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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important aspects of a language and plays an important role in language learning. According to Hiebert and Kamil (2005: 3), generally, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—which we can understand or recognize—and productive—the vocabulary we use when we write or speak. Smith, R cited in Muhana and Mahmoud (2016: 4451) stated that it is clear that the ability to develop all learning skills depends on vocabulary.

Vocabulary is very important in developing the four language skills, listening, speaking, reading and writing. The more vocabulary the students have, the more easily the students develop their language skills. In other words, for those who are learning a foreign language, vocabulary is strongly needed. Graves (2000) cited in Taylor and Joseph Mukoroli (2011) defined vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual.

Using game as a strategy in studying English brings fun to learners in class. Game may also be used to make the lessons more interesting. Byrne cited in Ilhem Darfilal (2014:11) stated that game is a form of play governed

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by rules. They should be enjoyed and fun. One of the strategies used for teaching English vocabulary is by using game. Games can be used as one of the educational strategies in teaching learning process of English. Kolf (1989) as cited in Agus (2016) stated that through games, vocabulary can be practiced and emphasized. In other words, students can get reinforcement as well as attention to vocabulary. In other words, games can break the tension and help the students to avoid boredom in learning English.

Vocabulary makes good students' performances in all aspects in English language. As Wilkins (1972:111) stated as cited in Kyung Min (2013) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In addition vocabulary is an aspect that affects others.

Nation in Nunan (2003:136) cited in Cut (2016:1) stated that vocabulary learning is categorized into two kinds; they are high frequency words and low frequency words. The first is high frequency words which mean that the words that are already known which are frequently used in daily learning and speaking of English, while the second one only of those which are the rest of the vocabulary and rarely used in English. Beyond that, English contains 120,000 low frequency words at the most conservative estimate. This means that the low frequency words do not deserve teaching time in the same way of high frequency words.

Based on the writer's preliminary study at the first grade students of State Junior High School 02 Bangkinang on March 2016, the difficulty in vocabulary is also faced by the students of this school. Based on the

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curriculum, the teaching of English at this school has been focused on all language skills, writing, reading, speaking and listening, as well as the other elements, structure, grammar, and vocabulary. Especially in vocabulary comprehension, it is one of the important aspects in understanding a language. To teach vocabulary is very important for students because curriculum is very important as guide in teaching English. English was taught twice a week with time duration 2 x 45 minutes in a meeting.

State Junior High School 02 Bangkinang uses the KTSP 2006 (School Based Curriculum), which vocabulary must be taught and learned in junior high school as guidance in teaching and learning process. English is taught in the first grade, the second grade, and the third grade. Based on the KTSP 2006 (School Based Curriculum), the students are expected to comprehend those four skills in order to be able to use English communicatively. The aim of KTSP 2006 (School Based Curriculum) will not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, spelling, and pronunciation.

With reference to BNSP (as cited in Majzub, 2012:421), the objective of teaching English at secondary school level in Indonesia is to develop communicative competence in spoken and written English and to gain informational literary level through developing skills of listening, speaking, reading, and writing. In order to support those skills, the students have to acquire and to comprehend vocabulary as many as possible, because

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vocabulary is important in learning a foreign language and it is an element that links the four skills in order to communicate well.

Based on syllabus at State Junior High School 02 Bangkinang, one of the purposes of teaching vocabulary is that the students are able to understand the purpose, text structure, and linguistic elements in the text based on the context. There are three basic competences that should be achieved by the students at the seventh grade of junior high school. Firstly, students are able to respond the meaning of short functional written text accurately and fluently in daily life context. Secondly, students are able to respond the meaning and rhetoric action accurately and fluently in simple essay in form of descriptive text which is related to daily life context. Thirdly, students are able to read aloud the meaning of short functional essay in form of descriptive with correct pronunciation, stress and intonation.

Based on the preliminary study of the writer at State Junior High School 02 Bangkinang, especially at the seventh grade students, it is clear that most of the seventh grade students of junior high school 02 Bangkinang are encountering the problems and difficulties in English, especially in comprehending vocabulary. Their ability in comprehending vocabulary is still very far from the expectation of the curriculum and some of the students found difficulties in learning vocabulary.

In this school, teachers taught the students by using traditional methods in teaching and learning vocabulary such as repetition and memorizing which were not effective because the students still had limited vocabulary and lack

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of interest in learning English. The problem of students can be proved by the researcher through their own English achievement (the students' minimum passing grade) that is 72. Therefore, the researcher would like to apply an appropriate strategy in comprehending vocabulary. The strategy is called Board Word Game, this strategy is effective on Students' Vocabulary Comprehension.

