

CHAPTER I

INTRODUCTION

In this chapter presents background of study, problem of study, research objective, assumption, hypotheses, significances of study, scope and limitation of study, and definition of key terms.

A. Background of Study

English is one of International language, so that almost no country did not learn the language. As an international language, English is taught and learnt by almost all of the people in the world.¹In learning English as an International language, we need to master in 4 skill such as Speaking, Listening, Writing and Reading. But, if we we want to master the 4 skill in English we must have many vocabulary so that we easier to master the 4 skill.

Vocabulary is all the words that a person knows and user.² From the definition of vocabulary above, the researcher could re-explain that vocabulary is a word that people know to doing conversation in English. By knowing many vocabulary, people can conveyed anything they want.

In learning or knowing vocabulary, the use of media and also the method is very needed when we teach English for young learners, so that it can make them happy in learning or memorize some new vocabularies in English. The researcher think that they can get new vocabulary by doing

¹Sukirmiyadi, "Teaching English To Young Learners Through Indonesia - Translated Songs," *Journal of Physics: Conf*, 2017, 1.

²*Oxford Learner's Pocket Dictionary Fourth Edition* (Oxford: University Press, 2008), 495.

what they loved, for example game, sing a song and telling story. But, most of young learners likes game while they study. So, it can be an alternative to get any vocabularies that they never get before.

In this modern era, English is already learned by students when they are in first grade of elementary school. We can say that the first grade students in elementary school is young learners. In the past, we can get English subject in the third grade of elementary school. Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter points out a number of reasons why children can benefit from learning a foreign language. It can develop children's basiccommunication abilities in the language.³ As foreign language that did not use as daily language in society, English is very difficult to learn.⁴

The ability of every young learners or teacher seems different. Every teacher must be creative in order to create something interesting in front of young learners, as a shape of aspiration for them so that they feel interested in every material that explained by the teacher in the class, especially in learning new vocabulary.

Ice breaking is a touch of activities that can used to solve illiquidity, confusion, tired and saturation atmosphere so, the situation can go back to the condition at first. If this activity applied to learning process in the class, then the biggest possibility is students will be spirit, motivate and anthusiasn to

³Ahmad Jazuly dan Ninuk Indrayani, "Guidance Of Teaching English To Young Learners (TEYL) For Early Childhood Education Teachers At Ad Dhuha Kindegarten of Jember" 1 (2018): 170.

⁴Kasihani K.E. Suyanto, *English For Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*. (Jakarta: PT Bumi Aksara, 2010), 100.

learn.⁵Ice breaking is one of activity that can used by teacher to teach English, so that young learners interest to learning English. When the teacher gives instruction to do an Ice Breaking using English and also body language, so that young learners can understand the meaning of some words that give by teacher. From that activities the researcher think that young learners will get new vocabulary to improve their English skills.

Ice breaking means breaking the ice among learners and using ice breakers encourages students to interact all together.⁶ According to Flanigan, performing ice breaking activities in English class will direct students to the good mood of learning. Also appropriate kind of ice breaking activities will make students sure to get the most from their lesson and also, they will have fun.⁷

In the previous research, Sinta gives information about improving student's ability in speaking skill by using ice breaker strategy at the second grade of MTS TPI Sawit Seberang in academic year 2017/2018. She thinks that Ice Breaker Strategy can help to develop the students' speaking ability, because it gives a chance to the students to learn and also to play with.

In the other previous research, Zuhulaefah Burhan gives information about the effectiveness of the application of ice breaker toward improvement students' motivation in learning English at the first grade of *MTS* Madani Alauddin Pao-Pao. It was expected that ice breaker can motivate students in learning English so that the teaching and learning process can run well, both

⁵Fanani Achmad, "Ice Breaking Dalam Proses Belajar Mengajar," 2010, 69.

⁶Parisa Yeganehpour dan Mehmet Takka, "Using Ice-Breakers In Improving Every Factor Which Considered In Testing Learners Speaking Ability" 7, no. 1 (2016): 58.

⁷Yeganehpour dan Takka, 59.

the teacher and the students can reach their goals; the teacher can deliver the materials, and the students can accept the materials given by the teacher well.

In teaching learning process in the school, the teacher teach the material accordance with guidebooks and lesson plan. Some activities that are often done during the teaching learning process are explaining the materials, asking and answer questions sessions about the material being explained and after that the teacher giving assignments to the students. The teachers rarely give an Ice breaking during the teaching learning process and it makes the students or young learners feel bored while studying.

The researcher want to conduct the influence of ice breaking what's in my back? on young learners vocabulary mastery. This research focus on the influence of Ice breaking activity to young learners vocabulary mastery. Sometimes, some students or young learners is not interested to learn English and it can influence their Vocabulary mastery because, they think that English is very difficult to understand and they lazy to learn it. The researcher wants to know the influence of ice breaking especially using what's in my back game, if the teacher implement it before or after they explain the materials. So that the students interested to study English and they can improve their vocabulary.

