrik* traditional game base on the material of the fifth graders. The material itself focuses on shape and school tools.

2. *Gedrik*

“*gedrik*” or “*ingklik*”, is a traditional games found in Java (Indonesia) but there are several name. This game should be played with the feet side. It is played by two or more persons. *Gacuk* is a tool to play it should be thrown precisely in the game area by the players.

3. Traditional Games

Traditional game is game that is mostly played by children in the past. It can affect psychological development, natural, and social life of the child. It is the result of cultural excavation in which contains a lot of educational value for game activities providing a sense of fun, happy, cheerful who play it.