CHAPTER I

INTRODUCTION

1.1 Background

"Playing for children becomes something important. It is because, prohibiting children to play and force them to learn and learn will pass their heart away, disturb their intelligence, and destroy their life rythm." (Al Ghazali).

Based on the statement above, we conclude that playing become a part of children's world. In where place and with whom they spend a time together, we will see that they are playing. By playing, children will familiar and study about everything especially their environment, and drill their bravery and self confidence.

To play is not only talking about media for playing, friends, playing places and its environment, but also about the scope in playing itself. By playing, children can explore their creativity and express themself to gain compensation about unexperienced thing that will not happened again when they are teenager or adult. Because of that reason, to play becomes absolute thing from children's world and becomes integral part in forming children's attitude process, so children can learn everything for their next life stages (Hans Daeng, 1982).

Many problems in teaching-learning process such as teaching-learning method that monotoneous and boring make students especially young learners do

not want to learn more especially in learning English because they think that English is boring and difficult whereas recently, teaching English to young learners becomes a hot issue in everywhere and every time. Labaiky (2007) states that the goals of English education have changed dramatically as local content. Many English courses are established, moreover, if we see that those English courses offer a lot of interesting facilities and learning prospects although until now we have not been seeing a real fact about the realization yet. We can see this from the students' lack in mastering English vocabulary, lack of pronunciation, and there are no many students who want to speak in English language (Suyanto, 2003).

As written in standard content in fourth grade of elementary school, it shows that the teacher needs to develop students' cognitive but in the real fact, we will see that there are many teachers who do not choose suitable content for teaching learning process especially for developing young lerners' cognitive attitude. There are several factors that supposed to give influence to the result of teaching learning process especially to young learners, they are: teaching strategy that is based on teacher-centered approach, not to focus on students' needs (student-centered approach). From that situation, children cannot get maximum experience in using language especially English because the teacher seems dominant in all teaching-learning process, so his/her students only hear anything from the teacher and cannot understand about the whole topic (passive learners). Whereas, one of the children characteristics is that they have their own nature and characters dealing with.

Teaching English to young learners is not an easy job. The teacher should know about their student's characteristic and the appropriate media that will be used to teach them especially for mastering vocabulary to young learners. The problem happened because teaching technique to young learners differs from adult. The most different factor is young learners tend to learn something in a relative period. Because of the different ways of learning, the teacher should understand and choose interesting teaching-learning strategy. Hence, the result of the teaching-learning process can be achieved easily.

Actually, young learners and adult tend to react positively to an invitation to play. For example by doing games. From that case, it can be decided what is the most possible or appropriate media which help establish condition for teacher to teach English. Furthermore, Eric Bernie put games in a sequence of behaviors that structuralize time-establishing form which will fulfill interpersonal contact especially for young learners as following: rituals, amusement, games, intimacy, and activity (http:/**library.**thinkquest.org/26408/psychol/**meaning**.shtml).

Except that, the use of a game provides a unique opportunity for students to self-assess their progress in learning professional vocabulary and for the teacher to assess students' progress informally, without causing stress and anxiety.

Allen (1983) states games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Guessing games, for example, create conditions in which the use of the target language is necessary for leading the players to the correct guess. Hangman game is one of guessing games which

encourages students to learn the English vocabulary. Also known as "Gallows", and "The Game of Hanging", hangman is a simple word guessing game that has been known to exist in various forms since the year 1894 where a version of the game is recorded in a book named "Traditional Games" by Alice Bertha Gomme. It is commonly used to help teach children how to spell certain words.

Besides, games have some advantages in language teaching. First, games provide motivation, lower students' stress, and give them opportunity for real communication (Avedon, 1971). Second, games can capture student's attention and participation and they can give shy students more opportunity to express their opinions and feelings (Hansen, 1994: 118). Third, games can lower anxiety, thus making the acquisition to input more likely (Richard-Amato, 1988: 147). The last, games create relaxed atmosphere so the students remember things faster and better (Fellani, 2005).

From the explanation above, it can be inferred that teaching-leaning process with using game as a media to teach and learn English become innovation in mastering English vocabulary to young learners and will help students to imagine and interpret object or lesson better and help teacher to achieve the learning objective easier.

1.2 Reason for Choosing The Topic

We never realize what effects that are reflected by using media such as games in improving student's ability in mastering English vocabulary especially

for young learners. Based on this phenomenon, the writer tries to disclose and analyze the effectiveness of using Hangman and Little Shop of Treasures games in mastering English vocabulary to young learners.

1.3 Limitation of The Study

Limiting the study is very important because it helps us to analyze and describe only on the specific subjects. Therefore, in her study, the writer will take and analyze the effectiveness of using game as a media in mastering English vocabulary to young learners especially for young learners (9-10 years old) at the 4th grade in SD PN Setiabudhi Bandung.

1.4 Significance of the Study

Pictures and games give contribute to some points, such as students interest and motivation (Wright, 1994: 2). The students especially young learners need a media to influence them to get the ideas to learn, and by using the picture and doing a game may develop the student's interest and motivate them to learn something (Widaningsih, 2009).

Therefore, this study is expected to provide the information for teachers about the importance of using media in teaching-learning process which aims to master students' English vocabulary especially for young learners.

1.5 Research Questions

It is important to present the research questions of this study. The questions involve:

- o Does the use of game significantly increase the young learners' ability in mastering English vocabulary?

- o What are students response to Little Shop of Treasure and Hangman game in improving students' vocabulary especially to young learners?

