CHAPTER I

INTRODUCTION

A. Background of The Study

English is a one of international language is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia. It is used as a means of communication when Indonesia wants to cooperative with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

Vocabulary is one of important to learning English at daily live and also at education. Vocabulary should be integrated into the teaching of those four skills that is listening, writing, speaking and reading. In reality, vocabulary

can help student to communicative and student also can know how to say and meaning the word. According Wilkin's : stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[1] It means, vocabulary is a important aspect in language, it appears in every skill in English education. According Rojananak and Vitayapirak : since vocabulary learning is part of language learning and teaching, it is also worth mentioning in the present study that strategies should be indispensable parts of vocabulary learning and teaching.[2]

Teaching vocabulary is one of the basic elements in achieving all four language skill. Teacher should find the best or the effective technique to teach English vocabulary. According Dewi : in real teaching and learning process, vocabulary is still being a problem for both of teacher and the

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[1]D. Wilkins. (1972). *Linguistics in Language Teaching.* London: Edward Arnold. Schmitt, N(2000). Vocabulary in language teaching. Cambridge: Cambridge University Press, 111.
[2]Khanadee Rojananak & Jirapa Vitayapirak. (2015). *Comparison of English Vocabulary Learning Strategies for Good and Weak Learners at King Mongkut's Institute of Technology Lad krabang.* International Journal of Languages, Literature and Linguistics, 1.

students.[3] It means, before the teacher going to teach the students in mastering English vocabulary, the teacher should be knowledgeable or master in English vocabulary first. Many students fail in learning English because they have less English Vocabulary. Teaching English in a fun and interesting way is one of an appropriate way to teach the students at primary level. In some of elementary school in Indonesia have not teach yet about the important of learning English language to the students.

One of the strategies that can be used to teach vocabulary is word games that students would work onover a longer period of time. Of course the criteria for selecting words should beconsidered carefully since it is not the case that all words can be taught through word games. Games help and encourage many learners to sustain their interest and work. Gamesalso help the teacher to create contexts inwhich the language is useful and meaningful.

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[3]Dewi Ni Made Adiarti (2013). *Improving vocabulary mastery through word collection game of the eighth grade students of SMP SaptaAndika Denpasar in Academic year 2012/2013*. Denpasar: UniversitasMahasaraswati, 1.

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Media as teaching aids are needed to help students'
understanding and to increase the effectiveness in the
communication between teacher and students in teaching and
learning process. It is also used to stimulate the students'
motivation and students' interest to the lesson. According
Farch, C. and Kasper, G : A strategy is potentially a conscious
plan for solving what to the individual presents itself as a
problem in reaching a particular goal.[4] Concerning to the
characteristics of the students which they are able to be bored
easily, need to stimulate their thought, arouse their responses
in English, so it is important to create the class situation
which can motivate the students to study by using a certain
strategy. Vocabulary has an important role and should be
given from the beginning stages, in order to make the students
mastering in vocabulary, because the students who have wide
or large vocabulary will be able to use the suitable or

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[4]C Farch and Kasper G. (1980).*Processes and strategies in foreign language learning and communication.Interlanguage Studies Bulletin*, 47.

appropriate words in sentences for each situation in making communication to other person.[5]

This is a study of the effects of using games to practice vocabulary in the teaching of English. Teaching vocabulary through games was chosen as the focus are a for my research for several reasons. Teaching English using games has an important role. First, as students, games can motivate children greatly and there are activities which are usually familiar to the children as regards structure, rules, etc. The second, the students are easy to accept the lesson by using games, because games are fun and make students open-mindedly. According Rixon "Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it".[6] However, there are not a lot of teachers consider games worth while, and only worry about finishing the curriculum. The problem

[5]AhmadSuhaili&Reni RaudatulMunawaroh, *IMPROVING STUDENTS' VOCABULARY THROUGH MAKE A MATCH METHOD AT CLASS VIII OF MTs AL-KHAIRIYAH KUBANGSARI*, *http://jurnal.uinbanten.ac.id/index.php/loquen/index*. Vol. 1, no. 1 (January-june)2017.

[6]S Rixon.(1992). *How to use games in language teaching*. London: Modern English Publications, 82.

that mayoccur in teaching learning process may bring negative impact to the students: afraid to learn, passive, and bored. It makes the teaching learning process become unusual.

