CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia it self, the government has made some efforts to obtain human respources who are able to understand and master English well. Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of Elementary level to be familiar with English as soon as possible. English masteryis a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. In English, there are four components of language skills covering listening; speaking, reading and writing. that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

English in Elementary school is not compulsory subject but it is a local content as stated in GBPP 1994: "Bahasa inggris tidak wajib dilaksanakan di Sekolah Dasar, melainkan diselenggarakan sebagai muatan lokal". (Depdikbud, 1994: 1) English is taught from the first grade until the sixth grade as it is stated in GBPP 1994, "Dalam pelaksanaan mata pelajaran Bahasa Inggris sebagai kurikulum muatan lokal digunakan pendekatan komunikatif, yaitu memberikanpengalaman langsung bagi siswa untuk menggunakan bahasa inggris sebagai alat komunikasi." (Depdikbud, 1994: 4). But, in final test student's in all elementary school discover of question in English lesson. It makes the students confused and difficulty in does English final Test. According to Huda and Suyanto as cited in Eulis Rahmawati affirm that English Lesson as a local content will be intended to teach students to understand simple oral and written expression in English. It is also to prepare students for further education in Secondary School.[1] So, when students stay in junior

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[1]EulisRahmawati, *Teaching English to Young Learners, Principles and strategies* (Serang: Unpublished, 2012), 2.

high school they are will not be confousing because their also accustomed in Learning English.

In learning English, students have to master the four basic language skills. There are Listening, Speaking, Reading, and Writing. Besides that, they have to master Vocabulary, Pronunciation, and Grammar that should be mastered by students. Among the language mastery components, vocabulary is one important component in learning English. According to David Wilkins cited as in Scott Thornbury His affirms without Grammar very little can be conveyed, without Vocabulary nothing can be conveyed.[2] So, Vocabulary is an important part of English that should be mastered well. Vocabulary is one of the important language components without vocabulary, it will be comprehend and express idea.

According to Ihsan has stated that most Indonesian students learn vocabulary passively due to several factors.[3] Learning vocabulary in Elementary school is not easy. Learners in this stage

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[2]Scott Thronbury, *How to Teach Vocabulary*, (Harlow: Longman , 2002), 13.

[3]Muhammad Ihsan,, "Applying Think – Pair Share Model in Teaching Vocabulary Learning", *forum : Loquen English Studies Journal,* Vol. 12, No. 01, (June, 2019), 12.

are easier bored and hyperactive because in this stage they are love playing, like moving, and then, less teaching media is one cause of factors which having interest. This writer is only focus on Nouns. This research is only focus on teaching vocabulary in simple oral and written in English.

The problems were found when the writer did interview with the teacher in SDN Patia 2 about the students and teacher problems in teaching, learning English. on the interview teacher said that the student lacked vocabulary. Students often got difficulties in understanding the material. Students also were passive in the class. So, the students were bored when learning English. And then, the teacher not have mastered of method, or technique in teaching English to young learners because the teacher is not English teacher but he is Religion teacher.

In teaching vocabulary, teacher's role is very important. a teachers must be able give an attractive learning which can interest the students to be interested with the subject. In relation to the fact above, the writer interested in using game, especially Whisper Game to be one of alternative way to increase the vocabulary

mastery of students. In teaching English, games are used because games were beneficial in calling students concentration and enthusiasm in moreover, this technique can help them to find out meaning of new vocabulary quickly and easily.

Whisper game is the game and develop of CLL Method and indonesian like komuni-kata games. in which students form lines and teacher some words to the 1st student in line in audio, then the first student whisper it to next and until the last student in the line. The final student must say the word correctly to the teacher. The writer thinks that it will be very helpful to teach vocabulary, because in this game the students can learn some vocabularies. Moreover the students learn how to spell and seek the meaning of some words as well as to work in team in order to compete with other team and to be a winner. This is very challenging for the students. because in whisper game student have to say some words with correct pronunciation and rearrange some scramble letters. By arranging a scramble letter students will know how to spell and find the meaning some new words that got from teacher before.

From those problems the writer is interested in conducting a research in fourth grade of Elementary School. The writer then purpose the title of this research "**THE EFFECTIVENESS OF WHISPER GAME IN IMPROVINGSTUDENTS VOCABULLARY MASTERY FOR YOUNG LEARNERS**"(a Quasi Experimental Research in Fourth Gradesat SDN PATIA 2).

