# CHAPTER I INTRODUCTION

This chapter presents about background of the study, the reasons for choosing the topic, research question, research objective, scope and limitation of the study, significance of the study, the definition of terminologies, and organization of the paper.

## Background of the Study

Vocabulary plays an important role in learning English that we use to communicate with other people. As we know that if people have rich vocabulary they will be able to speak, read, write and listen to the language well. Starting to learn vocabulary since childhood is the best time. This is supported by Uysal & Yavuz (2015) that young learners are known to be most suitable for learning foreign languages. This age range is a golden period in the development of children's language skills. When children learn earlier, they may have more of an advantage in improving their language skills. According to Brown (2001), that language can be acquired more easily in the two years for the early adolescent age range. Therefore, this assumption proves that the younger the better the assumption that the previous person started learning new things, the easier it is to master them. However, many teachers still use traditional media in teaching English. They only refer to the text of the book and ask students to understand the material without using the existing media, even without using any media. The lack of learning media makes students feel bored and not interested in learning English.

Learning English is simple if we know the great regulation. The regulations are to know the characteristics of our child, dominate several techniques and choose consistent teaching materials (Fajarina, 2017). In addition, English teachers are not only required to be able to teach well but also to be able to design materials so that they can apply English teaching and learning approaches, methods, media, and techniques appropriately (Sukarno, 2008). Therefore, A teacher must have an alternative media that can be used to deliver the material. One of the alternative media is spinning wheel games. This media is made of cardboard that is packaged with an attractive appearance such as pictures, cards, or colorful designs so that it can attract students to learn English in a fun way. These features have addictive amusement value for users to the learning process they won't get bored easily. According to Piaget (1985) state that childrens are at the stage of logical intelligence so learning can be encouraged by helping them experience through concrete materials.

After seeing some of the descriptions above, the researcher increasingly convinced that this research is worth researching because a teacher must have effective and fun learning media so that it can foster student motivation to learn. Spinning wheel games as interactive learning media are expected to help students understand and accept the learning process carried out by the teacher because sometimes students are excited when playing while learning.

Several researchers have researched the use of Spinning wheel games as a media in learning English. Some researchers state that spinning wheel games is suitable for learning media with children's characteristics as novice learner who can overcome boredom problem while studying. ( Wulanjani (2016); Dewantari (2021); Istiqomah (2021); Bafadal, Alimah, & Sibawaeh (2019) ). Other studies have claimed that using spinning wheel games media, students can remember vocabulary easily with pictures and words help. It also encourages participation and promotes their interest in learning vocabulary. ( Izati & Saputra (2016); Choo (2016); Ayers (2020) ). Other researchers also state that learning speaking through spinning wheel games media can increase students’ self-confidence so there is a significant difference from the results of this learning. ( Roosdiana (2016); Sabrina (2014); Sartika (2019); Sundari (2019); Sofyan (2020) ).

Those previous research focused on application learning speaking using spinning wheel games media, focused on research in junior high school and senior high school, focused on quantitative research method. Then, learning English vocabulary for elementary school students using spinning wheel games media has not been talking much. Therefore, to fill this gap, the researcher focuses on spinning wheel games as an alternative media in this study with the title “Using spinning wheel games as a media in learning English vocabulary for elementary school students.” The main impetus for this study comes from many teachers who teach English using traditional media so that students feel bored and have no interest in learning English. Therefore, this study's main purpose is to find out how does an English teacher use a spinning wheel games in the teaching of vocabulary and teacher and students’ perception about that media. The researcher consider this research important because teacher and students can find out whether the spinning wheel games media is an alternative learning media or not.

## The Reasons for Choosing The Topic

The reasons why the researcher choose this topic because several reasons. Such as :

1. Vocabulary is an important aspect of language development. By having a good vocabulary, we will be able to speak, read, write and listen to the language well.
2. Many teachers don’t use various media. They still use traditional media in teaching vocabulary so that students feel bored and have no interest in learning English.
3. A spinning wheel is an alternative learning media to practice by Elementary school students because it is more fun for the teaching-learning process.

## Research Question

Based on the background of the study above, the researcher focus based on research questions below :

1. How does an English teacher use a spinning wheel games in the teaching of vocabulary?
2. What are the teacher and students' perceptions in learning English vocabulary using the spinning wheel games media?

## Research Objective

Based on the research question, this study focuses on to :

1. Find out how does an English teacher use a spinning wheel games in the teaching of vocabulary?
2. Find out the teacher and students' perceptions in learning English vocabulary using the spinning wheel games media?

## Scope and Limitation of The Study

This study focuses to find out how to use spinning wheel games as a media in learning English vocabulary and what the teacher and students' perceptions in learning English vocabulary using the spinning wheel games media. This study consisted of fourth-grade students and a teacher as participants for observation and interviewed.

## Significance of The Study

This study has significance both in theory and practice which is expected to be carried out properly and efficiently and many benefits can be felt by all parties involved.

1. Theoretically, this research is expected to provide knowledge as well as guidelines regarding the development of English learning media.
2. Practically :
3. For teachers

The results of this study are expected to help teachers to more easily steal the attention of students when learning English, can be used as a reference in making learning media and also encourage teachers to think creatively in the learning process.

1. For student

This research is expected to foster student learning motivation. In other words, this research can be used as a reference to improve students' ability to understand more about learning English vocabulary.

## The Definition of Terminologies

To avoid misunderstanding in this research, there are special words that often appear and are used in the research that researcher do. Such as :

1. Vocabulary

Vocabulary is a set of words used to communicate. According to Salawazo, Simbolon, Hutabarat, Veronika, & Saragih (2020) vocabulary plays a central to English language teaching which supports the speaker's communication.

1. Spinning wheel

Spinning wheel is a learning media that can be adapted to the needs. According to Miller (2014), spinning wheel is modified for learning media which is usually filled by the numbers for the learning media, topics, and terms of the material to be delivered.

1. Games

Games are a fun activity. According to Mahri, Maya, & Kulliyega (2020) games are a recreational activity to have fun.

## Organization of The Paper

* Chapter I – Introduction

This chapter consists of background of the study, the reasons for choosing the topic, research question, research objective, scope and limitation of the study, significance of the study, the definition of terminologies, and organization of the paper.

* Chapter II - Literature Review

This chapter consists of review of related literature or theories which the reader needs to understand this research. Such as the definition of learning media, the function of learning media, spinning wheel games media, how to use spinning wheel games media, the strength of spinning wheel games media, the weakness of spinning wheel games media, Learning English vocabulary, learning English vocabulary use spinning wheel games media, and the previous study.

* Chapter III – Research Methodology

This chapter consists of research method, research design, research site, time, participant/population/sample, sampling technique, research instrument, research procedure, and data analysis.

* Chapter IV

This chapter consists of research findings and discussions. Both of findings and discussions consist of use of spinning wheel games as a media in learning English vocabulary, students' perceptions in learning English vocabulary using the spinning wheel games media and teacher's perceptions in learning English vocabulary using the spinning wheel games media.

* Chapter V

This research consists of conclusions and suggestions. This research suggestion is aim to teachers, students and further researchers.