CHAPTER I
INTRODUCTION

A. Background of the Study

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education. In other word English takes an important role in communication such a medium for every nation to communicate each other.
The objective of teaching English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

In teaching and learning language, vocabulary is the most basic skill to master language well. Vocabulary can be classified into language component. Thornbury said “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ It means that we learn English we must know the words that are related to subject matter which in this case is English. So, when we study English, we must know vocabularies collection in English.

In teaching and learning process, the important thing is not only how much or how less teaching and learning are done

¹ Scot Thornbury, How To Teach Vocabulary, (New York; Longman, 2002), p.13
in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses on the language process and the language content.

Vocabulary is very important. Vocabularies must be memorized and must be practiced. In the end, teacher must give motivation to her or his student in order that they can love English at preliminary stage with some approaches. The teacher can give an approach to his or her student by song, game, poem, story, answering question or quiz.

It is not easy to make the student like English learning, but by using Simon Say games can increase the students’ achievement in all language skill. It can make the student feel relevant while studying English. The teacher can make students active in using the large target language.

Simon Say games is one of strategies in teaching English vocabulary to get students attention and made them enjoy during learning process, because teenager were very willing to
play a game. Wright et al said that, “young learner and adult were very willing to play games”

According to the strategy those are applied by the teacher, the writer finds the some problems. First, students are lazy to memorize vocabulary. Second, some of students get boring of that teaching process. Third, most of students are not able to memorize many vocabularies, because of low Intelligence Quotient (IQ). Based on the problems above, the writer tries to give a solution for the teacher to implement an English teaching strategy which can motivate and give more opportunities for the learner to contribute in English teaching process that is playing simon say game. This strategy is designed to create students interests to learn with pleasant. Using Simon Says game in teaching vocabulary will encourage the students to reinforce their vocabulary that they have stored in their brains. These types of activities are extremely effective in the foreign language classroom. Based on the problems above, the writer was interested in applying Simon Says game to reinforce students’ vocabulary and will make the teaching

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learning process be alive and fun. According to the preceding statement, the topic will be discussed by the writer is “THE EFFECTIVENESS OF SIMON SAYS GAMES TOWARD STUDENTS’ VOCABULARY”

B. Statement Of Problem

Based on the background of research above, the writer is trying to make statement of problem as follow:

1. How is students’ vocabulary at the Second grade of Mts Al-Fath Cilegon?
2. How is the application of Simon Say game in increasing student’s vocabulary?
3. How is the effectiveness of Simon Say game in increasing student’s vocabulary?

C. The Aims of the Study

The purpose of research:

1. To know student’s vocabulary at the Second grade of Mts Al-Fath Cilegon
2. To know the application of Simon Say game in improving student’s vocabulary
3. To know the effectiveness of Simon Say game in improving student’s vocabulary

D. Organization of Writing

This paper is organized in five chapters. The first chapter is Introduction, consists of background of study, the statement of problem, the Aims of study, and organization of writing.

The second chapter is theoretical review, it consist of present the review of research theories, it cover of some theories about strategy of Simon Says game and vocabulary.

The third chapter is research methodology which consists of method of research, place and time of research, population and sample, technique of data collecting, and technique of data analyzing.

The fourth chapter is research finding which consists of data description, hypothesis testing, and interpretation of data.

The fifth chapter is closing which consists of conclusion and suggestion.