

# **CHAPTER I**

## **INTRODUCTION**

This chapter discussed the basic theory, which supports the discussion of this research. This chapter consists of six parts those are Basic Consideration, Problem Statement, the Objective of Research, Reason for Choosing the Topic, the Scope and Delimitation of Study, and Significance of Research.

### **Basic Consideration**

Vocabulary is one of language components that being important to be learned. Hence mastery vocabulary will support the students' ability in doing communication including into the English. Related to this case Hornby (1993, p. 959) stated that the vocabulary is the total number of the words that will build up the language. It means vocabulary is all the words which are usually used by the speakers of a language.

Based on the above explanation, we can state vocabulary is one important aspects of a language. That's way vocabulary is important to be developed because the students cannot do some skills of a language without have vocabulary mastery such a s writing, reading, speaking, and listening.

Furthermore, by mastering vocabulary, the students can use English to communicate and to think through the English discourse. It is suitable with the statement of Langan (1992, p. 422), he stated that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Beside that, it is expected the students will master a lot of vocabularies in other they are easier to

catch the utterances meaning and it will help them studying English in the up level of school (Senior High School) or in the university. So that they can use English to communicate to other people from other countries later.

On the other hand, when the teacher cannot facilitate the students in learning process by using the interested teaching and learning material, the students have not understand the lesson well.

Moreover, a limited mastery vocabulary is always becomes a big problem in learning English. As master of fact most of students still difficult to learn English material because they have lack of vocabularies. The process of teaching and learning English in Junior High school, mastery vocabulary is very important to be emphasized because the early years to mastery vocabularies, they will have an easier understand the English lesson to develop their study. For example, based on the researcher's experiences, when the researcher taught English at SMP Muhammadiyah Batudaa, most of the students did not have good achievement on vocabulary, particularly recognizing and differentiating the words. Recognizing the word patterns means that the students are expected to know the word form noun, verb, and adjectives especially in descriptive text; while differentiating means the differentiation the meaning of words in the syntax context.

Furthermore, it is reasonable that the students find difficult, because of less mastering the meaning of words in the sentence. Because if changed meaning of a word based on the function in the sentence, whether as subject, predicate, or object sentence. Thus, a word may have more than one meaning; for example, when the researcher gave a descriptive text to the students on reading section, the researcher

found that the students still have a problem in determining the meaning of words; such as the meaning of word “like (seperti, suka)” and “date (tanggal, kencan, kurma)”. Such the word ‘like’ in “it likes my bag”, and “I like that cat”, it can change because of its function in a sentence. It means that, the meaning of the word can change according to its contexts. Thus, the students should master more vocabulary, not only the meaning of word but also the using of word in a sentence.

Therefore, in this research, the researcher used picture guessing game as the media to improve students’ vocabulary mastery on descriptive text. Based on the consideration, the using of picture guessing game in the classroom has some functions; the students can recognize and differentiate the words visually by looking at the picture provided, and by the steps of picture guessing game the students can be more active and motivated to learn many new vocabularies in order to improve their vocabulary mastery.

There are many ways to improve the students’ vocabulary mastery. One of them is by using game. By using game, the students’ vocabulary mastery can be improved if they are happy or enjoy the class. Also, the students will easy to understand and to remind the subject which will given to them.

Uberman (1998, p. 20) stated that game technique make the teaching learning process are more relax and fun. In addition, it also can be easier for the students to to communicate their ideas. Games also can be seen as a powerful expression of creative in learning English process. To reach a good teaching, a teacher should have ability or skill, in other words it can be said that the teacher must be more creative in teaching English by using game.

Nowadays, games are often applied in language teaching in order to attract and help students to understand the materials. Many types of games are available as media in teaching and learning process. They are guessing game, picture games, sounds game, fact finding games and so on.

Picture guessing game is a kind of guessing which requires students to logically guess what the picture is. In this case, pictures help students to understand the situation and memorize vocabulary. It is supported by Cameron's statement (2001, p. 45) that one of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience and using the visual materials.

This study examines the students mastering of vocabulary through guessing game because this kind of game has the advantages and effectiveness in learning vocabularies (in this case noun, verb, and adjectives) in various ways. Therefore, the role of picture guessing game in teaching and learning vocabulary cannot be denied. Students enjoy constructive plays and game. Picture guessing game is not only motivating and funactivities, but it also can provide excellent practice for improving the students' vocabulary.

Dealing with the whole explanation above, the researcher need to conduct a research about improving students' vocabulary in SMP Muhammadiyah Batudaa. To complete this research, the researcher took picture guessing game as the media to improve students' vocabulary. Therefore, this research will be conducted with the title: "Improving Students' Vocabulary by Using Picture Guessing Game on

Descriptive Text” and it will be conducted at the Eighth grade of SMP

Muhammadiyah Batudaa.

### **Problem Statement**

The problem statement of this research was: can picture guessing game improve the students’ vocabulary on descriptive text.

### **The Objective of Reserach**

The objective of this reserach is to find out the successfulness of the picture guessing game on descriptive text in improving students’ vocabulary at SMP Muhammadiyah Batudaa.

### **The Reason for Choosing the Topic**

- 1) The vocabulary mastery is a basic part of learning English.
- 2) Based on the previous experiences when the researcher taught Junior High School students, the researcher find that it is logically the eighth grade students of SMP Muhammadiyah Batudaa have limited vocabulary.
- 3) The researcher believes that by knowing the result, the writer is able to inform it to the teacher and the students, so that, they can evaluate their way in teaching and learning vocabulary.

### **The Scope of Research**

This research is limited in improving students' English vocabulary through picture guessing game. The English vocabulary means in this research are focused on noun, verb and adjective.

### **The Significance of Research**

- a) for the teacher; the result of the study is become a source of information for English teacher in choosing a certain technique in improving vocabulary to student of Junior High school.
- b) for the student; by using games, the student will enjoy situation in learning language, it is hoped the student will remember the material easier.
- c) for English Department; this research could be a reference about one of the technique which can be use to improve students' vocabulary mastery.
- d) for the other researcher; to enlarge and enrich the writer's knowledge of English who is studying at English Department and as a candidate of English teaching.