

CHAPTER I

INTRODUCTION

A. The Background of The Research

Language is a medium to communicate with or exchange information with others. It's the language that Someone can relate to other people. By talking, we can pour ourselves out, express our feelings, and represent an idea, or an idea can also expand science. As explained by Jujun Suriasumantri that with language, humans are not only able to think regularly but can communicate what they are thinking. Thus, humans can't believe in complex and abstract ways without language.¹ Therefore, language must always be studied and developed for a language to play a role, as mentioned above, especially as a means of communication and scientific thinking. English is an international language and a necessary subject for any student. English has been taught to students since they were in children's parks. It can be a good and practical position for delivering or communicating information or material within the academic world.

Language skills can be continuously or gradually honed by taking on a new level of language or renewal at a young age, enabling

¹ Jujun S. Sumantri, "*Filsafat Ilmu*", (Jakarta: Pustaka Sinar Harapan cetakan ke-18., 2005) p. 172

children to speak better. By developing language skills, children can more easily interact and communicate with others, and language is an indispensable part of developing the cognitive, affective and psychological of children for their future success². In the study of English, there are some things that students need to know: the first to develop or the first to know language skills or expertise, then understanding, reading and writing skills. These four parts constitute a oneness that a student must essentially know. Learning and expanding knowledge are what always add to one another.

Vocabulary enrichment determines communicative competence. Without sufficient vocabulary, one cannot communicate effectively and cannot express their ideas through written or spoken language. Vocabulary enrichment enables an individual to speak, write, and read confidently and effectively.³ Vocabulary enrichment helps language learners in foreign language learning. It is needed by language learners to understand the words they listen to or read in foreign language learning. The vocabulary enrichment also helps them in speaking and writing the foreign language. In learning a

² Ulyani, "*corrective and psychologically contiguous preparations for PPG*", <https://www.abdidesa.com/2019/05/pengertian-kognitif-afektif-dan.html?m=1>, 20 May.

³ Wagdi Rashad Ali Bin-Hady, "*The Role of Games in Enhancing EFL Students' Vocabulary Acquisition*", Faculty of Education Scientific Journal, issue 17, 2021. p.61

foreign language, they need vocabulary enrichment to express their ideas through spoken or written language.

Young Learners are a group of children who are in a unique process of growth and development. In the sense of having a pattern of growth and development as well as intelligence that must be adapted to the level of growth and development.⁴ English as a foreign language has been introduced at the basic education level or early age. Two main things support children in learning foreign languages. First, they have sharp hearing and memory at this age, which is their peak ability before age 12. They can learn to follow sounds quickly and precisely and can master new learning without difficulty. Second, children have fewer inhibitions, respond happily, and are spontaneous.⁵ This is reinforced by Mc Quown's view, which supports the idea that children naturally are gifted language learners who, in their educational process, are obliged to learn foreign languages at an early age. Some linguists support the view "the earlier a child learns a foreign language, the easier it is for the child to master that language. The characteristics of children are playing. There are some characteristics that children have: Kids like to play.

⁴ Mansur, " *Pendidikan Anak Usia Dini Dalam Islam*", jogyakarta: pustaka belajar,2009.p88

⁵ Ibid.90. Mansur.

The first feature is that they want to play. Studying while playing will make them happy. Games are fixed activities and have goals or elements that can make one feel satisfied and happy. And then Associations and memories of children

The children easily understand and memorize vocabulary that they see firsthand. For this reason, teachers must expose students to real-life situations. Visual media assistance, such as the picture, becomes integral to every teacher's professional equipment.⁶ It will be more meaningful in carrying out the regulated learning process in a game situation, especially for children. Playing methods or media that can be used as objects close to children so that they are easy for children to follow can also give a new impression or experience. Besides that, the benefits can also provide opportunities to explore, socialize and express feelings.

Game methods can excite passion and passion learning so that students do not get bored and feel happy with the knowledge even though the material is quite difficult. This game transforms originally passive learning into active, rigid motion, from saturation to rapture. Utilizing game methods, students can form a new experience in the

⁶ Pavlos Delias and Daniela Grigori, "Two Problem Formulations for Process Innovation Based on Operations Sophistication", *International Journal of Decision Support System Technology*, 13.1 (2021).p 9.

learning process so that students will more readily remember and learn more science related to English Vocabulary.

Various game activities can be found in in-game methods that can be applied to the learning process. For example, the English vocabulary or vocabulary games are Uno games. One way to improve and make the learning of English vocabulary more influential to young students is with the Uno game.⁷ Selection of learning media Uno games with Uno media considerations make learning more interesting, and not only one way in the child's learning process is required to construct his knowledge for an answer and look for solutions on Uno game media.

