

CHAPTER I INTRODUCTION

This chapter discusses about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, uses of research, scope of research and definition of term.

A. Background of the Problems

One needs to master language skills in order to communicate in English well; they are listening, speaking, reading, and writing. For that, students should master a number of words to support them. Learning vocabulary is important for those who learn English in order to be able to use it in spoken or written form. An adequate vocabulary can help them to use English more easily.

English curriculum 2006 (Depdiknas, 2006: 227-228) states that Junior High School students are encourage to comprehend a number of texts which prerequisite them to master certain numbers of vocabulary. The list of vocabulary should be mastered by the students in order to fulfill the qualification of basic knowledge of listening, reading, speaking and writing. In grade eight, students are given various texts such as descriptive, narrative and recount.

There are five classes of eighth grade in SMPN 1 Adiluwih. The subject of the classroom action research was the students of eighth class of B. Which

consist of 38 students. From pre-observation and the English teacher's information there were only 50% of students passed the target of KKM (Kriteria Kelulusan Minimal) in the semester test. While the target of KKM is 66 and the other of students could not reach it, because most of students in that class has the lowest ability in vocabulary achievement.

A numbers of transactional and interpersonal dialogues were also taught to the students. Since students' mastery of vocabulary is varied, some of them find it easy to get the idea and catch the meaning of the texts, but to some others they are not. Thus, vocabulary teaching that encouraged the students to comprehend 200-300 new words of 1000-1500 vocabulary level in each grade of Junior High School should be taken into consideration, in order to get better result of the students' score. This research was conducted because most students, especially Junior High School students are still low and poor in vocabulary mastery. They did not have adequate vocabulary. It made it difficult for the students to use English in order to communicate to others.

Therefore, vocabulary was chosen as a topic of this research because vocabulary is an important part in learning a language. Without mastering a large number of vocabularies in English, it was difficult for learners to study and to use English.

Vocabulary is divided into four types, they are content words, function words, substitute words, and distributed words. From these types of English vocabulary, the content word (nouns, verbs, adjectives) are taken as the

material in teaching English vocabulary since they are appropriate with guessing word game. The writer has chosen them as the material because they are often used as a satisfactory means of communication. Besides that, all of them are the things that the students usually find and use in their daily life, so it's very important to know the English words of these types.

Teaching learning process which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in the activity can also make it difficult for them to learn vocabulary. Cedder (1987: 136) states that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communications activities. It is difficult for the students to keep in mind and reproduce the English words they actually have learnt from a list of words, they will forget them soon. In memorizing words list, students cannot remember the words immediately, but it needs a process, perhaps, after remembering the words from the list of words, students are able to remember them. It is because learning word list does not pass through some steps or strategies that make the meaning of target words will stick in students' mind. Lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study, so they are bored in learning English.

It is teacher's responsibility to determine an appropriate technique which is easier and more useful for teaching vocabulary, so that the students will be interested in learning English. In addition, an alternative way of teaching

vocabulary is really needed. The researcher realizes that an interesting way will encourage students to learn vocabulary more easily. According to Napa (1991), there are many ways which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. A suitable technique should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lessen their boredom and laziness. Therefore Game is chosen in this research because through games students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. The game context makes the foreign language immediately useful to the students. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant students.

In teaching -learning process, the teacher is a facilitator who helps the students to develop language skills. Thus, the teacher should be able to use suitable techniques. One of them is using guessing word game. In this research, guessing word game is chosen as a technique in teaching vocabulary of sports. McCallun (1980: 3) states that guessing game is a good exercise to teach or to revise some specific vocabularies, grammatical structures and patterns. Guessing word game involves equal participation from both slow and fast learners because guessing word game is interesting where each student gets to engage in the task.

It is expected that this technique can help the students to master English vocabulary that they have already learnt through the game. Applying guessing word game in teaching English vocabulary will be more enjoyable, interesting, and motivating for the students since guessing word game is appropriate for the characteristics of Junior High School students who loved competitive activities and group work.

