

CHAPTER I

INTRODUCTION

This chapter present background of the study, research question, and purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key term.

A. Background of the Study

All of people in the world need communication with others. Language is one of the important tools to communicate with others. People can communicate each other and express their ideas and emotions. Language is verbal behavior that usually people use to communicate with other people around them. In addition, it is one of the tools to do some interactions and give response to someone (Harmer, 2007:21). In other words, language as social institution, as verbal practice, as reflexive practice, as medium of classroom, communication, and also as school subject. One of international languages which are often used as a means of communication is English. It becomes the dominant language around the world, and now more and more people use English as an interactional language.

Actually English has been taught starting from kindergarten of elementary level, but most of Indonesia people still cannot use English for communication well. Such condition may be caused by many factors such as the media, the method, and the technique used are not appropriate.

In the curriculum 2006, English becomes the second foreign language which must be taken by the students as a compulsory subject in Indonesian School (Depdiknas, 2008:12). In other words, English must be taken by the students and must be given in teaching learning process for the junior and senior high school. In addition, it must be introduced for the elementary school students so that they are not strange to English when they are in the next level. Consequently, the students who master the English will be able to understand much information in written form. In addition, having the English competence will contribute to get better life in the future.

Vocabulary is an obvious area for language variation. Vocabulary is one of the components of language. Richards and Renandya (2002:255) say that vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that vocabulary is a crucial element which influences the four English skills that are Listening, Speaking, Reading, and Writing. Thus, the students must have a lot of vocabularies to support their skill.

English vocabulary is one of the elements in teaching English at intermediate class or Junior High School. Vocabulary is the most important element that will

become the basic competence in order to get others competences like listening, speaking, reading, and writing. English without extensive vocabularies and strategies for acquiring new vocabulary, the learner will achieve English competence less than their potential. For language learners vocabulary is also less stable than grammatical or phonological system (Mariane Celce Mursia, 2000:82). Vocabulary is also fundamental component to enable the students to speak English.

Vocabulary is needed for expressing meaning used in the receptive language skills (listening and reading) and the productive language skill (Speaking and writing). In learning English, mastering vocabulary is much needed and based of four language skills. Getting information from all of the mass media or anything else is very important especially for students. It can assist them to understand the knowledge and to study a certain academic discipline.

Vocabulary is very important for every learner who wants to master English. The learner will find difficulty to master English if their vocabulary is less. It implies the learners must have sufficient vocabulary to support their effort to master English.

In the teaching and learning vocabulary is often considered as the most difficult because the students are asked to memorize many vocabulary in this case memorizing vocabulary is became burden for the students and sometimes they are just remembering the word without remembering the meaning of words, they did not know how the written form of the words, and the problems also happen when they cannot pronounce the vocabulary correctly. Unfortunately, many facts prove that

there are some problems found in the field when the teachers asks the students to answer the question that given by the teacher, or doing exercises. Students sometimes still find it difficult to answer or feel lazy to do the exercise because it has not fully know the meaning of a word or just memorize the vocabulary without knowing the meaning.

As well as when the teacher asks students to stand up in front of class do the conversation activity with another friend, the problem face here that they are just remembering the word without knows the meaning. The quality of person's ability to speak depends on quality and quantity of their own vocabulary, if they have many vocabularies, the possibility to master the language skill is higher. It can be said that vocabulary is the basic thing that must be owned in language teaching.

The second year students of SMP 3 Kedungwaru Tulungagung face some problems in teaching and learning vocabulary. The students are asked to memorize many vocabularies and it becomes a burden for them. The students memorize the words without knowing their meanings. It happens because the students have fewer practices in learning vocabulary. The second problem is they still get many errors in writing of vocabulary. Another problem related pronunciation. They cannot pronounce the vocabulary correctly.

When the researcher observed the school, he got more informations about problem were faced by the students in learning English specifically. Those informations were obtained by interviewing the English teacher in the school.

The students of the school got difficulty when the teacher asked them to do the exercise like C-Teft exercise, jumble words or rearrange. It happened because they did less practice and they were not interest in learning English. As a result, when the students were asked to answer the question of exercise, most of them made error to answer. Besides that, some students cheated their friends' work.

In Secret Message Game, the students will enjoy learning English as well as practicing to learn vocabulary. Secret Message Game is a game that requires the students to work in groups consist of four to five persons each group. And to play this game, the first step is the teacher gives a message that has written on slips of paper by calling one person of all groups. The content of message is rearranged words and random letters. Then, each of groups organized those random letters to be correct words and rearrange those words to be correct sentences. After finishing doing these two activities, one of the student represent of that group is write the correct sentences on the black board.

This game is chosen because it can invite the students to be active and fun in teaching and learning vocabulary without any pressures. To overcome those problems maximally, it is important for the teacher to choose a strategy of teaching vocabulary in order the students are able to memorize and remember every word perfectly. Therefore, the researcher plans to employ a game to know whether the game is affective to increase the students' vocabulary ability.

Based on the description above, under the title “**The Effectiveness of Secret Message Game toward Students’ Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung**”, the researcher wants to prove whether the game is effective used to teach vocabulary.

B. Formulation of Research Question

Based on the background of the study described above, the statements of the problems are formulated as follows:

1. How is the students' vocabulary achievement before being taught by using Secret Message Game?
2. How is the students' vocabulary achievement after being taught by using Secret Message Game?
3. Is there any significant difference score of the students before and after being taught by using Secret Message Game?

C. The Purpose of The Study

Based on the formulation of the problems of the study above, the purposes of the study are as follows:

1. To know the students' achievement in vocabulary before being taught by using Secret Message Game.
2. To know the students' achievement in vocabulary after being taught by using Secret Message Game.
3. To know whether there is any significant difference score of the students before and after being taught by using Secret Message Game.

D. Significance of the Study

This research is expected to give contributions to:

1. The Students

The researcher hopes that this study is expected to give feedback to motivate the students to get a good result especially in memorizing and understanding the vocabulary.

2. English Teacher

The researcher hopes that the result of this study can be used by the teacher in teaching learning process to improve students' ability in mastering English vocabulary. The game can be implemented in such a way to facilitate students' learning.

3. Other Researcher

It is expected that this researcher becomes a reference in conducting other researchers, especially related to teaching and learning vocabulary, for Junior High School.

E. Scope and Limitation of the Study

The study is conducted at SMP 3 Kedungwaru Tulungagung, and it focuses on knowing the significant, different score of the students' vocabulary achievement taught by using a Secret Message Game.

F. Hypothesis of the Study

There are two kinds of hypothesis formulated; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

a. Null Hypothesis (Ho)

There is no significant different on the students' vocabulary achievement taught before and after using Secret Message Game towards the mastery of vocabulary of the second grade students' at SMP Negeri 3 Kedungwaru.

b. Alternative Hypothesis (Ha)

There is significant different on the students' vocabulary achievement taught before and after using Secret Message Game towards the mastery of vocabulary of the second grade students' at SMP Negeri 3 Kedungwaru.

G. Definition of Key Term

To avoid misunderstanding on the study, there are some terms need to be defined as follows.

- a. Effectiveness means producing of the result that someone wants through actual or existing.
- b. Secret Message Game is a game that the players who receive a message but that message is not organize (shuffle words as well as shuffle letter) and the players must organize those letter to be a true word, and next rearrange those words to be a true sentence. The last, if the players correct in organize, players must do what the message asked.
- c. Vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.
- d. Teaching vocabulary is the way of convey information about word which is used everybody to communicate to other people in foreign language.
- e. Game is an activity with rules, goal, and element of run.