

CHAPTER I

INTRODUCTION

Background

The important of the language elements is vocabulary. It is important because vocabulary become a foundation for learner to know or understand the language. Someone cannot understand about the meaning of word or sentence from the language if he/she does not have knowledge in vocabulary. A person' successful in mastering language, it depends on extent of knowledge of words. Words are the tool that used in reading, writing, speaking, and listening. They are a tools that used in mastering other subject; such as history, science, foreign language, and so on (Albert et al, 1971, p. 2).

Vocabulary not only a bridge for learners to mastery vocabulary, but also helpful for students to understand what they hear and read in English context. Vocabulary is a necessity for the students because it becomes the basic things which bring them in mastering English, for instance; in speaking, writing, reading or listening. Furthermore, vocabulary makes easy students to translate a sentence even they are easy to speak for communication. Vocabulary is the words that someone know about the meaning and how to use them. Beside that, someone should have enough vocabulary to understand what they hear, speak, and write in appropriate words to make the other understand (Susanti 2002, p. 3). But, the most important, English language is a foreign language that believed to be taught for applying and developing scientific knowledge, technology, and arts, even expanding international cooperation Depdikbud (cited in suleman, 2013, p. 5). Hence, vocabulary should be taught to the students.

Based on statement above, vocabulary must be taught at the students or young learners to make them understand about some words in English and make them easy to mastery four skills

in English. According to Nation (cited in Suharso, 2008, p. 4) there are some communicative ways in teaching vocabulary they are: (1) The explanation should simple and brief, not obscure, (2) New vocabulary can related with vocabulary that have learned through show the patterns (3) The explanation gave in oral and written, (4) The attention focused at word that other have been known, (5) The teacher must tell that the words that have learned is important words in communication, and (6) The explanation should not use other difficult words.

The fact, the researcher found when the researcher followed teaching practice II in SMA 1 Bonepantai is different with six ways above. If viewed from each ways above the researcher got a problem when the researcher existed in SMAN 1 Bonepantai. The problem is the students' vocabularies still low based on two causes. Firstly, it caused by the teacher who did not explain briefly the material, the teacher did not give attention or explanation more to the students that did not understand the material after class, the teacher did not open Clinic Class for students to get explanation deeply from the teacher, for the last is the way of teacher's transfer the material is not interesting. It means this way is dominated by teachers' centers. Actually, we need students' center in teaching and learning process. Secondly, it caused by the students its self. The students' like in studying English is less. It because of the teaching and learning is not focused on students' center. Beside that, the writings, pronounces, and meaning of words in a sentence is different. Moreover, they were difficult to study about tenses and also singular or plural things in English. Thereby, those problems made the students are confused and could not catch what the teacher explained even they were difficult to do conversation in front of class.

Based on explanation above, actually SMAN 1 Bonepantai needs new methods or games to make the English learning process is running well and the students will be understood . Therefore, to overcome the problem above the researcher would like to use new game to increase

students' vocabulary. The game named "Abra Vocabra". "Abra Vocabra" game is design to make students more enthusiastic and active in learning and teaching process. Beside that, hopefully this game could increase students' vocabulary in learning English. Furthermore, for the instruction of this game is the students are demanded to fill the format that given to them for example word "ENGLISH" in material of simple present tense. In this case, the students will fill that format about some words related to simple present tense. Based on that material the students will be thought the verbs that use in simple present tense which the letter begin with letter "E", next letter "N" , next letter "G" until the last letter "H". For instance, E= eat, N=need, G=grow until letter H. Furthermore, the teacher divided students in pairs to find out the words which included verb in simple present tense. Next, to develop students' understanding about that material, the teacher asked the students do make simple conversation about that material. In this section, the teacher will be seen the increasing of students' vocabulary through this game. Through this section will be pushed students enthusiastic in learning English because every student will be thought the word based on that material.

Based on explanation previously the researcher interest to use this game for my research and the researcher formulate the title is "The Using of Abra Vocabra Game in Increasing Students' Vocabulary".

Problem Statement

Based on explanation previously, the researcher formulates the problem statement as follow: can "Abra Vocabra" game increase students' vocabulary?

The Objective of Research

The objective of this research is to find out whether “Abra Vocabra” game can increase students’ vocabulary or not.

Significance of Research

Theoretical benefit

Theoretically this research expected could enrich a studying in increasing students’ vocabulary.

Practical Benefit

Practically this research hopefully could give benefit for school and institute of education in improving quality of education particularly the attempt in increasing students’ vocabulary.

The Scope of Study

This research limited to “Abra Vocabra” game in increasing students vocabulary and focus on the tenth grade of SMA Negeri 1 Bonepantai. Beside that, the researcher also focus on adjectives and verbs.