

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

English has recognized as an international language in era globalization and has domiciled in all of field, included in education field. The Indonesian Government realizes that English is very important, so they try to make English more familiar in this country through formal education. English learning is started from elementary school level because elementary school is basic of education field in Indonesia. English is decided to be compulsory lesson in curriculum by National Education Department, but students obtain English lesson as a local content subject in school.

Suyanto (2007:2) supported that the learning process usually start in young ages. Students in elementary school can be categorized as young learner that students between the ages about 6-12 years old. They can be divided into 2 groups, younger group (6-8 years old) and older group (9-12 years old) appropriate grade levels, lower class for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students while upper class 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students. Thus, the teacher should be aware that each group of young learners has different abilities and skills in learning English. So, the teacher must be able to select learning methods and materials exactly for them.

Based on English Standard Competence 2006, teaching English include four skills, there are listening, speaking, reading and writing. Meanwhile, there are three language components in learning English that support the four skills.

There are vocabulary, pronunciation and grammar which taught in learning English process integrated. Vocabulary is one of language components that should be mastered by students, especially for young learners. Vocabulary is considered as the salient issue in learning English. Vocabulary refers the words and students' need to communicate with other using English. So, this component has a big role in communication. They can express their ideas and knowledge with English. Thus, English as a tool to communicate and access the information. It can plait relationship with exchanging the information. If the students have a lot of vocabularies, they will be easier to understand the conversation and discourse. Otherwise, if they have a few of vocabularies, they will be difficult to understand the conversation and discourse. Harmer (1992:153) gives statement that if language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh. Therefore, vocabulary is central of language without a sufficient vocabulary, they cannot communicate or express his idea both oral and written form.

According to Kridalaksana in Tarigan (1994:446), vocabulary is language component that maintains all of the information about meaning and using words in a language. In first step teaching vocabulary, students need to understand the meaning first from basic words that given in order to students easy to guess the new meaning words through context such us; give a basic word along a picture or props, the aims is make students clearly to understand the meaning of words. Vocabulary is as one of language elements which hasnot obtained a specific time allocation in teaching learning process, whereas it has given importance role in language teaching. The teacher need to draw how the way to introduce new

vocabularies in order to mastered by students. The teachers often give words as escape only defined and memorized by students without giving a context. It is supported by Philips (1995) states both vocabulary and grammar need to be taught in context and the children should be given plenty of opportunities to use the language that they have learned in class. In teaching vocabulary, the teacher gives new words in context form. The students obtain opportunities using language to identify the meaning words. Thus, the students are easy to practice the words in communication or understanding the discourse.

MI Ma'arif Daruttaqwa is an Islamic school that equal with Elementary School and has accreditation A. This school placed in institute Islamic boarding school Al Munawwar at Suci village, Manyar – Gresik. While, English lesson is as a local content subject and has a Minimum Completeness Criterion 75 (KKM). There, the teacher often asks the students to memorize vocabularies at home as homework, moreover the teacher rarely use a game and never conduct learning English process outclass. It makes students less motivated to learn English. This condition makes the teacher to get worry if they got the score less than 75, or under passing grade. Therefore, the researcher wants to implement a new game outclass that it can improve student's vocabulary achievement with fun and interesting to learn English.

To achieve the goals of learning, the teacher needs a strategy to convey information or materials to the students when they learn. Learning strategy is a plan that is conducted by teacher to optimize the potential students to actively involved in learning activities at the class and achieve the expected results. Teaching English for young learners is fun. They are introduced with fun learning

which emphasizes more on the activity or something they like, such as game, pictures, song, story, tale, or role play. These activities can create class atmosphere alive and they are motivated to learn English because it is a fun activities which it makes them to ignore difficulty in learning English.

These activities are really loved by young learners. It stated by Suyanto, (2007: 113) that there are 3 activities in class; sing a song, playing a game, and telling a story. A game is a part of their life and suitable with their characteristics as a young learner. An activity in a game provides excitement and satisfaction to the students without thinking the game outcome. However, a game is used in teaching learning process suitable with the characteristics of young learner. They tend to be active, full of joy, love new things and easily get bored. So, the teacher needs to have a good learning strategy for them. One of learning strategies is learning English with games. It can be used as a concept of learning activity in the class. The game is a learning strategy application where students play and study English. It can be expected to increase students' motivation and achieve the aims of learning optimally. According to Carr, playing is important for children because it provides opportunities to students to vomit their opinion of each (Kraus, 1990). The students will show their interaction when they communicated with other students. A game can encourage the students to know the information in learning and also express their opinion if they do not know the aims of learning.

