

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Vocabulary plays an important role in acquiring English as a foreign language. As stated by Harmer (1991:153) if the language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh. Vocabulary becomes a language component which is required in language learning.

Since finding out that many students still face the fundamental obstacles in mastering vocabulary, many teachers apply some various activities to make the students interested. The teachers usually teach vocabulary by introducing current words at the beginning of the lesson then translating those words. They provide the glossaries at the end then demand the students to remember those words. Teaching vocabulary is clearly more than just presenting words. It also includes a decision that words have to be taught from the simplest and how frequent they are used by the speaker of the language. On the other hand, the most important thing that the students have to master in learning English as a foreign language such as listening, speaking, reading, and writing needs a very good comprehension on the students vocabulary skills in its improvement.

The teachers need to consider the importance of fun learning. According to Kim (1995) learning should not be always serious and that it is a misconception to think that one cannot learn and enjoy themselves at the same time. This theory is strengthened more by another theory as stated by Ersoz (2000) that language games which are believed as the amusing and interesting strategies

are proposed to have a thorough teaching vocabulary. Therefore, guessing activity is chosen as the focus area. It will be able to encourage the students in learning something meaningful and bring the fresh atmosphere that will not make the students bored easily. It helps the teachers create contexts in which language is useful and meaningful. In the whole process of teaching and learning vocabulary through guessing game, the students are able to take part widely and open-mindedly.

1.2. Statement of the Problem

According to the background of this study, the writer brings this research to a question as follows:

✧ Do the 7th grade students who are taught using guessing games obtain higher vocabulary achievement than those who are taught using word list technique?

1.3. The Objective of the Study

This study is intended to find out the effect of using guessing games and word list technique on the 7th grade students' vocabulary achievement.

1.4. Theoretical Framework

The major theory underlying this study is a theory about how teaching learning activities are connected by meaningful interaction. As stated by Freeman (1986:115) language learning is more effective when it is fun. It is also strengthened by Krashen (1985:79) on his theory about affective filter

hypothesis that a number of affective variable play a facilitative. These variables include motivation, self-confidence, and anxiety.

Since learning language is not quite easy, people need effort to master it. In the process of mastering it, not all people are able to do it smoothly. This effort is commonly felt as pain. Pain here means that we do not like something we do or we do something that is unfamiliar that cause negative feeling such as boredom. Then, the problem is it causes people to quit in learning language. People commonly do it rather than overcome the pain. At last, something fun such as games here helps to avoid the pain.

1.5. Hypotheses

The research of the alternative hypotheses will be tested by the null hypotheses to determine the level of significance.

✧ Alternative Hypotheses (Ha):

There is a significant difference between the vocabulary achievement of 7th grade students taught vocabulary using guessing games and students taught using word list.

✧ Null Hypotheses (Ho):

There is no significant difference between the vocabulary achievement of 7th grade students taught vocabulary using guessing games and students taught using word list.

1.6. The Significance of the Study

This study is expected to be useful for the teacher and the students. For the teacher, the result of the study can be a source of information in choosing a

certain technique and activity such as the guessing games to improve students' vocabulary. For the students, by using guessing games, the students will be able to improve their vocabulary achievements.

1.7. Limitation and Scope

This study is limited to discuss the fun but meaningful teaching-learning activity. Guessing games is chosen as the limitation of the language games areas for teaching vocabulary activity. It focuses on 7th grade students. The last one, the limitation of the vocabulary in this study will only focus on nouns and adjectives in which the 7th grade students are dealing with.

1.8. Definition of Key Terms

To have the better understanding of the study, the researcher defines several terms as follows:

- Effect: changed produced by an action or cause (Hornby, 1989)
- Guessing Game: a game in which the participants compete individually or in teams in the identification of something indicated obscurely. (Webster, 2013)
- Word List: is a list containing sound or combination of sound forming a unit of the grammar or vocabulary of a language (Hornby, 1974)
- Vocabulary: all the words, which exist in a language (Collins, 1995)
- Achievement: performance by a student in a course: quality and quantity, of a students work during a given period (Babcock, 1986)

1.9. Organization of the Thesis

This thesis proposal consists of three chapters. The first chapter deals with the introduction consisting of the background of the problem, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, limitation and scope, definition of key terms, organization of the thesis proposal.

Chapter two covers the review of literature consisting of the related literature and previous study related to the statement of the title.

Chapter three deals with the research methodology consisting of research design, population and sample, instruments, the procedure of data collection and the technique of data analysis.

Chapter four deals with the result of data analysis complete with the discussion.

Chapter five presents the conclusion of the study and the suggestion for the teachers and also for further research.