**Chapter 1**

**Introduction**

**1.1 Background of the study**

English as an international language is a language that has to be learned in many countries, it includes indonesia. English is used for mastering a science and technology. It means for communication and information, in this global era, learning English becomes an important reason to be learnt. In Indonesia, English is taught and learned as a compulsory subject from elementary school through university. English is taught in elementary school as a foreign language. It has a function to give students basic knowledge of English, so that they will study much better in junior high school and the next level.

Teaching vocabulary may start from elementary or kindergarten, it has a purpose to prepare students to get good ability in understanding and communicating in English. The teacher should pay attention seriously in teaching vocabulary. The most of students who are having a limited vocabulary, must be faced of some problems, such as; speaking, listening, reading, and writing. Of course, they have many difficulties in speaking.

By mastering vocabulary, it will help the students to study English easily. The real fact that happened in the class can support teacher to improve her/his role in teaching English well. The teacher is able to find a good method how to teach vocabulary to the students. To make easier in understanding English, teacher is able to use media as facilitator of teaching, and it will be more interesting for the students to learn English. Without using good media, the teaching learning process will be getting bored.

Vocabulary learning are about memorizing, pronouncing, and comprehending the words. Students who have learned a second language, they will know some words that seem easier to be learned. The easiest of all are more or less identical, both in their meaning and forming.

The fact, it is not easy to learn a foreign language for the students, especially in increasing vocabulary. A vocabulary is a list of words, learners will get different result of learning by different ages, for example; students who are entering school typically add between 2000 and 4000 words a year to their reading vocabularies, or approximately 17 words each day. As stated Anderson & Nagy (1992), “Students entering school with limited vocabularies need to add an even greater number of words to catch up with their peers.”

Students are going to find some difficulties in learning vocabulary so they have to memorize new words that they do not know before, the vocabularies are usually general words in speaking. The most importance basic level is to know a word consist of knowing its form and its meaning.

The teacher can play a major role in motivating students to teach vocabulary and to gives ideas on how to learn it seriously. The students have to pay attention to their spelling, pronounciation, and the way the words that have similiar or different in meaning. But the important thing to learn it is by using a memorising techniques.

Games are enjoyable, the essence of many games have lied on student’s performance. There are sharing commnicative aspects, the activity, and the knowledge. The situations which bring a foreign language to life in the classroom are provided by gesturing, handling, touching things, incidenting, activiting, picturing, and with the interesting stories spoken.

All games have some rules to be played in the classroom. Communication games are not necessary lenght or complex. It is focused on something to be communicated to students or to be found out from others, and the students want to keep the game because they are interested in it. Some of the vocabulary games are rather different in adding extra words, and the students are demonstrating their own knowledge. There are many games which are implementing in increasing vocabulary in the school. The games involve the teacher and the students on it. Those game are prepared by the teacher to be used for improving students’ abilty in the class. The game is vocabulary game, there are two vocabulary games in teaching learning proccess. The teacher and the students are involve on it.

There are many studies about games, Lewis and Mierzwa (1989; c.f Gupta, 2006) suggested that, “Games such as charades, crossword puzzles, board games, word searches, and bingo are effective teaching aids when used in the right situation.” On this paper the writer would like focus on vocabulary games such memory quiz, mime game.

**1.2 The identification of problems**

There are some problems that the writer would like to be rised, those are as follows:

1. The procedures of teaching learning process in the class room.
2. The role of teachers and students in teaching learning vocabulary.
3. The result of teaching learning vocabulary in the class room.
4. The opinion of respondents about teaching learning vocabulary.

**1.3 Research Problems**

Research problems are the reason for the writer to find out the answer of her curiosity about the questions, they are:

1. How do the procedures apply in vocabulary learning by using game?
2. How are the role of teacher and students in vocabulary learning by using game?
3. What are the results of vocabulary learning by using game?
4. How do the respondents’ opinion toward vocabulary learning by using game?

**1.4 The limitation of problems**

The writer realizes that it is difficult to find out the datas if there is no limitation in the study because without limitation of the study, the result of this research will not focus in one thing. According to the problems that the writer has mentioned above, the writer puts some limitations about an analysis of students’ ability in incrasing vocabulary using vocabulary games. The research is focused on one topic, it is about “how to make an omelette”.

**1.5 The Objectives of the Study**

The objective of the study is to overcome the students' problem in increasing vocabulary using vocabulary games. The objective of the study is also to get information about:

1. To know vocabulary learning procedures in using game that applied in the classroom.
2. To know the role of teacher and students in vocabulary learning in using game.
3. To know the results of vocabulary learning in using game.
4. To know respondents’ opinion toward vocabulary learning in using game.

**1.6 The significances of the Study**

The result of the research is expected to be able to give some advantages, for teacher, students, and further researcher:

1. For Teacher:

He/She can improve a good skill ability in teaching vocabulary by using vocabulary games.

1. For Students

They will get a better learning system, they will be able to improve their ability to memorize vocabulary by using game and they will get an enjoyable atmosphere.

1. For Further Researcher

The researcher can get more informations about teaching learning process in increasing vocabulary by using vocabulary games.