The Uno game used in learning is taken from everyday games that are usually enjoyed by children and can be modified with existing learning materials at school so that young students can learn while playing. Uno Stacko is a type of family game consisting of 45 blocks arranged into a tower, and then the blocks are released one by one by one player without touching the building.⁸ Uno's game was a potential way to make students' English vocabulary more meaningful. Implementing the game of Uno can also merge a vocabulary's ability

⁷ Farhah Prihasti Anggraeni, Ulfa Danni Rosada, "Uno Stacko Game Media Development About Understanding People's Conformity in Class VII Students at SMP Negeri 15 Yogyakarta", *Jurnal Studi Guru dan Pembelajaran*, Vol. 3, December 2020, p 494.

⁸ Ibid, p494, Farhah Prihasti Anggraeni, Ulfa Danni Rosada.

and a young student's memory. Aborting a student's vocabulary mastery is the basis of learning English. The application of the game of Uno can also be adjusted to the needs and abilities of young students.

Based on observations at Al-Anwar Kindergarten, the teacher said that students experienced several problems in student's vocabulary mastery. Difficulties in learning English, such as lack of vocabulary to learn English, lack of motivation in learning English, and not being fluent in speaking, students' low self-confidence in using English in language classes, and feelings of anxiety when speaking English in front of their eyes. His friends. In addition, the teacher cannot realize students' problems in speaking and cannot create a good situation in the teaching and learning process in class.

Issues related to the speaking skills of early childhood students in Al-Anwar Kindergarten can generally be divided into aspects of students' vocabulary mastery, student mentality, teaching methodology, and teaching media. The overall objective of this research is to find out how students acquire and apply new vocabulary and the role of the researcher as a facilitator in the exploratory process.

Based on the explanation above, the researcher is interested in researching vocabulary mastery problems and is assisted by the Uno game method. Using the Uno game method, it is hoped that students can pay attention to the continuity of the learning process and gain new experiences that can support mastery of English Vocabulary. Therefore, the title of this research is "**The Use Of Uno Game For Enhancing Young Learners' English Vocabulary.**"

B. Identification Of The Problem

According to the background of the problem previously found, it can be identified as follows:

- a. Increasing vocabulary knowledge in young learners
- b. The learning process in the classroom needs to concentrate
- c. The lack of media learning for improving vocabulary through games
- d. The learning media used have not been able to increase vocabulary in young learners
- e. The study focused on how Uno Game enhances young learners' English vocabulary

C. Scope and Limitation of the Problem

- a. Researchers will focus on using Uno games in learning to increase vocabulary in young learners. The researcher only used Uno Stacko since this game is suitable for kindergarten students.
- b. The object of this research is students who attend al Anwar kindergarten

D. Research Questions

The problem could be defined as anything abnormal or abnormal. Formulating a problem is usually a question to be asked at the source of the problem. According to the limits of the problem that has been presented above, the conclusion can be drawn to the problem in research as follows:

How is the effect of using Uno game on enhancing English vocabulary for young learners?

E. Objectives of the research

According to the problems raised above, the objectives to be reached in this research are as follows:

To find out the effect of the Uno game in reaching the vocabulary of young learners.

F. The Significances of The Research

a. Practically:

Hopefully, this study will be useful in enhancing the vocabulary of young students everywhere. Besides, this study will also be useful for the student, teacher and school. For students, it will be able to increase the vocabulary understanding of young learners, Can make learning time more enjoyable, and can develop young learners' activation in the learning process.

b. Theoretically:

For a teacher, it may help improve the English learning process for young learners and provide teachers with innovation to manage learning by teaching methods that can improve the young study vocabulary. And For school, It's supposed to be a positive entry and Can enhance school motivation in embodying a creative, active, and ineffectual learning process

G. Research Organizational Structure

The paper is systematically divided into five chapters. The following is a short description of each chapter:

1. Chapter I is an introduction that consists of the background of the study, identification of the problems, limitation of the

problem, research questions, the research objective, the study's significance, and the research organizational structure.

2. Chapter II is a literature review. It comprises a theoretical review, a previous study, a theoretical framework, and a hypothesis.
3. Chapter III is a research methodology that consists of place and time, research method, population and sample, research variable, research instrument and data collection, and data analysis technique.
4. Chapter IV is the research results and discussion. It consists of data description, requirements test analysis, hypothesis testing, and discussion.
5. Chapter V is the conclusion and suggestion.