CHAPTER I

INTRODUCTION

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

1.1 Background of the Research

Teaching English aims to help students master English language skills. Many English language skills must be mastered by students, the four skills in English are Listening, Speaking, Reading and Writing. The components to master consist of Grammar, Vocabulary, Spelling and Pronunciation. Vocabulary is the main knowledge that must master four English. Wilkins in Thornbury (2002) wrote that ".... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed………. You can say very little with grammar, but you can say almost anything with words." (pp.111-112). The researcher's experience showed that some students are still in a low level in vocabulary mastery and have not reached the Minimum Criteria of Mastery Learning (KKM).

Teaching English in primary schools is as a basic learning for mastering English to the next level of education. Teaching English to young learners can help the students improve their motivation and knowledge when they are in higher education. Vocabulary mastery is an important aspect of English. Vocabulary is a central point for mastering English. Bakhsh (2016) stated that Vocabulary is the basic part and key element to learn any language. From the reality of students in elementary school are young learners, so they have unique characteristics like children. Teaching English to young learners is more difficult than teaching English to teenagers or adults. It is important for teachers to be creative in teaching English especially in vocabulary. This aims to make students feel happy and not bored when studying in the class.

However, in SD N Banyuurip 02 based on the researcher's experience as an EED student at UMK when getting EYL (English for Young Learners) subject

assignments researcher saw that the students of SD N Banyuurip 02 Pati have a problem in Vocabulary mastery. They cannot mention many vocabularies around them fluency and not know about the meaning of vocabulary. It causes the students are passive. The researcher also saw that the students feel bored in the class. Sometimes the students also feel sleepy or make a noisy in the class. This happens because the teacher uses learning techniques to write in the whiteboard and asks the students to memorize. Another technique, the teacher taught based on LKS (Students' worksheet). Chhabra (2013:P.4) stated that in this method, the teacher talk more or less continuously to deliver the facts and ideas worth remembering but the class does not converse with the teacher. This implies that it is one of the autocratic teaching strategies. Actually, the teacher focused on teaching rules and practicing it in translating, without looking the real condition. So, from this case, the researcher will use the game to teach the English vocabulary to the students.

According to Huyen and Nga (2003, P.30) "Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way." So, game will give the students stimulate in their brain to learn and interesting when learn vocabulary in the class. McCallum (1980, p. ix) , "games automatically stimulate student interest a properly introduced game can be one of the highest motivating techniques." In this research, researcher wants to try to use the traditional "*Kotak Pos*" game as a technique in learning English vocabulary to make elementary students in Banyuurip 02 Pati master vocabulary.

There some reason why the researcher chose "*Kotak Pos*" game as a technique to TEYL. The first reason is the research looked at the characteristics of young learners. Young learners still like to play a game, make a noisy and talk active. So the researcher asks them to play together in teaching learning process. The second reason is the "*Kotak Pos*" game is an easy game to play everyone. The relationship between "*Kotak Pos*" game with vocabulary is in "*Kotak Pos*" game the student mentions one letter and then the students must mention one noun as their name until the finish. And the last reason is "*kotak pos*" game can help the

students to express their opinion without the feel afraid and will get punishment from the teacher. So, the students will be enjoyed and happy.

When the researcher uses *"Kotak Pos"* game as a technique of TEYL, this technique can help the students to solve their problem especially in vocabulary on a noun. Because in this research, *Kotak Pos"* game can improve the students' motivation. So that, the reason why the English vocabulary of the students will be good. The students can express their desire to play and forget the boredom that they feel when teaching learning process in the class. The *"Kotak Pos"* game can bring together kids who are unfamiliar or embarrassed when playing together. In this game, they will forget that at that time they were learning English in class. So, in this game, they will play and learn together and will have a good English vocabulary. In this research, the researcher followed how the character of children who have characters easily bored and still like to play and run anyway. With the game *"Kotak Pos"*, students will feel happy and enjoy in class and not be afraid anymore of the punishment that is always given by the teacher. In this situation, the students don't have to directly write, read and memorize but they hear directly from their other friends.

Based on the description, the researcher will conduct a research entitle Teaching English Vocabulary to Primary School Students by Using "*Kotak Pos*" in SD N Banyuurip 02 Pati in 2018/2019 academic years.

1.2 Statement of the Problem

The statement of the problem of the research is "Is there a significant difference between English Vocabulary mastery before and after being taught by using "*Kotak Pos*" Game in SD N Banyuurip 02 Pati in 2019/2020 academic years?

1.3 Objective of the Research

The objective of the research is "To find out whether or not there is a significant difference between English Vocabulary mastery before and after being

taught by using "*Kotak Pos*" Game in SD N Banyuurip 02 Pati in 2019/2020 academic years.

1.4 Significance of the Research

The researcher expects that the result of the research will be useful for everyone. It can be seen as follows:

1. For Teachers

The researcher hopes that this research will help the teacher to get some ideas to teach their students more creative, interesting and communicative.

2. For Students

After being taught by using "*kotak pos*" game the researcher hopes that the students will be enjoy and feel happy and active in the class especially in the vocabulary class. The researcher also hopes that after this study students can master many vocabularies.

3. The Readers

The researcher hopes that this research will be useful for everyone or the readers to get some ideas to teach the students or through the research as a reference to conduct the next research.

1.5 Scope of the Research

In this research, the researcher limits the research use "*Kotak Pos*" game. "*Kotak pos*" game is one of traditional game that mention the alphabet and then mention one word according the alphabet that have mention by other students. This word must be according to the predetermined theme. All of the students must mention one word and must be remembering the word that have been mentioned by them and also the word that have been mentioned by their friends. Who can't say vocabulary, he or she will be someone who doesn't have a name. This game is played by many students.

The researcher in this study focuses on vocabulary on nouns. Nouns used or mentioned must be in accordance with the theme of the lesson at that time. So students also have to focus only on vocabulary about thnigs in the classroom.

Brcause in this research the researcher limits this research in things in the classroom themes.

The researcher will conduct the research in SDN Banyuurip 02 Pati, and the limit of the research on the fifth grade of SDN Banyuurip 02 Pati. The participant of the research is fifth grade of SDN Banyuurip 02 Pati 2019/2020 academic years.

1.6 Operational Definition

In order to avoid misinterpretation of the meaning of the title, the writer defines the terms used in the title of this research as follows:

1 Teaching English Vocabulary is teaching English vocabulary that focuses on noun in things in the classroom theme of English materials and based on syllabus the aims of it is the children know about the meaning of the vocabulary.

2   Primary School Students is the students who are studying at SD N Banyuurip 02 Pati especially fiftth grade in 2018/2019 academic years.

*"Kotak Pos "*game is a traditional game used to be played by children who must mention a word that starts from the letter mentioned by one of the friends and in this research "*Kotak Pos"* game as a technique of teaching English Vocabulary to fifth grade students SD N Banyuurip 02 Pati of in 2019/2020 academic year.