BAB I

INTRODUCTION

A. Background of Problems

Language is a very important and beneficial means for human’s communication and interaction. By using language, someone is enabled to express his ideas and feeling. Keraf (1997, p.1) states that language is a means of communication between members of a society in the form of symbol of sound produced by means of human productions organ. Wibowo (2001, p.3) state that language is a system of meaningful and arbitrary sound symbols, which is used as a tool to communicate feelings and thoughts by a group of people.

In educational institutions, many people learn languages mainly English language because it is very useful language to communicate with other nations. It is used in many aspects of life such as communication, knowledge, education, technology, culture and art. Many countries attempt to use English as a second or foreign language. This condition makes people have to master it in order to be able to get involved in the era of globalization. Richards (2007, p. 2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play.

In Indonesia, English has become one of the foreign languages taught, especially for Indonesian students, and considered greatly essential. Therefore,
English is taken into national curriculum. Even, it is taught from kindergarten to university level.

Additionally, like other foreign language teaching in Indonesia, English is taught through four language skills, listening, speaking, reading and writing. Besides pronunciation and grammatical rules vocabulary is important element in a language, Wilkins (in Sesep and Mahmud, 2012, p.6) stresses that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Since vocabulary is straightly important, a teacher needs to consider strategies when teaching vocabulary. Preszler (2006, p.4) states that students develop vocabulary when teachers provide direct instruction on the use of effective word-building strategies. One statement is that when learners learn a foreign language the teachers have to develop skills and learning abilities in teaching vocabulary.

One of the strategies to teach vocabulary is “game”. Games are not only fun, but also help students easily understand the learning materials and encourage them to take part in expressing their ideas, feelings and opinions both orally and literally. In addition, games are very helpful for teachers to stimulate students’ learning interest and motivation. Wright (1984, p.1) states that games help and encourage learners to sustain their interest and work.

There are number of games available in teaching vocabulary, for example: lots of words, king and queen, head and tail, crossword and words a minute games. But the writer was interested in “Who am I and What is It?” game. This is an easy
and attracting game. It is also very helpful to review the students’ vocabulary because it provides challenging and interesting activities which can stimulate the students’ motivation.

Based on the description above, the writer try to implement the game of “Who am I and what is it?” since learning is a process that involves motivation and interest. Therefore, the writer decided to conduct a research entitled: The Effect of Playing “Who am I and What is It?” Game in Improving the Tenth Grade Students’ Vocabulary Mastery at SMA 107 Jakarta Timur.

B. Problem Statement

Based on the descriptions in the background of the problem above, the problem of this study was specifically formulated as follows: “Is there any significant effect of playing “Who am I and what is It?” game in improving the tenth grade students’ vocabulary mastery at SMA 107 Jakarta Timur”.

C. Research Objective

This research was carried out to get empirical data necessitated to see whether there is significant effects of using “Who am I and what is It?” game in improving the tenth grade students’ vocabulary mastery at SMA 107 Jakarta Timur.
D. Research Significant

The significances expected from this research are:

1. To students, this research can be used to increase the students’ English vocabulary achievement.

2. To teachers, this research can become inputs to enrich the teaching technique, especially in vocabulary field.

3. To researcher, the results of this research may become media to apply the knowledge acquired during the study in this faculty. Besides, the research could become learning media to find other new knowledge and experiences that were not acquired.

4. To other researchers, this research may be used to stimulate the next researchers to develop studies on the same area.

E. Research Scopes

Due to the researcher’s time and budget constraint, the subjects in this study were limited, only to see the effects of using “Who am I and What is It?” game in improving the tenth grade students’ vocabulary mastery at SMA 107 Jakarta. Besides, the subjects of this research were the tenth graders of SMAN 107 Jakarta. The method used was an experiment. The data were collected from vocabulary test and teaching as instruments. The tests were designed based on the text book entitled “Interlanguage” written by Joko Prayana.
F. **Operational Definition**

To prevent any possible misunderstanding, the following terms should be interpreted in the way they are defined.

1. **Antonyms** are one of the ways/strategies of teaching vocabulary by giving opposite meaning of two or more words.

2. **Synonym** is one of the ways of teaching vocabulary by giving the same meaning of two or more words.