I. INTRODUCTION

This chapter discusses about the basic problem of the research. It consists of background of the problem, formulation of the problem, objective of the research, the uses of the research and scope of the research.

A. Background of the Problem

Based on the Educational Unit Level Curriculum 2006 in teaching English for junior high school students, there are four skills that the students should master; they are listening, speaking, reading and writing. In order to communicate well in English, students should be provided with one of the elements of language, that is vocabulary. Vocabulary plays an important role in learning a foreign language. It is the element that links the four language skills: listening, speaking, reading and writing all together. Vocabulary is considered to be important as it is hoped that the larger number of vocabulary acquired by the students the bigger chance for success in learning a foreign language will be achieved. It can be said that learning a language cannot be separated from learning its vocabulary, as Tarigan (1986:2) says that the quality of one’s language depends upon the quality and the quantity of his or her knowledge of vocabulary.
Even though students realize the importance of vocabulary when learning a foreign language, most of junior high school students learn vocabulary passively due to several factors. According to Huyen (2003) the factors are: first, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions as a boring thing. In this case, 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. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. 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. Regarding the several factors above, teacher must arouse the students’ interest in learning vocabulary by providing a good model of teaching and make them feel enjoy in learning vocabulary.

As the writer’s experience when conducting her teaching practice at SMP Negeri 4 Bandar Lampung in February to April 2009, she found that most of students in this school had difficulties in learning English because of their inability in vocabulary, such as: the lack of vocabulary, did not understand the meaning of the word itself and the meaning of the word in a context. This might be a justification that it is necessary to find out a suitable technique to solve those problems, so that learning English will be easier
and fun for the students. For that reason, the writer chose SMP Negeri 4 Bandar
Lampung as her population of the research.

Although vocabulary has been the subject of many studies, few researches have revealed
the effective techniques of vocabulary teaching (Akbari: 2008). So it is of prime
importance to attempt to find more effective technique of vocabulary teaching. Therefore
in this research, the writer would like to apply and to compare two different kinds of
techniques: memorizing game technique and word mapping technique. Memorizing game
is a technique which requires the students to memorize some words based on the sentence
made by adding one item related to the previous item (Agoestyowati: 2008). This game
enables the students to augment their vocabulary since they should add the related words
to the word given.

While word mapping (Schwartz & Raphael: 1985) is a graphic representation of the
definition of a word that focuses on three questions. It is useful for helping students
develop a general concept of definition. It makes them aware of the types of information
which make up a definition and how that information is organized. This technique has
been reported to improve word and concept knowledge as well as comprehension across
grade levels, in a variety of content areas, and with a variety of learners, including ESL
and bilingual. This technique also builds on students’ contributions of their knowledge
and experiences.
B. Formulation of the Problem

Considering the background above, the problem is formulated as follow:

Is there any significant difference of vocabulary achievement of students who are taught through word mapping technique and those who are taught through memorizing game technique?

C. Objective of the Research

The objective of the research is to find out whether there is a significant difference of vocabulary achievement of students who are taught through word mapping technique and those who are taught through memorizing game technique.

D. The Uses of the Research

The uses of the research are:

1. As information for English teachers whether there is a significant difference of students’ vocabulary achievement so that they can determine to use memorizing game or word mapping technique to teach vocabulary based on the result found.

2. It may support theories that memorizing and word mapping can be applied in teaching English especially in teaching vocabulary.
E. Scope of the Research

This research is a quantitative one in which the writer focused on the significant difference of students’ vocabulary achievement at the second year students of SMPN 4 Bandar Lampung taught through memorizing game technique and word mapping technique and to compare the results of the two techniques in teaching vocabulary by using statistical data. The materials were based on the Educational Unit Level Curriculum 2006 in teaching English for junior high school students. In this research the writer focused on the content word. The researcher conducted her research in six meetings for each class which consists of tryout test, pretest, 3 times treatments and posttest.