# CHAPTER 1
# INTRODUCTION

This study is about teaching vocabulary using emergency vocabulary game in Gama English Course in Wonogiri. This chapter is divided into six parts as follows background of the study, research questions, objectives of the study, limitation of the study, benefit of the study and thesis organization.

## 1.1 Background of the Study

English language teaching has includes teaching 4 language skills; they are listening, writing, reading and speaking. All of those skills must be handled by the students. However, vocabulary is also an aspect that needs to be studied. Vocabulary is one of the important parts in English mastery. Vocabulary mastery is very important because it can make us easy when receiving or giving information to other people especially in English. If we do not know the meaning of the words, it will be hard for us to understand the meaning of the words although we have good pronunciation. So, it can make us trouble in communication. According to Susan Hanson and Jennifer F.M Padua "vocabulary refers to words we use to communicate in oral and print language" (2011, p.5). Research related to vocabulary instruction and word knowledge shows that there is a strong correlation between knowing words and comprehending text (Beck, McKeown, & Kucan, 2008). The teaching of vocabulary is also crucial for young learner. However, there is a challenge for teaching vocabulary to this young learner.

Nedomová (2007, p.17) argues that "young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired." (cited in Jalali & Masoumeh, 2012, p.1079). So that, the teachers have to decide the best game for their students. Teaching method which commonly used by the teachers in teaching vocabulary is not only few but also

inappropriate. Sometimes, teacher just asked the students to find the meaning of word by themselves in dictionary. Meanwhile, the students want to know from the teacher and sometimes they do not bring any dictionary. Oftentimes, teachers are ignoring about vocabulary and just focus on grammar.

Basically, the problems do not only depend on the teacher as a facilitator in teaching and learning process but also on the students. Students had difficulties in vocabulary mastery; most of them are ignoring the meaning of word. The students are also too lazy to find out the meaning of difficult word. From the explanation above, it is necessary to find out an appropriate technique to solve the problems. One of the techniques is emergency vocabulary game. Emergency vocabulary game is a game that trains the students to recall words within a limited time. For example, if the teacher says "book", he last letter is "k". The teacher asks one of the students to recall a word which started by letter "k". The student answers "key", so the last letter is "y". The student choose one of his/her friend to mention a word started letter "y". Then he/she will replies "yard", and so on.

In Gama English Course, the teacher uses many techniques for teaching vocabulary. One of these techniques is emergency vocabulary game. By using emergency vocabulary game, students can remember the vocabulary and find the new word from their friends. It can be the solution for the students to enrich their vocabulary. Similarly, Kuo (2008, p. 2) further mentions that "games and game-like activities have always been a popular tool in an English class in order to interest and wake up uninterested students". Scrivener (as cited in Riahipour & Saba, 2012, p.1259) states that using vocabulary games can make more valuable and enjoyable than using long list of words. For the reason above, this study is conducted.

## 1.2 Research Questions

The current study formulate its research questions as follows:

1.2.1 What are the students' of Gama English Course views when teaching vocabulary using emergency vocabulary game is applied?

1.2.2 What are the teachers' views of the teaching vocabulary using emergency vocabulary game to the students of Gama English Course?

1.2.3 How is the teaching procedure using emergency vocabulary game to teach vocabulary in the classroom?

## 1.3 Objectives of the Study

**1.3.1** To describes the students' views when emergency vocabulary game is applied in the classroom.

**1.3.2** To describes the teachers' views when teaching vocabulary using emergency vocabulary game.

**1.3.3** To explains the procedure of teaching vocabulary using emergency vocabulary game in the classroom.

## 1.4 Limitation of the Study

This study focuses on level 7 to 9 in Gama English Course. It consisted adolescence learner. The researcher has chosen adolescence learners because usually they are lazy to open the dictionary and difficult to memorize the new vocabulary. There were some techniques used for teaching vocabulary in Gama English Course (GEC) such as memorization, synonym or antonym, translating, fill in the blank, tiered words, ask questions, self assessment, dictionaries, pictures and drawing, parts of words practice from meaning to expression, illustrative sentences, realia, and the others. In this study, the problem was limited on teaching vocabulary using emergency vocabulary game to the students of Gama English Course in Wonogiri. In addition, the study only focused on teaching procedure using emergency vocabulary game.

**1.5 Benefit of the Study**

The benefit of this study as follow:

1.5.1 Theoretical Benefit

    a. The result will add the body of knowledge in the field of Teaching English as the Foreign Language.

1.5.2 Practical Benefit

    a. It can be used for teacher association to know the others' technique of teaching vocabulary. So, the teacher has variation techniques in teaching and learning process. So, the students will not be boring with learning activity of the classroom.

    b. It can useful as reference for the next researchers that want to conduct a new study.

    c. It can be used by the teacher candidates as a reference for teaching vocabulary technique.

**1.6 Organisation of the Thesis**

Chapter 1 discusses about introduction, it consists of background of the study, research questions, objectives of the study, limitation of the study, benefit of the study and organisation of the thesis.

Chapter 2 is theoretical review, it provides an expanded theories that related the study such as; the notion of vocabulary, teaching vocabulary, technique for teaching vocabulary, game, emergency vocabulary game, adolescence and definition of teaching procedure. This chapter also discusses some previous studies relevant to the study.

Chapter 3 is research method that consists of type of the study, setting of the study, subject of the study, object of the study, data and source of data, technique for collecting data, technique of data analysis and trustworthiness.

Chapter 4 reports the findings of the study from interviews and observation. It presents discussion of the findings which is related with theories and previous studies.

Chapter 5 provides conclusion of the study, pedagogical implication and suggestion for the further research.