In addition Huyen and Khuat (2003: 3) state that learning vocabulary through guessing word game is one of the effective and interesting ways that can be applied in any classrooms. They also state that guessing word game has shown to have advantages and effectiveness in learning vocabulary in various ways. First, guessing game brings in relaxation and fun for students thus helps them learn and retain new words more easily. Second, guessing word game usually involves friendly competition and keeps learners interested and enjoy the challenge. These create motivation for learners of English to get involved and to participate actively in the learning activities. Third, guessing word game brings real world context into the classroom, and enhances students' use of English in a flexible, communicative way. It will help them to get a new vocabulary and remind their previous vocabulary that they have already learnt. So their vocabulary will be enriched in their mind. In this research, it is only focus on content words (nouns, verbs, adjectives) since the researcher assumes that it is appropriate with guessing word game.

Based on the statement and explanation above, the researcher is interested in applying guessing word game as a technique in teaching and learning English vocabulary in order to know whether there is a significant difference of the students' vocabulary mastery related to content words at class eight of SMPN 1 Adiluwih before and after being taught through Guessing Word Game.

The problem of the low understanding of student vocabulary was influenced by some factors. The factors were 1) the lack of practical tool work in teaching learning process, 2) the students were not interested in using the dictionary in their study, 3) the students got bored easily, 4) the teaching technique was not interesting for them because the teacher just gives task to the students to memorize one by one. This school library was not satisfactory because the English books were very limited for the students to read. Besides, the school had no language laboratory then it made the students unmotivated to learn English.

B. Identification of the Problem

The researcher identifies the problems discovered as follow:

1. The students lacked vocabulary, so they got difficulties to understand the text.
2. Only a few students were interested in studying English.
3. The students had low motivation in learning English.
4. The students' average result of their English subject was very low.

5. Their pronunciations were not got because they never practice in front of the class.
6. The students' were afraid and shy if they were asked to read or speak English.
7. The teacher's teaching technique was monotonous so the students felt bored.
8. The teacher did not encourage her students to use English.

C. Limitation of the Problem

Based on the identification of the problems above the researcher limits her research on Guessing Word Game, it can be used to teach the vocabulary, to increase the students' vocabulary, to improve the students' participation in learning and to improve the teachers teaching performance.

D. Formulation of the Problems

Based on the background above, the researcher would like to formulate the problem as follow:

1. Can Guessing Word Game be used to increase students' vocabulary achievement of content words at Class Eighth B of SMP N 1 Adiluwih, Pringsewu?
2. Can Guessing Word Game be used to improve students' participation in learning vocabulary?
3. Can Guessing Word Game be used to improve teacher's performance in teaching content words at Class Eight of SMPN 1 Adiluwih, Pringsewu?

E. Objectives of the Research

Based on the formulation of the problem, the objectives of the research are:

1. To know whether Guessing Word Game can be used to increase vocabulary achievement of content word in VIII grade at first semester of SMPN 1 Adiluwih, Pringsewu.
2. To know whether Guessing Word Game can be used to improve students' participation in learning vocabulary.
3. To know whether Guessing Word Game can be used to improve teacher's performance in teaching content words at the Eight Grade of SMPN 1 Adiluwih, Pringsewu.

F. Uses of the Research

The uses of the research are described as follow:

1. Theoretically, the results of this research are expected to confirm and clarify previous theories about teaching vocabulary through Guessing Word Game.
2. Practically, the results of this research can be used as information for teachers, especially about the achievement of teaching vocabulary through Guessing Word Game. Besides that, it is hoped that this research can be used to know the increase of the students' vocabulary mastery after being taught Guessing Word Game.

G. Scope of the Research

This research is a class room action research about increasing the students' vocabulary mastery through Guessing Word Game. It was conducted at the eighth grade of SMPN 1 Adiluwih Pringsewu in the first semester of academic year 2011/2012. It focused on the implementation of Guessing Word Game as a technique in teaching vocabulary. The material taught was based on the students' handbook for grade VIII of Junior High School which focused on vocabulary of sports. The vocabulary test was content words that consist of 12 nouns, 9 verbs, and 9 adjectives.

The observation list for teacher's performance was taken from National Education Department. In this case, there were two observers, the other English teacher. One teacher observed the teacher's performance and the other observed the students' activities. The processes in this step covered pre activities, while activities, and post activities.

H. Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concept. These are stated below:

1. Vocabulary is a component of language containing information about the meaning and the use of word in language.
2. A Guessing Word Game is a game in which the objective is to guess some kinds of information, such as a word, a phrase, a title, or a location of an object. In this game, some player(s) know the answer, but cannot tell the other(s), instead they must help them to guess it.

3. Vocabulary mastery is a number of words that have already been mastered by students as their basic knowledge, and those that will be mastered by them.