

CHAPTER I

INTRODUCTION

This chapter presents introduction. It is divided into background of the study, reason for choosing the topic, problem statement, objective of the study, and significance of the study.

1.1 Background of the Study

Language is the important thing for people. Language is a tool to communicate each other. Language can express someone's feeling or expression to other, and people also can share some information to other people. Language is also often regarded as a living organism as it evolves in time in accordance with its surroundings. It is not only a body of individual words that come together to send for a specific purpose (Adaylarının & Dağarcığı, 2017:32). There are many languages in the world and one of them is English. English as a global language was not completely perceived in the early 1950s to the 1970s, but the quality of English as a global language came to be known only in the 1980s. There was a perception of the language becoming a universal language which resulted in famous authors making daring announce like "English is the global language" (Crystal, 1997) in (Fernandes & Alsaeed, 2014:126). Kelly (1991) in Hasannejad (2015:203) states that English is certainly a worldwide language. In the process of learning English, vocabulary plays a key role. The study has consistently indicated that one's language proficiency is directly related to people's vocabulary. Wilkins (1972) in Hasannejad (2015:203) also claims that a

language can be conveyed without grammar but a language cannot be conveyed without vocabulary. Teacher has to have an achievement to make student can improve students' word knowledge, since vocabulary plays a key role for second language learners. Vocabulary learning used to be ignored by the students and students did not get sufficient consideration, meanwhile vocabulary learning is current issues.

The important one is people have to master the vocabulary in English, thus they will not be confused when they want to speak up in public. Vocabulary is the important key in learning a foreign language. Alqahtani (2015:22) states that Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) in Alqahtani (2015:203) emphasizes that lexical knowledge is central to communicative competence and to the second language acquisition. In reality, English as a foreign language is taught separately from the language skills (Wulanjani, 2016:77). The teacher gives the vocabulary or the word, asks the students to write down in their books, and then they have to memorize the words for the next meeting. This traditional method is quite boring even can make the students feel uncomfortable with English language lesson. The teacher has to know some interesting strategies, methods or games to increase students' vocabulary mastery, so the students will remember the word or vocabulary and also the students will enjoy the class. The strategies, methods or games that teacher uses will not only be

benefit for students but the teacher too, because the teacher will improve the way they teach and the teacher will know how important learning strategy is.

In Vocational High School, most of students only focus on the major. The students think that in Vocational High School study one material which are the material that they choose. Students realize about other materials but most of them only focus on the material in their major. Traditionally, according to Pavlova (2009) in Winangun (2017:75), vocational education is an education with the main goal of preparing for work using an education approach with competence. Technology education is an educational program that develops knowledge, attitude, skills and value that can make the students to maximize flexibility and adapt the work in the future. In the other side, other materials are also important because it can help the students to learn the knowledge, attitude, skills and value and also in midterm test not only one skill is tested but all the subjects will be tested too, especially English. The English teacher in SMK Islam Jepara tells that the multimedia students are difficult to master English material especially in speaking skill. There are some issues about students keep silent and feel not confident to speak English. People feel that English is not their language; they are shy because they do not know the pronunciation of the word, and they are confused how to say something in English because they do not know the vocabulary.

Derakhshan (2015:40) states that game is profitable and effective for learning vocabulary. Most of students are difficult to be asked to remember the word or vocabulary. Through the game, the students will not feel that they are studying but playing. The students also will be challenged because through

the game they feel in competition and create cooperative learning environment. Grady, Vest and Todd (2013) in Razali, Amin, Kudus, & Musa, (2017:32) states that in the study which aims to evaluate students' attitudes towards the use of games in three different cases. First, when showing a brand new topic before learning activities started. Second, when reviewing a topic. Third, when used to replace the teaching of a topic discovered games to be rewarding and effective. The purpose of playing game in learning activities itself is to make the students free to express what they want to do but not out of the topic and the game. The students will enjoy in learning activities and will not feel pressure in the class. According to Pellegrini (1991:241) in Bennet (1998:5-6) in Rusiana & Nuraeningsih (2016:194) state that games are defined into three categories: first games are as inclination, second games as contexts, and third games as attitude that can be observed. Games are considered not only something fun but the result of learning activities needs to be considered also.

Dwi (2017), Iswandari (2017), Rusyda, Suparman, & Sudirman (2014), Akrimah, Nainggolan, & Sinaga (2017), Rahman, Choo, & Li (2016), U, Rukmini, & Sutopo (2013) state that in their research pictonary game can increase students' vocabulary mastery. Kievit-Kylar & Jones (2014:2230) state that pictonary is a class of games in which the subject encodes the target as a set of constrained verbal features that describe the vocabulary by drawing. Pictionary game is the game that uses drawing or picture to encode the vocabulary to make the students remember about the vocabulary easily. The students will do the pictonary game by group. One of them or the leader will

draw the vocabulary that they got and other members will guess what vocabulary that is drawn by the leader or the students who draw the vocabulary. It will take turns till all the students get the chance to draw and other members get the chance to guess the words or vocabularies. Pictionary game will help students master the vocabulary especially for vocational high school, because in the vocational high school the vocabulary that is used is different with senior high school. Vocational high school more refers to vocabulary about technique than verbal. The writer will use Pictionary Game because it can be implemented to make the students interested in learning English vocabulary. Pictionary Game allows the students to be active in recalling English vocabulary by describing the vocabulary through their own drawings.

Therefore, from the explanation above, it was known that every learning activity needs a method. Thus, learning activities would run well and the students would not be bored in the class. The writer used Pictionary game to increase students' vocabulary mastery. As stated before that this game can make students increase the vocabularies and also they will accept the vocabulary easily.

1.2 Reason for Choosing the Topic

The subject of the study was the students of tenth grade Multimedia students of SMK Islam Jepara. The writer decided to do a research in multimedia students because the teacher felt multimedia students had some problems. First, the students could not speak English. They felt

uncomfortable, because they did not know what they are going to talk. The students were also confused to start the conversation, because the students' vocabulary was limited. Second, the lack of students' vocabulary. The students had a limited vocabulary because a lot of students are difficult to remember the vocabulary. The writer focused on students' vocabulary mastery in multimedia students, because it will be overcome other problems for example, speaking skill, reading skill, writing skill, and listening skill. One of successes in mastering English skill is students' vocabulary mastery.

Pictionary game was chosen because in pictionary game, the students studied in group but every student in the group must understand the material. Through this game, it was expected that students could improve their participation in the learning process because they had own responsibility.

1.3 Problem Statement

Based on the background of the study above, the problem statement was "How significant is pictionary game to increase students' vocabulary mastery at the tenth grade multimedia students of SMK Islam Jepara in the academic year of 2018/2019?"

1.4 Objective of the Study

Based on the problem statement above, the objective of the study was to examine the use of pictionary game to increase students' vocabulary mastery at the tenth grade multimedia students of SMK Islam Jepara in the academic year of 2018/2019.

1.5 Significance of the Study

1.5.1 Theoretically

Pictionary game is the game that uses drawing or picture to encode the vocabulary to make the students remember about the vocabulary easily. Pictionary game can help the students to remember the vocabulary by picture.

1.5.2 Practically

Hopefully, that this result of this study is useful for students, teachers and for the readers. For the students, the writer can make them know how to increase their vocabulary. For the teachers, the research can inform that a game can help the students to increase the vocabulary. For the readers, the writer can inform them that pictionary game can make students increase students' vocabulary mastery.



