

CHAPTER 1

INTRODUCTION

This chapter present an introduction that concern with the background of the study, limitation of the study, statement of the problem of the study, significance of the study.

A. Background of The Study

Language development is one part of child development. One of the most important components of language is vocabulary (Sitompul, 2020). The importance of learning vocabulary at a young age is to build understanding of word meanings because vocabulary development impacts their reading comprehension and academic achievement as they get older. The impact of mastering vocabulary since young age can help them become more intelligent and increase their cognitive skills, including their capacity to think critically, their ability to solve problems and listen attentively. It also helps to increase their memory, focus and multitasking skills and helps their development of creativity. Therefore, it is beneficial for young learners to study a foreign language since their ability to memorize anything is higher than that of adults (Sitompul, 2020). According to Jean Piaget (in Hargraves, 2019) learning is dependent not only on experience but also on students'

maturation and their ability to absorb and to learn from stimuli. Piaget believed that children' ability to generate innovative theories of phenomena was limited by their previous cognitive structures.

The tendency of children to learn in class is connected with children's characteristics in learning. According to Peck et al., (1993) there are characteristics that own by young learners in their learning. Children are unique and every child has their own characteristics. The children often do or express things spontaneously without any command or preparation. They never felt tired of what they were doing. They like being the center of attention and will do things that adults are unlikely to do. They always feel curious about something new. They have a big enthusiasm to explore things that they feel are really interesting. They are also imaginative. They frequently experience emotional ups and downs, making them cry easily and then become angry if they feel ignored. Teaching young learners is more challenging than teaching teens or adults because young learners become distracted quickly.

Students nowadays acquire and learn vocabulary still in a manual method. A list of English words is written down and memorized one by one. Because it causes learning and memorizing, this way can be boring and eventually make

students lazy to learn again (Fitria, 2022). As a teacher, they have to find a way to teach vocabulary in a fun and attractive way. So that the learning process is suitable with their unique characteristics that are always active, curious for new things and their emotional ups and downs.

Now it is the digital era. Children are good at using technology. As a teacher, they can use learning methods that are appropriate for the current era. They must be able to introduce one type of digital development in the education sector, namely digital games, as a tool to support vocabulary learning in the classroom (Chiew Har Leong et al., 2019). The researcher suggested Monkey Stories as a form of digital games for young learners. Monkey Stories is a brand new app that assists students in improving their English skills from the age of 2 - 10 years old, especially listening, pronunciation, vocabulary, and reading.

There are some literature reviews about teachers perspective of digital game based learning. Digital gaming in the classroom has varying degrees of success (Vogt, 2018). A recent comprehensive literature review revealed that game-based learning enabled learners to have peer contact and collaboration, boosted learning motivation, competitiveness, and enjoyment, and assisted learners in acquiring knowledge to

achieve their learning goals (Umamah & Saukah, 2022). The growing relevance of digitalization in education was clearly stated by goals on how to use digital technology, how to promote critical thinking, and the impact of computers on society. Positively motivated instructors that use digital games with their students are likewise exposed to the implications of using DGBL with their students. That did not appear to be discouraging, because each instrument, in their perspective, has both positive and bad features. However, exposure to gaming appears to make them capable of detecting potential negative effects on young learners and proposing solutions to such concerns. This set of instructors claims to be more aware of what to avoid when using digital games for teaching, and the majority of them discuss strategies to balance the impacts of digital games with their students (A. Raptopoulou, 2020). However, teachers ultimately play the most important role in DGBL, as they determine whether or not to implement DGBL in the classroom (Nieland et al., 2021). Teachers' perspectives about ICT and DGBL implementation in the classroom are significant knowledge for another reason: teachers are interacting with other teachers' perspectives on the implementation of a new policy or method (T. Raptopoulou & Anastasia, 2015)

Even though many research studies have explored the use of digital games based learning related to vocabulary and teachers' perception of digital games based learning mentioned above, there is a lack of research on the effectiveness of digital media, especially Monkey Stories as the media in learning Vocabulary. Therefore, the present study aims to know the effectiveness of the Monkey Stories to students' vocabulary mastery.

B. Scope and Limitation of the Study

From the background of the study describe above, in this research there was scope and limitation.

1. Scope

The scope was focused on students' vocabulary mastery using Monkey Stories application.

2. Limitation

The research limited on implemented Monkey Stories in vocabulary mastery in SDN Semabung 1 especially for 4th grade.

C. Statement of the Problem

The researcher question of this research were formulated in the following question. Here is the main problem of the study:

Is there any effectiveness of Monkey Stories application on students' vocabulary mastery of fourth grade at SDN Semambung 1?

D. Purpose of Study

Considering the problem of the study above, the purpose of the study is to find out the effectiveness of Monkey Stories applicaion on students' vocabulary mastery of fourth at SDN Semambung 1?

E. Significance of the Study

This study contributes to the ELT teachers to give some information to know how to cope up with the development of technology in learning and to prevent some challenges in its application. This study will be beneficial for stakeholders like parents and students to give them some insights about the use of an engaging learning activities in Vocabulary to help the students to master Vocabulary.

A. For Teachers

As a teacher, this method will provide new benefits and impacts for the achievement of better vocabulary learning than the previous method that the teacher has used so far.

B. For Parents

As parents, it is important to know this method in order to maximize the use of existing technology towards education at home.

C. For Students

As students, this method can have a direct impact with good input in their learning process, but must be accompanied by a teacher.

F. Definition of Key Terms

- A. Digital Game Based Learning: Designed to balance contents to learn with digital gameplay, as well as with the ability of the learner/player to understand, retain and apply that content matter to the real world.
- B. Vocabulary mastery: the ability that exists within a person to be able to explore and understand a word contained in English and is the basis for communication that is known to everyone both orally and in writing so that it can give the right meaning.
- C. Monkey Stories application: English language learning program which aims at helping children be fluent in English before the age of 10 (suitable for children of 2 - 10 years of age).