CHAPTER I
INTRODUCTION

Concerning the objectives of this present study, this chapter is going to discuss the background of the study, the statement of the problems, the purpose of the study, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of Study

Teaching a foreign language is not as simple as teaching mother language or another subject. It should be enjoyable and relaxing. According to Cahyono (2010), there are some aspects to be considered when teaching English language skills and English language components. Those aspects include instructional object, material, teaching media, and assessment. Teaching and learning activities become more enjoyable when the process turns into games or by using interesting teaching media.

According to Sadiman et. al (2010), media give a good impact to young learners; it can make the message of the materials delivered clearly, and it makes the learners active in teaching learning process including motivating the learners and letting them study by themselves based on their interest and ability. According to Haryono (2014), there are some media used in teaching language such as human, environment and things around, printed media, picture, and technology media. Accordingly, a teacher must be creative in choosing and developing the teaching media.
Teaching young learners is not as easy as teaching adults. In teaching young learners, a teacher must be creative in teaching learning process. Creativity is a useful starting point. According to National Advisory Committee on Creative and Cultural Education (in Horner and Ryf, 2007), creativity involves thinking and behaving imaginatively. Imaginative activity is purposeful that is, directed to achieve objective. Creativity must generate something original, the outcome must be of value in relation to the objective. As teachers, we can encourage children to use their imagination by planning, recognizing and building on their early language and literacy experiences. In a creative environment, children engage in purposeful activities. The toys that children have, the toys that children know, although in some instances children may be creator of the toys itself, can be a creative model in their learning activities.

According to Brown (2007), children’s practice and imitation is a very meaningful activity that is contextualized and purposeful. In this period, childhood are teachable, because children’s speech are still flexible and good in imitating. Kindergarten learning is designed based on children’s characteristic in which they love to play. Early childhood education is pointed to facilitate children’s comprehensive growth or emphasize on development on children personality aspects. Therefore, Kindergarten needs to provide the activities to develop various aspects of the physical and intelligence development such as the children’s thought, creativity, emotion, spiritual, language/communication, and social (Isjoni, 2011). Briefly, kindergarten teacher should be creative in choosing appropriate teaching technique and teaching media.
Based on the explanation above, the researcher is interested to analyze “Creative Toys” in teaching vocabulary at TK Tunas Harapan Babat Lamongan. TK Tunas Harapan is one of the kindergartens in Babat Lamongan which has visual media and audio media in teaching and learning process. This school has a teacher with English education background. Furthermore, this present study is expected to give beneficial information and understanding in teaching English. Moreover, the result of this present study may give some important knowledge as a reference for the other potential researchers. Accordingly, the researcher is going to conduct a study entitled “Traditional Games: “Creative Toys” Use in Teaching Vocabulary in Class B At TK Tunas Harapan Babat Lamongan”.

1.2 Statement of Study

Based on the background above, the researcher formulates some problems as follow:

1. Is traditional games “Creative Toys” effective to facilitate vocabulary mastery?
2. In what ways “Creative Toys” can facilitate vocabulary mastery?

1.3 Purpose of Study

Based on the statement of the problems above, the purposes of the study are as follows:

1. To identify the effectiveness “Creative Toys” to facilitate vocabulary mastery.
2. To describe the ways of “Creative Toys” can facilitate in mastering vocabulary.
1.4 Scope and Limitation

This present study is focused on investigating the effectiveness media, that is traditional games “Creative Toys” to facilitate students’ in vocabulary mastery. Meanwhile, the researcher limits the study on class B TK Tunas Harapan Babat Lamongan academic year 2014/2015.

1.5 Significance of Study

Theoretically, this present study is expected to be able to give beneficial contribution to the English teachers, that is they can find the result of this study to obtain new information and to give input to the teachers.

Practically, this present study is also aimed to give the following benefits. First, it is expected that the study is useful for English teachers in terms of improving students’ vocabulary mastery. In brief, teacher might implement the creative teaching media to improve vocabulary mastery and to exploit students’ creativity. Second, it is expected that this study is beneficial for the students in mastering vocabulary using their things surround them, hence, they are able to be active in class. In other words, the students can master vocabulary through the teaching media implemented by teacher. The last, this study is expected to be a reference for the further potential researchers.

1.6 Definition of Key Term

In order to avoid misinterpretation of the content of this study, some words used in this study as the key term are defined as follow:
1. Teaching

Teaching is showing or helping to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand’ (Brown, 2007).

2. Vocabulary

Vocabulary is the passive mastery of the word needed in speaking and comprehending the oral language (Guilford, in Mukhlis, 2008). ‘Vocabulary as stocks of words in a language that can support the learners to learn the skill of the language’ (Heriyawati, 2009)

3. Media

Media are tools that are used by the teacher to transform information and knowledge to the learners in teaching and learning activities (Sutikno, 2013). Teaching media are tools which used by teacher in teaching and learning activities.

4. Creative Toys

Creative Toys is a media used by researcher in teaching vocabulary. “Creative Toys” are made of by bamboo, banana tree, and another material environs students. This media is used to improve vocabulary, exploit students’ creativity and introducing traditional games to the students. Creative Toys are created by volunteer teacher at TK Tunas Harapan Babat Lamongan.
5. Effectiveness

Effectiveness is the ability or power to have noticeable or desired effect (Longman, in Amrullah, 2005).