CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an International language which is used as a language of communication between people in the world (Brumfit(2001:35)). The minister of Education of Indonesia established English as a compulsory subject in schools. The ability to speak English is one of the most important abilities for students because the benefits of English have a very broad scope, such as in terms of education, technology, politics, the world of work, and as a communication tool used by the world. Therefore, people must learn and master English to face the globalization.

In learning English there are four skills that students should have. They are speaking, listening, writing and reading. Those four language skills are also commonly referred to as the productive and receptive skills. Harmer (2007) states that reading and listening are called receptive skills, in which people do not need to produce language to do these, but they only receive and understand it through written or spoken language. While, speaking and writing are productive skills, because learners doing these need to produce language.

In language, Vocabulary is one of the most important element in a language. It is one element that related to speaking, listening, reading, and writing. Vocabulary is a bridge which can express ideas from the speaker to listener from the writer to reader, without vocabulary the communication will

difficult and almost possible to do. Because of that, vocabulary is important to learn by the students who want to master a language.

According to Stepherd (1973:39), vocabulary is one of the most significant aspects of language development. The objective of teaching vocabulary is that the students are able to use and understand the uses of vocabulary in order to be able to use the vocabulary in speaking or writing. Understanding the vocabulary means that the students are expected to be able to spell, pronounce, understand the meaning, and use the vocabulary. The students also can easy in understanding meaning of the text, then applying the vocabulary in their conversation. By understanding the vocabulary, the students are easy to communicate and express their feelings, ideas, opinions into a language.

However, in the reality, the students do not have enough vocabulary and they do not have enough understanding in using the vocabulary. The students are not able to spell, pronounce, understand the meaning, and use the vocabulary. The students are not also be able to apply the vocabulary in a conversation, and it is very difficult for them to express their feelings, ideas, opinions into a language. There are many factors that can cause the low ability in using vocabulary. Those come from internal and external factors. Internal factors are such as; Intelligence Quotient (IQ), motivation, ambition, interest, talent, and etc. While external factors are such as; environment, teachers, friends, parents, materials, strategies, methods, facilities, including media.

The main problem in teaching and learning vocabulary is technique that less of variation and then become monotone. In the class that the researcher has observed, the teacher taught vocabulary by giving the list of new vocabulary, then

the teacher translated the meaning one by one into native language. After that, the teacher asked several students the meaning of those vocabulary randomly. This technique has been done so many times by the teacher and the teacher got variation of technique vocabulary hardly.

Therefore, Based on preliminary data found at SMP Swasta Pembangunan Nasional Pantai Labu, it was know that the students have some problems when they have to say something orally in English. The English teacher said that most of the students have problems of vocabulary in developing ideas, having limited vocabulary, and pronunciation error. Most of the students at grade seventh of SMP Swasta Pembangunan Nasional Pantai Labu, have problems in vocabulary in developing ideas because the students had limited vocabulary in pronouncing the words correctly. The students not only difficult in develop ideas orally, but they are also lack in vocabularies it was because of they do not know the proper words that can be used. So the researcher will find the teaching technique that can help the students to improve their vocabulary in learning English.

The researcher will use Smart guessing game to teach students vocabulary ability in learning English and how their interest with this guessing game media in learning English. In conclusion, this study will intend to "Developing Smart Guess Game Media to teach English Students Vocabulary ability at Seventh Grade of SMP Swasta Pembangunan Pantai Labu".

Media can cause the students low ability in using vocabulary especially in English because media is one of supporting tools that can influence students' interest and understanding in learning, especially in learning vocabulary. By using suitable media with the materies, they can understand easily with the materies

explained. But, if the teacher chooses unsuitable media in teaching or even the teacher does not use it at all, it will influence students' ability in using vocabulary. Many media that can be applied to improve the students ability in using vocabulary, such as; tape recorder, television, song, power point, picture, flashcards, including games.

Harmer (2001), states that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. There are many kinds of games, such as; guessing game, role play games, including smart guess games.

Smart Guess Games can be developed in using vocabulary because by using this games the students will curious to know and guess the picture that asked by the teacher in the flashcards, they are easy to remember the words, and most of young students are visual learners, so that by using Smart Guess Game can be useful for their understanding in learning vocabulary.

Based on the reason above, the researcher was inspired to make a research and development , because the researcher wants to know how far flashcards can developed in students' vocabulary. So, the researcher will developed with the title "Developing Smart Guess Game Media to Teach English Students Vocabulary at Seventh Grade of SMP Swasta Pemabangunan Nasional Pantai Labu".

1.2 The Problem of Study

Based on the background of the study, the research problem of this study is formulated as the following : How does smart guess game develop as media in teaching English vocabulary ?

1.3 The Objective of The Study

The objective of the study is to develop smart guess game media in teaching English vocabulary.

1.4 The Scope of The Study

Based on the identification of the problem, there are a big number of problems to the researcher related to English vocabulary ability. Therefore, the researcher would like to limit on media to teach English students vocabulary through smart guess game in learning English.

1.5 The Significances of The Study

The result of this study is expected to be useful theoretically and practically. Theoretically, this study is significant for enriching the theory of tea ching English vocabulary.Practically, this study is useful for:

1. Students, as consideration for students to enrich the number of mastering vocabulary.

2. Teacher in order to increase the students ability in English vocabulary.

3. Principal, as a contribution for the principal to increase the teachers' competence in teaching English vocabulary.

4. Other researchers, as information to conduct a research and develop the research in different context with a certain varieties of English vocabulary.