

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about the background of the research, research question, research objective, significance of the study, scope and limitation, hypothesis, definition of key term, and organization of the study.

### **B. Background of the Research**

Language is a series of arbitrary sounds strung together that permit a group of people to communicate (Dunlap and Weisman, 2007:9). It means language is always used in people's daily life. They use language to communicate each other and to express their feeling or to ask something to others. Different place of live, people have their own language.

Almost all people in the world know and use English in their daily activity, because English is International Language. Almost all countries in the world use English beside their mother tongue.

According to Harmer (2007:1) although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language.

English is the second language for several countries. In Indonesia, English is the foreign language, nevertheless English always taught in every school. English is important to be taught for students to make them are able to use the international language. The language is taught in all levels of education in Indonesia, for kindergarten, elementary school, junior high school, senior high school and also university. All people, especially students learn English to be able in daily live communication.

In learning a language, especially English, students learn and should master language skills and components. The language skills are listening, reading, speaking, and writing. Meanwhile the language components are vocabulary, grammar and pronunciation. To be able to use English, students should master the vocabulary first because vocabulary is the most important part to be learnt by language learners. Dunlap and Weisman (2007:145) state that vocabulary development is a critically important aspect of instruction for all students and especially for English learners. The foreign language learners who have more vocabulary or words will be better in practicing the language. That means the learners will master the language skill well. To be able to practice English, the learners should know the meaning and how to pronounce the words. Pollard (2008:13) states that “vocabulary is a basic building block of language learning. Students need to know words, their meaning, how they are spelt and how they are pronounced. The foreign language learners who have more vocabulary or words will be better in practicing the language.” In addition, Hiebert and Kamil (2005:3) state that “generically, vocabulary is the knowledge of meaning of words.” This is

supported by Wilkins in Thornbury (2002:13) who argues that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

According to McKeown (in Dunlap and Weisman 2007:145) there is a strong relationship between vocabulary knowledge and academic achievement. Thus, if students don't have enough vocabulary in their mind, they will get difficulties to understand what they read and to understand their lesson. Students who have good vocabulary will comprehend their lesson more easily.

Vocabulary is very important component to be taught to students. Without knowing vocabulary, it is impossible for people especially students to communicate using English. This is in line with Gundersen (1999:103) states that "the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development." It means that vocabulary is important to be taught in all level of schools.

English has been taught in Secondary School to continue students, course in elementary school, and motivate them to be ready in learning English at higher level education. In secondary level, students learn the basic of language namely vocabulary and simple grammar because in elementary school, English is as a local content, therefore students have just learnt a little English. By studying vocabulary first, they will able to use English to communicate with others.

Kamil and Hiebert (2005:2) state that "vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime." Hence, there is no

one who perfectly masters vocabularies in any language. Both student and teacher have to improve their ability in memorizing and understanding vocabulary. Especially for students of seventh grade of Secondary School as the beginner level who learn English, they have to be taught many vocabularies to make them have more knowledge about English and they are able to communicate using English.

In real condition, teaching a foreign language vocabulary for students in secondary school students is not an easy job, because they still enjoy using their mother tongue to mention the objects around them. Allen (1983:8) states that “students have been able to talk about such familiar objects for many years. Therefore, most members of class feel no real need to learn other words for such things now.” So the teacher should find a way to make students enjoy learning vocabulary and give them motivation that learning English is important for them. A teacher has to be a creative person to make students have more attention in learning English. If the students have enough attention they will understand more about they have learnt and they are able to apply what they have learnt in their daily life.

According to Dunlap and Weisman (2007:145) vocabulary is best learned within the context of interesting activities, not by memorizing lists of words or copying definitions. In a class, teacher may use some techniques or media to make students enjoy learning. If students enjoy and have fun in the class, they will improve their vocabulary more easily. To create a comfortable environment in class, teacher should choose the appropriate technique in teaching.

There are many techniques that can be used to make students have fun and active in learning vocabulary. One of the techniques is game. According to Dunlap and Weisman (2007:147) students are usually motivated to learn through games. While having fun during the games, students can practice their language skills. One of the games is Secret Message Game. Wahyuni and Herawati (2012) state “secret message game is one of the games that focus on students’ activity. While playing the game, students will learn vocabulary with a card which has the clues.” The researcher is going to use the game to teach vocabulary for first grade of Secondary School because students will feel enjoy and have fun in learning vocabulary in class. Students will be more interested in learning what the meaning of vocabulary is and they will memorize them well.