Indonesia is a rich country with traditional games and each area has a diversity of traditional games even the different name, but most of the way to play is same such as; Engklek, Gunduh/Setinan, Gangsing, Congklak, Egkrang, Jump

rope, etc. According to Seagoe, 1971 in Hurlock, "Traditional game is a game that is passed to one generation to others in a particular culture. One game should undergo the test of time and its generation. One that survives will be passed for a long time", traditional game is a game played by a particular generation within a culture then played by the next generation to preserve the tradition. The traditional game had been created since firstly and has played back at this time by using a simple tool such as bamboo, paper, wood or stone fragments or environment around. Even this time, sophisticated technology has created a lot of modern games using advanced electronic tools such as a hand phone, computer, i-phone, or gadget which the games are popular for children and adults through connected the internet or not. In addition, many modern games have not provided good advantages in education.

Besides, traditional games are as game entertainment. It can also be used fun activity in teaching learning process, especially in learning English in Indonesia. Now the traditional games rarely have played by Indonesian children, even if it is rarely used in learning English. So, the researcher wants to preserve the cultural heritages of Indonesia to the next generation or students through using one of traditional games. It is used in a learning English strategy because young learners love a game. This research takes one of the traditional games; the name is Engklek (in Javanese). Engklek (in English: hop-scotch) is a name of traditional games that draw pattern on ground or pavement then players put a pebble on one square of Engklek pattern while jump on it with raising one foot.

Based on the review of the previous study *on Fitri Yulianti's study (2012), the students need to be motivated and enhanced their intrinsic motivation to love*

*English and pertuated the culture heritage of Indonesia. The teacher used Engklek as media to teach English vocabulary.* Engklek game was designed into a media that are foldable, portable, durable, and replaceable to introduce vocabulary. It called PORTEK (Portable Engklek), which it was created with some material and equipment such as pebble was made from flannel, treads, broken tiles and Dacron, carpets was made portek board (10 squares), and flash cards is as materials.

This research was conducted at three grades of MI. Muhammadiyah Genteng Gunung, Kendal, Central Java with different topic/material and was given 20 vocabularies. This study used grouping and competition. Each class divided into 2 groups, control and experiment groups. They played by stepping on each square of *Portek* board. A player would throw the pebble and mention flash card on each *Portek* board sequentially. This study was effective when a player mentioned 10 flash cards on 10 *Portek* squares then the students would hear and pronounce 10 times of each the number of students in class. If there was 20 students in a class, so they would hear 200 times those vocabulary (10 flash cards x 20 students). The result of the study showed that at each grade got average score of pro-test highest than pre-test. It shown that *Portek* was so effective in teaching learning process.

According to the explanation of previous study and the teacher's problem above, the researcher wants to implement Engklek to improve students' vocabulary achievement. The researcher will implement Engklek in teaching vocabulary with integrate the English material which is going to learned for the

fifth grade students. So, the researcher hopes that it can improve their vocabulary achievement.

### **1.2 Statement of the Problem**

Based on the background of the study which has described above, this problem can be formulated as follows;

How can Engklek be used to improve students' vocabulary achievement for fifth grade students at MI Ma'arif Daruttaqwa?

### **1.3 Purpose of the Study**

After knowing the problem, the researcher wants to improve students' vocabulary achievement using Engklek for fifth grade students at MI Ma'arif Daruttaqwa, Suci-Manyar-Gresik.

### **1.4 Significance of the Study**

The result of this study hopefully gives the benefits contributions in the teaching learning English, especially in teaching vocabulary. This study has some theoretical and practical significances, there are;

The theoretical significances are:

- This research will give contribution to the theory of the implementation of Engklek.
- It can give an alternative learning in teaching vocabulary by implementing Engklek.

The practical significances are:

The researcher hopes that this study will give contribution to;

- Students

The study will make teaching English vocabulary more attractive and enjoy with games. It can encourage them to learn vocabulary more easy and motivated to learn English.

- Teachers

It can give information for English teachers in improving their teaching abilities and sustain teaching creativity. This study can be evidence that Engklek can be an educational game that can be applied in teaching vocabulary.

- Readers

The study will give information that Engklek can integrated with English lesson in teaching vocabulary for students at elementary school.

### **1.5 Scope and Limitation**

Scope of the study is students in fifth grade. They consist of 17 students and divided into two classes 5<sup>th</sup> A and 5<sup>th</sup> B focuses on students' vocabulary achievement. The researcher will examine students' vocabularies by using Engklek at 5<sup>th</sup> B class because students in the class got low score in previous semester and had not achieve the passing grade. Then, the limitation of the study is that researcher will focus on noun with picture based on the material about at the school. The researcher chooses those vocabularies because those are the basic vocabulary and the students still have got difficulty to master it in this grade.



## 1.6 The Definition of Key Term

To make easy on understanding of the study, the researcher uses key terms;

- a. Vocabulary: collection of the words that owned by a language and give a meaning if it use in this language.
- b. Achievement: effort to reach the aim.
- c. Traditional game: a game that has been created in ancient times played back by a community in an area as one of efforts perpetuates the heritage.
- d. Engklek: one of traditional games. A player puts a pebble then jumps on the squares of Engklek pattern with one foot.