B. **Statements of The Problem**

To make the study easy to understand, the writer formulates the problem as follows:

1. How is students vocabulary mastery in Elementary school especially in SDN PATIA 2?

2. How is the effectiveness of whisper game in improving student's vocabulary mastery in SDN PATIA 2?

C. **The Purpose of The Research**

Based on the statements of problem above, the purpose of the writer are:

1. To know students vocabulary mastery in SDN PATIA 2.

2. To know the effectiveness of whisper game improving students vocabulary mastery in SDN PATIA 2.

D. The Significance of The Study

The result of the writer is expected to be beneficial for the following group ofpeople.

1. The teacher wil be more craetive in Teaching English activity and also can overcome the problems of students in classroom by using game as techniques and make the learning activity fun and enjoyable.

2. The Students will be more enjoying and Fun to learn English because the material not olny deliver by text book. But they are can learning and playing together. So it hoped by applying Whisper Game can be a way to motivate them. The most important that the students can understand and remember new vocabulary by applying Whisper Game.

E. Hypotheses of The Research

Based on the research question above, the hypotheses of this research are as follows:

1. Alternative Hypotheses (Ha): There is a significant improvement to students' Vocabulary mastery by Whisper Game in SDN PATIA 2.

2. Null Hypotheses (Ho): There is no significant improvement to students' vocabulary mastery by using Whisper game in SDN PATIA 2.

F. The Previous of Study

The writer finds some previous studies in academic research as follows:

The first conducted from **Mina Yazdanparast and Bahman Gorjian***"using whispering game in teaching speaking skill to EFL Learners"*they are Research in 2018 showed: this research is a experiment research, and the result of this research that whisper game is advantageous since it provides a competitive environment for the learners in the classroom. Using whispering game and activities can offer numerous advantages to the students as follows: help students learn new experiences, add variety to lessons, enhance motivation, and help students engage themselves in different tasks, and then this research show that, the differences between pre-test and post-test of the control group is not significant because it is .167 so it more than *(p<05),*but the differences

between pre-test and post-test of the experimental group is significant because it is. 003, so it is less than *(p<05).* Cohen's *d* effect size of experimental group is greater than the control one. [4] And the differents between this reasearch are this research to be young learners as a sample and then, this research just focused in vocabulary mastery not speaking skill.

The second conducted from **Arum Nisma Wulanjani** 2016 "*The Use of vocabulary games in improving Children's vocabulary in ELL*" : this research is Qualitatif action research after analysis the data, games are fun and they make the learning process closer to acquisition process, which make students learn in more natural way. Games can encouarge, entertain, teach, promote fluency and communicative skills. It has high motivation because it is amusing and interesting. In conclution, learning vocabulary through game is one effective and interesting way that can be

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[4]Mina Yazdanparast, and Bahman Gorjian, "using whispering game in teaching speaking skill to EFL Learners" *Forum: Journal of Applied Linguistics and Language Learning,* vol. 48, No. 02 (April, 2018), 47.

applied in any classroom.[5] The differents between this research are in this research the writer uses whisper game as technique in improve students vocabulary mastery for young learners, and the writer uses Quasi Experimental Research in fourth grade at SDN Patia 2 kab. Pandeglang.

G. The Organization of Writing

This writing is divided into five chapters.

CHAPTER I is Introduction. Which includes the background of the study, statement of the problem, the purposesof the study, the hypothesis of the research, the previous of study and the organization of the paper.

CHAPTER II is theTheoretical Foundation. It discusses about how is vocabulary defined (Kind of Vocabulary) How is young learners learn foreign Language, How is Young EFL Learners Learn vocabularies?, How is Teaching English Vocabulary to Young   Learners?,Techniques in Presenting Vocabulary to Young EFL Learners,Principles of EFL Instruction,Using Game

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[5]Arum Nisma Wulanjani, "the use of Vocabulary – games in Improving Children's vocabulary in English Language Learning" *Forum: Journal Transformatika*, vol. 12. No. 1 (Maret, 2016), 81.

in Teaching Vocabulary for Young EFL Learner**s,** The nature of whisper game, Teaching Vocabulary Using Whisper Game, The steps in teaching Vocabularyusing whisper game.

CHAPTER III is Reseach Methodology. Will explain Research Methodology,place and time, population and sample, the technique of data collecting, the research instrument, and techniques of data analysis.

CHAPTER IV is Result and Discussion, it consists of a description of the data, analysis of the data and interpretation of the data.

CHAPTER V is the conclusions and suggestions.