

CHAPTER 1

INTRODUCTION

A. Background of Problem

The development of the globalization era has made technology, business and communication around the world interconnected. In order to be able to communicate well, humans need a language that can be mutually understood in order to convey their respective aims and objectives effectively. English is an international language that is recognized and used throughout the world. Reflecting on this, it can be said that English is very important to be learned by all people, from young to old.

Young age is the ideal age in carrying out learning activities. Young human brains still tend to be more effective at absorbing new lessons and skills. As the results of research conducted by (Janacsek et al., 2012) show that early age, namely children aged before 12 years or the equivalent of elementary school students, often leads to a higher level of sensitivity and competence. For example in carrying out learning activities such as music, sports and also learning a second language such as English.

The goal of English language teaching in primary school in Indonesia is to enable young students to master simple communication suitable for the child's world, limited to listening and speaking (Sutarsyah, 2004). Based on KTSP 2006 in (Suminar, 2013), the goal of the English language teaching and learning process in this level is not only to develop student's oral communication skills, but to make students know the importance of English to

increase the country's competitiveness in the global society. Teaching English to young age especially to elementary school students that classified as new learner is very different from teaching English to students in other levels. From High School to College, teaching English to young learners takes on many dimensions and makes a difference. These characteristics include an understanding of early childhood development where students learn best through play or activities.

In English subject, there are four basic language skills that must be mastered by learner, there are reading, listening, speaking, and writing. Vocabulary is the basic of language skills of that four. It supports all four language skills that must be mastered by learner. If they master vocabulary, it will be easier to express idea, thought, and feeling in writing. As said by Nation (1990), vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.

English vocabulary is also play an important role in communicative success in elementary school. By learning vocabulary, students can be more easily understand the content of other people's ideas verbally and in writing. The ability to use a wide range of vocabulary enables students to communicate more effectively. When students have a rich vocabulary, students can express their thoughts and ideas more precisely, which reduces the chances of misunderstandings and miscommunications.

The importance of vocabulary mastery in elementary students cannot be overstated as it has numerous benefits. Vocabulary mastery is critical for academic success as it enables students to understand the meaning of words used in academic texts and materials. Students with a strong vocabulary are better equipped to capture and understand

complex academic concepts, and this influences their success in mastering subjects (Dede Gustian, 2021). Therefore, educators must use appropriate teaching methods and learning resources to enhance students' vocabulary mastery.

When choosing the media to teach vocabulary for elementary students, teacher must develop and think about ways of learning language that make learning interesting and fun. All of that must be done based on the principles of basic education, in accordance with the nature and character of elementary school students. To do this, the teacher can repeat lessons and fun games.

When talking about the reality, The problem faced by could come from many aspects such as the student's confident, the teacher, and the teaching media that used. Mostly the teacher seems less attention to teaching vocabulary and the teaching also monotonous. The students assumed English is difficult subject because they have difficulty of memorizing and pronouncing the words. This vocabulary problem should be solved, because it can be difficulties for students to mastering vocabulary.

In reality, learning English especially to memorize vocabulary is boring for some students. Based on the researcher observation in the fifth grade at SDN 16 Kramat Jati, There's no English teacher and English subject handled by the the homeroom teacher. The student's impression is less interested in learning english. The students did not pay attention during teaching and learning process. There are some student were passive, and some student also walk around and create a joke and disturb others. They feel less interested because the learning process tends to be monotonous and lacks variation. The teacher only use the whiteboard and students don't have own conventional book, there was no variation

or other interesting teaching media used. The learning process need to be more interesting and fun. To make students interested in learning, The teacher must have techniques to build a fun classroom environment while learning vocabulary . One of them is using Games. There are some application about game based learning commonly used by teacher. One of them is Genial.ly. Based on the statement above, the writer adapted game-based learning by using Genial.ly web as media for English vocabulary.

