I. INTRODUCTION

1.1. Background of the Problem

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. The students have to master the four basic language skills. They are listening, speaking, reading and writing. Beside such basic skill, the student has to master some vocabularies as well as possible.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability

to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Tarigan (1986) states that the quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language. Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding. English vocabulary is needed especially for Indonesian students, started from elementary school up to university level in order to be successful in learning English. As Rivers (1980:14) states that it would be impossible to learn language without words, without vocabulary. It is also stated clearly by Wilkins (1980:11) who says that without grammar very little can be conveyed. We know that vocabulary is one of important factors in understanding and using language. So the mastery of vocabulary is needed in using English.

According to the 2006 curriculum, the students of senior high school are expected to master at least 4000 words. Hopefully if they have mastered large number of vocabulary, they will be successful in learning English. It means when they enter the university level, they will be ready to get knowledge from English text books. By mastering English they can understand the text easily since a lot of text books and journals in the university are written in English.

Furthermore, based on the writer's experience, when doing his PPL at SMA Negeri 1 Natar, most of students haven't achieved the target yet. Their vocabulary was so poor that they felt English was difficult. The lack of studets' nvocabulary is also caused by many factors, some of which are students' strategies, students' motivation, techniques used by the teachers in classroom, limited source material, etc. in relation to the techniques used in classroom, teacher can use various techniques to increase students' vocabulary achievement.

Therefore, in presenting the material, it is important for the teacher to use a method or technique in teaching learning process. The use of method or technique is a very influential component in the classroom activity because it can create a situation to encourage the students to pay attention to the material presented that is vocabulary. Sometimes the teachers use technique inappropriately. The teacher teach vocabulary the same way as they teach the other aspects. Usually the teachers also stress their teaching too much on grammatical rules rather than on the vocabulary achievement.

Concerning with this, an alternative way of teaching vocabulary is urgently needed. The researcher realize by performing an interesting technique or presentation the students will be motivated to learn English especially vocabulary. Besides that an interesting technique will avoid students' laziness and boredom. There are many kinds of techniques in teaching vocabulary. In this case, there is a technique that seems suitable for Senior high school students that is by applying game, named Parlour Games. The researcher chooses this technique because in this game the students will do the learning activities through such rules. They

have a good experience or something in their life and it is impressed to their mind. It makes the vocabulary that they have learnt stay longer in their mind. As Allen (1983:52) states that the games are helpful because they can make students feel that certain words are important and necessary because without those words, the object of the games can not be achieved. So, it is true that game can be used as a technique to improve students' English ability.

Hadfield (1995) states that Parlour Games are good exercises to teach vocabulary, grammatical structures and patterns. Parlour Games involve equal participant both slow and fast learners since Parlour Games are interesting, each students get engaged in the task or creativity. He proves that the students who learn vocabulary through parlour games could retain the words longer than the students who learn vocabulary through word list. Davidoff (1986) in his research result, states that parlour games can help the students to enlarge the words effectively.

By providing game as a media in teaching vocabulary to senior high school students, the researcher hope that it will make them feel something pleasant and feel it different from what they use to get in the class. The use of game will stimulate them to be more active and it is really match with the students' world where pre-level students like to study through movement. By the activity, they will give an opportunity to express their mind, emotion, feeling and attitudes when they are involve in it. Reviewed at the explanation above, I assume that the use of game is one of good and effective ways to teach and to motivate them as young learners to study.

1.2. Formulation of the Problem

In the line with the description above, the research problem is formulated as follows:

1. Is there any increase of using Parlour Games towards students' vocabulary achievement?

2. What is students' response of using Parlour Games in teaching vocabulary?

2.1. Objective of the Research

In reference to the problem, the objective of the research as follows:

1.   To find out whether there is difference between students' vocabulary achievement before and after of using Parlour Games significantly.

2. To find out whether Parlour games can be used to increase students' vocabulary achievement.

2.2. Uses of the Research

1. Theoretically, it is hoped that the research result can contribute of the teaching English.

2. Practically, it can be used as an alternative consideration in choosing the appropriate technique especially in teaching vocabulary.

2.3. Scope of the Research

This is a quantitative research; it tries to find out the influence of students' vocabulary after being taught through Parlour Games techniques. This research

would be conducted at class XI students of SMK Budi Karya Natar lampung selatan. It was conducted in five meetings.

2.4. Definition of Terms

1. Parlour Games is a group games played indoors which is played by the average or intermediate level in Victorian era. It is a game in which the object is to guess some kind of information and instruction such as a word, a phrase, a thing, a title or the location of an object (Hadfield, 1995)

2. Vocabulary is the essential language learning that contains the type of vocabulary that is content words in the form of adjectives, noun, verbs, and adverbs, which will make language meaningful (Fries, 1945:38).

3. Achievement is the changing of behaviour or the changing of the knowledge that has been experienced by a man who has learned (Simpson and Weinner, 1989). The writer defines that achievement is the successful gaining of the language in the process of learning, this can be shown by students' score in doing vocabulary test.