

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Teaching English to young learners is a good way to introduce English as a foreign or a second language to students. It will certainly facilitate them to get such a strong foundation for their future academic success. Therefore, in Indonesia English has been introduced to young learners as one of local contents since they are in Elementary School. Here, teaching English in this level is mostly about building students' knowledge to the basic contents of language through learning its vocabularies.

In English, there are four kinds of language skills; those are listening, reading, speaking and writing. There are also some language components that should be taught in developing English skills, such as pronunciation, spelling, vocabulary, and grammar. Among of those skills and components, vocabulary is the most crucial one. As stated by David Wilkins in Thornbury (2002:13), without grammar there is not much to convey, without vocabulary there is nothing to convey. Moreover, as Webber (2012:11-12) stated, that a large vocabulary increases achievement and students with larger vocabulary often get higher score on tests than students with minimum vocabularies. In brief, it can be said that vocabulary is basic for students' language acquisition. Thus, to build the basic knowledge of English, vocabulary has been taught to Indonesian students since they are in Elementary School.

Vocabulary is a basic content in Elementary School English subject, but it is not an easy thing to learn. Most of Elementary School students find obstacles in enriching their vocabularies. It can be seen when the students find new words and difficulties to know the meaning, they often do not try to find out the meaning of the words, instead they ignore the words. As a result, they will never know the meaning of the words. In more serious condition, the students will feel hard in learning and mastering vocabularies. This problem can be more complicated, because the students will have no interest in learning English, indeed they will stuck in developing their English skills.

All of those problems commonly appear, because of the traditional teaching methods used by the English teacher in the classroom, such drilling and memorizing words sometimes make the students not active and feel bored during the activity of their vocabulary learning. It means Elementary School students actually need attractive and enjoyable learning activities in the classroom, because they usually tend to not only focus on learning, rather they also do other activities like interacting and playing with their friends. Therefore, the English teachers have responsibility to give interactive and joyful learning activities in the classroom.

There are a lot of ways in introducing English to young learners through enjoyable learning activities. Three sources which are generally used to gain children's interest in teaching class are pictures, stories and games. Teaching English by using pictures are important to give visual

stimulus, teaching English by using stories are able to send visual and aural stimulus, then teaching English by using games are definitely useful to give both visual and aural stimulus, as well as activating students' language productions and physical movements (Ur, 1996:288). One of the three important sources mentioned above is by using games. As known that children like playing, the use of games as a teaching technique is certainly able in attracting the Elementary School student's English learning interest, especially in enriching their vocabularies.

Based on Hadfield (1984:4), a game is an activity with rules, goals and an element of fun. It can be said that learning through a game is a good way to help the students easy in understanding English lesson. It is because of games are fun activities, so that the students will be easier to remember and learn the material taught by the English teachers. Another point is learning through a game is not only for fun, but also for motivating the students gain their vocabulary learning targets.

There are a lot of games as vocabulary teaching technique. One of them is guessing game. As Purnata (2013:2-3) explains that guessing games are games where the goal is to guess certain types of information, such as words, phrases, titles, or the location of an object. Here, guessing the object means that the students should guess vocabulary items from the definitions. Thus, the game will build the students' efforts and enthusiasm on guessing and seeking the meaning of the wanted words, as well as helps them easily keep new vocabulary in their minds.

SDN 01 Mantingan Jepara is one of Elementary School in Jepara which is the English teacher in that school has a lot of strategies used in teaching vocabulary, such as drilling, memorizing, miming, as well as song and game. Besides, in teaching vocabulary the English teacher also uses some media like realia, pictures, cards, videos and etc. Moreover, the English teacher also has experiences in teaching vocabulary by using the technique of guessing game. In the case of those considerations, the writer is intended to study more about “*A Descriptive Study on Teaching Vocabulary by Using Guessing Game at the Fourth Grade Students of SDN 01 Mantingan Jepara in the Academic Year of 2017/2018*” which are aimed at knowing how is the process of teaching vocabulary by using guessing game and what are the problem faced by the English teacher in teaching vocabulary by using guessing game.

