CHAPTER I

INTRODUCTION

This chapter involves some points that are explained in this research. It is divided into four subtopics, namely: Basic Consideration, problem statement, objectives of research, significance of research, and delimitation.

Basic Consideration

In learning English, there are four skills that should be mastered by students. They are speaking, listening, writing, and reading. But, before mastering the four skills they have to know some vocabulary to support them to learn English. Vocabulary is a collection or list of words of English language we have mastered. According to Said (1991 p.16) vocabulary can be defined as "the group of words that have some meaning in a language and can be mastered by someone". However, vocabulary is important in studying one language, it also become an essential problem faced by both teacher and student especially in foreign language teaching. And hence, there are many reasons for many researchers to create ways for investigating like offering learning media for helping or facilitating students to mastering vocabulary.

In fact, based on the researcher's observation during his practice teaching (PPL 2) at SMP Negeri 1 Batudaa, vocabulary is still a big problem for the students in that school. There were four big problems that researcher could identify. Firstly, students learning interest were still low. For example, when the teacher asked to the students, they just answered "I do not know". It means the students were not responsive, because the students always think that learning English is very

difficult. Secondly, the students looked feeling bored to learn English because the way of the teacher teach was unsuitable. For example, the teacher just explained the material and then gave assignment without checking the students understanding. It happened over and over again. Thirdly, teacher less utilized media in learning activity. For example, they just gave the copy of teacher's book. Actually, it makes the students bored because media in learning activity was not attract students' understanding. The last, students less mastering vocabulary. It was found when the researcher asked them to understand English text. There were some words that they did not understand. Therefore, students' vocabulary knowledge is still low and it becomes a big problem in SMP Negeri 1 Batudaa. This situation inspired the researcher to innovate a learning media. In learning vocabulary of English, media is a tool that used in learning process that can help students easier to understand the material. Arsyad (2009, p.3) argued that the definition of media in learning process is tools of graphics, photographic, or electronic to catch, processing, and rearrange visual and verbal information. It can be concluded that media is the tools that can inform materials such as photo copy, book, computer, slide, television, etc. However, media can manipulate, viewed, and heard. If media can collect information and message, it is called learning media.

In this case, the researcher would like to recommend a new fun media that make the students interest to learning and mastering vocabulary. The media is personal computer "Big City Adventure" game. This game combines technique, vocabulary, audio, and video all at one. In this game, for each level players have

to find the stuff that hidden among other goods in one place. For the provision of the requested items to look for, it is provided in the form of a list of words which use English words. Therefore, if a player wants to finish this game, at least they must know the meaning of list items that use English and also the last player to be through in searching for the requested goods, because the goods were hidden in a pile of other stuff that very neat.

Personal computer "Big City Adventure" game is the method to make the students learn in a fun way, and this is believed that they will not be stress. Besides, they can learn by playing game. It makes became students' interest to learn is more fun. According to Nurseto (2011, p.5) learning activity with fun way will make students focus on their learning because they feel not stress. Not only learning during playing game, but also personal computer game can make the students know about computer technology, because this game use apparatus of ICT (Information and Communication Technology). Faridi (2009, p.60) argued that ICT gives significant contribution toward the characteristic development in human live, especially in education. In addition, in Big City Adventure game the students have to make decision to choose an answer correctly. So, this game makes students develop their critical thinking. The researcher is sure that the personal computer big city adventure game is suitable for the students to learn vocabulary. In addition, this game is recommended to those who want to practice their concentration, memorize, and their mastery of vocabularies, especially, for children. Moreover, by playing this game, it will develop one's knowledge

regarding several popular places within the city of New York, The United States of America.

In several previous studies, there are several researches that used PC game in learning process. But never gives discussed connection that specific to used Big City Adventure Game to enrich students' vocabulary. It means, this research is the first study to apply Personal Computer Big City Adventure game into learning process.

Based on the explanation above, the researcher proposes a research with title The Using of PC **Big City Adventure** game to enrich students' vocabularies. This research is conducted at the eighth grade of SMP Negeri 1 Batudaa.

Problem Statement

Based on the previous background, the problem statement of this research is "Can Personal computer big city adventure game enrich students' vocabulary?

Objectives of Research

The objective of this research is to find out whether or not the use of personal computer big city adventure game can enrich students' vocabularies.

The Significance of Research

The research significance is preparing a learning media to enrich students' vocabulary. This learning media is also can be research reference about enriching students' vocabularies by using learning media. The reader can compare the result of using learning media between personal computer big city adventure game and the other media. Therefore, the next researchers might continue this research and observe result applying media of learning.

Delimitation

This research limits the study in the implementation of Big City Adventure game to enrich students' vocabulary. This research focuses on vocabulary with category of two parts of speech cover noun and adjective because they are the precise vocabulary that may be played in the game. This research conducted by quantitative research with the type of pre experimental research. And the population of this research limited for the students in seventh grade of SMP Negeri 1 Batudaa because the researcher observed them and found that students' vocabulary was still low.