

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary refers to a collection of words owned and known by a person or in a particular language. This includes understanding words, using words in context, and the ability to remember and reproduce those words effectively. Hatch & Brown [1] say that vocabulary refers to a list or collection of words for a specific dialect or a list or collection of words that may well be utilized by each speaker of the dialect. From this articulation Lexicon can be characterized as all the words known or utilized by a individual everybody, which is all the words in a specific dialect. Vocabulary is very important in the communication process, both verbally and in writing, because the ability to use words appropriately and variedly plays a crucial role in conveying ideas, expressions or information. Mastery of vocabulary also includes understanding the meaning of words, synonyms, antonyms and the context of their use, which together form a strong communicative foundation in a language.

Vocabulary is the main focus in language learning, especially for students who master a second or foreign language. Vocabulary learning involves various strategies, such as reading, writing, listening, and speaking. Students can expand their vocabulary through direct interaction with language, facing communicative situations, and engaging in challenging learning activities.

Elihami et al., [2] states that teaching could be a prepare hawing or making a difference somebody to memorize how to do learning, giving assessment, directing within the consider of something, giving with information, causing to know to get it. Vocabulary teaching in Indonesia is often faced with challenges, and one of the criticisms that arises is the use of methods that are considered monotonous. Some teachers often rely on

approaches that lack variety, such as giving lists of words to memorize without context or using teaching methods that are less interactive.

The impact of vocabulary teaching in Indonesia which still relies on monotonous methods can negatively influence students' motivation and interest in learning English. Monotonous methods, such as simply memorizing a list of words without context or practical application, can make the learning process feel boring and less interesting for students. As a linguist, Thornbury [2] says that vocabulary learning is exceptionally imperative, without exceptionally small language structure can be passed on, without vocabulary nothing can be passed on. This can result in low active participation and student involvement in lessons, which in turn can have an impact on effective vocabulary mastery.

In addition, the use of monotonous methods can also limit the development of students' communication skills in English. Vocabulary that is taught without connection to everyday contexts or communicative situations tends to be difficult to remember and apply practically. Vocabulary learning that is less interactive and less interesting can also hinder students' ability to understand and use English fluently in various communication contexts.

In teaching vocabulary, it is important to introduce methods that are more varied and interesting for students. Approaches that involve interactive activities, word games, contextual discussions, and the use of interesting teaching materials can make the learning process more interesting and relevant for students. The use of technology, such as language learning apps and digital resources, can also be an effective way to enrich the vocabulary learning experience. In addition, linking vocabulary learning to the context of everyday life and communicative situations can help students see the relevance and direct use of the vocabulary they learn. But if the students don't grasp the fundamentals of the English language, these abilities won't be solidified. Vocabulary is one of the key components of dialect. In arrange to progress comprehension in all four of these ranges, vocabulary is fundamental. Without it, we are incapable to communicate our considerations, sentiments, and

conclusions to one another or to comprehend one another. One of the foremost significant components of dialect is vocabulary. On the off chance that we do not ace it, we can't conversation smoothly. Without words to represent a greater range of meanings, mastering a foreign language in its entirety is impossible, no matter how successfully pupils learn grammar or how successfully they grasp its sounds. To put it simply, knowledge of words may have a significant impact.

Children at primary school level enter a critical developmental phase where they begin to expand their vocabulary and understand the relationships between words. On the other hand, teaching vocabulary is very difficult, because teachers must choose the right method so that the teaching and learning process can run effectively. So that students feel enjoy, fun and relaxed in learning vocabulary and they can master it. In recent years, there has been an increase in interest in the use of games as a learning method. One interesting approach is the use of traditional games as a learning tool in elementary schools. Traditional games are a cultural heritage that reflects local wisdom and play an important role in forming children's character and skills.

However, nowadays, very few children know traditional games, even quite a few do not know traditional games at all. Online games that exist in society today can be said to have replaced traditional games that are slowly starting to disappear in people's lives. This is evidenced by the results of a survey conducted by the Indonesian Internet Service Providers Association (APJII) that the number of Indonesian internet users has reached 210 million. In the latest survey findings, the internet penetration rate in Indonesia grew by 77.02%. Based on the results of the survey, internet usage in Indonesia is very high. So it is not surprising that children prefer to play online games at home rather than playing traditional games with their friends. Conventional diversions, agreeing to Tashadi [3] have a part in preparing players to do imperative things afterward in life in bunches, preparing considering abilities, preparing boldness, preparing keenness and sportsmanship. Agreeing to a few social and social researchers who concur that children's conventional diversions are an fundamentally portion of a culture that ought to not be

disregarded since they can have a coordinate affect on children's development and advancement. Plays an vital part in acing English. Researcher consider one way to instruct lexicon dominance through amusement methods. Concurring to Maritza Maribel, M.S [4], since they incorporate different course exercises that offer assistance keep up students' consideration and intrigued in a dialect without feeling bored.

From the researcher knowledge the place where the researcher studied, namely SDN Mlaten in Mojokerto. Researcher know that the teachers who teach English language material at the school are still monotonous, only using lecture and assignment methods. The impact of this is that Mlaten Elementary School students experience problems in their English, such as a lack of knowledge about vocabulary, students feel bored when learning and students also do not understand what the teacher is saying.

In this case the researcher intends to use a teaching offer using a traditional Indonesian game method called Engklek. The engklek game is a game that relies on balance movements on the legs and throwing accuracy because the rules of the game are jumping on one foot and throwing the gaco. With this game, it is hoped that it can improve students' English vocabulary skills. In this game students will really be involved in the aspect of responding appropriately.

Based on this answer, the researcher intends to conduct research with the title "The Effectiveness of Traditional Game "Engklek" for Teaching Vocabulary Mastery at Primary School in Mojokerto".

1.2 Formulation of the Research

Is the use of the traditional game "engklek" to teach vocabulary effective?

1.3 The Purposes of the Research

The research aims to assess how effective the use of the "engklek" game is to teach English vocabulary mastery among students.

1.4 The Significance of The Research

This research is expected to provide the following benefits:

1. For teachers
 - a. Using traditional games such as engklek provides teachers with a variety of resources that can be adapted into innovative teaching methods.
 - b. Games encourage an interactive and dynamic learning environment, increasing student engagement and participation in English learning.
 - c. Integrating games promotes critical thinking, problem solving, and collaborative skills among students.
2. For students
 - a. Playing traditional games makes learning English vocabulary fun and entertaining for students.
 - b. Games encourage active participation and interaction between peers, leading to deeper learning and retention of language skills.
 - c. The interactive nature of games increases students' motivation to actively engage in language learning activities.
 - d. Games promote the development of language skills, social skills, and cognitive abilities in a natural and fun way.
3. For other researchers
 - a. This research provides a basis for exploring innovative educational approaches using traditional games.
 - b. This research provides opportunities for future research to investigate various aspects of traditional games and their impact on educational outcomes.
 - c. Researchers can conduct comparative studies in various cultural contexts to understand the universality and effectiveness of traditional games.
 - d. These findings may inspire the development of new methodologies and strategies for integrating cultural elements into educational practice.

1.5 Limitation of The Research

This research aims to assess the effectiveness of language learning through traditional hopscotch games in elementary schools. However, there are several limitations that need to be acknowledged. First, the focus of the study was only on noun and verb vocabulary with a target of 20 words each, so it did not cover other types of words. This study was also conducted at the elementary school level with relatively young students as subjects, so the results may not apply to other age groups or levels of education. The duration and frequency of using hopscotch games may not be sufficient to achieve significant results, as this study may be limited by the short implementation time or the limited number of meetings.