Based on the writer's preliminary observation at State Junior High School 02 Bangkinang, in fact the students still had limited vocabulary. The researcher can conclude that there are some problems in this case. The problems faced by the students are outlined in the following phenomena:

1. Some of the students got difficulties to spell and pronounce the words correctly.
2. Some of the students had difficulties to use correct words according to grammar.
3. Some of students had difficulties to use appropriate choice of word.
4. Some of the students had difficulties to identify the meaning of the text, because they are lack of vocabulary.
5. Some of the students got trouble to understand about the meaning relationship.

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According to Peter (2001: v), learning vocabulary through game activities can be one of the solutions to make the learning process more active and more fun. The media that can be used in learning English are the materials to be photocopied, handouts, and various cards. According to Hornby, board means a surface marked with patterns on which certain games are played. Besides, El Shamy (2001: 7) cited in Hayatun (2015) said that game is a competitive activity involving skill, chance, or endurance played according to rules. Thus, board word game means a game based on a certain pattern played on a board.

Board word game can be designed for more than one type of game and can also be modified in terms of the length of time needed for playing. Board word game can teach the critical thinking of the students because every turn of them they will tell about the topic they got.

Based on the explanation and the problem above, the writer is interested in observing the problems above into a research project entitled:

“The Effect of Using Board Word Games on Students’ Vocabulary Comprehension at State Junior High School 02 Bangkinang”.

B. The Problem

Based on phenomena above, it is very clear that the students of the first grade of State Junior High School 02 Bangkinang have a lot of problems, which are not able to comprehend the vocabulary in learning process.

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1. The Identification of the Problem

Based on the problems depicted in the background of the problems, those researchs are identified as follows:

- a. What makes some of the students not able to pronounce the words correctly?
- b. What makes some of the students not able to use correct words according to grammar?
- c. What makes some of the students not able to use appropriate choice of words?
- d. What makes some of the students not able to identify the meaning of the text?
- e. What makes some of the students not able to understand about the meaning relationship?

2. The Limitation of the Problem

Because of the limited time, ability, and finance the researcher possesses, it is quite necessary for her to specify the problems researched in this study. In this research, the writer limits the problem on teaching strategy used by the teacher. The writer wants to focus on using board word games to teach English vocabulary.

3. The Formulation of the Problem

Based on the problem limited above, this research is formulated in the following questions:

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- a. How is the students' vocabulary comprehension before being taught by using Board Word Games of the first grade at State Junior High School 02 Bangkinang?
- b. How is the students' vocabulary comprehension after being taught by using Board Word Games of the first grade at State Junior High School 02 Bangkinang?
- c. Is there any significant effect of using Board Word Games on students' vocabulary comprehension of the first grade at State Junior High School 02 Bangkinang?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

Based on the research questions formulated above, thus, the objectives of this research are as follows:

- a. To find out students' vocabulary comprehension before being taught by using Board Word Games.
- b. To find out students' vocabulary comprehension after being taught by using Board Word Games.
- c. To know whether there is or not significant effect of using Board Word Games on the students' vocabulary comprehension of State Junior High School 02 Bangkinang.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as in the following:

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- a. This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as a novice researcher.
- b. These research findings are also expected to give a positive contributions regarding with the process of teaching and learning English, especially in terms of teaching English vocabulary to the students and the teacher/s at the first grade students of State Junior High School 02 Bangkinang.
- c. These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

D. The Definition of the Terms

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms, as follows:

1. Effect

In Webster dictionary (1828) effect is a change that results when something is done or happens: an event, condition, or state of affairs that is produced by a cause.

2. Board word game

Board word game is a type of the media that is very interesting to motivate students in learning English process. Regarding to Peter (1993: V), "board game consists of 30 drawings of subjects which the

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students, working in pairs, have to match with the words in the boxes below. It means that board word game is the students' activities in learning process in order to be more active and more fun. Board word game is including some boards: clothes, synonyms, four of a kind, and three in a row''.

3. Vocabulary

According to Richard (1999: 400), vocabulary is a set of lexemes, including single words, compound words, and idioms. Suyanto (2007:43) stated that vocabulary is a total number of words that is owned by a language and it will give meaning if we use the language.

4. Comprehension

Comprehension is the great knowledge about or understanding of a particular thing. It means that comprehension in this research is students' knowledge in vocabulary or in written and spoken language.