

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is one of the very basic elements in learning English. Vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. It is very difficult to master four language skills without mastering a number of vocabulary. Vocabulary also plays a significant role in communication process, both in written and spoken form, so in order to have a good communication in a foreign language, learners are expected to have adequate vocabulary and know how to use them accurately (Richards, 2002: 255). By mastering vocabulary, the students will be able to produce as many sentences as they want, so that they will not face a lot of difficulties in communicating both spoken and written. At last, it can be said vocabulary is one of the components supporting the learners in having communication.

There are some aspects of vocabulary which are important to be mastered by the learners in learning English Vocabulary. Those aspects are the first is meaning; i.e: including definition, synonyms and antonyms, the second is word formation i.e: pronunciation and spelling, and the third is the word use; where the learner also need to know how a word, phrase or concept is used in a language. In accordance with that explanation, the

teacher has responsibility to make the learners understand well about the vocabulary taught in the class. The teaching and learning vocabulary process should clear and easy for the learners. It is also important to select the words which are going to be taught in the language learning process in order to fit with the students need. The teacher should be aware of the vocabulary that the students really need and how to use it effectively so that it will match the aim of learning vocabulary (Schmitt, 2000: 22,45-53).

Based on the several interviews with the second grade students at one of Junior High Schools in Banyumas, the technique that is used by teacher to teach English is lecturing. The media that sometimes is used is powerpoint slide. Based on the current situation during teaching and learning process, Tic Tac Boom Game is selected for teaching and learning vocabulary. The strategy used will create an atmosphere where the students are motivated to be active during teaching learning process.

Some advantages of using Tic Tac Boom Game to teach English vocabulary are Tic Tac Boom Game makes the students understand the material in easy way. Then, It helps to create a context in which children's attention is focused on the completion of the tasks without realizing those language aspects are being practised. Furthermore, it will give more fun and at the same time reach the aim of the goal of teaching vocabulary. The teaching learning process will run in a good atmosphere because of the fun , offered by Tic Tac Boom Game (Wright, Bitteridge, & Buckby, 2006: 1).

Since Tic Tac Boom Game will create an activities which is fun, it also has some challenging consequences. The first one is conducting this game is time consuming. It spends a lot of time. The teacher must prepare all the things which will be used in classroom perfectly so that this game will run smoothly. Since this is a competing game, the instructions given to the students should be clear and easy to be understood. The teacher must provide instruction that is easy to be understood by the student so that there will be no misunderstanding in conducting this game in the class.

Tic Tac Boom Game is a competing game. In this game, the students are divided into some groups and each group is given different symbol (e.g. ♠,♣,♥,♦). There will be also a spokesperson as the representative student from each group in answering the whole task. Then, the teacher draws a big check on the whiteboard. The amount of squares are based on the total amount of questions in the vocabulary task. For instance, if there are 50 questions in the task so the teacher should make 50 squares on the check. The squares then will be given number from 1 to 50. The students are given time no more than 20 minutes to discuss the whole answer in their group. The next step, after all of the students are ready to answer the questions, the spokespersons should raise their hand to pick the number at the check representing the number of the question on the task. If the answer is right, the symbol of the group will be put at the checkerboard. In order to win the game, the group should collect at least 5 symbols in sequence vertically, horizontally, or diagonally. Each group should carefully pay their attention to the checker board to see the

movement from their opponents. At last the winner will say “Tic Tac Boom” loudly because they have successfully made it (Purwani, 2014: 1).

Tic Tac Boom game is also still rarely used by English teacher to teach English. It might be because this game is considered as a new game in educational environment. From that reason, it is needed to undergo an experiment to know whether Tic Tac Boom game is effective to teach English vocabulary, and the experiment will be conducted at the eight year students at one of Junior High Schools in academic year 2013-2014.

Furthermore, this research is expected to give some contributions for curriculum and pedagogy. In term of curriculum, it is expected that this strategy can be the other option for teacher in teaching English. The teacher can get another technique to teach English vocabulary. It is expected that the use of this technique can also be used to teach another English skills, such as reading. In term of pedagogy, it is expected that teacher will know well about the uses of rare games especially Tic Tac Boom Game.

B. Reason for Choosing the Topic

This topic is chosen because of some reasons, they are as follows:

1. Vocabulary is a very basic elements in learning English, as it plays an important role in conducting a meaningful communication.
2. Tic Tac Boom Game is one of the new competing game helping the learners to be active and give ease in learning English vocabulary.

C. Research Question

According to the background of this research, the question which can be formulated is:

“ Is Tic Tac Boom Game effective to teach English vocabulary at Junior High School level?”

D. Objective of the Research

This research is aimed at examining the effectiveness of Tic Tac Boom Game to teach English Vocabulary at one of Junior High Schools level in Banyumas and helping the learners learn English vocabulary through an attractive way.