Learning vocabulary can be done through many ways, such as: dictionary, picture, guessing, reading, game etc. To make effective techniques in teaching vocabulary especially common nouns, the teacher should creative various teaching strategies to increase the motivation of students, one of them is using game "word games". Using game "word games" to improve students vocabulary achievement is appropriate technique to apply in class because word games is one kind of medium that can help teacher draw students interest and arouse their motivation in the teaching learning process more effective.

B. **Identification Of The Problem**

Based on the explanation of background of the study, there are some problems which can be identified in this field of study, students in the elementary School at SDIT Bina

Insani who needed learning and teaching new methods that were fun and not bored. Especially their difficulty in teaching and learning vocabulary.

C. Limitation Of The Problem

From the identification above, a broad description of problems is obtained. Then the research is limited to the effect of using "word games" method and wheather this method can help students in the learning and teaching vocabulary. Moreover the writer will be limited in only applied it the Fifth Grade Students of SDIT Bina Insani.

D. The Question Of The Problem

Based on the background above, the research attempts to investigat the answers of the following research questions, as follows:

1. How is the word games as a teaching method can help studentsin vocabulary ?

2. How is the effect of word games in teaching vocabulary?

E. The Objective Of The Study

Based on the problem, the writer focuses on someobjectives, as follow:

1. To know the word games as a teaching method can help the students in vocabulary.

2. To know the effects of word games in teaching vocabulary.

F. Significance Of Study

The result of the study are expected to give contribution for :

1. To the Teachers

   It can help the teachers to facilitate in the teaching process, and created an excited and motivated students in class, and make students are able to understand the lesson.

2. To the students

   It help them learning in understanding learning process, and make them feel confident because they know the word by the teachers, example when students learn

speaking skill, and they can practice in front of friends because the have much vocabulary which they know.

3. To the school

This research can be beneficial regarding to the achievement of education quality, and research can contributed determining the school to improve quality education.

G. Conceptual Framework

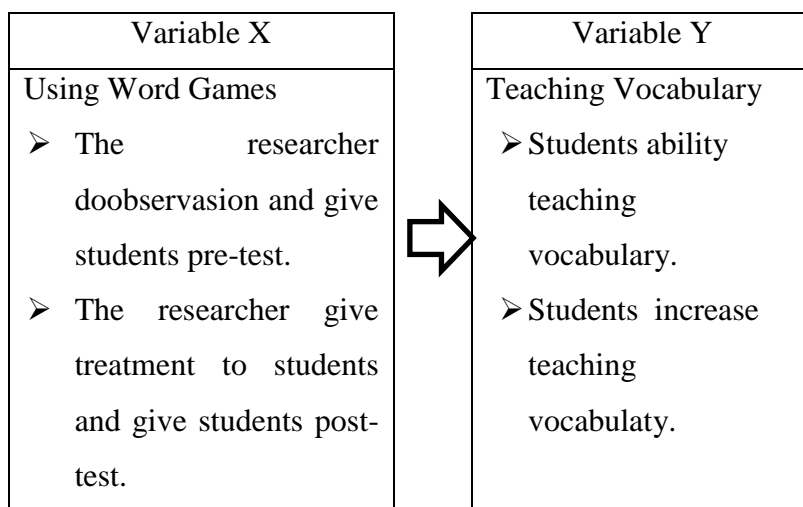| Variable X	Variable Y
Using Word Games ➢ The researcher doobservasion and give students pre-test. ➢ The researcher give treatment to students and give students post-test.	Teaching Vocabulary ➢ Students ability teaching vocabulary. ➢ Students increase teaching vocabulaty.

Figure 1.1 : Conceptual Framework

Word of this can be played with a short the game is a very simple but having an impact the formation is a very quickly

and a lot. Then the word games could be used to students ability and students increase on teaching vocabulary.

H. Previous of Study

1. The Effects of Using Games on English Vocabulary Learning. **Ali Derakhshan**, Assistant Professor, Golestan University, Department of English Language and Literature, Gorgan, Iran. **Elham Davoodi Khatir**, MA Student of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran, & Golestan Science and Research Branch, Islamic Azad University, Gorgan, Iran.

