

Chapter I

INTRODUCTION

In this chapter, the writer presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and the limitation of the study, the theoretical framework, hypotheses, the definition of key terms, and the organization of the study.

1.1. Background of the Study

Nowadays, people are interested in learning new language, especially learning English. English is a worldwide language and it is not only used for communicating but it is also used in many fields such as medical, economical, political, technological, educational, and etc. Because of this, English becomes one of important languages that should be taught not only for adults but also young learners.

Learning a new language is not an easy thing. Scarino and Liddicoat (2009) states “Learning a second language necessarily involves comparison with the learner’s first language, but the latter is generally perceived as causing ‘interference’ in the learning of additional one(s).” It makes the learners need to understand the skills and components of the language that they want to learn. Basically, there are three important components in learning a language. The first component is sound or pronunciation. This is about how to pronounce a word correctly with good intonation. The second is grammar which is about how to arrange the word with the rules that have been provided. The last one, the important component, is vocabulary. Carter and

McCarthy (1998) states that vocabulary is the heart of language teaching-learning and students cannot understand spoken and written language well if they do not know a lot of vocabulary. This means that teachers should give more attentions in teaching vocabulary because it is the first base of learning language to help the students learn the new language.

Students, around 11-15 years of age, are motivated to learn new language. Bastable and Dart (2011) stated that with their well-developed cognitive and language abilities, students are able to participate fully in all aspects of learning. In learning and teaching vocabulary, the teachers need to concern about how the way they deliver the materials of vocabulary to the students. Because of some ways, the students sometimes underestimate the vocabulary because the teachers only give them the lists of the vocabulary that they need to learn and just simply ask them to find out the meaning of each word through dictionary. This activity makes the students get bored easily and do not focus on the teaching itself. This problem makes the teachers need to vary their techniques so that they can get students' attention in the classroom.

Actually, there are a lot of techniques that can be used in teaching language especially in teaching vocabulary. Teachers can teach vocabulary through storytelling, games, songs, word-translation, colored-pictures, puppets and many other techniques. Because of the children's interest in playing games, the writer decides to use lexical games for teaching vocabulary to junior high students. The writer tries to make the students active and enjoy learning vocabulary by using

technique that is fun and enjoyable for them. The writer wants to know the effect of using lexical games on junior high students' vocabulary achievement.

1.2. Statement of the Problem

In line with the background of the study, the problem that has to be answered is:

Is there any significant difference between the vocabulary achievement of seventh grade students who are taught before and after using lexical games?

1.3. Objective of the Study

The objective of the study is to examine whether there is any significant difference in seventh grade students' vocabulary achievement before and after they are taught using lexical games.

1.4. Significance of the Study

The result of this study is expected to help the teachers vary their techniques when they are teaching vocabulary. Using lexical games in teaching vocabulary may be one of alternative techniques that can be used by the teacher. Lexical games might become suitable techniques to be used because the teacher can make the students active and competitive in the classroom. This technique is expected to improve students' vocabulary achievements.

1.5. Scope and the Limitation of the Study

- a. The subjects of the study are seventh grade of junior high school students in Surabaya. Based on *Kurikulum 2013*, students at grade seven need to know and learn about things related to their daily life such as daily greetings, daily activities, how to give directions, talking about animals, and places in town. This is in line with the writer's thesis which focuses on vocabulary related to the subject's topics by choosing a theme (*places in town*) in order to help the students know and learn the basic vocabulary that they have to master first.
- b. There are many various techniques that can be used for teaching vocabulary. Teachers can use songs, games, storytelling, pictures and etc. However, the writer limits the technique into using lexical games to measure junior high school students' vocabulary achievement.

1.6. Theoretical Framework

There are three theories that are discussed in this proposal. The first is about theory of vocabulary, the second is about theory of teaching vocabulary, and the third is theory of lexical games.

The first theory is the theory of vocabulary which is as an important component in this proposal. Carter and McCarthy (1998) states "Vocabulary is the heart of language teaching-learning and without knowing a lot of vocabulary, students cannot understand spoken and written language well". The writer defines the vocabulary into the definition of vocabulary and the importance of vocabulary.

The second theory is the theory of teaching vocabulary. Teaching vocabulary is one of the important role in language acquisition because learning vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro,1974:38)

The third theory is the theory of lexical games. Huang (1996, 1) states that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.

1.7. Hypotheses

From the theory above, there are two hypotheses that are formulated.

Alternative hypothesis (Ha):

There is a significant difference between the vocabulary achievement of seventh grade students before and after they are taught using lexical games.

Null hypothesis (Ho):

There is NO significant difference between the vocabulary achievement of seventh grade students before and after they are taught using lexical games.

1.8. Key Terms

The writer gives key terms which are vocabulary, lexical games, movie, and vocabulary achievement.

Vocabulary

Hornbry (1989) states that vocabulary is the total number of words which need rules to combine them for making up a language.

Games

Hornby (1995) states that game is an activity that makes you have some fun.

Lexical Games

Scrivevener (2005) states that lexical games or also known as word games are the variety of games to which are intended by teachers or educators for the learners in enhancing their ability related to vocabulary mastery.

Vocabulary Achievement

Babcock (1986) states that achievement is a performance by a student in a course: quality and quantity, of a students work during a given period.

Effect

Hornby (1989) states that effect is a change that is produced by an action or cause.

1.9. Organization of the Study

This proposal consists of three chapters. Chapter I shows the background of the problem that explains more why the writer chooses the topic. In chapter I, there are also statement of the problem, the objective of the study, theoretical framework,

hypothesis, the significance of the study, limitation and scope, definition of key terms, and the organization of the study.

Chapter II describes the review of related literature that consists of related literature and previous studies.

Chapter III deals with the research methodology that consists of research design, population and sample, instruments, variable, the treatments, the try out, the procedure of data collection, and the techniques of data analysis.

Chapter IV presents the data analysis and the result of the study that are completed by discussion.

Chapter V presents the conclusion of the study and the suggestions for the English teachers and further research.