CHAPTER I
INTRODUCTION

This chapter is the introduction. It discusses several aspects, such as research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

In Indonesia, English for Foreign Language (EFL) students will get a problem easily in speaking English because the language that they use to communicate is not English. That is a reason why English is taught from kindergarten until university. The students only study and practice their English at the school. Memorising new vocabulary is very difficult for young learners who have different mother tongue that they use to communicate. They do not practice their English regularly so that they gain less vocabulary.

A game is a tool that increases their mood, fun also comfortable. Some games can be played inside the room and some games can be played outside the room. It depends on how the teacher selects the game and the environment.

Lewis and Bedson (1999) state that in guessing game, the aim is to guess the answer to a question of some kind. A guessing game is a good game to make the student to speak up and increase their vocabulary. There are many guessing game concepts which can encourage them to speak up and active in the activity.

“Who am I” game is a guessing game that can be played by any sized group. The group is divided into two group. The first group is tasked to guess the other group’s picture or word. The first group can just ask “yes, no, and maybe” questions to gain clues about the picture or word. This is a great way to get people talking. Long, Grout and Taylor (1974) state that “who am I” game can expand knowledge and understanding. There are considerations before the researcher implements the “who am I” game to the students, such as the difficulty level of “who am I” game is high for 9 to 12 years old and the other cosiderations are basic competences, materials and the evaluations (appendix 1). By implementing who am I game, the researcher
wants that the students will be interested and enthusiastic about joining the teaching and learning activity. The students will not feel bored because this game is designed with the fun activity and it encourages them to express their opinions about the clue that is used in the game. It is supported by Uberman (1988), in Bimantara (2012), who states that games are highly motivating and can give the shy students more opportunity to express their opinions and feelings.

This research is inspired by Bimantara (2012) under title “The Implementation Of “Who Am I” Game To Teach Speaking Descriptive Text To The Seventh Graders Of Smpn 3 Krian” and Daud, Machmud, and Kau (2014) “The Implementation of “Who am I” Game in English Teaching at SMKN 1 Limboto: Teachers’ Perspective”. The result of the first research shows that this game gave a good impact for the students on their speaking skill because it made the students became more active and creative in speaking. The game could increase the students’ interaction and could help the students to think creatively. The researcher suggested to the next researcher to conduct “who am I” game to teach English in other condition, skill and subject to take other advantages. The result of the second research shows that “who am I” game is good if the teachers are able to manage the students and the group, because using game can reduce the student’s boredom in classroom and make them pleasure in getting the material also help students to advance their English ability. Based on the background of study above, the researcher wants to implement the “who am I” game in teaching vocabulary for 5th graders to improve the students’vocabulary. The researcher chooses 5th graders to be her target for this research because they have enough vocabulary and they are easy to be managed.

1.2 Research Problem

In order to achieve the objectives, there is a question which is as: “Do the students taught by using “who am I” game have better performance than those who do not ?”.
1.3 Hypothesis

A hypothesis is an important thing in a research. There are two types of hypothesis: HA (Alternative Hypothesis) and H0 (Null Hypothesis). In this research, the hypothesis are:

1. HA (Alternative Hypothesis): The use of “who am I” game improves the students’ vocabulary.

2. H0 (Null Hypothesis): The use of “who am I” game does not improve the students’ vocabulary.

1.4 Research Significance

The result of this research will give the benefits for the readers especially for the teachers, the students, and the other researchers as follows:

1. For English teachers, the research gives more knowledge to the English teachers especially English for young learner teachers about “who am I” game as a teaching method because it will make their groupes more comfortable and run well as much as possible.

2. For the students, this research is used for their method to learn English vocabulary because it is designed with the fun activity and they would feel free to guess the clue with less anxiety.

3. For the other researchers, it can be used for a reference because not many researchers take this topic for their researches.

1.5 Scope and Limitation

The research is focused on the effectiveness of using “who am I” game to improve students’ vocabulary. This study is limited on the 5th graders at SDN Gondanglegi Wetan 02 Malang.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation and for the write of, this thesis to give a definition of the key term as follows:

A game is a natural means for children to comprehend their surroundings, according to Klimova (2014).
“Who am I” game is a game that can expand knowledge and understanding, according to Long, Grout and Taylor (1974).

Young leaners are divided younger learners into two groups. The five years olds to seven year olds and eight year olds to ten year olds. The five to seven year olds are called as young learner on the begginer stage at level one. The eight to ten year olds are called as young learners on begginer stages also but at level two because they may have been learning the foreign language some time, according to Scott and Ytreberg (1990).