

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In Indonesia, English is essential to be taught from Elementary School to University. English mastery cannot be separated with the total number of word in language that the students have. Vocabulary mastery is the measurement of students to understand English.

Vocabulary is one important aspect in learning a foreign language. Decarrico (2002) in Celce-Murcia (2003: 285) in Fauziati (2010: 61) states that “vocabulary learning is a central to language acquisition whether the languages is first, second, or foreign”. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Having a limited vocabulary is also a barrier that precludes learners from learning foreign language.

When they don't know how to enrich their vocabulary, they often gradually lose interest in learning. Hemming (1970) in Celce-Murcia and McIntosh (1978:242) in Fauziati (2010:61) also believes that:

vocabulary is fundamental even in the earliest stages of the acquisition. An adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions which we have learned for comprehensible communication.

Introducing a foreign language to children is challenging because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also doing something to get experience. Teaching vocabulary to children can be done through some ways or some techniques. One of them is games. Games help and encourage many students to sustain their interest and work. With games, the students have a lot of fun and get rid off their tiresome during the lesson. The students will develop their language skill while they are playing games in the classroom. The teachers become easier to introduce some new words when the students are beginning to be interested in English class.

*SD Negeri 2 Bogor Cawas* is an elementary school in Klaten which uses games as techniques in teaching English vocabulary. By using games, the students could understand the lesson easily. Games make the students very interested in learning new vocabulary. That interest makes students happier to learn English then enrich their English vocabulary in their brain. *SD Negeri 2 Bogor Cawas Klaten* is an elementary school which uses games successfully, it can be proved by the enthusiastic from the students in the class when learning English vocabulary by using games. Besides, the students having good mark in English study. In this research, the writer describes the use of games in teaching English vocabulary in *SD Negeri 2 Bogor Cawas Klaten* which has been applying this teaching learning technique more than two years. The writer has an enthusiasm to know the process of teaching vocabulary in the fourth year students of *SD Negeri 2 Bogor Cawas Klaten*.

From the previous reason above, the writer is interested in conducting the research entitled *Teaching English Vocabulary by Using Games to the Fourth Year Students of SD Negeri 2 Bogor Cawas Klaten in 2011-2012 Academic Year*.

#### **B. Limitation of the Study**

The writer limits her research as follows:

1. the research is only focused on teaching English vocabulary.
2. the population is taken from the fourth year students of *SD Negeri 2 Bogor Cawas Klaten* in 2011-2012 academic year.

#### **C. Problem Statement**

Based on the background of the study the writer formulates the problems as follows:

1. how is the process of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten*?
2. what are the student's responses on the implementation of games in teaching vocabulary?
3. are games effective on the teaching vocabulary at *SD Negeri 2 Bogor Cawas Klaten*?
4. what are the strength and weakness of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten* ?

**D. Objective of the Study**

The objectives of the study are:

1. to describe the implementation of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten* in 2011-2012 academic year.
2. to describe the responses of fourth year students at *SD Negeri 2 Bogor Cawas Klaten* to the implementation of games on teaching vocabulary.
3. to describe the effectiveness of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten*.
4. to describe the strength and weakness of teaching vocabulary by using games at the fourth year of *SD Negeri 2 Bogor Cawas Klaten*.

**E. Benefit of the Study**

This study has two major benefits. They are:

1. Theoretical Benefit
  - a. Hopefully this research can enrich the theory of teaching English especially on teaching vocabulary to the Elementary School.
2. Practical Benefit
  - a. The research can be useful for English teacher in giving additional input in teaching learning process.
  - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process especially in teaching vocabulary.

## **F. Research Paper Organization**

The writer divides this research paper into five parts.

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It deals with previous study, vocabulary, teaching vocabulary, young learner, and technique for teaching vocabulary.

Chapter III is research method. It presents type of the research, subject and object of the research, data and data source, technique of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.