

CHAPTER I

INTRUDUCTION

A. Background of the Research

English has been taught as a first foreign language in Indonesia. Learning language is not only a matter of acquiring a set of rules and building up a large number of vocabulary, but also enabling to use it. The mastery of language is primary measured by how someone can use it, not by how much she or he knows about it. Someone is said to be successful in mastering a language, when she or he is expected to master one or two language skills. Lado (1979: vii) says that the proficiency in target language include the four skills. They are listening, writing, speaking and reading.

Whether a person is successful in mastering a foreign language, it cannot be seen from how she or he expresses her or his mind by using suitable vocabularies either in spoken or written forms. So the type of vocabularies which are used in expressing her or his mind will also mark the degree of her or his mastery of the language.

Having conducted a pre-observation at the school which will be investigated, vocabulary is one of the major problems confronted by whom learning English as a foreign language, especially for Junior High School. The first, the students were lack of vocabulary. They often got difficulties in understanding the material. Their listening comprehension, writing and reading abilities are hampered by their

vocabulary capacity. The second, the students were passive in the class, they only listened to the teacher's explanation and they did not have any enthusiasm to study about English vocabulary. The last, the students were not confident, shy, doubtful to ask question. So, they were bored about it and as consequence they also felt frustrated to study vocabulary any time. Those problems were also stated by the English teacher through pre- interview. He said that the students had low vocabulary mastery.

Concerning with these problems , Napa (1990 : 6) states that the vocabularies are developed by using different methods and techniques games, such as words game, arranging letters game, crossword puzzle and word selection. In this research the writer only focuses on teaching vocabulary using arranging letters game. Rini (2009: 11) says that arranging letters game can make the material more interesting, remembered easily, and challenging by students in studying the material.

Therefore, the writer is interested in implementing arranging letters game for teaching vocabulary in a research entitled “the effectiveness of arranging letters game for teaching vocabulary to the first grade students of SMP N 7 Purwokerto in academic years 2010”.

B. Reason for Choosing the Topic

The study focuses on the field of teaching vocabulary. There are two reasons for the writer to choose this topic. There are:

1. Learning a new language means comprehending new vocabularies. Therefore, vocabulary becomes the basic element of a language. So all of the students have to mastery it well.
2. Based on the reason above, the writer wants to give an alternative technique in teaching vocabulary, and the writer chooses Arranging Letters game as the media.

C. Problem of the Research

In this research the writer limits by stating the following problem:

“Is teaching vocabulary using arranging letters game effective?”

D. Aim of the Research

The aim of the research is to find out whether or not teaching vocabulary using arranging letters game is effective.

E. Contribution of the Research

Contributions of the study are:

1. to the English teaching and learning

The writer can enrich the English teaching technique; because by using arranging letters game the teacher can give easier to learn English vocabulary to the students.

2. to teachers

The writer hopes that the result of this research will be useful for the teacher in teaching English; they could use arranging letters game as media in teaching vocabulary.

3. to students

The writer hopes that media of arranging letters game could help the students to learn English vocabulary.

4. to other research

The writer hopes that this study using arranging letters game could make a more interesting research in teaching English vocabulary.

F. Clarification of the Terms

To get insight of the topic easily, the terms of the study are clarified as follow:

1. Arranging letters game

Arranging letters game is a kind of games where the students should arrange the letters into good words. (Rini, 2009: 11).

2. Teaching Vocabulary

Teaching about a list or set words of a particular language from teacher to students, and creating conditions in which, somehow, students learn for themselves. (Harmer, 2007: 107)