CHAPTER I
INTRODUCTION

A. Background of the study

Vocabulary is one of the important things in learning English well, and it is the basic of learning English. According to Hatch and Brown (1995: 1) vocabulary refers to a list or set of word in a particular language or word that individual speaker of language might use. Based on the definition above, the writer concludes that vocabulary is a set of words that can be used for communication. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary. Vocabulary is central to the learning of language at primary level to increase learners' language. There should be a strategy to help students learn vocabulary. Many vocabularies in English text books must be learnt.

Teaching English vocabulary is important to students, it prepares the students to introduce English in early ages. Students as the object of English learning activity at school are demanded to love this language first. To make that condition, the teacher should be more active and creative to create a successful teaching and learning activity. From that fact, the teacher should make the teaching learning English more interested to learners.

The basic element that supports students' skills is vocabulary. In teaching vocabulary the teacher should make the teaching learning English more interesting and fun. When we learn English, we firstly must understand about vocabulary. The most important element in learning English is vocabulary. In learning English, sometimes we cannot translate the story, novel, not understand about what people say, and many others if we do not understand vocabulary. Sometimes, the teachers do not pay attention about vocabulary mastery of the students.

Currently, Students prefer to play mobile phones, online games, watch videos on YouTube, etc. As teachers, we can make students interested in learning vocabulary. Now the teacher has a big challenge to find techniques and ways in teaching vocabulary so that the students can be active in learning English.

According to (Richards & Rodgers, 2001) one of the techniques that can be used is by using games. By using games teachers will create an atmosphere that will attract the students' attention to learn the language. The students learn better when they have the feeling that they are making progress. According to Wright, Betteridge, & Buckby (2005) games provide a context for meaningful communication which takes place as the students seek to understand how to play the game and as they communicate about the game.

Based on the situation above, the researcher is interested to do research in SMP Penda Tawangmangu. SMP Penda Tawangmangu is one of the schools in Karanganyar. SMP Penda Tawangmangu located in Ngeblak, Tawangmangu, Karanganyar, Central Java. This school uses (KTSP) and (K13) as curriculum. KTSP used in seventh grade, while K13 used in eight grade.

The researcher wants to do the research in SMP Penda Tawangmangu because of some reasons. The first one is the researcher wants to know how the teacher teaches vocabulary using match words game at SMP Penda Tawangmangu. Second one is that the school has good reputation and it gets A grade accreditation. Although has good reputation, Students at SMP Penda Tawangmanggu has low interest in learning English. Students also rarely ask the questions about the English material delivered by the teachers. Teaching vocabulary is one of the challenges for English teachers because students' interest in learning English is very low. Therefore, the teaching and learning process is must be interesting and fun, so the students can be interested in learning vocabulary. One way that teachers use is playing games.

This research is conducted to find out the information about the implementation of using *match words game* in teaching English vocabulary and

to know how the process of the implementation of using match words game in teaching English. By knowing the implementation the researcher may achieve the purpose ofteaching learning process at SMP Penda Tawangmangu. In this research, the researcher conducted a study entitle "THE IMPLEMENTATION OF *MATCH WORDS GAME* IN TEACHING ENGLISH VOCABULARY FOR THE STUDENTS AT SMP PENDA TAWANGMANGU"

B. Problem statements

Related to the background of the study, the writer identifies the problems as follows:

1. How is the procedure of teaching English vocabulary using *match words game*?

2. What are the teacher and students' problems in using *match words game*?

3. How does the teacher solve the problems in teaching English vocabulary using *match words game*?

4. What are the students' responses toward the use of *match words game* in teaching English vocabulary?

C. Objectives of study

The purposes of this study are to analyze the process of the implementation of match words game in teaching English vocabulary for the students at SMP Penda Tawangmangu. Based on the research problem above, the objectives of this study as follows:

1. To find how is the procedure of teaching English vocabulary using *match words game*.

2. To find what are the teacher and students problems in using *match words game*.

3. To find how does the teacher solve the problems in teaching English Vocabulary using *match words game*.

4. To find what are the students' responses toward the use of *match words game* in teaching English vocabulary

D. Scope of the study

       The scope of this study is the implementation of *match words game* in teaching English vocabulary. The limitation of the study is the study which is limited to the students of seventh grade, and eighth grade where the study is controlled by the teacher.

E. Benefit of the Study

       From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general.

1. The researcher

   Many new valuable experiences in language education are useful for her preparation to be an English teacher in the future. It is hoped that this report can be an additional reading and additional trick in teaching vocabulary. The researcher also get much new vocabularies.

2. The teacher

   It is hoped that this research can be an additional reading and additional trick in teaching vocabulary.

3. The reader

   As an input for readers who want to teach English in junior high school because there are a lot of ways that help the students to make them easy to remember the words in fun way.