Based on the previous research and theory above, the researcher want to conduct a research about **“The Influence of Ice Breaking *What's in My Back?* on Young Learners' Vocabulary Mastery at The Fifth Grade of SDIT Multazam Buddih Pamekasan”**. It is expected for the young learners in order to they know about new vocabulary that they get through Ice

Breaking to master it more. Therefore, they are easy to learning Vocabulary and improve their English skills.

B. Problem of Study

Problem of study are the educational issues, controversies, or concerns that guide the need for conducting a study.⁸ The educational issue of this research is the young learners who are difficult to learning english because they do not have any motivation to learn English as foreign language. The controversies of this research is the importance of Ice Breaking in order to the young learners will be easy to learning Vocabulary mastery. The concern of this research is how the young learners learning English by doing ice breaking activity to improve their vocabulary mastery.

Based on the background of study above, there is a research problem that is formulated by the researcher: Do the young learners taught by using ice breaking *what's in my back?* Have better vocabulary mastery at the fifth Grade of SDIT Multazam Buddih Pamekasan?

C. Objective of Study

John W. Cresswell states that objective of study is a statement of intent use in quantitative research that specifies a goals that the investigator plans to achieve in a study.⁹ The function of giving research objective is to find out the problem solving in the research. It can be the answer for the question in the research problems.

⁸John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 59.

⁹Cresswell, 111.

Based on the problem of study above, the researcher gives a objective of study; To know whether the young learners taught by using ice breaking *what's in my back?* Have better vocabulary mastery at the fifth grade of SDIT Multazam Buddih Pamekasan.

D. Assumption

According to St. Zubaidah's in her thesis said that basic assumption should be based on the truth that has been believed by the investigators. So, the assumption of this research is there is an influence of ice breaking *What's in My Back?* on young learners' vocabulary mastery at fifth grade of SDIT Multazam Buddih Pamekasan.

E. Hypothesis

According to Cresswell, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.¹⁰ There are two kinds of hypotheses; null hypothesis and alternative hypothesis.

1. Null Hypothesis (H_0) of this research is "there is no influence of Ice Breaking *What's in My Back?* On Young Learners' vocabulary mastery at the fifth grade of SDIT Multazam Buddih Pamekasan".
2. Alternative hypothesis (H_a) of this research is "there is an influence of Ice Breaking *What's in My Back?* On Young learners' vocabulary mastery at the fifth grade of SDIT Multazam Buddih Pamekasan".

Based on the assumption above, the reseacher use Alternative hypothesis (H_a)in which hypothesis states that there is an influence of Ice

¹⁰Cresswell, 111.

Breaking *What's in My Back?* on Young learners' vocabulary mastery at the fifth grade of SDIT Multazam Buddih Pamekasan.

F. Significances of Study

Significance of study is continuation of objective of the study.¹¹ There are two significances of study. They are theoretical significance and practical significance.

1. Theoretically, the findings of this study are expected to be useful and provide knowledge related to Ice Breaking, young learners, and Vocabulary mastery.
2. Practically, it is supposed to give contribute to:

- a. The teacher

The research findings are expected to provide useful information to better understanding how to teach young learners using Ice Breaking to improve their vocabulary.

- b. The students

Students are expected to be able to improve their Vocabulary by using Ice Breaking.

- c. Researcher

This research will provide benefits in providing basic knowledge and can be used as one source of information for future research.

¹¹Suharsimi Arikunto, *Procedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 58.

G. Scope and Limitation of Study

Scope focuses on the thing which intended to search by the researcher, whereas limitation is as potential weaknesses of problems with the study that identified by the researcher.¹²

The scope of this research focuses on the influence of Ice Breaking *What's in My Back?* On young learners vocabulary mastery. The limitation of this research is for students at the fifth grade of SDIT Multazam Buddih Pamekasan.

H. Definition of Key Terms

John W. Cresswell suggests us to begin our research by narrowing our topic to a few key terms using one or two word or short phrases.¹³ The purpose of providing key terms is to give the universal understanding. So, the researcher gives some definitions of key terms, as follows;

1. Ice Breaking *What's in My Back?* (X Variable)

Ice Breaking is an activity that used to solve the students boredom in teaching learning process it can be a game, song, telling story. *What's in My Back?* Is a game that can used as Ice Breaking that rely on sensitivity and memory in writing English vocabulary.

2. Young Learners' Vocabulary Mastery (Y Variable)

Young Learners' Vocabulary mastery is the numbers of words that young learners knows in using word of language and it is the vocabulary

¹²Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 199.

¹³Cresswell, 82.

achievement. Young Learners itself are learners in Elementary School aging 6-12 years old who are learning English as foreign language.