

CHAPTER ONE

INTRODUCTION

I.1. Background of the study

Nowadays many parents who realize the importance of English will tell their children to learn English as early as possible or even to take a private English course. A lot of parents feel sure that their children will be able to speak English well and fluently in the future if they are taught English as early as possible. The present writer also agrees that English should be learnt as early as possible because “Young children have more opportunities than adults. They are learning all the time without having the worries and responsibilities of adults” (Brumfit, 1995:vi). Moreover, at an early age the children are able to learn languages more easily and quickly. As a result, in the future the children will face fewer difficulties in learning English.

The present writer is interested in analysing the use of games in teaching vocabulary for the 1st grade students at Amal Kasih elementary school as “Vocabulary is one of the components of a language and that no language exists without words ” (Napa, 1996:6).

Vocabulary takes an important role in listening, speaking, reading and writing. The children cannot usually understand what they read or listen without

knowing most of the meanings of the words used. Children can learn English vocabulary from school or by watching TV and reading storybooks. The present writer believes that it is possible in order to be familiar with English and to help them in their higher level of English.

There are a lot of methods of teaching vocabulary; one of them is the use of games in teaching vocabulary in which children can study the subject as well as enjoy it because most children have a greater tendency to play, as it is stated “Children play and children want to play, children learn through playing. In playing together, children interact and in interacting they develop language skills.” (Brumfit, 1995:142).

Children can also remember words more easily. Games also help teachers to make the children get more focused on the lesson, based on the fact that most of them can only concentrate for a short time, which is stated by Principles of Language Learning and Teaching : “Children have short attention spans! The short attention span come up when you present stuff that to them is boring, useless, or too difficult. Since language lessons can at times be difficult for children, your job then is one of making them interesting, lively, and fun.” (Brown,1994:92). The present writer feels interested when knowing how games can help the students to learn and wishes to observe further about the use of games in class.

The present writer chooses to observe the 1st grade students of elementary school (6-7 years old) for the reason that “The six year old is becoming more focused on favorite play activities “ (Keith, 2005). The children at that age like to play, like play swing, hide and seek, and ball. The 1st grade of Amal Kasih

elementary school is the basic for the children to learn the English lesson and important for children to learn vocabulary as early as games are useful to help them learn the English lesson, so they would not feel that English is awful.

The present writer chooses Amal Kasih elementary school as the observation place because it is newly established. The present writer wishes that she can contribute to Amal Kasih elementary school in preparing the English teachers to improve their effectiveness in teaching English.

Her aims of writing this paper is not to criticize; on the contrary, to present the facts as well as to give input and suggestions which she hopes will become a great help for the 1st grade teachers at elementary school in developing their vocabulary teaching method, especially which is related with the use of games in teaching vocabulary.

I.2. Identification of the problem

1. What are the advantages of using games in teaching vocabulary?
2. What kind of games are used in teaching vocabulary?

I.3. Objectives and Benefits of the study

The objectives are :

1. to find out the advantages of using games in teaching vocabulary.
2. to know kind of games are used in teaching vocabulary.

The benefits are :

1. For the teachers : to help teachers of Amal Kasih elementary school and other elementary schools to develop their teaching method, especially in the use of games in teaching vocabulary for the 1st grade of elementary school.
2. For the present writer and the readers : to broaden their knowledge about the use of games in teaching vocabulary for the 1st grade of elementary school.

1.4. Concise History of the Organization

Yayasan Amal Kasih Sejahtera was established under the shelter of Gereja Bethel Indonesia on June 27, 1998 in Bogor. Located on Jalan Renawijaya no. 9 Vila Duta Bogor, the first school with Amal Kasih Play Group classes was opened on August 14, 1998. In 1999, Amal Kasih Kindergarten classes started to operate at the same place. By the year of 2000, Yayasan Amal Kasih opened Amal Kasih Elementary School at Danau Bogor Raya Block Q no. 8. Yayasan Amal Kasih Sejahtera schools then expanded to Cibinong, Sentul and Jonggol. In 2000, Amal Kasih elementary school introduced English for the first time to the first grade. The number of students for the first grade at Amal Kasih elementary school is 27. For the first grade students, English is taught twice a week and the lesson runs for 30 minutes.

1.5. Service of the Organization

Amal Kasih elementary school is a Christian Education Organization. Amal Kasih elementary school has four grades; grade 1 (27 pupils), grade 2 (21 pupils), grade 3 (11 pupils), and grade 4 (11 pupils). Each grade has one

classroom. Amal Kasih elementary school has 9 teachers and a lot of facilities to support the teaching and learning activities, such as a library, a computer laboratory, and a sports field.

In the teaching and learning process, Amal Kasih elementary school applies an active, innovative, and creative method. The method is combined with the balance of building up the character which is appropriate with the values of Christianity.

1.6. Limitations of the study

In this term paper, the present writer is going to discuss the use of games in teaching vocabulary for the 1st grade of Amal Kasih elementary school, which consists of 27 students. The present writer gets the data through an interview with the English teacher and observes the teaching and the learning process in the first grade class.

1.7. Layout of the Term Paper

This term of paper starts with Abstract, Declaration of Originality, Preface, followed by Table of Contents. In Chapter One, the present writer presents the Introduction, which contains Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Concise History of the Organization, Service of the Organization, Limitation of the Study and Layout of the Term Paper. Chapter Two contains the Theoretical Review. In Chapter Three the present writer presents the result of her observation and interview, which contains Method of Study, Choice of Instruments, Data-Gathering Process, and

Presentation of Data. In Chapter Four, she presents the Result and Discussion of the Result. She ends her term paper with Chapter Five that contains Conclusion and Suggestions which is followed by the Bibliography and the Appendices.