CHAPTER I

INTRODUCTION

This chapter covers the background of the study, previous study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational definition, and frame work of discussion.

A. Background of the Study

Education is major factors that will instrumental in creating and improving the quality of human resources. Given that a good education will give birth to the next generation of reliable and quality drives the development and implementation activities.

The purpose in English in our country can be seen in English competence standard that "Raise Awareness of The Nature and Importance of English as a Foreign Language to Become a Major Tool of Learning".[1]

Language is very important for our life. People can know each other because they have language. One of the ways to communicate with other people is by using language. It cannot deny that by using it human being can express their ideas, feelings, and opinions. It is difficult to understand the other people if there is no language. So, it has the main role in the society.[2]

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[1]Depdiknas, *StandarKompetensi Mata PelajaranBahasaInggrisSekolahMenengahPertamadan Madrasah Tsanawiyah*, Jakarta :Depdiknas, 2003, p.15.

[2] Jonathan Crowter, *Oxford Advanced Learners' Dictionary of Currents English*, Oxford: Oxford University Press, 1995,p. 662

Learning a language usually has a special purpose to make the students enable to master listening, speaking, and writing, and communicate in that language. So the students will achieve the purpose. Many other keep trying to improve their English by either taking formal or non-formal course.

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instructions is deployed without awareness of underlying logic, is qualitatively the same in every individual and is distinct from more general abilities to process information or behave intelligently.[3]

In every lesson, vocabulary is taught to help students understand the material. Vocabulary is an important component for the students in studying English. Since vocabulary is the key to students in understanding what they hear and read in school and to communicative successfully with other people. It is the basic competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding vocabulary.

One of the most important roles that teacher have to perform is that organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.[4] Game is an activity with rules, a goal and an element of fun.[5] In learning English

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[3] Brown H. Douglas, *Principles of Language Leraning and Teaching Fifth Edition*, San Francisco: San Francisco State University, 2000, p.6

[4] Harmer Jeremy, *The Practice of Rnglish Language Teaching Third Edition,* Cambridge : Longman, 2001, p.58

[5] Hadfield Jill, *Intermediate GRAMMAR Games*, England : Longman, 2003, p.4

must be interesting, so the researcher wants to introduce a technique to teach vocabulary that is pleasing and interesting for the students by using game.

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written from. Having limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning.[6] It means vocabulary is central and critical important to typical learner because vocabulary is basic foundation to learn about a language. Vocabulary also one of tool to communicate people. Learner must have many vocabularies to increase their skill in English language. Vocabulary is all the words that a person knows or uses.[7]

In teaching vocabulary, the researcher will use the media game. Obviously this game media has advantages and disadvantages. Excess media in teaching vocabulary game that the game is something fun to do, something that is entertaining, the game allows the active participation of students to learn, games can provide immediate feedback, game allows the application of concepts or roles into the situation and actual role in society, are flexible game, game can be easily created and propagated. As for the shortage of media in teaching vocabulary game that is consuming a long time because of busy, or because not knowing the rules

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[6]EndangFauziati, *Teaching English an a Freign Language*, Surakarta: MuhammadiyahUniversitas Press, 2002, p. 155
[7] A.S Hornby, *Oxford Advance Learner's Dictionary of Current English*, New York: New York University, 2000, p. 1506

of implementation, in social situations simulating games tend to be overly simplifying social context so as not impossible students actually get the wrong impression., Most games involve only a few people students only whereas the involvement of all students / residents to learn is very important that the learning process can be more effective and efficient.

The researcher is very interested in teaching English vocabulary using games. Using media in teaching and learning can help teachers to organize classes. PC game Big City Adventure San Francisco is an interactive game that asks players to find words below and in accordance with the drawings. The game gives some description of the image for example describes the environment in other countries San Francisco. PC Games Big City Adventure in San Francisco can be used to improve the mastery of vocabulary because based on the observation that the researcher is familiar with seventh graders.

The result of the first observation, the researcher also found several reasons why the study conducted for the seventh grade students of SMP Nusantara Palangka Raya based on the observation that students have difficulty in memorizing vocabulary, students get bored in learning English, and students are still not fluent in English words.

The researcher also found that the reasons contained in the system of teaching junior high school English teacher in SMP NusantaraPalangka Raya that

teachers do not use the interesting media in the teaching of English and using classical methods so that students are less interested in learning English.[8]

B. Problems of the Study

Based on the background explained, it is stated problem of the study "What isthe effect of using *BigCityAdventure*GameMediaon vocabulary mastery at the seventh grade of SMP NusantaraPalangka Raya?"

