

CHAPTER I

INTRODUCTION

A. Background of The Research

English is the most widely used language in the world. Even many schools have implemented English as their primary language. It shows that English is a language that has a very large influence in life, especially in education, technology, science, art and in making the relationship of cooperation with other countries. The current era of globalization requires Human Resources to compete in accordance with current development. Therefore, English should be given or be introduced to students since they are children.

In English, there are four skills that should be mastered namely listening, speaking, reading and writing. In order to master English, we should also master the grammatical rule and vocabulary. The more vocabulary we have, the easier it will be for us to master English.

In learning foreign language vocabulary must be focused first. McCarthy (1990:8) said, “No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. From the statement, it is clear that learning vocabulary is more important than learning grammar in learning foreign language such as English.

Rafinggi (2013: 2) stated that “vocabulary is a collection of words used in the language to communicate”. Vocabulary is an important aspect that should be learnt by students, because the language related to the words. Without having sufficient vocabulary a student can not communicate, so he or she should have had enough vocabulary to simplify the language like to convey an idea in spoken and written. According to Cameron (2001:95), vocabulary is fundamental to use the foreign language as discourse, since

vocabulary is both learned from participating in discourse, and is essential to participating in it. Based on statement above vocabulary is a basic vocabulary in the language, the vocabulary is very necessary to learn so we have to increase the vocabulary to facilitate the use of language.

Then, Graves (2009:1) explains that importance of vocabulary is daily demonstrated in schools and out. In the classroom, the success students posses the most adequate vocabularies. It means that the students should have much vocabulary. The more vocabulary the more students easily speaking both at school and in the environment.

B. Reason for Choosing the Topic

There are some reasons why the writer chooses “Charade Game” as a technique in teaching vocabulary.

1. Vocabulary is a basic component that is very important to be learnt when we want to learn foreign languages.

C. Problem of the Research

The problem of this research is stated by question: “is charade game effective for teaching vocabulary for students of Junior High School ?”

D. Aim of the Research

The aim of this research is to find out whether or not “Charade Game is Effective for Teaching Vocabulary for Students of Junior High School”.

E. The Clarification of the Term

1. Teaching

According to Brown (1994: 7), teaching is showing or helping someone giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Vocabulary

Rafinggi (2013: 2) states that “vocabulary is a collection of words used in the language to communicate”.

3. Charade game

Teare in Rafinggi (2006:76) states that “charade game is a technique miming the individual parts of a word”.

F. The Contribution of the Research

The finding of this research is expected to give some additional information especially for the students, the teachers and the researcher.

1. For The Teachers

This research’s result is expected to give the the teacher an alternative teaching technique in teaching English, especially in teaching vocabulary.

2. For The Researcher

This research can add more knowledge and experience about this method in teaching vocabulary using charade game and the result of the study answer the questions which are the basic of the research.