

CHAPTER I

INTRODUCTION

A. Background of Study

A regular use of the English language both inside and outside the classroom settings, the students still encounter problems in their learning and they generally see unknown words as the first problem to overcome. This maybe because vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning (Asgari and Mustapha, 2011). Additionally, mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos and Fan, 2007).

Language becomes an important thing, and people around the world use it. It is a gift from the God to human beings as it is said in the Holy Koran in surah Al-Hujuraat verse 13 as follows:

كُمِّ إِنَّ لِّتَعَارَفُوا وَقَبَائِلَ شُعُوبًا وَجَعَلْنَاكُمْ وَأَنْتَى ذَكَرٍ مِّنْ خَلَقْنَاكُمْ إِنَّا النَّاسُ يُنَآئِبُهُا
خَيْرٌ عَلِيمٌ اللَّهُ إِنَّ اتَّقَنَّاكُمْ اللَّهُ عِنْدَ أَكْرَمِ

The verse proofs that language has a very important role among human beings in every nations and tribes. So, the need of learning a language is very important because the function of a language is for communication with anyone everywhere.

Thus, in the case of language learning, students need to be educated with the strategies which can help the learners acquiring the meaning of words. The particular strategies which are used by learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994).

There are four skills that must be mastered by students to have good English. Teachers must teach these skills constantly. They are: listening, speaking, reading, writing. The elements of English given to the students such as grammar, vocabulary, spelling, and pronunciation are supposed to support the mastery of those skills.

To master all four language skills, the students should know a lot of vocabulary because according to Huyen and Nga(2003, cited in Vanessa, 2009:1), vocabulary plays an important role in the four skills in learning language . In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Therefore, it is important for the students to learn vocabulary as the basic competence to learn those four skills in English as cameron (2001:72) states that vocabulary is a base to the learning of a language at initial level.

Even though students realize the importance of vocabulary when learning language, according to Huyen and Nga in their article most students learn vocabulary passively due to several factors.

First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario,

language learners have nothing to do in a vocabulary learning section but to listen to their teacher.

Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.

Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.

Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Vocabulary is one important aspect in learning a foreign language. Someone who has limited vocabulary will also have a limited understanding in terms of speaking, reading, listening, and writing. Thus, the writer is interested in studying this topic.

To deal with vocabulary learning problems, vocabulary learning strategies should have been brought to the language classroom to enhance language learners' effectiveness in language learning. According to Dóczy (2011), vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning.

On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively. That is to say, it is vital to

gain more insights into how Indonesian learners perceive the use of vocabulary learning strategies to help them learn vocabulary.

Vocabulary includes collections of words. Based on Oxford Learner's dictionary, vocabulary is a number of words in a language. The words are known not only as individual words but also as a group of words that have meaning.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, writing and listening all together.

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.

On Al-Baqarah verse 31-33 Allah says that Adam learns about name of things, it means that Adam knows all about vocabulary. In this verse, we are ordered to know name of things. In summary, we must learn and know vocabulary.

قِينَ كُنْتُمْ إِن هَتُولَاءِ بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَكُ عَلِيٌّ عَرَضْتُمْ ثُمَّ كُلُّهَا الْأَسْمَاءُ أَدَمَ وَعَلَّمَ
بِعَهُمْ يَتَادَمُ قَالَ ﴿١٦٦﴾ الْحَكِيمُ الْعَلِيمُ أَنْتَ إِنَّكَ عَلَّمْتَنَا مَا إِلَّا لَنَا عَلِمَ لَا سُبْحَانَكَ قَالُوا ﴿١٦٧﴾ صَد
أَوْ أَعْلَمُوا وَالْأَرْضِ السَّمَوَاتِ غَيْبًا عَلَّمَ إِيَّيْكُمْ أَقْلَ أَلَمْ قَالَ بِأَسْمَاءِ إِيَّاهُمْ فَلَمَّا بِأَسْمَاءِ إِيَّاهُمْ أَنْ
﴿١٦٨﴾ تَكْتُمُونَ كُنْتُمْ وَمَا تَبْدُونَ م

In teaching vocabulary, there are many problems. The majority problems deal with the techniques used by teachers in teaching. To overcome those problems, teachers need to implement better techniques to help students learn vocabulary. The techniques should be interesting because they make learning become effective (Mohanty, 2001:164). In addition, the techniques should also help students learn in context where they can see, hear and apply the words.

