Chapter I

Introduction

In this chapter is discussing the background of the study, research question, the objectives, significance of the study, and delimitation of study.

Background of the Study

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will able to produce so many sentences easily either in spoken or written one. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find any difficulties in expressing or mastering their language skills because of having too limited vocabularies. Therefore vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, the learners will be difficult to master the other language skills. Tarigan (1982:2)

Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect

exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Another explanation, according to Haycraft in Hatch and Brown (in Setiawan, 2:2010) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that students recognize and understand occur in a context, but which they cannot produce correctly. Productive vocabulary is the word which the students understand, can pronounce correctly and use constructively in speaking and writing.

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write" Kamil & Hiebert(2005).

Based on experience when teachings in Junior High School, there are many students have difficult to mastering vocabulary. It is looked when the students have not excited when the teacher give a game about mastering vocabulary by using

matching words and picture. After that, the researcher finds that the student has limited vocabularies. If to connect by a theory about vocabulary and based on experience and observation, found some problems experienced by students that deals with a vocabulary. First, the students difficult to remember the vocabulary of these results based on the experienced practice of teaching by the researcher against the students. Second, the students cannot make a complete sentence, because of their lack of vocabulary.

Therefore, the researcher wants to settle against to problem faced by the students, and according to the researcher that can overcome by the process of learning that interesting. The researcher addition, Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. They also concluded that learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for more fun but more importantly. For the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

The students need to improve their vocabulary because vocabulary is important for four skills in English learning. Therefore, the San Francisco Game is one way to improve their vocabulary.

In this game, there are many vocabularies in the box in every level, the vocabulary itself should match with the pictures in there. In every level, the player has 15 minutes to play the game, with those durations the player will get the coin in the hidden item to help find the matching of vocabulary and picture. Moreover, there are many different places the student can visit, also many vocabularies that they can find in this game. There are many examples of productive vocabulary in this game, especially in San Francisco game, such as; umbrella, axe, desk, etc.

Based on the syllabus on SMP 10 Gorontalo, the material of which they will study are the noun, adjective and adverb. All that can be through by San Francisco Game.

By providing San Francisco Game as a media in teaching vocabulary to junior high school students, researcher hope that it would make them felt something pleasant and felt it different from what they use to get in the class. Use the game would their stimulate to be more active and it was really matched with the students world where students like to study through movement. By the activity, they were given an opportunity to play the game from one until three levels, then review. It will continue until the researcher found increasing a vocabulary of students. Researcher assumed that by 'Improving student's ability in memorizing by using san Francisco game' one ways to teach and to motivate to the junior high school students.

Research Question

Researcher intended to focus on answering the question: can the students ability in memorizing vocabulary will improve by San Francisco Game?

The Objective of Study

Vocabulary is very important for the student. It's one element that links the four skills of speaking, listening, reading and writing. It gives a contribution to the students to perform or practice their skills better. It means that by mastering the vocabulary, the students will able to make so many sentences either in spoken or written one. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find any difficulties in expressing or mastering their language skills because of having too limited vocabularies.

Significance of the Study

For the students, researcher hopes use the game was a great way to improve the students' vocabulary that they could enjoy following the lesson. Moreover, by having playing the game, they were expected to have an improvement in their mastery in English vocabularies, which appeared in their result of the study.

For the teacher, researcher hope it would give them a description about how to teach and to motivate the student to learn vocabulary in English learning, they would not be stuck only in some particular teaching strategies. Use the game, in this context "(Big City Adventure: San Francisco Game)" could be a good alternative or variation

in teaching vocabulary, where it would make the students enjoyed following the level.

Delimitation and Limitation of Study

This research especially in treatment will be stop when none the electric in the laboratories. This research is focus on the use San Francisco Game as a media in learning process to develop mentality retarded students' ability in memorizing vocabulary in English language. However, not all aspects and types of vocabulary would be taken because the San Francisco game is only more focus on noun than adjective and adverb vocabulary.

This research is only focus on the use San Francisco Game as a media in learning process, and will only focus on noun vocabulary.