

CHAPTER I

INTRODUCTION

A. The Background of the Research

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Richard, 2001). In the language learning process, vocabulary plays an important role and one aspect of language that has been taught by an English teacher as a foreign language. It is considered to be the most important aspect besides the structure or grammar, pronunciation, and spelling because it will directly influence the mastery of the four language skills namely; listening, speaking, reading and writing (Renandya and Richards, 2002). In other words, mastering vocabulary makes it easier for us to master the four language skills.

McCarthy (2003) represents vocabulary as the body of words used in a specific field and as the total number of words that make up a language. By understanding and mastering vocabulary, students can express the idea in the form of written and spoken English. But there are various teaching vocabulary problems that teachers faced. The English teacher is advised to be more active and the lesson to be more interesting. Through the interesting lesson, students will be able to learn the lesson and they can increase their motivation to learn vocabulary.

Based on the teaching practice on the field at the eighth-grade students of SMP N 49 Jakarta, found that most of the students had many difficulties in mastering vocabulary and this condition made them feel lazy to study English.

Namely, the students' have the low ability in remembering vocabulary, they have less practice their vocabulary and the teacher still applies a traditional method. The limited number of vocabulary mastered by the students is caused by many factors: internal and external factors. The internal parts are students' motivation, interest, and IQ (Intelligence Quotient). The external factors are teaching methods, friend, facility, family, environment, etc. For example, when the researcher asked them in English, they cannot answer the question in the right sentence and they have difficulties to understand what they read in English because they are lazy to open a dictionary to check the meaning.

It is not easy for the teacher to teach vocabulary to the students. The teacher must give more comfortable learning at first. It is easier for students to learn new vocabulary. It needs to repeat the lesson all the time to help them memorize the new vocabulary easily. The teacher should not only master the teaching technique but also know the students' characteristics which need fun and enjoyable situations to get students to know the learning easier.

Monotonous activities in the class make students bored. They also make it hard to understand the material. Tsui (2003) stated that game can be one of the solution to solve the problem. Teens like games. So, using games can make them learn joyfully. It can also make English learning interesting. Manual text twist game is a language game. It is played by arranging some letters which are given by the teacher to form as many English words as possible within a certain period of time. This game can improve the mastery of vocabulary because it is connected to words using letter by letter.

Some previous studies showed that Manual Super Text Twist Game positively affected students' vocabulary improvement. Trianasari (2015) had an investigation involving thirty-five students at SMA 1 Jekulo that showed that the students have positive effect base on this finding. It is suggested that manual super twist text game can be used by teachers as an alternative strategy for teaching vocabulary. The effect of the research shows that the use of Manual Super Twist Text game can improve their vocabulary and also perceived English text. The average score in the first cycle is 72,5 and the second is 79,11.

The second study was conducted by Nurdianita (2015), the result of the observation proved that the text twist game method significantly improved the students' vocabulary. The students' scores of vocabulary achievement were analyzed by applying t-test formula the result showed that there was an increase of the students, score at 34,20%. It was also shown by t-test. The researcher calculated that t-test to know the significance. From the t-test, t-value (10,10) was higher than the t-table (1,99).

Unfortunately, the Text Twist Game has never been conducted at the junior high school level. Therefore, the researcher was interested to conduct this study in SMP N 49 Jakarta.

B. The Problems of the Research

The problems are formulated as follow :

1. Does Manual Text Twist Game improve students' vocabulary of the seventh graders at SMPN 49 Jakarta?

C. The Objectives of the Research

The study was conducted to achieve the followings :

1. To improve students' vocabulary of the seventh-grader at SMPN 49 Jakarta.

D. Significances of the Study

This research is expected to give beneficial pieces informations and contributions to the followings :

1. To English teachers, manual text twist game can be one of the classroom action, they also need to improve their activities, improve their methods or techniques in teaching so that the students are motivated to learn.
2. To other researchers, the result of this study can provide a basic for conducting research on the same area.

E. Scope of Study

Based on the title of the research, it is needed to do the limitation problem of this research. In this research, the researcher discusses how improving students' English vocabulary. The researcher using the Manual Text Twist Game as a teaching technique to increase the students' vocabulary in a Classroom Action Research (CAR) design research. This research was conducted at SMP Negeri 49 Jakarta, and the participants were 36 seventh graders of VII-G.

F. Operational Definition

To avoid misunderstanding of the meaning of the title, the researcher defined the terms used in the title of this research as follows :

1. Vocabulary is one of the important language skills which focus on the definition, refers, meaning, synonym and antonym.
2. Manual Text Twist Game is a game which is, the students have to arrange some letters to be a word based on the number of letters.
3. The seventh-grade of SMP N 49 Jakarta in this research is the seventh grade student who was studying English subject in SMP N 49 Jakarta in the student academic year 2018/2019.