

CHAPTER I

INTRODUCTION

This chapter presents Background of the Study, Problem Statement, Purpose of the Study, The Significance of the Study, Scope and Limitation and Definition of Key Terms.

1.1 Background of the Study

Elementary school students are categorized as young learners. They are usually at the age of 6 to 12 years old. Young learner has different characteristic from adult learners. Young learner likes to do something fun. They easy to remember something but unfortunately, they also forget it quickly. Moreover, they are also very easy to get bored. So, teaching young learner is challenging. Sometimes, the teacher needs to be patient because they are very active and enthusiastic to learn a new thing. Basically, elementary school students are not the real beginner. It refers to Harmer (2001:13) “Elementary students are no longer beginner and are able to communicate in a basic way”. In this study, the researcher would focus on the fourth grade students. The students’ age of this grade normally is 8 to 9 years old.

English becomes compulsory subject in elementary school. Based on KTSP 2006 curriculum, the students must achieve four basic language skills. They include listening, speaking, reading, and writing. To master all those skills, The students must enrich their vocabulary. In addition, vocabulary is an important aspect in communication because if we have limit words we will get difficult to

talk each other. Vocabulary includes collection of words. The words are known not only as individual words but also as a group of words that have meaning. For that reason, the elementary school teacher should know the level of vocabulary in order to develop the students' vocabulary mastery. Vocabulary mastery becomes a crucial part in teaching elementary school because vocabulary is considered one of the basic foundations on the language. To make the students master in vocabulary, most of the elementary school teachers emphasize in teaching vocabulary. Moreover, the successful students learning language depends on how many vocabularies they can master and how well they use them.

Actually, most of elementary school teachers use drilling vocabulary. This strategy is used because sometimes teacher feels that the students need to repeat words until they can say them accurately and know the meaning of the words. Unfortunately, simple repetition can make students bored. It is one of the causes that can make students lack vocabulary.

In this study, the researcher conducted on SD Negeri Golokan. In this school, the researcher chosen students the fourth grade as subject of this study because this grade was recommended from the English teacher.

After interviewing the teacher of the 4th grades of SDN Golokan, the researcher found that the students' vocabulary was quite low. Here the researcher got the data that the standard score of this school was 65. Based on the result of final test in the first semester, most of the students' score was under the standard score. It could be seen from the average value of final test that was 51. So, most of them got remedy test. The teacher said that there were some students' problems which made the students lack vocabulary. When the teacher introduced several

vocabularies in current meeting, then the students often forgot the vocabularies at previous meeting.

From this information, the researcher analyzed that the lack of vocabularies may be caused from the atmosphere of the class that was not conducive because the English schedule was in the last period. So, the students' conditions were tired and noisy. They did not focus when the teacher explained the lesson. Moreover, they also had low motivation when teacher taught English in the class. Actually, the teacher used some variations of media when teaching in the class. Unfortunately, the students still could not catch the lesson because the students were not serious in the learning process.

Nowadays, there are many efforts to do for improving learning quality and developing learning quality by applying effective and interesting learning methods. One of methods to learning English is by using games. Some kinds of game can raise the different language, skills and different level of language achievement. It refers to some studies about improving vocabulary by using game which the results show that game can improve students' vocabulary effectively. Some of the studies are The use of naming game as strategy to improve students' vocabulary at second grade of SDN Roomo Manyar Gresik that was conducted by Handayani (2011) and Improving students' English vocabulary through the communicative language teaching (CLT) method by using language games as media at the first year of SDIT Al-Ibrah Gresik that was conducted by Jailani (2010). Those studies are supported by some experts. El-Bahri stated that good learning atmosphere and method can guide the students to learn more and meaningful. Moreover, Nguyen and Khuat (2003) explained "Game should

promote learning and teach students vocabulary as well". So, it can be concluded that games can help and encourage many students to sustain their interest and work.

Based on those results, in this study, the researcher will apply game as strategy to improve students' vocabulary. Game used in this study is Mind game. Based on Wise (2003: 54) mind game can be defined as the game which relies on the power of imagination, observation, memory or logic. So, mind games develop thinking skills and provide lots of fun because using mind game on the activities in the classroom varies and students' boredom can be reduced.

1.2 Problem Statement

Based on the background of the study above, the statement of the research problem can be formulated as follows:

How does Mind game improve the students' vocabulary for the fourth grade students at SD Negeri Golokan?

1.3 Purpose of the Study

The purpose of this study is to improve the students' vocabulary using mind game intended to introduce more on the other way in teaching vocabulary and it is expected that it can make the students feel fun in learning English.

1.4 The Significance of the Study

This research is expected to give both theoretical and practical contributions to the teaching English. Theoretical contribution relates to the principle of language learning that mind game can improve students' vocabulary. Mind game takes advantages that mind games not only develop thinking skills but

also develop the students' activity in the classroom. In addition, by using mind game, the activity of students in the classroom varies and students' boredom can be reduced.

The practical contribution relates to give advantages and benefits of implementation using mind games for improving students' vocabulary. The result of the research would support to give contribution:

1. For the teacher, it is expected that this study can be as one of methods in teaching vocabulary.
2. For the students, the researchers also hope it can motivate them to learn English vocabulary. This methods can be fun activity so they will not feel bored in learning English.
3. For the readers, the result of this research can be as inspiration to develop into another method. So, it can give contribution more for the teaching and learning process.

1.5 Scope and Limitation of The Research

The limitation of this study is focused on the material. The vocabulary material that learned in the second semester of fourth grade is month, clothes & color, seasons, food and drink, animals and school environment. But in this research, researcher will limit on Animals.

1.6 Definition of Key Terms.

To avoid misunderstanding of this research, researcher needs to explain some key terms that have connection with this research.

Vocabulary : A list of words consists of Animals that explained or defined.

- Game** : Game is an activity with rules, a goal, and an element of fun.
- Mind games** : Mind game can be defined as the games which relies on the power of imagination, observation, memory or logic Wise (2003: 54).
- Elementary Students** : A young learner whose age is of 6 to 12 years old.
In this research the subject of the study is the fourth grade students which normally their age are 8 to 9 years old.