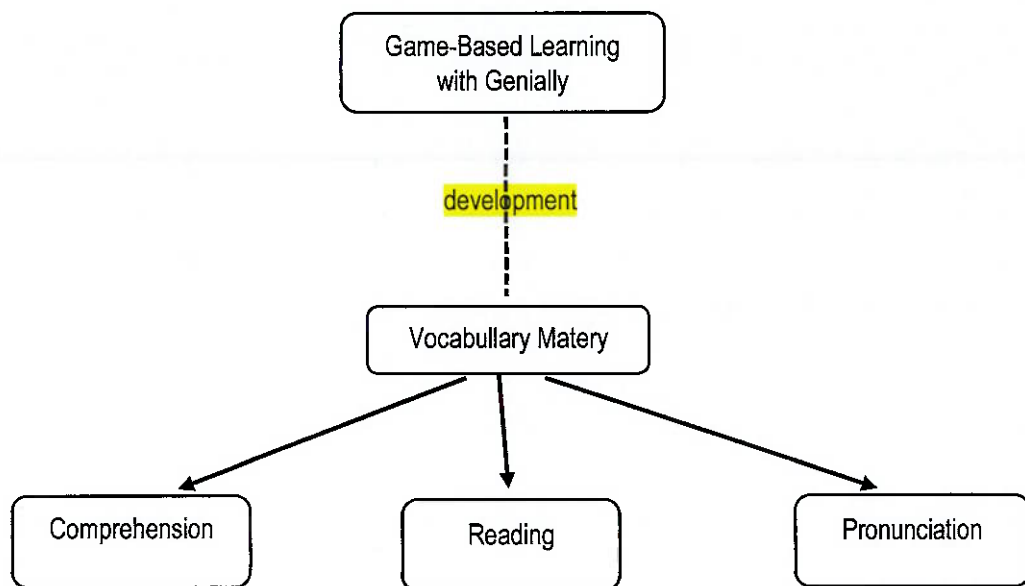
Dobson (2003) said that game is a way to break routine in the classroom. Also, as mentioned in Games for Language Learning book in Jannah (2011), "games" refer to activities that are fun and engaging, often challenging, and involve frequent interaction with others. Each activity is just as fun as game because games can make students happy and enthusiast to play. Sometimes it is challenging because they have to win the game. It's also exciting and entertaining at the same time because the students are having fun when interacting with their friends. This interaction while learning also allows students to express their feelings.

Therefore, it is essential for educators to consider the game-based learning in their teaching practices to enhance their student's vocabulary mastery. That is why the writer want to conduct a research with the title "THE USE OF GAME-BASED LEARNING(GBL) GENIAL.LY WEB FOR ENGLISH VOCABULARY MASTERY STUDENTS' GRADE 5 AT SDN 16 KRAMAT JATI".

B. Identification of the problems

According to the background of the research about game-based learning to enhance vocabulary, the writer identifies the following problem to teach vocabulary in SDN 16 Kramat Jati :

- Teachers rarely test student's vocabulary because teachers have difficulties in finding appropriate media to teach vocabulary.
- Teachers seem to pay less attention to providing interesting media to fifth grade students who are still at a young age and need interesting learning methods.
- Most of students are lack exposure in vocabulary because teacher only more focused on workbook and didn't do variation of media.
- Most of students have difficulties in doing vocabulary test because they do not understand and memorize the meaning of the words.
- Most of students are feel bored and unmotivated learn English to enhance their vocabulary.



Gambar 1. 1 Conceptual Framework of Vocabulary Mastery Development

C. Limitation of the problems

Due to the limitations of the researcher, the researcher will conduct research that focuses only on the enhancements of student's vocabulary mastery by using game-based learning (GBL) using Genial.ly as learning media at SDN 16 Kramat Jati.

D. Problem of the Study

Regarding the limitation of the problem above, the problem of this study is formulated as:

- 'Is game-based learning using genially as learning media enhance student's vocabulary mastery?'

E. The Objective of Study

The study has an objective to investigate whether game-based learning using genial.ly can be used to enhance students vocabulary mastery and to explores how elementary school students see the game-based learning for vocabulary mastery.

F. The Significance of Study

The result of this research have both theoretically and practically:

- Theoritically

The writer hopes that the results of this study can be used as additional knowledge and information for readers, future researchers and other parties to improve vocabulary mastery for young children, especially elementary students.

- Practically

- a. The Teacher

The process and results of the research will be very useful for teachers who want or are currently preparing English teaching materials for elementary school children. It is also hoped that this research would inspire teachers to teach English vocabulary through game-based learning that are more effective and attractive to elementary school students.

- b. The Student

The research process would be very useful for the student as the objective of the research to enhance their vocabulary. It also helps students to be more enjoy in learning English through game-based learning.