CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of the most important elements that can improve four language skills. In this case, (Wilkins, 1974: 111) states that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This indicates that vocabulary is more important than grammar.

Vocabulary is total number of words that make up a language. It can also mean words known to a person or used in particular book and list of words with their meaning (Polio, 1991:111) which is used to communicate. In order to communicate well in a language, students should get an adequate number of words and know how to use them accurately. In addition, word is the tool we use to think, to express ideas and feelings, and learn about the words (Vossoughi, 2009:1).

However, vocabulary is difficult to be learned by students. It is because the students do not know the meaning of words and how to pronounce it well. The other problem faced by students is they get difficulties in understanding the words in teaching learning vocabulary (Rakhman, 2012:1). Therefore, finding the meaning of new words and doing exercises can give great influence for students to master vocabulary. The teacher should always give the exercise about vocabulary, so that the student can remember and use the vocabularies effectively.

As a fundamental part of learning a language, in this context is English, teaching vocabulary should be done since the very first stage of learning the language. In
Indonesia, teaching English is mostly started in the junior high schools. In teaching junior high students, teacher has to use performance to teach vocabulary to them, because the students at this level are active, it means that the teaching process should include more action. In this grade, teacher can use interesting media or method to teach students during the lesson.

From the observation of the researcher during PPL in SMP N 3 Kalibagor, the vocabulary mastery of 7th grade students of SMP N 3 Kalibagor is low. Students are still confused to mention something which teacher has shown. Moreover, there are some problems that frequently happen in teaching learning process: firstly, students feel bored and do not interested in English learning, secondly, they get difficulties in mastering vocabulary because they rarely use it, so the students have no enthusiasm in the lesson. For that, English lesson needs media or method which can give motivation to the students.

One of the methods that can build students’ enthusiasm is giving game. Games have many functions such as making students relax and enjoy the teaching learning process. Game can also improve the students’ interest to the lesson. Steinberg (in Arifin, 1988: ix) emphasizes that games are a viable method to achieve many educational objectives such as reinforcement, review, reward, relax, inhibition reduction, attentiveness, retention, and motivation. In order to retain new vocabulary longer, the vocabulary has to be recycled and the game can recycle students’ vocabulary. Recycling vocabulary means the students use the vocabulary they have before by drilling. One of the techniques that can be used for recycling vocabulary is Scrabble game.
Scrabble game is one of media used by the teacher in TLP. It is a media that is entertaining like word puzzle. It means that the word and scrabble will be match by students. The students will learn vocabulary easily by using scrabble and students can get new words and memorize that word from scrabble game.

B. Reason for Choosing the Topic

This research will be conducted based on two reasons:

a. Vocabulary is one of the important elements. In order to communicate well, the students have to master English vocabulary because it links the four skills namely speaking, listening, reading, and writing. However, many students often face difficulties to master it.

b. Scrabble game is one of interesting game that can be used to recycle words given before. It is very enjoyable and easy to apply for Junior High School students in learning vocabulary since it makes them easier to remember, understand, and recognize the vocabulary that will be used.

C. Problem of the Study

The problem that will be analyzed is:

“Teaching vocabulary using scrabble game is more effective to master vocabulary at the seventh grade of SMP N 3 Kalibagor.”
D. Aim of the Study

The aim of this research is to find out the result of teaching vocabulary using scrabble game, is that effective or not for seventh grade of SMP N 3 Kalibagor.

E. The Significance of the Study

The result of the research is expected for two groups of people are:

1. English teacher
   For the teacher, the finding of this study is expected to enrich the teacher knowledge in terms of teaching vocabulary using scrabble game.

2. Students
   For the students, the result of this study is expected to make the process of learning more communicative and enjoyable using scrabble game.