

Chapter I

Introduction

Basic Consideration

In learning English, there are four English skills that should be mastered by students, namely listening, speaking, reading, and writing. It is important for students to master those skills because the skills assist students to master English. Therefore, students can use the language in many purposes such as in communication, getting information from books, and also other purposes.

Beside four of the English skills above, students need to master vocabulary of English. Vocabulary needs to be mastered because people or students learn from words, sentences, dialogues, and paragraphs in order to make a good communication with other people. It means that vocabulary is an important aspect in leaning and mastering English. It is supported by McCarten (2007, p. 26) believed that the most successful unit in learning language acquires from the vocabulary acquisition of the language itself. Students need to have varieties of vocabulary to let them master the language successfully. Thus, vocabulary is important in teaching and learning process of English.

In Indonesia, English is included as a subject in school, and the Indonesian curriculum (Kurikulum Tingkat Satuan Pendidikan) organizes the English from Elementary School, Junior High School, and Senior High School. By the curriculum,

students focus to learn English on the language skills of English. Therefore, the English teachers are expected to be able to teach English from the language skills without omitting vocabulary as the language component.

Based on the observation in SMP Swadharma Mopugad in Bolaang Mongondow, especially in the grade VII, many students still lack in vocabulary. It was seen when students were difficult to answer some questions that incite their vocabularies, and also the students usually told their ideas by Bahasa Indonesia because students were difficult to tell their ideas in English. It indicated that the vocabulary development of the students was not received well. This problem had a big relation with the way of teaching from the English teacher in that school. In observation, it was seen that the English teacher taught vocabulary by a traditional way that are less interest the students' attention. The English teachers teach vocabulary by asking students to read it from textbook such as asking students to translate an English text. It caused the learning process shown that students were less active in class. By that learning activity, students felt bored in class and could not receive or enrich their vocabulary.

In the same way, English teacher in that school were difficult to enrich the students' vocabulary because they did not prepare well the material and the technique of teaching vocabulary before they taught English in the classroom. The English teachers also were not updated with new communicative teaching of English, and the limitation of media in that school also influenced the way of teaching from the

English teacher itself. As the result, students were not interested and felt bored while learning vocabulary in the classroom.

Nowadays, many English teachers apply various techniques to enrich the students' vocabulary, and some researchers did many researches about an interesting way to teach vocabulary. One of many techniques that apply to teach vocabulary is using games. According to Huyen and Thu Nga in their research (2003, p. 14), there are many advantages of using game in enriching students' vocabulary including: games let students learn in fun activities, games usually make the students in the competition, and games let students use the real world context in classroom. Subsequently, Xiqin in her research (2008, p. 11) believed that vocabulary games make the class situation alive, and active students such as junior high school students will be more enthusiastic in learning English through games.

Some researches above shown that games are very good technique to teach vocabulary, but this research covered one specific type of games in teaching vocabulary called "*Around the world*" (a game by Puspitasari). *Around the world* game were being a type of game that applied in this research because this is a new game that has fun activities in teaching vocabulary, so this research was being a new research. In the same words, Puspitasari (2012), introduced and applied the game in learning vocabulary to introduce new vocabularies to the students. She explained that *Around the world game* makes the learning process in classroom be more interesting and fun for students while learning vocabulary.

Therefore, this type of game is useful to enrich the students' vocabulary, and the vocabulary types that were enriched based on the three parts of speech (Noun, Adjective, and Verb). They were selected as the concentration of vocabulary materials because they were the precise vocabulary that might be played in the game. Another reason in choosing this game was the game could be applied as creative ways as the teacher such as work in group or personally, and the teacher also could use media in teaching based on the class situation. In case the creative ways of the teacher were still in the rules of *Around the world* game. For those reasons, students were not bored by the application of this game, so the researcher believed that this game can enrich the students' vocabulary.

This research helpfully informs people about the application of *Around the world game* in enriching students' vocabulary. By this research, teachers are expected to give better attention to the students' mastery of vocabulary. Then, some teachers who find problems in enriching the students' vocabulary might use this type of game to resolve it. This research also gives valuable information to the readers or other researchers who want to conduct further research relates to the study in this research.

This research was conducted with aims to find out whether *Around the world game* can enrich students' vocabulary in the class that was given treatment. It was one class in grade VII of SMP Swadharma Mopugad. This research also conducted to solve some problems that found in enriching students' vocabulary. In reaching the purpose, the researcher applied *Around the world game* in teaching vocabulary, and

based on the explanation above, the researcher was interested to make a research about “Enriching Students’ Vocabulary through *Around the world game* (A Research Conducted at the Seventh Grade of SMP Swadharma Mopugad, Bolaang Mongondow)”

Research Question

Relates to the basic consideration, this research focuses on the research question below:

Can *Around the world game* enrich the students’ vocabulary of grade VII in SMP Swadharma Mopugad?

Hypothesis

The hypothesis of this research is:

By using *Around the world game*, the students’ vocabulary of grade VII in SMP Swadharma Mopugad can be enriched.

Research Purpose

Come from the research question, the research purpose will be:

Knowing whether *Around the world game* can enrich the students’ vocabulary of grade VII in SMP Swadharma Mopugad or not.

Research Significance

The research significances are: *first*, the students' vocabulary of the class that was given treatment can be enriched. *Second*, this research can be a reference for other teachers to help them in teaching vocabulary by applying this game. *Third*, this research gives valuable information to the readers or other researchers who want to conduct further research relates to the study in this research.

Delimitation

This research limits the study in the implementation of *Around the world game* to enrich student vocabulary. This research focuses on the vocabulary with category of three parts of speech cover noun, adjective, and verb because they are the precise vocabulary that may be played in the game. This research was conducted by quantitative research with the type of pre experiment research. Then, the population of this research was limited for the students in grade VII of SMP Swadharna Mopugad because the research had observed them and found the students' vocabulary in that grade was still poor.