Chapter I

Introduction

This chapter will describe some issues that become consideration in this research. The consideration divides into some parts, there are: basic consideration, research questions, research aim, focus of research and significance of research.

Basic Consideration

English has been prescript by the government as a subject that taught from SMP, SMA to university level. As Depdiknas (2003) states that in Indonesian government, English is deem as the first foreign language and the essential subject in Junior High School. Therefore, English is considered as an optional subject or local content material to be taught in Elementary school and as a requirement subject to pass national examination. Regarding to this government policy, the consecution is that students of Junior High School become the main priority to be treated in order to broader their English skill.

The learning purpose of English based on curriculum 2013 as follows:

Purpose of implementation of primary and secondary education as stated in government regulation No. 17 year of 2010 about management and organizing education purposed to build base for expanding student's potential to be:

- Human that faithful and to be responsible of God, morals and has noble personality.

- Human that knowledgeable, competent, critical, creative and innovative.

- Human that health, independent and has self confidence

- Human that tolerant, social sensitive, democratic and responsible.

On the strength of the purposes above , the major goal of teaching English is to make students able to communicate in English both orally and written form. Accuracy and fluency are aspects of language ability. Accuracy refers to mastering language components; vocabulary, pronunciation and grammar. While fluency refers to language skills, they are listening, speaking, reading and writing. Finally, from pronouncements above the termination is students must overbearingly the accuracy by mastering the language component first then the fluency. The most basic in accuracy that must be mastering is vocabulary. As Hudson (2007) in Hyso and Tabaku (2011, p.54) having rich vocabulary knowledge is a key element to better reading comprehension.

Meanwhile, the old style vocabulary teaching now getting bored and lack of affectivity, this caused the students uninterested to memorize it. As Read (2004, p.1) puts it traditional techniques of presenting new words in class or requiring students to memorize lists of vocabulary items seem old-fashioned in the context of current task-based language programs. A language teacher has to upgrade the old-fashioned technique in teaching vocabulary become more attractive and fun so that students studying anxiously. Towell (1998, p.4) posts remember to make vocabulary instruction as much fun as possible. Motivation, active involvement, repetition, and relevance lead to independent word learning, the goal of vocabulary instruction. It is very important to reach students' interest to enjoying and comprehend the material especially vocabulary. A class in fine and pleasant

atmosphere can create by game. Treating a class trough game is very effective to increasing students' vocabulary because they more open and relax to receive the material. Student's seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing EFL games". Thanh and Nga (2003) cited in Pourgharib and Rohani (2013, p. 3541). A fun learning process will make students feel comfortable and enjoy the learning process and also easier to remember what they have learned; because they make something they love. This situation can motivate the learners' desire of curiosity to learn the material, if they are comfort and happy to make something so that will create the great result.

This game is takes from Games and Activities for the ESL/EFL Classroom of the Internet TESL Journal posted by Listyawan (2005). The internet TESL Journal is a place where English teachers can share games and activities that they have found useful in the classroom. The battle ships game is a vocabulary game by way of easy to medium level. Indeed, the battle ship game is a cooperative and competitive game. The simple rules are easy for learners to understand the game and also in playing. Through this game, students directly get the vocabulary, because they can hear and say directly from the other students. There will be a captain and a shooter in every ship or group and the other will be role as the crew man. The shooter impersonate is shooting the other ships, while the battle ship that is chosen has to fight back with the vocabulary which is appropriate with the lexical area given, if one of their crew cannot mention the vocabulary, so their ship will sunk.

Similar studies have also been conducted by some researcher, such as Yip and Kwan trough online vocabulary games as a tool for teaching and learning English vocabulary. The research methods employed in this study include a quasi-experiment, survey questionnaires and interviews. The result of this study was students expressed a preference for online lessons, students welcome a higher degree of autonomy in their learning and they tend to be in control of their own learning when learning from vocabulary web sites with game.

While the research conducted by Muttahidah (2013) it is improving students' vocabulary trough vocabulary card. The research was conducted in MTs Nurul Falah Ciputat Tangerang academic year 2010-2011 as the subject. She got qualitative data from the interview and observation by pre-test and post-test. The result of questionnaire showed that there was improvement of positive response in the teaching learning process of vocabulary trough vocabulary card. Then, the result of observation and interviews showed that the students were motivated in the teaching learning process during the implementation of vocabulary card.

Furthermore, the next preview study a research by Tavil and Isisag study mainly focuses on teaching vocabulary to very young learners' trough games and songs. There were two groups of songs and games. This research used pre-test and post-test to achieved the valid and reliable result. There were 46 students at Gulen Muharrem Pakoglu Primary school in the first term of 2008-2009 academic years. The light of findings of the research it has been figured out that teaching vocabulary to very young learners trough games has been more effective.

Indrawati (2014) titled enriching student's vocabulary trough around the world game, this research conducted in SMP Swadharma mopugad students of grade VII. In this research she was finding out whether around the world game can enrich students' vocabulary or not, it was conducting by pre experimental design with one group pre-test and post-test design. The result of this research was that around the world game could enrich students' vocabulary.

All of studies above showed a clear similarity and difference with the research. The similarity is aimed to increase vocabulary and the difference is the method that used to increase it. However, this research uses the battleships game to increase students' vocabulary. the battleships game is a game to increase students vocabulary by using narrative concept. The battleships are a cooperative and competitive game. Students directly get the vocabulary, because the can hear and say the vocabulary from the other students directly. The sense of competition makes them impassion to win the game. Consequently, during the situation students are acquiring and producing vocabulary spontaneously and easier to remember because it is fun. Furthermore, the researcher interested in conducting an experiment on how to increasing students' vocabulary trough a game, it is **"Using the Battleships Game to Increase Students' Vocabulary"**. This experiment was conducted in MTsN dumoga students of grade VIII D.

Research Questions

Syamsudin & Damaianti (2006, p.48) stated that research question is a guide for the actions regarding the researcher on his research. Referring on that

description and from the basic consideration above, the writer arranges the

research question: Can *The Battle Ships Game* increase the students' vocabulary?

Aim of Study

Syamsudin & Damaianti (2006, p.3) puts that research aim of language

research is a systematic effort to explain, comprehend, analyze and anticipate

problems of language. According to the theory and the research question above

the writer formulates the research aim of this study is to find out whether the

battleships game can increase the students' vocabulary or not.

The Significance of Research

A research should be able to profit and very needed. According to

Syamsudin & Damaianti (2006, p.59) theorize that a research activity aims to

render the result of research for advance in society and science. Building on the

theory above, this research estimated can give benefits as follows:

Firstly, help the teacher to simplify enriching students' vocabulary and have four

skills easily.

Secondly, the reader can take the result of this research as reference for the next

research.

Scope of Research

This study focuses on increasing students' vocabulary by using the battleships game. Furthermore, vocabulary in this research focused on verb, noun and adjective as officially stamped in curriculum that established at the school.