

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents about background that related to the title. The researchers discuss what the technique that interesting to the students and appropriate with the students. This research consist of background of the study, research questions, research objective, significant of the study, scope and limitation, hypothesis, and definition of the key terms.

A. Background of the study

People always communicate as the social human to out their feelings, expressions and what they think by the sound and words that usually call language. It includes four skills they are speaking, reading, listening and writing. Some of the component in language that important is vocabulary. Learners especially for beginner should think how enrich their English as foreign language and think what is the first should to learn so the learners will be able to communicate English. By learning English for the first, learners will be fluent to communicate English because it is rich of vocabulary. After that they can raise what the next step like learning grammar, spelling, pronunciation and the fourth skills, etc.

Vocabulary is one of the language components that need to be mastered when students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as

well as to express their aim in communication (Cahyono and Kusumaningrum, 2011: 127). We know that not only that component should to learn the students as English is foreign language but vocabulary also the important aspects for the students because it will influence other skills in language.

Someone will have many vocabularies to string up the sentence that usually call language to communicate. According Oxford Dictionary (2003:482) vocabulary is all the words in a language. When people make sentences, they should use some of words. Only a sentence needs some of words, because that we shoulden rich our vocabulary so we can communicate with other fluently. Communication thing that is important for our life as social society. We can speak fluently with other besides we get many vocabularies.

The learners sometimes get the vocabulary from the English book in the school. According Oxford Dictionary (2003:482) vocabulary is list of words with their meanings, ESP in a book for learning a foreign language. Learners should enrich their vocabulary, they can find in student's book or for teacher explanation. Vocabulary is important for learners of ESL, the teacher also should find the technique how the students can rich their vocabulary.

Vocabulary is very important in language especially for English. Without vocabulary we will confuse to convey to other what our mean. Students sometimes confuse the explanation from teacher, moreover when they teach by conventional method like just following instruction from the book. This situation usually makes students be bored to study. One way to make students enthusiasm to learn is good technique from teacher. Conventional method is only focus in

attention from the book. Students will be bored if the teachers not build the learning process and just follow that instruction. Teacher should solve the problem.

Students are highly motivated by the variations of games that are used by the teacher (Huyen in Cahyono and Kusumaningrum, 2003:121). They actually learn vocabulary without any burden. Whether they realize it or not, several new vocabulary items have been added up to their memory through playing games. (Cahyono and Kusumaningrum, 2011: 121). From those, use the game makes the students more enthusiasm to learning vocabulary. One of the games that can be used to teaching vocabulary is Chinese Whispers game. The advantage game is they will learn vocabulary by what they hear, sure the students unsuspected also learn listening from the teacher say. They also enjoy it from the picture that the teacher brings to match with what the teacher whisper.

In student ages, it cannot be a apart from the fact that they really need happiness beside their seriousness to study in the school. Ismail (2009: 17) stated game is the absolute and integral of part in the children life to make personality from them. From his opinion, we know it can be concluded this is always there from children. So that, game can be a technique to learn something beside they feel happy and interest. By using game, students will enjoy to learn because they always have the game in their world.

Marsland (2012:59) stated Chinese Whispers also known as ‘The broken telephone’, this is an old party game that is well suited to lines, rows or circle of students working as teams. Groups of about ten are ideal, so it is particularly good

for large classes. Chinese Whispers game is effective and interesting for students, they can learn new word with feeling enjoy by what they heard. The first teacher whispers to the first student beside show the picture. Next, the first student should whispers to the next student correctly the same with what she/he heard from teacher beside show the picture and well on into the tail of group in a row. Tail of the group should write what she/he heard in the piece of paper, then comparing to the first student to know correct or not. This game will make student feel happy because this game use groups, they can enjoy play the game beside learn with their group.