## **1.2 Statements of the Problem**

Based on the background of the study above, the problems which become the main discussions are formulated as follows:

- a. How is the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara in the academic year of 2017/2018?
- b. What are the problems faced by the English teacher in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara in the academic year of 2017/2018?

### 1.3 Objectives of the Study

Related to the problem statements above, the objectives of this study are elaborated as follows:

- a. To describe the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara in the academic year of 2017/2018.
- b. To identify the problems faced by the English teacher in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara in the academic year of 2017/2018.

### 1.4 Reason for Choosing the Topic

Many Elementary School students faced difficulties when they learn new vocabularies. Most of them usually prefer to ignore the new words they found. This obstacle is happened because the students usually do not interest in vocabulary teaching technique used by the English teacher. They actually need an appropriate and interesting technique to learn vocabulary. Here, the English teacher is the one who is responsible to facilitate them with enjoyable vocabulary learning activities. For the purpose to encourage student's vocabulary learning interest, the English teacher should be the main facilitator who provides the technique of teaching vocabulary that is able to make the students easily enriching their vocabulary knowldges.

In this case, teaching vocabulary is not enough for a teacher just to give an explanation, but it is necessary for students to be brought in the real situation of practical experiences which stimulating their participations. Thus, the teacher has to use an enjoyable and practicable way of teaching, so that finally the students are able easily learning new words. Hence, in order to encourage the students' vocabulary learning participations, the teaching technique of guessing game is used by the English teacher in SDN 01 Mantingan Jepara as a good way of teaching the students in the classroom to work together and to provide such a fun technique in easily memorizing new words. However, the technique of guessing game applied by the English teacher in teaching vocabulary has never been observed whether during its process there have obstacles or not.

### **1.5 Significances of the Study**

The result of this study is expected to give both theoretical and practical significances, as follows:

#### **a. Theoretical significance**

Theoretically, the result of this study are expected to be able at providing a meaningful description for the readers about how is the process of teaching vocabulary by using guessing game and what are the problems faced by the English teacher during the process of teaching vocabulary by using guessing game. Furthermore, it is also hopefully able to provide good suggestions for the English teacher in applying the

technique of guessing game. In addition, the finding of this study is expected become an inspiration and helpful information for the further researchers who are interested in developing a research of game as a technique to teach vocabulary at Elementary school students.

b. Practical significance

Practically, the result of the study is expected to be useful both for both the English teacher and the students. It is hopefully benefit for the English teachers, especially for the English teacher at the fourth grade of SDN 01 Mantingan Jepara to identify his / her weakness in teaching vocabulary by using guessing game, so that hopefully the English teacher can apply better when teaching vocabulary by using the technique of guessing game. As the English teachers know each problem faced, it is also hopefully they can prevent any obstacles wich will be faced during the process of teaching by guessing game. Then, the use of guessing game for the students is hopefully benefit as a good technique in learning new vocabularies that will make them enjoy following the lesson. As they are interested in participate, it is expected that the students will not feel hard in learning English. Moreover, the students will be more motivated, enthusiastic and stimulated in enriching their new vocabularies.

## 1.6 Outline of the Study

This study is arranged within five chapters:

Chapter I is introduction, which presents about background of the study, statements of the problem, objectives of the study, reason for choosing the topic, significances of the study and outline of the study.

Chapter II is review of related literature. It covers previous study and review of related theories which consists of general concept of vocabulary, types of vocabulary, general concept of teaching vocabulary, technique in teaching vocabulary, general concept of elementary school students, general concept of guessing game and teaching vocabulary through guessing game.

Chapter III is method of investigations. It discusses place and time of the research, subject and object of the research, method of data collection, technique of checking the data validity and technique of data analysis.

Chapter IV presents about findings and discussions.

The final chapter is chapter V which presents conclusions and suggestions.