

## **Chapter 1**

### **Basic Consideration**

The writers explain several things related to this research which is divided in to several parts they are Basic Consideration, Research Question, Research Objective, Signification of Research, and Delimitation of study.

### **Background of Study**

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed (Read, 2000 : 1). If people have less vocabulary, they not only cannot understand other's saying, but also cannot make sentences to transfer their messages to the other people. Thus, they will understand English expressions if they have enough vocabularies.

Furthermore it has to be learned by some instruction exactly by the teacher, because teaching vocabulary is a complex task, it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Learning language must be given special attention in order to get the goal of language learning.

We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasure. Teaching techniques are very helpful for teacher in teaching vocabulary, will be motivate and help the students in learning process. It is the teachers' task to use appropriate technique of vocabulary teaching.

Based on experience in teaching English especially vocabulary at SMP Negeri 9 Kota Gorontalo I found that the students were also difficult to communicate their ideas, for example when I asked them about part of body, they were difficult to answer my questions. It means that, the students have work of vocabulary. The other cause is the students do not interested in learning English, because it is different in structure and spelling words. This problem had a big relation with the way of teaching from the English teacher in that school.

In fact, in daily classroom activity, student often find difficulties in learning vocabulary and how to differentiate adjective and noun. There are many problems in teaching

learning vocabulary, For example, when the teacher explained some topic, some of student look bored, annoying their friend, they can't keep silent. To solve the problems of teaching vocabulary, twister game is one of the ways to solve the problem and create a meaningful activity in teaching learning process and make it less stressful, more relaxed, and more enjoyable and invite to the students' participant them in teaching learning process.

One technique that could be used by the teacher to improve the students' ability in vocabulary is twister game. This technique given so many advantages for students and teachers in learning process. The students can be more motivated and challenged. Twister games provide language practice in various skills of speaking, listening, writing, and reading. Twister game also encourages students to interact and communicate. Twister game is played on a large plastic mat that is spread on the floor or ground. The mat is a board game. It has four rows of large colored circles on it with a different color in each row: red, yellow, blue, and green. (Example: right hand yellow) and players must move their matching hand or foot to a dot of the correct color. In a two-player game, no two people can have a hand or foot on the same circle—rules are different for more people. Due to the scarcity of colored circles, players will often be required to put themselves in unlikely or precarious positions, eventually causing someone to fall.

It means learning vocabulary through twister 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 mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence with different ways to make their better language

Based on the description above. I would like to carry out a research under the entitle  
**“Improving students’ vocabulary through twister game”**

### **Research question**

Based on the previous background, this research intends to answer the question “can  
twister games improving students’ vocabulary?”

### **Objective of research**

Based on the formulation of problem statement, the purpose of this research is to find  
out whether a Twister game technique has an effectiveness to enhance students’ vocabulary  
or not.

### **Significance of research**

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 “( Twister Game)”  
could be a good alternative or variation in teaching vocabulary, where it would make the  
students enjoyed following the level.

**Delimitation of study**

This research is focus on the use Twister 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 researcher more focus on noun and adjective.