Based the explanation above, the writers hope this way can help the teacher to find the best technique especially for Chinese Whispers Game. The researcher will have the experimental research with tittle “THE EFFECTIVENESS OF CHINESE WHISPERS GAME TOWARD STUDENTS’ VOCABULARY MASTERY OF SEVENTH GRADE AT SMPN 2 SUMBERGEMPOL TULUNGAGUNG”.

B. Research Questions

On the basis of the background, the research questions is formulated as follows:

1. How is the students’ vocabulary mastery before being taught by using Chinese Whispers Game?
2. How is the students’ vocabulary mastery after being taught by using Chinese Whispers Game?

3. Is there any significant difference of students' vocabulary by using Chinese Whispers Game?

C. Objective of the Research

Based on the research problem, the study is intended to:

1. To know the students' vocabulary mastery before being taught by using "Chinese Whispers Game".
2. To know the students' vocabulary mastery after being taught by using "Chinese Whispers Game".
3. To know whether there is significance difference in students' vocabulary mastery before and after taught by using "Chinese Whispers Game".

D. Significance of the Study

The researcher hopes this research be useful for:

1. The English Teacher

Teacher can use Chinese Whispers Game as interesting technique for students when they teach English especially for vocabulary.

2. The Students

By using Chinese Whispers Game toward students ability in vocabulary, they will be enjoy, easy to understand and memorable.

3. The Researcher

It hopes the researcher applying the same technique in other school by develop Chinese Whispers game to get the better result.

E. Scope and Limitation of the Research

In this study, the researcher only focuses the effectiveness of Chinese Whispers game toward vocabulary in meaning. It is conducted only for the seventh grade student of SMPN 2 SUMBERGEMPOL. The result of this study generalized or applied to the target population, especially to the seventh grade students of SMPN 2 SUMBERGEMPOL.

F. The Formulation of Hypothesis

In this research, the researcher has two kinds of hypothesis, they are:

1. The Alternative Hypothesis (H1)

There is significant difference between students' vocabulary mastery after taught by using "Chinese Whispers Game" and before taught using "Chinese Whispers Game".

2. The Null Hypothesis (H0)

There is no significant difference between students' vocabulary mastery after taught by using "Chinese Whispers Game" and before taught using "Chinese Whispers Game".

G. Definition of the Key Terms

In order to make the readers easier to understand, the researcher gave the definition as follows:

1. Effectiveness

Effectiveness is to know the technique or drug that we used success or not. It means that there is any significant difference or not before and after giving technique.

2. Vocabulary

Vocabulary is some of the words that make a sentence as language to communicate the humans.

3. Teaching Vocabulary

Teaching vocabulary is the act of instruction that gives the knowledge about vocabulary to somebody with the many techniques that should chooses one of them that appropriate one to others.

4. Chinese Whispers Game

Chinese Whispers Game is the game that has teams to play this, it can be lines, rows or circle, and the researcher chooses rows because it is more familiar. One of member listen whisper a sentence from the teacher by showing the picture that related to the vocabulary use, then what the student (leader) heard next whisper the same the teacher rules and the last student get whisper has to write the sentence in the piece of paper.

H. Organization of Study

This study arranged systematically consisting of five chapter. They are:

1. Chapter 1: Introduction: It consists of background of the study, research problem, research objective, significant of the study, scope and limitation, hypothesis, definition of the key term and organization of study.
2. Chapter II: Review of Related Literature: It consists of definition of vocabulary, kinds of vocabulary, the goals of vocabulary, the important of vocabulary, teaching vocabulary, definition of media, kinds of media, function of media, analyzing function based on media, definition of game, kinds of game, categories of language game, the advantages of game, definition of Chinese Whispers game, the rules to play Chinese Whispers game and review of previous study.
3. Chapter III: Research Methods: It consists of research design, population, sample and sampling, research instrument, validity and reliability testing, normality, data collecting method and data analysis.
4. Chapter IV: Research Finding and Discussion: It consists of the description of data, hypothesis testing and discussion.
5. Chapter V: Conclusion and Suggestion: It consists of conclusion and suggestion.