CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a useful tool to communicate with others. One of the languages is English, it is considered as an international language. Therefore, English is as a means of communication with people from other countries. By mastering English, people can communicate with other people especially with foreign people easily and it can decrease misunderstanding while communicate. In Indonesia, English is a foreign language. Learning foreign language is an integrated process of the four basic skills: listening, speaking, writing, and reading. Nevertheless, the students should able to master the language components. They are structure, pronunciation, and vocabulary. Then, to support the four skills above, we need vocabulary.

Vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance (Coxhead, 2006: 1). During the learning process in vocabulary class, the students should have good ability in English vocabulary because it will support all subjects in English. The students must have many vocabularies in English that can help them to know the meaning of what they learn in English. Learn vocabulary in class is success when the students understood what the teacher teaches and they can give feedback about the material.

The mastery of vocabulary is very an important thing in language learning in spite of other language components such as grammar, phonology, and so on. In a communication, vocabulary also has a very important role.
Mc Carthy (1990:66) stated It seems self evident that the most frequent words in any language will be the most useful ones for learners of that language, and therefore the best to start off with, in order to give the learner a basic set of skills for communication. We can conclude that vocabulary is used by people as the basic knowledge of learning a language in order to make communication and interaction among them in their daily life.

For the moment, teaching vocabulary can be said that is still need an effort to be repaired. Because, as stated from Cameron (2001 : 1) in fact, teaching vocabulary is not easy especially for the children. The result of the teaching vocabulary is still not maximum. This statement was supported by the facts that students still got difficulties in teaching vocabulary. According to Halliwell (1992), young learners posses good meaning interpretation skill without understanding the actual meaning of individual words. They used the limited vocabulary. While, Yetenberg (1990) characterized young learners as having some problems distinguishing the real world from an imaginary one that could make it difficult for their teacher to understand their reality perception and cope with it. Young learners do not like to work alone, but to accompanied by others especially when playing or working. They use their language skills before they are aware of them. Also, they learn by using body movement, mimics, and gestures. Furthermore, it is imperative to praise young learners because they become motivated when their teacher support their enthusiasm.

The writer saw that the result of teaching vocabulary in SMP Negeri 2 Pekuncen is also still not maximum. This statement is appropiate with the teacher who teach English. From English teacher, that are the students still got difficulties to learn vocabulary. The writer also see that there is possibility of students still got difficulties it is caused by using the effectiveness of teaching technique which is used by the teacher that is still need repaired.
According to Harmer (1987), especially in teaching vocabulary there are some of good technique to give students learn vocabulary well. Those are, using realia, showing the pictures, mime action and gesture, enumeration, word association, explanation or definition, translation, and game. The result of the research by using techniques proven to be effective such as the research comes from Jupriyati (2011) with the title is The effectiveness of arranging letters game for teaching vocabulary for the first grade students of SMP Negeri 7 Purwokerto in academic year 2010/2011. The research used experimental method. The sampling technique used cluster random sampling. It means that she choose two class randomly, there were control class and experimental class. The result of the research is she has done the research and given treatment for experimental group in teaching vocabulary by arranging letters game. She got something better condition than before. There were better progress happened to the students in experimental group. By using arranging letters game had made the students more active in doing exercise which is given by the teacher. It is effective to increase students’ understanding about vocabulary. It could be conclude that arranging letters game was effective for teaching vocabulary. In the other hand, the research comes from Shinta Dani Aprilia (2015) with the title The effectiveness of flash cards for teaching vocabulary. (An experimental research at eight grade students of SMP Negeri 1 Kalimanah in the Academic year 2014/2015). She took two class for sample, those are for control class and experimental class. It chooses randomly. The problems when she did the research the students could not memorize the vocabulary easily. It can be seen when the students were asked about the meaning of some vocabularies, the students did not know, and kept silent. The students were never challenged with various activities in the classroom. Based on the result, the research shows that flash cards is effective for teaching vocabulary. It was known after pre-test and post-test were given to the students. She gave
treatment by using flash cards to the class and the students followed her. They become more active and motivated with learning in the class. Flash cards helped them to comprehend the material easily. It means that flash cards was effective for teaching vocabulary at the second grade students of SMP Negeri 1 Kalimanah in Academic year 2014/2015.

Based on the Oxford Learners Dictionary, game is an activity or a sport with rules in which people or teams compete against each other. During the learning process, game is an interesting activity. The students will be comfortable to study through game. Game can be used as a tool for transferring knowledge. And also play as a media to explore the curiosity and ideas to increase motivation and enthusiasm. Characteristic of the young learners is easy to get bored therefore, the teacher has to be creative in delivering the knowledge to the students.

One of the games that can be applied by teacher for teaching vocabulary is Pictionary game. It is kind of guessing word game. So here, the students work in teams and must guess the word or phrase from drawing. Each member of the team taking turns to be the “artist” (people who draw a picture in a board). The materials that are used in pictionary game, such as: a list or cards of vocabulary items, whiteboard, chalkboard, or smart board and markers or chalk.

However, for the Pictionary game technique is still need considerable research. Whereas, according to the expert Pictionary game is good technique especially for teaching vocabulary, writing, and speaking. For example in speaking, when the Pictionary game is implement in the classroom, the students must guess the word of phrase from drawing, so they must speak up. While in writing, they should write the vocabulary words that given by the teacher then try to make sentences from vocabulary words. Thus, to know the effect of Pictionary game, the writer consider to do the research in order to deliver for reviewing as a teaching vocabulary in the school especially in SMP Negeri 2 Pekuncen. Therefore, the writer belief for doing this research is important. The writer conducted the research with the title is “The effectiveness of Pictionary game in teaching vocabulary”.

**B. Reasons for Choosing the Topic**

The writer choose the topic “The Effectiveness of Pictionary Game in Teaching Vocabulary,” with some reasons as follows:
1. Teaching English vocabulary in junior high school by using Pictionary game can help some students increase motivation to learn and also to make them enjoy in studying.

2. To learn other component of the language and to study further the language.

C. Problem of the Research

The problem of the research is “Is Pictionary game effective in teaching vocabulary?

D. The Aim of the Research

The aim of the research is to know the effectiveness of Pictionary game in teaching vocabulary at junior high school.

E. Clarification of the Term

To make the topic clear, the writer wants to give definition of the term (The Effectiveness of Pictionary Game for Teaching Vocabulary).

a. Effectiveness

In the oxford dictionary (Oxford University Press, 1994: 34) is stated that the “Effectiveness” means producing the result that one want: having an effect; able to bring about the result intended; making striking impression; actual or existing, fit for service.

b. Games

Game is technique, which helps and encourages many learners to sustain their interest and work(Andrew wright, 1984: 1).

c. Pictionary game
Pictionary Game is a game that involves students guessing words or phrase from drawing. Hinebaugh(2009: 188).

d. Teaching

According to Brown (2000: 7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Vocabulary

e. Vocabulary

Hornby (2000: 1447) vocabulary is all the words that a person knows or uses. And it is all the words in particular language or a list of words with their meanings, especially in a book for learning a foreign language.

F. Contribution

1. For the teacher
   a. The teacher can motivate the students in understanding vocabulary.
   b. The teacher can use this technique to help the students in understanding vocabulary easily.

2. For other researcher

   This research may be useful as a reference to do the same research more accurately next time.

3. For the school

   Pictionary game can be used for the purpose of English learning such as vocabulary, speaking, writing. It can develop the students’ skills and competence.