To teach vocabulary, teacher's creativities, appropriate methods, and the variation of the techniques and activities are required. Brown (2001) says that when students have to deal with some materials that are boring or too difficult, they tend to have a short attention span and the teacher's job is to make students are interested in, lively and fun with their learning activities. However, it seems not easy for the teacher to choose the appropriate methods, techniques and activities because they have to consider what the students like without losing the gist of learning.

Because of these facts, the teachers have to choose methods or technique containing the elements of students' preferences. Moreover, the teachers can utilize

modern technique to help students understand the subject and to introduce students to those technique.

The teachers do not only teach the content or subject matter, but also use of techniques. One of the most appropriate techniques in learning and teaching vocabulary is game. Vocabulary game is unique, attractive and interesting way in teaching vocabulary.

Based on a pre-observation on September 22nd 2014 that the writer done at MTsRaudhatusyubban, this school has many students, they are like playing games. Students feel bored if the teacher just teaches as usually. Students usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. To help students find language classes, especially vocabulary lessons more interesting teacher use many games in teaching.

Students need games in learning English. Therefore, the writer wants to know how English teacher of MTs Raudhatusyubban teach students in learning English. After doing interview to the students at MTs Raudhatusyubban, the writer found that many students have problem if they cannot understand well about English because they have limited vocabulary.

Thus, the writer is interested in conducting a research about vocabulary, because understanding of vocabulary is very important for developing language skill and acquiring an extensive vocabulary is one of the largest challenges in learning by using game to handle this problem that can be used in any classroom.

Avedon and Smith (1981) stated that games are captured the interest of educationalists as the perceived as a potentially highly motivating approach for learning a diverse number of areas. So, learning by game is a good way to make them easy in understanding about English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn about the material which is taught by the teacher.

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions (Wright, Betteridge and Buckby, 1984).

In the beginning of this research, the writer did interview to English teacher about games that she uses for teaching vocabulary. Many games that the teacher uses and the writer is interested to observe what kinds of game that the English teacher uses.

The writer chooses MtsRaudhatuSisyubban because this school is a private school, there are only few writers that do research in this school whereas if there are many writers do research it will be a perfect thing for this school, to improve teacher learning process in this school.

The writer does research for eight grade students because they are heterogeneous and based on observation, the teacher on this grade uses many games. It will be interesting to know what kind of games that they play. In this grade, two

classes are for females and two classes for males. Class A and B are for females and class C and D are for males.

From what has been explained above, the writer is interested in doing a research entitled **“Using Vocabulary Games In Teaching And Learning Vocabulary Of The Second Grade Students At Mts Raudhatussyubban Banjar Regency Academic Year 2014/2015”**

B. Statements of Problems

Based on the background of study above, the main research question in this study are:

1. What kinds of vocabulary games that the teacher use in teaching and learning vocabulary of the second grade students at Mts Raudhatussyubban Banjar Regency academic Year 2014/2015?
2. How does the teacher use vocabulary games in teaching and learning vocabulary of the second grade students at Mts Raudhatussyubban Banjar Regency academic Year 2014/2015?

C. Objective of Study

Based on the statements of problems above, the objective of study can be set as follow:

1. To know what kinds of vocabulary games that the teacher use in teaching and learning vocabulary of the second grade students at Mts Raudhatu Sisyubban Banjar regency.
2. To know how does the teacher use vocabulary games in teaching and learning vocabulary of the second grade students at Mts Raudhatu Sisyubban Banjar regency.

D. Significance of Study

The result of this research is expected to give significance as follow

1. For the students, to improve their vocabulary ability.
2. For the teachers, by knowing their students' vocabulary ability in vocabulary games, they can create the instructional process be better, especially that relating to vocabulary skill and to enrich the teachers' knowledge on the use of various technique in language teaching.
3. For MTs Raudhatu Sisyubban, to improve teaching learning process in classroom especially English.

E. Definition of Key Term

There are some terms are used in this research. To avoid misunderstanding of them, the writer needs to explain more:

1. Vocabulary games are the games that use for producing lots of ideas to solve the problem in teaching and learning process by writerto improve students' vocabulary. Games in this research are vocabulary tennis and dictionary skills.

2. Teaching & learning of vocabulary is the teacher guides the students to learn materials and the students receive and learn something from the teacher, and they give feedback to the teacher as their response to express many things.
3. MTs RaudhatussyubbanBanjar Regency is a Private Islamic Junior High School that is located in Jl. Veteran Km 6 RT 4 No. 223 Sungai LulutBanjar regency.
4. Second Grade students and are taken as the subject of this study. They are from class A (female class), they are 38 students