1.6 The Aims of The Study

This study is aimed to the following:

a. To know the effectiveness of using Hangman and Little Shop of Treasures games in improving English vocabulary to young learners.

b. To know the way how to implement Hangman and Little Shop of Treasures games in teaching learning process.

c. To identify the problem that appears in implementing Hangman and Little Shop of Treasures games in teaching learning process and solution for it.

1.7 Populations and Sample

This study is conducted in SD PN Setiabudhi Bandung, one of elementary schools in Bandung city. The population of this study is forty elementary school students (9-10 years old) at the 4th grade (25 students from 4B class as the

experimental group and 25 students from 4A as the control group). This classes (4A and 4B) are selected randomly. Besides, this classes are also choosed because both of them have the same knowledge and good ability in English.

1.8 The Hypothesis

A Hypothesis is a tentative statement to find the outcome of the research (Evelyn Hatch and Hossein Farhady, 1982). In the hypothesis, we know that there is null hypothesis (Ho) and alternative hypothesis (Ha). It can be stated as follows: Null hypothesis that would be tested in this study states the following statement.

"There is no effective result of using Hangman and Little Shop of Treasures games in mastering English vocabulary to young learners."

The formulation of this null hypothesis is as follows:

$$Ho : \mu \text{ pretest} = \mu \text{ posttest}$$

It proposes that there would be no effective result of using Hangman and Little Shop of Treasures games in mastering students' vocabulary. If the score scatter charts of those test overlap and t value calculated by t-test equation is less than critical t in t distribution, it means the null hypothesis is accepted, and the treatment does not work.

In contrast, if the t obtain value is greater than critical t, which is decided by observing degree of freedom and the level of significance desired, it implies that the observed difference in means is greater than the use of games works as well. For that reason, the null hypothesis could be rejected.

1.9 Method and Procedure of the Research

Based on the limitation of the study and research questions presented previously, the writer uses quantitative method. In doing her research, the writer uses the following procedures:

1.9. 1 Research Design

This study uses quasi-experimental design and quantitative method. In this study, two groups from SD PN Setiabudhi students' at the 4th grade are selected as the experimental group and other as a control group. Both of experimental and control group received a posttest. The experimental group received treatment while the control group did not (Hatch and Farhady, 1982: 20). There are 4 treatments (two meeting by using Little Shop of Treasure game, and another with Hangman game), one pretest (it is done in the first meeting), and one posttest (in the last meeting).

1.9.2 Research Instrument

In this research, the writer uses several steps such as:

a. Data Collection

In her study, the data are gathered through interview and observation.

✓ Interview. This interview is done at the first time the teacher meets the students and gives pretest. It is aimed to know about the impression from the students in learning English so the teacher can improve their teaching techniques. Besides, this interview is used to answer the research questions.

✓ Class Observation. It includes:

- Pretest which is conducted to identify whether the experimental and control group have relatively the same ability to comprehend every English skills for every students (young learners). Besides, pretest is given to the two groups before treatment in order to find out the basic knowledge from the students.

- Treatment means the activity that is given in teaching English by using game as media.

- Posttest which is conducted after several treatments which aimed to know whether the pictures and game improve the student's ability (young learners) in mastering English vocabulary. Moreover, posttest is given to the control groups in the last program.

b. Procedures

✓ Conducting library study to find out the relevant literatures.

✓ Conducting preliminary study.

✓ Constructing instruments.

✓ Conducting interview.

✓ Conducting field observation.

✓ Analyzing the data from interview and observation.

✓ Interpreting the data from interview and observation.

✓ Concluding the research.

✓ Writing the research reports.

c. Data Analysis

The data analysis obtained from the interview and observation and is analyzed by using semiotic analysis because the data can be analyzed interactively and continuously until the data are saturated.

d. Steps

  ✓ Data Reduction

    • Coding the data from the interview and observation.

    • Categorizing the data from the interview and observation.

  ✓ Data Display

    • Presenting the result of the data from the interview and observation.

  ✓ Conclusion of the data

1.10 Organization of The Paper

This paper consists of five chapters. Chapter I is the introduction of the research that contains background of the study, reason for choosing the topic, limitation of the study, research questions, significance of the study, the aims of the study, population and sample, method and procedure of the research, organization of the paper, and clarification of terms. Chapter II elaborates relevant theories as the basis of the study. Chapter III discusses the method of the study, stages, sampling, time allocation, instrument, and procedure of research and data analysis. Chapter IV reports the finding and discussion. Chapter V is the conclusion of the study and suggestions for further study.

1.11 Clarification of Terms

In order to avoid misinterpretation, the following is brief explanation of the terms that are used in this study.

a. The Effectiveness refers to the result of something which appropriate with one want (oxford Dictionary). In this case, the effectiveness means the improvement of student's ability in English vocabulary as the result of using Hangman and Little Shop of Treasures games as a treatment in learning English to young learners.

b. Hangman game refers to simple word guessing game that has been known to exist in various forms since the year 1984 where a version of the game is recorded in a book named "Traditional Games" by Alice Bertha Gomme. It is commonly used to help teach children how to spell certain words (http://www.freehangmangames.com/). In this case, hangman is one of game house and it is commonly used to help teach children how to spell certain words. It is also a simple and easy game to play to improve vocabulary and it plays with a piece of chalk and a blackboard as media.

c. Little Shop of Treasures game refers to one of hidden object game series from Game House. It can be played online or as a game house. In this case, Little Shop of Treasure games refer to hidden object game series that is played as game house.

d. Young Learners refer to elementary school students around 9-10 years old.