C. Objectives of the Study

Based on the problem above, the objective of this study was to measure the effect of using *BigCityAdventure*GameMedia on vocabulary mastery atthe seventhstudents of SMP Nusantara Palangka Raya.

D. Significance of the Study

This study is significant for two reason; theoretically and practically. Theoretically, the researcher would like to show that this study support the theories of media in helping teaching learning process. Practically, the researcher expects to give contribution to the English teacher to solve the students' difficulty in learning vocabulary. For the students, by learning vocabulary using media will provide motivation and support so that students can learn easily and increase their ability in English vocabulary

E. Variable of the Study

There are two variable:

1. Independent variable:*Big City Adventure* game media

2. Dependent variable: Vocabulary mastery

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[8] Based on Pre-observation on Wednesday, January 14th, 2015

F. Hypotheses of the Study

There were two hypotheses of the study:

Ha : *Big City Adventure* game media gives effect on students' vocabulary mastery

Ho : *Big City Adventure* game media does not give effect on students' vocabulary mastery

G. Scope and Limitation of the Study

The study belongs to quasi experimental study. It was only done to measure the effectiveness of using *Big City Adventure* Game Pc Media, especially the effect of using *Big City Adventure* Game Pc Media to enhance vocabulary mastery with the material based on the standard competence in KTSP of SMP Nusantara Palangka Raya for the seventh grade students. On the other hand, the limitation of the study was noun about concrete noun. The study was limited to the seventh grade students at SMP Nusantara PalangkaRaya in academic years 2015/ 2016. Inthisstudy,theresearcheronly focusedontheeffectsof treatment by using"Big City Adventure" game media.Itwasconducted onthe seventhgrade studentsof SMP Nusantara Palangka Raya. Thus,theresultofthisstudyonly generalizedorappliedtothetarget population, specificallyto the seventhgrade studentsof SMP Nusantara Palangka Raya.

H. Definition of Key Terms

In order to have a better understanding and to avoid misinterpretation about the term used in the study, it is necessary for the researcher to explain the terms in detail as follow:

1. Effect

   The effect is a change caused by something.[9] That also means a change of something because of treatment. Related to the study, *a change of something* is the change of students' English score of the seventh grade students of SMP Nusantara Palangka Raya after given treatment; that is taught by using media Pc Game "Big City Adventure".

2. Media

   Media is one of supporting the learning to optimize the learning process. The medium used in this study is a media game is a game of puzzle look for pictures to be expected with the media in learning English so that students will be more interested without being burdened with fear and become more active in learning the English language, especially in vocabulary

3. Big City Adventure Game

   Big City Adventure game is a game made for an increase in the ability of English vocabulary to students. Big city adventure is an adventure type of game in which the player must find the hidden items around the city. In a big city adventure game, students will look for hidden objects using a

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[9]Karen E. Patzelt, *Principles of WL and Implications for ESL Learners*, Pall, 1995, p.3.

vocabulary question that has been provided.*Big City Adventure*game has many series such as *Big City Adventure in Paris, Big City Adventure in Sidney Australia, and Big City Adventure in San Francisco.* In this study, the researcher using game *Big City Adventure in San Francisco*because this game is the famous game.

4. Vocabulary

Vocabulary is the total number of words in language.[10] It means if it is used with varying meanings, English students need to be able to recognize quickly. Writer defined vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, writer uses vocabulary to refer to the kind of words that students should know in increasingly. In the present study, vocabulary is in every English word which learning by the seventh grade students at SMP Nusantara Palangka Raya as the subject material of the foreign language in compulsory subject at this institution.

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[10] As Hornby, *Oxford Advanced Learner's Dictionary of Current English Fifth Edition ;*(Oxford University Press), p. 1331.

I. Frame of Discussions

This final project contains five chapters. With the purpose of facilitating the reader to understand the study. This writing is organized as follows:

Chapter I : Background of the study, problem of the study, object of the study, significance of the study, variable of the study, hypotheses, scope and limitation, definition of key terms and framework of discussion.

Chapter II : Previous study, vocabulary, the meaning of vocabulary, the important of vocabulary, the nature of vocabulary, kind of vocabulary, vocabulary assessment, media of learning, game, *Big City adventure* as the game, *Big City Adventure* as media to teach vocabulary, the advantages and disadvantages of pc game *Big City Adventure*.

Chapter III : Time and place of study, research type, research design, population and sample, research instrument, research instrument try out, research instruments reliability, research instruments validity, index of difficulty, data collection procedure, data analysis procedure, testing hypothesis.

Chapter IV : Result of the study which consisted of description of the data, result of data analysis, and discussion.

Chapter V : Closing consisted Conclusion and suggestion.