Aghlara and Hadidi-Tamjid, conducted a study onthe effects of using a digital computer game on improving Iranian children's vocabulary learning. The participants of their study were 40 six to seven year old girls with no prior knowledge of English which were dividedinto two groups of experimental and control; in the experimental group, they used the SHAIEx digital game, whereas in the control group, English vocabulary was taught through

traditional methods. At the end of the teaching period, they compared the participants' performances. The result of their research indicated that the mean score of the children in the experimental group was higher than that of the control group. This indicated the positive effect of using digital games in teaching English vocabulary to children; therefore, they suggested that "Using games in young learner's class smooths their learning because the games capture their attention and motivate them".

Diverification, For my method I use word games or (the alphabet game). For the facilitate students when their study and make them feel comfortable and enjoy. Aslanabadi and Rasouli, conducted a study on the effect of games on improvement of Iranian EFL vocabulary knowledge in kindergartens. The aim of their study was to find a way to help young EFL learners fix the novel vocabulary in their minds. The study was conducted at two kindergartens. They divided the students into the experimental and control group. The experimental group

gives an online language teaching game and the control group gives regular teaching. The result of their study revealed that Games not only bring fun for learners to the class, but they also motivate learners and improve their confidence. Moreover, Yip and Kwan (as cited in Aghlara&Hadidi-Tamjid), suggested that students who used games for their learning became more successful in learning new words compared to those who learned the same vocabulary through traditional method.

2. Teaching Vocabulary Using Games: A Ase Study At 7th Grade Students Of MTS Pembangunan Nurul Islam. **AnisyaFitriyahRizki, S.S.Wirhayati, S.S, M.Pd.**

The writer gotdata from 7th grade students at MTS Pembangunan Nurul Islam. From one class that was taught by a teacher. The writer did observations to gather information and comments on the games used during English lesson. The writer interviewed the English teachers in the school, after the entire lesson done. The syllabus, lesson plans, teaching materials, and games

which will be used in teaching vocabulary. There are 31 participants in a classroom. The approach of the study is qualitative approach.In qualitative approach the writer collect the data by doing observation, interviewing and the teacher giving questionnaire in the classroom. The analysis will be presented in the form of essay.

In this chapter the writer concluded the result of this study. This study focused on the material, the implementation of teaching vocabulary using games and the result of the study at 7th grade in MTs Pembangunan Nurul Islam Tangerang Selatan. After conducting the teaching and learning process at MTs Pembangunan Nurul Islam, the writer summed up that teaching vocabulary using games can be the alternative way in teaching language. It can be seen the reaction of the students in learning process and the result which achieved by students. Besides, teacher also used syllabus that made by that school.

3. The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan. **Dr. Amaal Al Masri and Mrs. MajedaAl Najar**, Princess Alia University College Al Balqa Applied University.

The researcher used two strategies for teaching English vocabulary: A strategy by using word games and the traditional strategy. Then the researcher designed a test based on the instructional material of the first, second and third grade English textbooks and collected the data. Validity and reliability were ensured. Both groups; the experimental group as well the control group, were taught by their teachers. The subjects in both groups took a pre-test to determine their actual level before starting the experiment, and the same test was administered as a post-test at the end of the experiment to assess subjects achievement. The time interval between the pre-test and the post-test was (8) weeks; a period long enough to

minimize the effect of the pre-test on the results and conclusions of the experiment.

The use of word games also addresses specific learner needs. This would mean that, for intermediate and advanced learners, traditional techniques for teaching vocabulary might be given a lower priority. Yet the use of word games is an area often neglected in the teaching of vocabulary.

The sample of the study comprised of (158) first grade students, (76) students in Al Baraa' school for boys and (82) students in Marj Al Hamam primary school for girls in Amman and was distributed into four sections in each school, which were selected purposefully. Two control groups and two experimental groups. Table (1) shows the distribution of the subjects of the study according to group and place of residence variables.

I. Organization of Writing

The writing organization this research consist :

Chapter I involves background of the study, statement of the problem, objective of the study, significance of study, conceptual framework, previews of the study and writimg organization.

Chapter II provide theoretical framework, it contains the parts of the theory about the definition of vocabulary, definition of word games method, the technique of word games method.

Chapter III it consist to covers research method, object of research, place and time, technique of collecting data, technique of analysis data and adding a references.

Chapter IV it provide to contents and result of the research.

Chapter V it provide of the conclusion and suggestion.