

## **CHAPTER I: INTRODUCTION**

### **Basic Consideration**

Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunity around them such as listening to the radio, listening to native speakers, using language in different context, reading, watching television, and any other daily activities in practicing the language.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Mastering vocabulary is very important in order to make communication either orally or written effective. Effective communication will not occur without the mastery of vocabulary of the speaker of the language or the writer.

Considering this, teaching vocabularies to the students need to be a focus of the English teaching. Without the mastery of vocabulary, students will have less skill in speaking, reading, listening and writing. Therefore, teaching vocabulary should get more attention from the teacher to increase the students' competence.

Teaching vocabulary can be done in many different strategies. English teacher can choose what method or strategy that she/he wants to do in the classroom. One of the teaching strategies that can help teacher to improve students' vocabulary is by using games.

Soedjito (1988:1) gives the following constraint the vocabulary: Vocabulary is all of the words contained in a language, the second is the word used in a science, the third word wealth owned by a speaker and the last list of word compiled a dictionary with completion a brief and practical.

According to syllabus of curriculum 2013, generally vocabulary associated with other materials such as reading, speaking and others. In the syllabus of SMPN 4 Gorontalo (See appendix, syllabus) that researcher get and the interview with one of English teachers of who said in this school that says" vocabulary does not stand alone". From the explanation above, it can be said that vocabulary must be integrated with other skills.

In the process of teaching vocabulary, the teacher always plans an active role in learning and students only as listeners, so that of the students feel bored with the learning process. Therefore, the researcher uses the game as a learning strategy to attract students' participation in the class, and also to make the class fun so that the student will not feel bored.

Games are a very fun activity to eliminate bored in the activities that can be carried out every day. Most of the students are bored with the teaching strategy given by the teacher, like, explaining and giving assignments and so on. Therefore, we must give an in ovation in learning activity to make students attractive that students' are not bored in class and receive a lesson that we can give them. One way is with the game, in addition it is really important also to make the game easy. In this game, students will be able to capture easily and comprehend the lessons that teachers provide. Many people have proved if we use techniques game can improve the ability of students. In addition, the game also is easy to be applied to the students and can give a positive influence to students.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners will and want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games can also provide intense and meaningful practice of language,

Based on the problems in SMPN 4 Gorontalo of vocabulary about vocabulary mastery, some students are still less and they also feel bored with the learning process provided by the teacher. Therefore, the researcher uses the game as the learning technique to improve their mastery of vocabulary. The students are bored because the learning process just took place in classroom. Moreover, they want to study English with different techniques of learning and study in other places such as outdoors.

This research is about how to develop students' ability in studying vocabulary by using stand up sequences game. However, vocabulary does not stand itself because there are other materials in it which support vocabulary itself, for example speaking, listening, writing and reading. Vocabulary is the first material which will be found in English lesson. Learners depend on vocabulary as their first resource (Huckin & Bloch, 1993).

In this study researcher will use the game "Stand Up Sequence" Budden (2008). This is a good game to practice any standard sequence such as numbers 1 – 30, days of the week, months of the year, the alphabet etc. Because of the advantages of this game is a game that can be used to improve the response speed of a student and increase vocabulary skills. So the researcher thinks that the game is appropriate for improving students' vocabulary.

Therefore, researcher facilitates students to learn vocabulary by game because some researchers revealed that most students do not want lessons to be too serious. The researcher

chooses the stand up sequence game in this learning process because researcher thinks that game is taught technique and easily to be understood by students and also the researcher believes that if this game is applied students can increase vocabulary.

### **Research Question**

Based on the basic consideration the researcher formulates research question as the following:

“Can stand up sequences game improve students’ vocabulary?”

### **Objective of Research**

The objective of this research is to find out whether stand up sequence game can improve students vocabulary or not.

### **Significance of Research**

This research is expected to give theoretically and practically significances.

#### **Theoretical Significance**

This research will give a new learning strategy for education that helps students and teachers to master vocabulary in easy, quick and interesting ways. The researcher hopes this game can help student to improve their vocabulary.

#### **Practical Significance**

For the further researcher, this study will help them to make similar study or applied this study in other situation of research.

For students, this study will help them to gain vocabularies through games, to understand the vocabulary mastery more easily through games. Moreover, it helps them to increase their vocabulary provided by the teacher.

For teachers, this study will help them about the learning techniques that can attract the attention of students. Therefore, students do not get bored in learning process.

### **The Scope of Research**

The scope of this research limited on the level of mastery of the vocabulary of things, vocabulary of animals and vocabulary of public places. The scope is suitable with the scope in the syllabus in Curriculum of 2013 (See appendix pages 2).