CHAPTER I

INTRODUCTION

1. Background of Study

Education is one of the most important things in this world. Basically education is an attempt to humanize human beings. Generally learning and teaching activities are the most basic activities in education implementations. The success of learning and teaching activities is dependent on how the process of those activities.

There are two actors in learning and teaching activities, they are teacher and student. Both affect and relate each other. Teachers are educators who provide education and knowledge to their students. There are many factors of students difficulty in mastering English. One of those main factors is the lack of vocabulary mastery. In spite of the importance of this element, vocabulary is often the least systematized and most neglected of all aspects of learning a second language, not only in EGP but in ESP as well" (Kennedy & Bolitho: 1984, p.65). Vocabulary mastery is a very important factor since it contains the message which the speaker wants to convey to the opposite. No matter how good a speaker masters in grammar, but without enough vocabulary he cannot express himself fluently unless he reaches the level of vocabulary needed. The problem which has been observed on the field shows that the English teaching tends to concentrate on grammar and gives less attention on vocabulary mastery.

As has been stated by Dubin & Olshtain,"This lack of attention is not only characteristic of older grammatical syllabuses but of more recent communicative approaches. On the contrary, the emphasis is rather placed on structures, function, notions, and communicative strategies" (1986, p.111-112). The lack of vocabulary will be likely to decrease the meaning of the message or even change the meaning which will create a condition named "miscommunication". It is a duty for the teacher to teach students in appropriate amount of each field of the language skills.

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:

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقۡنَٰكُم مِّن ذَكَرٖ وَأُنثَىٰ وَجَعَلۡنَٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓاْۚ إِنَّ أَكۡرَمَكُمۡ

عِندَ ٱللَّهِ أَتۡقَىٰكُمۡۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٞ ١٣

The verse proof 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.

In UIN Antasari Banjarmasin especially in Tarbiyah Faculty and Teacher Training, there is one program for prospective teacher to improve their skill in

teaching before they involve in real school environment. It is called PPL. PPL stands for Program Pengalaman Lapangan. PPL is one of subjects in Tarbiyah Faculty and Teacher Training that must be completed by students. PPL is teacher education program that aims to prepare prospective teachers. Before implement this program, students are required to set their lesson plan so that the desired learning can be achieved.

In UIN Antasari Banjarmasin, Tarbiyah Faculty and Teacher Training that conduct this program. Tarbiyah and Teacher Training consist of TBI (Tadris Bahasa Inggris), PBA (Pendidikan Bahasa Arab), PMTK (Pendidikan Matematika), PAI (Pendidikan Agama Islam), PGRA (Pendidikan Guru Raudahul Athfal), KI-BKI (Konseling Islam-Bimbingan Konseling Islam), and KI-MPI (Konseling Islam-Manajemen Pendidikan Islam).

PPL in UIN Antasari Banjarmasin is divided into 2 categories. First PPL 1 and the second is PPL 2. PPL 1 is conducted in Micro Teaching by Group and Instructor which their peers is acting as students, while PPL 2 students who implement this program will be put in several schools of Banjarmasin, and they will face the real school environment.

PPL 1 is one of methods in UIN Antasari Banjarmasin to improve skills in education especially for English Department. It very useful for teacher candidates. Although under supervision of instructor and their peers is acting as students, in PPL 1 implementations, pre-service teachers are required to prepare their lesson plan, implement their plan, classroom management, use media in teaching

activities, and any other detail in teaching. Hence, pre-service teachers are required to conduct learning and teaching implementations as if they are in real school environment.

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 becuse 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 Vietnamese 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 has a limited understanding in terms of speaking, reading, listening, and writing. Thus, the writer 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 Dóczi (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.

In the beginning of this research, the writer does research for group 29 at PPL I 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 does research for Five Semester, because they are practice as a teacher based on observation, the teacher on this class used many games. It will be interesting to know what kind of games that they play.

In this study, the writer choose the five semester of English Department at UIN Antasari Banjarmasin as the respondent. The writer choose one class of PPL I because this study is important to analysis to know what kind of vocabulary games are used in pre service teachers and how there are using it.

2. Background

The problem this research is particularly focused on probing used of vocabulary games at teaching practice I.

3. Reseacrh Question

With regards to the previous section, this study aims to examine the process of teaching practice I especially from the use of vocabulary games at teaching practice I point of view. In order to reach this goal, this study seeks to answer the following questions :

1. What kinds of vocabulary games that the teachers use in teaching practice I ?
2. How did the teachers use vocabulary games in teaching practice I ?

4. Objective of Study

Based on the problem of study above, the objective of this research there are:

1. To identify kinds of vocabulary games that the teachers use in teaching practice I.
2. To identify how the teachers use vocabulary games in teaching practice I.

5. Significance of Study

The result of this study hopefully can give some benefits there are :

1. For the students, to improve their vocabulary ability.
2. For the pre service 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 Teaching Practice I, to improve teaching learning process in classroom especially English.

6. Definition of Key Term

There are some terms are used in this research, in order:

1. Teaching practice I is the practice when the students as a teacher in process learning English at fifth semester in the campus.
2. Vocabulary games are the games that use for producing lots of ideas to solve the problem in teaching and learning process by writer to improve students' vocabulary. Games in this research are vocabulary tennis and dictionary skills.

3. learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction; and teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.
4. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn.