CHAPTER I
INTRODUCTION

1.1 Background of the Problems

English curriculum in Indonesia is formulated with the intention that Indonesian students can master English fluently. The government of Indonesia has set up a policy that English is the first foreign language which is taught as a compulsory subject. It is taught not only in elementary school, junior high school, and senior high school, but also in university level. It is taught in order to make students able to communicate in English. To make the students able to communicate in English, they should learn language.

In learning English, vocabulary plays an important role as a starting point for mastering other language skills. Vocabulary is one of the elements that enable learning to develop the four skills, i.e. speaking, listening, reading and writing. In order to communicate well, students should acquire an adequate number of words and they also should know how to use them accurately. Rivers (1983:125) stated that the acquisition of an adequate vocabulary is essential for successful second language. Without an extensive vocabulary, the students will be unable to use the structures and function they may have learned for comprehensible communication. The statetement suggests that vocabulary and structure work

together to build the language. Furthermore, Wallace (1989:9) says that vocabulary is the vital aspect of language. It means that when the students want to construct a sentence to express their idea, they will get difficulties to express or to understand a language without adequate mastery of vocabulary.

Based on the observation at SMP Muhammadiyah 1 Sendang Agung where the researcher carried out the research, in third grade of that school, there were many students who had very limited mastery of vocabulary. It can be proven by the result of vocabulary test. From the test, it was found out that there were only six students who got score 60. Meanwhile, the other students got low score above 50. The result of the test suggests that the students' vocabulary mastery is still low.

In addition, the English teacher faces several problems. First, the teacher got difficulties to handle the class because the condition of the class was very noisy. Although some of the students are active, most of them are little bit slowly in understanding the materials.

Second, the teacher was not able to motivate the students to learn vocabulary because the lack of strategy to arouse their attention and motivation to study. Sometimes teacher teach vocabulary using the same way as they teach the other aspects such as structure, reading, writing, speaking, or listening. As a result, they are bored when they learn English. Suprapto (1992: 2) also supports that in his experience for 12 years of teaching English, he realizes that he tends to use the conventional technique in teaching vocabulary. He could not motivate his students well nor apply his media effectively.

Based on the problems above, the researcher assumed that the students' lack of vocabulary is caused by the teachers' in ability to select appropriate technique. In Teaching learning process the teacher should consider the way of teaching in order to get better result. In fact, it is the teacher`s responsibility to determine an appropriate way of teaching which is easier and more useful that can motivate the students to involve in the activity of learning. As Moore (2000: 25) states that students may want to complete particular assignment. Principally, it interests and excites them, rather than in order to achieve a high grade or to pleased their teacher or parents. The statement suggests that it is better to motivate the students by giving an interesting and exciting activity rather than just giving them a high score.

There are many techniques that can be used to teach vocabulary. According to Napa (1991), there are many ways that can be used to develop students' vocabulary achievement. It can be taught by using many different techniques, such as picture, crossword puzzle, song, game, text, scrabble, translation, etc. At the technique stated above, the writer chooses game technique for teaching vocabulary because in game, all kinds of game, there is an element of fun and the students are active to take part in it.

Among the games offered, the researcher selected guessing game as a technique in teaching vocabulary of sports. McCallum (1980:3) states that guessing game is a good exercise to teach or to revise some specific vocabulary, grammatical structures and patterns. Guessing game involves equal participation from both

slow and fast learners because guessing game is interesting, each student get engaged in the task.

It is expected that this technique can increase the students' vocabulary achievement since the process of vocabulary teaching would be more enjoyable, interesting, and motivating. Huyen and Khuat (2003: 3) states that learning vocabulary through guessing game is one of effective and interesting way that can be applied in any classrooms. They also state that guessing game has shown to have advantage 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 word more easily. Second, guessing game usually involves friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and to participate actively in the learning activities. Third, guessing game bring real world content into the classroom, and enhance students' use of English in flexible, communicative way. It will help them to get a new vocabulary and remind the previous vocabulary that they have already learned. So their vocabulary will stay longer in their mind.

Based on the advantages a guessing game that had explained above, the researcher is interested to apply this for teaching vocabulary. It is expected that, by using guessing game, the teacher can increase the students' vocabulary achievement.

1.2 Formulation of the Problem

Referring to the background above, the researcher formulated the problem of the research is as follows:

"Is there any significant increase of students' vocabulary achievement after being taught through guessing game?"

1.3 Objective of the research

Based on the formulation above, the objective of this research is to find out whether there is a significant increase of the student's vocabulary achievement at the ninth grade of SMP Muhammadiyah 1 Sendang Agung after being taught through guessing game.

1.4 Uses of the Research

The research will be useful both practically and theoretically.

1) Theoretically, the results of this research are expected to confirm and clarify previous theories about teaching vocabulary through guessing game.

2) Practically, the results of this research can be used as information for English teacher, especially about the process of teaching vocabulary through guessing game.

1.5 Scope of the Research

This research is about increasing students' vocabulary achievement through guessing game. This research will be conducted at the ninth grade of SMP Muhammadiyah 1 Sendang Agung, Lampung Tengah in the academic year of 2011/2012. In this research, the researcher focused on the implementation of guessing game as a technique in teaching vocabulary. There are three time

treatments. This research is focused on vocabulary of sport especially content words (noun, verb and adjective). Adverb is not used in the training because it seemed difficult to be used in guessing game. The materials taught are based on the students' hand book for the ninth grade of Junior High School.

1.6 Definition of Terms

Some terms are defined in order to give the basic understanding of the related variables and concepts, they are stated below:

1) Vocabulary

   It is number of words that have been learned by the students with "the sport" as the topic.

2) Guessing games

   This technique is used by the researcher to teach the students about the vocabulary of sport by using Yes/No questions.

3) Vocabulary achievement

   It is the increase of students' vocabulary that have been achieved after being taught through guessing game that is seen by the result of pretest and posttest.