I. INTRODUCTION

This chapter discusses the background of the problem, identification of problems, limitation of problems, formulation of problems, objectives of the research, significances of the research, and definition of terms.

1. 1. Background of the Problem

Vocabulary is an important aspect of language in which the students should learn and acquire in order to master a foreign language, such as English. By having a great amount of English vocabulary, it is easier for the students to be able to speak, to read, to write, and to listen to the words which are related to the target language.

By mastering English vocabulary, the students may be able to choose proper words to be spoken during a conversation with different people, in different environment, and situation. In reading skill, the students require to learn various vocabularies to be able to comprehend what message is delivered by the author in the written material. It is also essential for the students to have numerous vocabularies to write sentences which are good, appropriate, and highly varied. Additionally, in order to be a good listener who can understand what someone or the teacher says, the students are also required to learn various vocabularies.

However, many students who have learnt English for several years in school still face some difficulties when they have to memorize and understand English vocabulary. The writer found this problem during her Teaching Practice Program (PPL). She found that although the students who were taught by her were already in their second grade of secondary school, most of them could not understand the English words in the textbook during reading activity and the English words which were said during teaching learning process. For example, when the students were asked to do an assignment in the textbook, they did not do it immediately nevertheless they opened the dictionary to translate the questions first, and then translated their answers from Bahasa into English word-by-word.

When the writer discussed about the students' problem in memorizing and understanding English vocabulary to the teacher, he explained that the students' interest in learning English was low. Consequently, it was difficult to make the students understand about the importance of studying English vocabulary.

Students' disability to memorize and understand English vocabulary, and their reliance on dictionary continually may cause a great problem for them while studying in the school, especially when they have to do an assignment or an examination. Using dictionary in language learning process only make the students dependent learners. If they do not have the dictionary with them, they will get confused easily toward the language that they find.

The students' problems in learning and memorizing vocabulary may also happen because most of English teachers in Indonesia still teach the vocabulary

conventionally. For example, based on the writer's experiences during her study in high school, she found that the teacher would only give assignment to the students to translate English texts in order to find and learn new vocabularies by themselves without motivating them by applying various teaching techniques or fun games which can help them in remembering the vocabularies further.

During her pre-observation, the researcher found that the classroom activity was mostly teacher-centered. The teacher explained the learning material to the students. When the teacher asked some questions, not all students were active in responding the questions. The students who actively participated were those who sat at the front and middle rows. Meanwhile, the students who sat behind were not very active in responding the teacher's question and did not pay attention to what the teacher said. Some of them even laid their head down on the table and chatted with their friends without getting any reprimand from the teacher.

Moreover, in reviewing new words which had been found, the teacher ordered the students to make a note. However, some students did not exactly do what the teacher had instructed. The teacher faced a difficulty to attract whole students in recalling English vocabulary.

Less interactive classroom and the use of conventional teaching technique only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students' to learn English vocabulary. The teacher may also face a difficulty to know whether the students have fully understood the vocabulary or not. Moreover, students'

passiveness in language learning process may also occur because the teacher rarely holds fun activity for reviewing new English vocabulary which obstructs students' success in memorizing, maintaining, and understanding the vocabulary that they have learnt in their mind for a long time.

Pictionary Game is one of fun activities which can be used by the teacher to make the students interested in learning English vocabulary. Pictionary Game is considered as a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabularies which are studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings. Based on that consideration, the writer is interested in conducting a research related to the implementation of Pictionary Game in teaching vocabulary. In this research, the researcher focused on finding out students' vocabulary achievement after they were taught by using Pictionary Game and describing the process of the implementation of Pictionary Game to teach vocabulary.

1. 2. Identification of Problems

In reference to the background of problem, the following problems can be identified:

1. Classroom activity is mostly teacher-centered.

2. The process of learning English vocabulary may not be interactive.

3. The teacher may find a difficulty in attracting whole students to recall English vocabulary.

4. The teacher may find a difficulty in motivating the students to follow the lesson seriously.

5. The students may find a difficulty in memorizing, maintaining, and understanding English vocabulary which they have learnt.

6. Most teachers may rarely review new English vocabulary.

7. Most teachers may not use fun techniques for reviewing new English vocabulary.

8. The teacher may let the students to use dictionary continually.

9. Some students may not actively participate in teaching learning process.

1. 3. Limitation of Problems

This research is concentrated on investigating the following issues:

1. Teacher's technique for reviewing English vocabulary.

2. Teacher's difficulty in attracting whole students to recall English vocabulary.

3. Students' passiveness during teaching learning process.

1. 4. Formulation of the Problems

In line with the limitation of problems above, the research problems can be formulated as follows:

1. How is the students' vocabulary achievement after being taught by using Pictionary Game?

2. How is the process of the implementation of Pictionary Game to teach vocabulary in SMP Al-Kautsar Bandar Lampung?

1. 5. Objectives of the Research

The objectives of this research are:

1. To find out the students' vocabulary achievement in SMP Al-Kautsar Bandar Lampung after being taught by using Pictionary Game.

2. To describe the process of the implementation of Pictionary Game in teaching vocabulary in SMP Al-Kautsar Bandar Lampung.

1. 6. Significances of the Research

The findings of this research are expected to be beneficial theoretically and practically:

1. Theoretically

   The findings of this research may contribute useful information for future research regarding the implementation of Pictionary Game in teaching vocabulary.

2. Practically

   To give the teacher an overview about the students' vocabulary achievement after being taught through Pictionary Game, and the process of the implementation of Pictionary Game in the classroom, and to be taken into consideration to develop interactive teaching learning process.

1. 7. Definition of Terms

In order to have the same perception about the terms used in this study, the following definitions are presented:

1. **Vocabulary** is defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

2. **Teaching Vocabulary** is an activity to get the students interested in playing with words and language, so that they acquire words.

3. **Game** is a form of play with goals and structure. In every game, there should be a goal which will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game.

4. **Pictionary Game** is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc.