

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, research objectives, research hypothesis, research significance, research scope and limitation and previous study.

A. Background of the study

People in the world need communication with others. Language is one of the important tools to communicate with others. In addition, it is one of the tools to do some interactions and give response to someone. People communicate each other and express their ideas, opinion and emotions. One of international languages which are often used as a means of communication is English. It becomes the dominant language around the world.

To communicate using English need not only grammar to have good language but also vocabulary. (Wilkins 1972) says that Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means vocabulary is more important to students when communicate used English language.

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.

Vocabulary is the first component the learners need to learn and one of components of language and very important for every learner who wants to master English. The learner will find difficulty to master English if their vocabulary is less. 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 implies the learners must have sufficient vocabulary to support their effort to master English. And vocabulary is important elements which influence the four English skills (speaking, listening, reading, writing).

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. For language learners vocabulary is also less stable than grammatical or phonological system (Mariane Celce Mursia, 2000:82).

Teaching vocabulary well is a key aspect of developing engaged and successful readers. Vocabulary mastery should be the first priority in English language teaching and learning, believes that it is impossible for learners to perform well in English if their vocabulary is poor. 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. Jannah (2011:1) define the problems of learning vocabulary: *first*, understanding the meaning of word. Students difficult to understand meaning of word, because they may not know about they are learning. So it is so hard to the students to understand and make them unmotivated. *Second*, different the foreign word spelling, this make students confused. *Third*, using the words, students forgot word, after they learned before and that make students can't make a sentence well.

On the observation that was done by the researcher in grade VII Junior High School at MTs Wahid Hasyim Setinggil, from 20 students it is found that there are 11 students could pass the passing grade (KKM) and 6 students still could not pass the passing grade, the score of the passing grade is 70. Moreover, it was happened because of many reasons. One of them, when the students ordered to open the dictionary to find the meaning from difficult word or a new word, there was only five or six students' did it and the rest of the students' were lazy to open their dictionary and just waiting until their friends got the meaning from that word. And the other problem was come from the teaching technique that used by teacher, because the teacher's technique used in teaching vocabulary is not interesting.

The fact shows that vocabulary does not only memorize the words and open dictionary, but also has to develop the meaning of word. widyaningsih (2009) claims that one of the possible causes of poor performance in English as a second language is that the teacher still uses the conventional method in teaching.

Learning English will be easy for the students if they mastered the elements of language, and one of those elements is vocab. To make the students mastering vocabulary these elements well, the teacher should try to choose the best method.

Teaching method is very important for teachers to teach the students in learning activity to mastery their vocabulary and important role for teacher who teach the students and need certain result to show the success of teaching. Teacher must have creativity in creating teaching method. So, it is a hard job for the teacher to make students understand and remember new words that they hear before. The teachers should increase their creativity to make interest the teaching media in the classroom activities.

In Alphabet Race Game Technique, the students will enjoy learning English as well as practicing to learn vocabulary. Alphabet race game technique is game to practice spelling of vocabulary items and is game that requires the students to work in pairs. And to play this game, the first step is Teacher Divide class into pairs. Then, teacher give each pair a copy of the handout and Teacher asked to the students' to answer the question from teacher in the copy of handout. After that, teacher asked students' to get the pairs to change papers and mark each other's answer. In the last step is the teacher check orally, by asking different pairs for their answer and award 1 point for each correct answer.

This game is chosen because it can invite the students to be active and fun in teaching and learning vocabulary without any pressures, it is important for the teacher to choose a strategy of teaching vocabulary in order the students are able to understand 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 background above, the researcher would like to have a research entitle "the effectiveness of alphabet race games technique toward students' vocabulary achievement of the seventh grade at MTs Wahid Hasyim Setinggal".

B. Research Problem

Based on the background of study above, the researcher formulated the question as follows:

- 1) How is the students' vocabulary achievement before being taught using Alphabet Race Games technique?
- 2) How is the students' vocabulary achievement after being taught using Alphabet Race Games technique?
- 3) Is there any significant difference score of the students' before and after being taught using Alphabet Race Games technique?

C. Research Objectives

Based in the researcher question above, this purpose of this study is:

- 1) To find out the students' vocabulary achievement before being taught using Alphabet Race Games technique.
- 2) To find out the students' vocabulary achievement after being taught using Alphabet Race Games technique.

- 3) To find out the significant difference score of the students' before and after being taught using Alphabet Race Games technique.

D. Research Hypothesis

1. Null Hypothesis (Ho): there is no any significant difference on the students' vocabulary achievement before and after being taught using Alphabet Race Games technique.
2. Alternative hypothesis (Ha): there is any significant difference on the students' vocabulary achievement before and after being taught using Alphabet Race Games technique.

E. Research significance

The findings of this study are expected to give contribution for the English teacher, the students', other researcher and the writer herself.

1. The English teacher

The result of this study can be used for English teacher as reference to teach students vocabulary by using alphabet race game technique.

2. The students'

The result of this study can be used for the learner as reference to learn English, especially to mastery vocabulary achievement easily so more. Alphabet race game technique offers a challenge that will motivate the students to learn and give experience for the students' in the learning and teaching activity and they will interest to learn English more specially in vocabulary.

3. Other researcher

For the other researcher the result of this study can give some information about teaching vocabulary using alphabet race game technique toward students' vocabulary achievement, and as reference to conduct a further researcher dealing with the effectiveness of alphabet race games technique to improve the other skills.

F. Research scope and limitation

1. This study focuses on the effectiveness of alphabet race game toward students' vocabulary achievement and vocabulary in this study is focuses on the meaning of word. The researcher has two steps. first steps is teacher divide class into pairs, Then, teacher give each pair a copy of the handout and Teacher asked to the students' to answer the question from teacher in the copy of handout. After that, teacher asked students' to get the pairs to change papers and mark each other's answer. Second step is the teacher check orally, by asking different pairs for their answer and award 1 point for each correct answer. This study focuses on seventh grade at MTs Wahid Hasyim Setinggal

G. Definition of key terms

a. Vocabulary

Vocabulary is the set of words within a language that are familiar to that person. Vocabulary is one component to have good English language,

when the students communicate using English language they need not only grammar to have good language but also vocabulary.

b. Vocabulary Mastery

Vocabulary is a part of effective communication. It is the one of the basic parts to learn English skills. By mastering the vocabulary, student can understand the English language and communicate successfully with other people.

c. Games

Games are an activity with rules, goal, and element of fun. Games are associated with fun. (Hornby; 1995; 486) The definition of game is an activity that you do to have some fun.

d. Alphabet Race Game Technique

Alphabet Race game technique is games to practice spelling of vocabulary items. Alphabet race game technique help the students' learning alphabet letters with fun and Students' can learning about pair works to attain the purpose.

e. Teaching Vocabulary

Teaching vocabulary is the way of convey information about word which is used everybody to communicate to other people in foreign language

