**CHAPTER I**

**INTRODUCTION**

In this chapter, the writer discusses the background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation, the definition of the key term, the hypothesis and the organization of the study.

1. **Background of the Study**

Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television, (Richard and Renanda 2002:255). If they master in vocabulary, they will be easier to understand and absorbs the English written and spoken material that have been given and they will get good achievement.

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills, which gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will be facilitated to produce so many sentences in spoken or written one. It is impossible for the learners to perform their English well if their vocabulary is very poor. Therefore vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, it will be difficult for the learners to master the language skills.

Teaching and learning vocabulary is necessary to be observed because in studying vocabulary a lot of students find many difficulties. Generally, it is taught only with remembering and memorizing the meaning of word. It was seen when one of the English teacher in an elementary school asked to the students for remembering 10 words of vocabulary most of them just remember about three until five words with their meaning. The students who remember all of the vocabulary is just three students. So, their vocabulary is limited and they often get difficulties in comprehending others aspect such as understanding about reading text (pronunciation), writing (spelling), translating the meaning and understanding about the words grammar. The learner need something interesting as the representation for the object in order to make them easy to remember it. The learners need more than just words and their meaning for studying vocabulary.

When a student feels no real need too learn something, a feeling of need must be created by the teacher (Allen, 1983:9). The teachers not only give the material of vocabulary but also they must create the students feeling of needed. The students’ feeling of needed can be created trough something unique and fun. Young learners are different from adult learners. Young learners have short of concentration. The young learners are easier to feel bored than adult learners. They feel bored when they don’t find something interesting in their study.

It is not always easy for students of elementary school to master vocabulary because they cannot remember word by words quickly and easily. One of the ways to make English for young learner more interesting in teaching learning process is by using media. The teacher should be able to motivate the students to learn and pay attention to the material, which the teacher presents, so they not get bored.

Teaching media is one of important process of teaching and learning beside teaching method (Azhar 1997). Because with use media the teacher should be able to motivate the students to learn and pay attention to the material, which the teacher presents, so they do not get bored. At least, the teacher is able to use cheap, interesting and efficient media although it is simple, one of media is game. 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.

Thomas in Astuti (2008) state that teachers use games as learners make use of all their senses, sight, sound, touch, even taste and smell and learners learn in many different ways: by listening to what people tell them, by watching what they do, by coping them, by experimenting and finding things out for themselves and above all practicing various skills. Children also like too many activities by imitating what the teachers do and moving their bodies. Many movement exploration activities is helpful in facilitating for perceptual-motor integration.

So playing games is a good way to learn vocabulary. By using games, the teachers can create various contexts in which students have to use the language to communicate, exchange information, and express their own opinion (Wright, Betteridge and Bucky, 2003:3).

It is stated by Domke in Astuti (2008) that they will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom. Students have a chance to use their imagination and creativity with activities like games in the classroom so that they are motivated to learn. One of the games is little shop of treasures game.

Little shop of treasures game is one of the hidden object game series from game house. It can be played online or as a game house. In this case, little shop of treasures game refer to hidden object game series that is played as game house. This game encourages students to learn the English vocabulary. It’s commonly used to help teach children how to increase their vocabulary. The teacher just prepares some small pictures to sell to the students and the students should buy the pictures by the name of the pictures, not with money. It has unique appearance that can draw the students’ attention. So with this game, the teaching learning become more interesting and meaningful than before.

Based on the advantages of mastering vocabulary and using of little shop of treasures game as the fun media the researcher is interested in conducting a research dealing with teaching vocabulary by using little shop of treasures game as a media of instruction. The use of little shop of treasures game is expected to give better way for the students in mastering vocabulary. Accordingly, the research is entitled:*”The Effectiveness of Using Little Shop of Treasures Game in Mastering English Vocabulary of the Fifth Grade Students at SDN Kutoanyar 02 Tulungagung”*.

1. **Formulation of the Problem**

Based on the background above the problem can be formulated as “How effective is little shop of treasures game in teaching vocabulary of the fifth grade students of SDN Kutoanyar 02 Tulungagung?”

1. **The objective of the Study**

Based on the formulation of the problem, the objective of the study is to find out how effective is using little shop of treasures game toward vocabulary mastery achievement of the fifth grade students of SDN Kutoanyar 02 Tulungagung.

1. **The Significance of the Study**

The result of the study will give contributions for:

1. The fifth graders of SDN Kutoanyar 02 Tulungagung.

This research introduces to the students the new media of learning vocabulary. They will recognize little shop of treasures game as fun and interesting game. The students will get new interesting way to learn vocabulary. They will have desire to learn vocabulary with little shop of treasures game and enrich student knowledge about little shop of treasures game as a media of teaching vocabulary.

1. Teacher.

The result can encourage the English teacher in creating effective ways in teaching English especially teaching vocabulary. So, the result can be used as feed back to improve his or her teaching and alternative reference in teaching vocabulary.

1. For another researcher.

The result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic.

1. **The Hyphotesis**

To be tentative explanation for certain behavior, phenomena or events that have occurred or will occur, the hypotheses for these studies are:

1. Ha : there is significant effect in the vocabulary achievement after the students are taught by using little shop of treasures game.
2. Ho : there is no significant effect in the vocabulary achievement after the students are taught by using little shop of treasures game.
3. **Scope and Limitation**

Scope and limitation of this study is used to avoid uncontrolled study. The writer limits the discussion of this study as follows:

1. This study focuses of the effectiveness of using little shop of treasures game to improve vocabulary on the students’ vocabulary mastery. This study focuses on teaching vocabulary using little shop of treasures game. Vocabulary here is limited on part of house. This study writer used little shop of treasures game.
2. This study focuses on the students of fifth grade of SDN KUTOANYAR 02 Tulungagung as object of the study.
3. **The Definition of the Key Term**

The definitions of the key term are to be given in order to avoid misunderstanding. The writer gives the definition key term based on the title of this thesis as follows:

1. Effectiveness is indicated by the higher mean score of by using the little shop of treasures game.
2. Improve vocabulary means making someone better to learn vocabulary. Its mean that how to make students changed, from dislike to like vocabulary. It makes the students interesting in English vocabulary because they see new way for learning vocabulary. From the new way, their curiosity was increased and make them better in learning vocabulary than before.
3. A little shop of treasure is one of the hidden object game series from game house. It can be played online or as a game house. In this case, little shop of treasures game refer to hidden object game series that is played as game house. Little shop of treasures game is one of hidden object game which encourages students to learn the English vocabulary.
4. Game is an activity with rules, goals, and element of fun. It is basically a form of recreation; therefore it should bring enjoyment to the players.
5. Vocabulary is a core component of language proficiency and provider much of the basis for how well learners speak, listens, read, and write.
6. **The Organization of the Study**

The organization of this thesis covers the following aspect.

Chapter I (Introduction) it contains the background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation, the definition of the key term, the hypothesis and the organization of the study.

Chapter II (Review of Related Literature) the writer explains the following aspect; vocabulary mastery, teaching and learning vocabulary, games and the use of little shop of treasures game in teaching vocabulary.

Chapter III (Research Method) it concludes the research design, population and sample, variable and hypothesis, data and data source, data collecting method and instrument, and technique of data analysis.

Chapter IV (Research Finding and Discussion) it concludes description of the data presentation, research finding, and interpretation.

Chapter V (Conclusion and Suggestion) the writer presents conclusion of this research and suggestion.