

CHAPTER I

INTRODUCTION

This chapter discussed the basic theory, which supports the discussion of this research. This chapter consists of five parts those are basic consideration, problem statement, the objective of research, the Scope and Delimitation of study, and significance of Research.

Basic Consideration

Vocabulary is one of language components that being important to be learned. Hence mastery vocabulary will support the students' ability in doing communication including into the English. Related to this case Hornby (1993, p. 959) stated that the vocabulary is the total number of the words that will build up the language. It means vocabulary is all the words which are usually used by the speakers of a language.

Based on the explanation, we can state vocabulary is one important aspect of a language. That's why vocabulary is very important to be developed because the students cannot do some skills of a language without having vocabulary mastery such as writing, reading, speaking, and listening skill.

Furthermore, by mastering vocabulary, the students can use English to communicate and to think through the English discourse. It is suitable with the statement of Langan (1992, p. 442, he stated that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. In addition, it is expected the students will master a lot of vocabularies in order that they are

easier to catch the utterances meaning and it will help the studying English in the up level of school (Senior High School) or in the university. Therefore, they can use English to communicate to other people from other countries later. It sum up, when the teacher cannot facilitate the students in learning process by using the interested teaching and learning material, they do not understand the lesson well.

On the other side, a limited mastery vocabulary is always becomes a big problem in learning English. As master of fact most of students are still difficult to learn English material because they have lack of vocabularies. The process of teaching and learning English in Senior High School, mastery vocabulary is very important to be emphasized because the early years to mastery vocabulary, they will have an easier understand the English lesson to develop their study. For example, based on the researcher's experiences, when the researcher taught English at SMK N. 1 Bone Raya, most of the students did not have good achievement on vocabulary, particularly recognition and differentiating the words.

In addition, it is reasonable that the students find difficult, because of less mastering the meaning of words in the sentence. Because if changed meaning of a word based on the function in the sentence. Whether as subject, predicate, or object sentence. Thus, a word may have more than one meaning; for example, when the researcher gave a descriptive text to the students on reading section, the researcher found that the students still have a problem in determining the meaning of words; such as the meaning of word "like (seperti, suka)" and date (tanggal, kurma, kencana)". Such the word „like“ in "I like a monkey", and "I am like a monkey", it can change because of its function in a sentence. It means that, the meaning of the word can change according to its contexts. Thus, the students should master more vocabulary, not only the meaning of word but also the using of word in a sentence.

There are many ways to improve students' vocabulary mastery. One of them is game. Uberman (1998, p. 20) stated that game technique make the teaching learning process are more relax and fun. In addition, it also can be easier for the students to communicate their ideas. Games also can be seen as a powerful expression of creative in learning English process. To reach a good teaching, a teacher should have ability or skill, in other words it can be said that the teacher must be more creative in teaching English by using game.

Many types of games are available as media in teaching and learning process. They are big city adventure game, sounds game, fact finding games and so on. Therefore, in this research, the researcher used big city adventure game as the media to improve students' vocabulary mastery on descriptive text. Based on the consideration, the using of big city adventure game in the classroom has some functions; the students can recognize and differentiate the words visually by looking at the picture provided, vocabulary will be easy to remember as the game use picture to describe the words. And by the level of big city adventure game the students can be more active and motivated to learn many new vocabularies in order to improve their vocabulary mastery.

Big city adventure game is a kind of matching which requires students to logically choose what the picture is. In this case, picture helps the students to understand the situation and memorize vocabulary. It is supported by Cameron's statement (2001, p. 45) that one of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience and using the visual materials.

Improving Students' Vocabularies through "Big City Adventure" Game

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This study examines the students mastering of vocabulary through big city adventure game because this kind of game has the advantages and effectiveness in learning vocabularies (in this case noun, verb, and adjectives) in various ways. Therefore, the role of big city adventure game in teaching and learning vocabulary cannot be denied. Students enjoy constructive plays and game. Big city adventure game is not only motivating and fun activities, but also can provide excellent practice for improving the students' vocabulary.

Dealing with the whole explanation above, the researcher need to conduct a research about improving students' vocabulary in SMK Negeri 1 Bone Raya. To complete this research, the researcher takes big city adventure game as the media to improve students' vocabulary. Therefore, this research will be conducted with the title: "Improving Students' Vocabulary through Big City Adventure Game" and it will be conducted at the Ten grade of SMK Negeri 1 Bone Raya.

Problem Statement

The problem statement of this researcher is: can big city adventure game improve the students' vocabulary?

The Objective of Research

The objective of this research is to find out the successfulness of the big city adventure game in improving students' vocabulary at SMK N. 1 Bone Raya.

The Scope of Research

This research is limited in improving students' English vocabulary through big city adventure game. The English vocabulary means in this research are focused on noun.

The Significance of Research

The significance of this research is the teacher, the students, English department and the other researcher. For the teacher; the result of the study is become a source of information for English teacher in choosing a certain technique in improving vocabulary to student of Senior High School. Therefore, for the students by using games, the student will enjoy situation in learning language, it is hoped that the student will remember the material easier. In English department, this research could be reference about one of the technique which can be used to improve students' vocabulary mastery. And for the other researcher is to enlarge and enrich the writer's knowledge of English who is studying at English Department and as a candidate of English teaching.