

# CHAPTER I

## INTRODUCTION

This chapter will cover the background of the research, scope of the research, and the definition of the key terms

### 1.1 Background of the Research

Vocabulary is the most important linguistic aspect in learning English (Yu and Altunel, 2018). Students who have a lot of vocabulary will easily be confident and enjoy learning English because they are not afraid of discovering and playing with new words. According to Sadiku (2015) students are required to master four skills namely speaking, reading, writing, listening to master English. However, before these four skills are implemented, students must master good vocabulary. It is very important for students in elementary schools to know and prepare vocabulary, so that in learning and teaching English in junior high schools they will not face many difficulties.

In elementary schools, teachers teach vocabulary gradually and factually. The teacher teaches vocabulary that is close to the students' environment to make them able to remember the vocabulary well. In the process of teaching and learning, learning media is certainly very much needed in accelerating the achievement of learning objectives in schools. Annashih & Subroto (2019) said that teachers are encouraged to use media so that the learning process can be fun and meaningful. According to Steffi Adam & Muhammad Taufik Syastra (2015) that the media learning is everything both physical and technical in the learning process that can help teachers to make it easier to convey subject matter to

students in order to facilitate learning whose goals are formulated.

The learning media is everything related to facilities and infrastructure (tools/objects) are used to support or to facilitate the delivery of subjects in the learning process to achieve the goals of learning itself (Asf, 2016). Teachers can use learning media to convey lesson information to students and can stimulate students' attention, feelings, thoughts, and willingness to learn in order to encourage an effective learning process. Busy book is one of the learning media in teaching in English. "Busy book" is a book made of flannel which contains interesting pictures. This book is very safe for students so that it can be used freely, and has a soft flannel texture and the fabric does not get wet easily so this book can last a for a long time. According to Wulansari (2018), busy books have 2- dimensional media that prioritize the diversity of colors in the material. This is very good because students in elementary schools have relatively low attention when the teacher only uses ordinary textbooks as a learning resource. This is supported by Untari et.al (2018) which states that two-dimensional books increasemotivation in student learning. This book is more interesting than a course book because it has a variety of pictures and the pictures look real. The picture must matchthe theme so that students are interested in the activity. Teachers can also make this media more interesting by adding pictures and other words to make it easier for studentsto memorize vocabulary.

Previous research was conducted by Mufliharsi (2017) regarding "Utilization of Busy Books in Early Childhood Vocabulary at Early Childhood Education CenterPKK". This study found that using a busy book, a teacher at preschool got students interested in learning vocabulary on colors, fruit, animals,

numbers, and shapes and the teacher also had an effective class. Supported by research from Kreasiumy (2016) in “Getting to Know Busy Books and Their benefits for the Child’s Development”. This study found that a busy book is a book usually made of flannel containing pictures that aim to increase children’s creativity and reading skills. The benefits of busy books given to early childhood are that they can stimulate children’s curiosity by entertaining, encouraging children’s skills, mental, motor and emotional abilities.

Using the guessing game technique is a new way to improve children’s abilities. This is related to research from Sri Yuliani (2017) about “Teaching English Vocabulary by using Guessing Game to The Fifth Grade Students 117 Palembang” This study found that by using Guessing games, students can be more active, and enjoy learning with techniques from this game, they can learn more effectively.

In connection with the research above, the teacher teaches vocabulary by using instructional media to improve students’ vocabulary skills. Furthermore, there have been many teachers who have used instructional media in previous studies, but no one has researched using busybook media with the guessing games method.

This study aims to improve students’ ability to learn vocabulary by using busybook media and using guessing game strategies in English lessons. It is important to know students’ perspectives and correlations in improving the quality of learning so that teachers must pay attention to what can make students interested and more active in understanding the material that has been given.

## **1.2 Problem of the Research**

How does the Busy book using the guessing game's strategy improve the vocabulary skills of grade 3 at SDN 1 Wringinpitu for the 2022/2023 academic year?

## **1.3 Purpose of the Research**

To find out the effectiveness of using busy book media using the guessing game strategy to improve the vocabulary mastery of grade 3 students at SDN 1 Wringinpitu in the 2022/2023 academic year.

## **1.4 Significance of the Research**

### **1.4.1 Students**

For students who take EYL as a study course. These findings can be used as examples to use a "busy book in teaching English for Young Learner classes. Students who take EYL elective courses can use the same media and make their students more interested when learning new vocabulary.

### **1.4.2 Teacher**

Teachers can use this media as an alternative medium besides textbooks to increase students' motivation in learning more vocabulary. Young learners are usually easily distracted during class. It will help teachers to make young learners more focused in learning.

### **1.4.3 The Next Researchers**

For the researchers, the findings in this study can be one of the reading sources to conduct research related in increasing vocabulary.

## **1.5 Operational Definition**

### **1.5.1 Vocabulary**

Vocabulary is a set of words that a person owns, or is part of a particular language. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to construct new sentences. This vocabulary cannot be separated from skills in language, writing, reading, speaking, and listening. Vocabulary is the most Important thing to be discussed so that the vocabulary to be conveyed in learning is nouns which include animals and plants.

### **1.5.2 Busy Book**

A busy book is a book that is usually made of flannel and contains several kinds of shapes which can later increase the creativity and imagination of children. The busybook is about pictures, the contents include nouns, for example, the color and shape of the picture. For example, a green frog in the Busybook describes this animal. This busy book contains interactive and entertaining activities specifically designed to help learning at home and encourage motor and sensory abilities children while studying.

### **1.5.3 Guessing Games**

A guessing game is a game where individuals or groups try to answer a question that has been given, and there are several key words associated with the vocabulary word in question, so they have to guess it correctly.

### 1.6 Scope and Limitation of the Research

The scope of this research is the use of “busy book” as a medium for teaching vocabulary. Meanwhile, the limitations of this study are 3rd grade students at SDN 1 Wringinpitu for the 2022/2023 academic year.