Based on the background, the writer is interested in applying the Secret Message Game to teach English in Islamic Junior High School Al Huda Bandung, Tulungagung. The reasons in selecting the school are, firstly the school has 2 categories program of class, and those are regular class and full day class. The full day program is for students who have good achievement in the school, only the real teacher who allowed to teach the class and there are additional lesson time for this class, the full day students study until 03.00 pm every day. While regular class is for average students, practice teacher is allowed to teach the class, not only the real teacher and the students study until 01.00 pm every day. The school has full day program which is not all school has the program. Secondly, the English teacher in Islamic Junior High School Al Huda said that there is a

difficulty in teaching students by using book only. Students need an enjoyable and fun atmosphere in learning English.

The previous study, which was conducted by Sigit Aditama (2014), has proven that there is a significant difference of students' achievement in English vocabulary achievement by using Secret Message Game. The second is a study conducted by Miftahul Jannah (2011), has proven that a game can be used to solve the problem faced by seventh grade students of Junior High School. Hence, the researcher will apply the game to teach vocabulary to the seventh grade of secondary school. Nonetheless, the writer used the different method of study.

Hopefully, by using Secret Message Game, the teacher will be able to motivate students to learn English and make them pay attention in the teaching and learning process and the students are able to master English well.

### **C. Research Problems**

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

1. How is students' vocabulary achievement before being taught by using Secret Message Game?
2. How is students' score vocabulary achievement after being taught by using Secret Message Game?

3. Is there any significant difference of students' score before and after being taught by using Secret Message Game?

#### **D. Objectives of the Research**

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

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

#### **E. Significance of the Research**

In this study, researcher hopes that this research useful for the teacher, the writer her-self, and the next researcher.

1. For Teacher

By the result of the research, hopes the teacher can use Secret Message Game to teach vocabulary for secondary school students to make them more interested and have fun in learning English and faster to master the vocabulary.

## 2. The Researcher Her-Self

The result of the study will useful and can be used to improve the knowledge about the method and technique in improving students' vocabulary mastery.

## 3. For The Next Researchers

By the result of the study, it hopes that it will useful and can be used to improve the knowledge about the method and technique in improving students' vocabulary mastery and also can use the thesis to guide them or use the thesis as the reference in conducting their study. The next researcher can add this study if there are some lacking or compare the research finding with their finding.

## **F. Scope and Limitation**

The scope of the study is on studying vocabulary achievement. In addition, this study is focusing on improving students' vocabulary achievement by the implementation of Secret Message Game in the first grade students of Islamic Junior High School Al Huda Bandung, Tulungagung.

## **G. The Formulation of Hypothesis**

There are two kinds of hypothesis formulated, they are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_1$ ):



1. Null Hypothesis ( $H_0$ )

There is no significant difference between students' score before and after being taught by using Secret Message Game and after using Secret Message Game.

2. Alternative Hypothesis ( $H_1$ )

There is a significant difference between students' score before and after being taught by using Secret Message Game and after using Secret Message Game.

## **H. Definition of the Key Terms**

1. Secret Message Game

Secret Message Game is a game that emphasize students' activit, in the game students should be active in learning and the game can be used to make students feel enjoy and have fun in learning vocabulary in class. Wahyuni and Herawati (2012) state "secret message game is one of the games that focus on students' activity. While playing the game, students will learn vocabulary with a card which has the clues."

2. Vocabulary

Vocabulary is one of language components that should to master by learners in learning a new language. All the words in a language is called vocabulary.

### 3. Vocabulary Achievement

Vocabulary achievement is an attainment that is reached by learners in learning vocabulary in a class. The attainment usually in the form of scores, the scores shows how successful an individual in achieving vocabulary.

## **I. Organization of the Research**

### **Chapter I is Introduction**

This chapter presents the background of the research, research questions, research objectives, research hypothesis, significance of the study, scope and limitation, definition of the key terms, and organization of the research.

### **Chapter II is Review of Related Literature.**

This chapter presents teaching vocabulary contains definition of vocabulary, types of vocabulary, the teaching vocabulary and principles for teaching vocabulary, vocabulary test; game for vocabulary learning contains of the reason of using game, the teacher's role, the benefit of games and the advantage of using games in classroom, Secret Message Game, and previous study.

### **Chapter III is Research Methods**

This chapter explains of research design, data and data sources, research instrument, data collecting method and data analysis.

**Chapter IV is Research Finding**

This chapter includes findings and discussion.

**Chapter V is Conclusion and Suggestion**

The writer presents the conclusion of this research and gives suggestion.