

Chapter 1: Introduction

This chapter explains about research background, research question, research objective, research delimitation, and research significance. These points are explained in the following sections.

Research Background

In teaching English, vocabulary is the basic elements of English skills which has an important roles to other aspects of English. This is supported by Pan & Xu (2011) who stated that vocabulary is the most important of basic material to put into the patterns. As the basic material, vocabulary is needed in every elements of English skills. In curriculum there is no specification material about vocabulary but in learning English and all aspects of English cannot be separated of vocabulary.

In learning English, the students are demanded to have a good ability in mastering English vocabulary in order to assist them in understanding the meaning of English words. In line with this statement, Beck & Mckeown (2007, p.253) stated that students' vocabularies have an important roles in their lives and future possibilities. A large and rich vocabulary is strongly related to the aspect of English, such as listening, writing, speaking, even grammar.

Relating to the explanation above, there are several methods which can be used by the teacher in order to help the students to improve their abilities in vocabulary. One of the methods that can be used to teach vocabulary is game. Briody (2011, p. 140) stated that game is one of effective ways to promote the acquisition of students' vocabulary because it is more natural for the students where find out their vocabulary and its form. Hence, playing games in teaching English

really supports students to improve their vocabularies, motivate them in answering questions, and make the students more confident.

Based on the observation that has been done by the researcher at SMPN 1 Tapa, the researcher found that there were several problems that students faced in learning process. The problem was limited vocabulary that students have which is caused by lack of vocabulary in learning English. The students lack of vocabulary because they cannot answer the question when the teacher give assignment in learning process and they difficult to choose the correct words. In addition, another problem that appears in learning process was the situation of the teaching and learning process which is tended to monotonous. The teacher only explains the material and give assignment to students to work on. The teacher does not combine method that make students active in the classroom. Thus, it can make several students feel bored and they will get less attention and low motivation in learning English. Therefore, in English class, the students become passive learning process. In this case, the teacher is tended to apply the conventional method, such as lecturing method, which makes the students do not active in learning process.

One of the game can be used in teaching vocabulary to overcome students' problem is "Word Chain" game in learning process in order to enrich students' vocabulary. Through this game, the students will be more active, interested, easy to memorize the words. Using this game not only makes student happy and interesting but also makes students train their brain to think faster, the students can share their knowledge about a new vocabulary and help them to improve their ability in understanding the meaning of words. In book Word Chain Building Words from

Words by Westley (2004) states “Word chain games helps children grow in their understanding of words and their common spelling patterns. It also helps to focus children’s attention on identifying differences in words that are almost the same (*set* and *sit*, for example) and identifying the letters that represent those different sounds”. It also can improve students’ vocabulary with identifying differences in word. In short, word chain game also is an effective way to improve students' interest in learning the English words to build their vocabulary mastery. Further, through this game, the students can enrich their vocabulary and improve their spelling skill because this game is applied by mentioning the words and remember the last letter of the word.

Previously, there are research that almost same with this study is the research from Abbas (2013). His research about “Applying Word Chain Game to Improve Students’ Vocabulary Mastery”. In his research, word chain as a teaching technique to improve students’ vocabulary. Besides, Abbas focused to mastering eight kinds of part of speech, noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.

Based on the research from Abbas, his research almost same with this research. But in his research, he used eight kinds of part of speech and the rules to play the word chain game have to determine the topic, such as animal, fruit, food, and so on. In this research, the researcher is only used three kinds of part of speech and the rules of play the game the researcher did not determine what topic were taken.

The researcher attempts to conducted research in SMP Negeri 1 Tapa by using a game in order to enrich their vocabulary mastery. Therefore, the formulation of the title of the research is “The use of Word Chain Game in Enriching Students’ Vocabulary at the second grade of SMPN 1 Tapa”.

Research Question

Based on the background above, the researcher formulates the research question as follow: Can word chain game enrich students’ vocabulary?

Research Objective

The objective of this study is to find out whether the use of word chain game can enrich the vocabulary mastery for students or not.

Research Delimitation

This study is focused on enriching students’ vocabulary in the second grade of SMPN 1 Tapa by using “Word Chain Game”. Teaching vocabulary through Word Chain Game is focused on mastering nouns, verbs, and adjectives. It is related with curriculum of SMPN 1 Tapa and the researcher adjust learning in school so it does not interfere the learning process. Which includes:

“3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya.

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *can, will*).

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *must, should*)”.

Research Significance

The result of this research is expected to give significance in teaching and learning process theoretically and practically. Theoretically, the result of this research is expected to provide useful information to the readers about the use of Word Chain Game as a method in order to enrich student’s vocabulary. Moreover, this research also can give positive contribution in solving students’ problem in vocabulary mastery.

Practically, the result of this research can be a reference for the teacher in teaching process, particularly vocabulary. Besides, the teacher can be more creative in designing the learning method to create an enjoyable activities in English teaching and learning process. For the further researcher, it can be a reference for them to apply this game to improve students’ English skills, such as reading, writing, listening, and reading.