

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of six parts. They are research context, research focus, research objectives, significance of study, scope and limitation, and definition of key terms.

A. Research Context

In journal Muhammad Yamin about teaching English, “there are four skills. The most basic and most necessary language elements are: vocabulary, pronounce, simple grammar, and simple conversation”.¹ The four skills are supported by learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, English vocabulary is a basic component of learning English. “English vocabulary is one of the important elements is language that should be understood by the learner, because it support the learning of language skills development in order to master the target language.”² Vocabulary is the knowledge or meaning of word. Vocabulary consists of from of the word and meaning of the words³.

¹Muhammad Yamin, *Jurnal Metode Pembelajaran Bahasa Inggris di Tingkat Dasar*, 1 (Januari, 2017) .page 82.

² Scott thumbury, *How to Teach Vocabulary* (England:person education limited, 2002),page 3

³ Elfriedah H Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice* (New iersey: Lawrencerboun associates, 2005).page 3.

According to Penny, “vocabulary can define, roughly as the word that the teacher teaches in the foreign language”.⁴

Knowledge of word comes in at least two forms, receptive, it means we can understand, and productive, the vocabularies we use when write or speak. From these definition it can argued that vocabulary is not only contains list of word but also it become basis for people to communicate with other. The phenomena above occur in SMP Negeri 3 Sampang. The students cannot speak well in their language learning because they have little vocabulary. There are many student lack vocabulary. Therefore, the students do not understand how to memorize vocabulary easy.

Sukowati as teacher at SMPN 3 Sampang said. “When I teach the material specially in vocabulary I use the game namely snake and ladder game to make the student easy to memorize with snake and ladder game, because my student difficult and lazy to memorize vocabulary, my strategies order the student to memorize with snake and ladder game, before start our program, the students gather to read the material specially in vocabulary.”

The teacher wants to help the student to improve their vocabulary and it can make the students fun and easy to express the vocabulary in language learning. Therefore, the researcher will conduct this snake and ladder game especially the student’s vocabulary mastering.

⁴ Penny Ur, *A Course in Language Teaching, Practice and Theory* (Australia: Cambrige University Press, 1996).page60.

Based on the researcher experience while doing observation at SMP Negeri 3 Sampang, some problems were faced by the school students in the seventh grade. The students cannot express their ideas in discussions. It makes the students feel afraid to express their ideas in front of their friends. Students cannot develop their opinions based on topic. So, the students did not have critical thinking about the topic.

Beside that the students not able to maintain their opinion base on their own. Most of the students would rather keep silent than communicate because of the fear of making mistake and being laughed by their friends. As we know that Indonesian students have some difficult in learning English, especially in vocabulary. Base on the preliminary study conducted at SMP Negeri 3 Sampang, only 40% students who reach the target score of 70 or more. It will be success if the students get the target score of 70 or more.

They understand about the topic or material but they are difficulty to share and express their idea to others, they have low vocabulary because most of their own mother tongue is Madura and Indonesian, it makes the students tend to use their mother tongue rather than English thought they are in English vocabulary activity. Therefore, it is important to focus the teachers' intention on the improvement to stimulate the students to memorize vocabulary.

In solving problems, the teacher as a great educator must be able to find the best solution by applying a great strategy in teaching process. The

snake and ladder game will be used by teacher that is the method to make the students be active, feel comfortable and explore their ideas in vocabulary class, and then the students have critical thinking about topic in discussion. Beside that the students are able to maintain their opinion about topic in discussion. The ability to master vocabularies is very crucial in this Junior High School. Beside that it will make the student easier to memorize and free to interaction with the teacher and also it can make the proses of teaching learning more active and effective.

Vocabulary is one key to improve the English achievement in speaking activity. The students who have lost vocabularies are easier in speaking activity, teaching and learning process. However, acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.⁵

Base on the explanation above, the researcher choose the use snake and ladder game in teaching learning process to make the student become active and easy to memorize vocabulary. It is group of study that students learn independently from one another, each student has the same chance to express their ideas and concern with equal participant of students.

⁵ David Nunan, *Practical English Language Teaching*: (New York: Young Learner 2005),page121.

B. Research Focus

Research problem is a formulating a research able problem or question, According to Creswell research problem are the educational issue, controversies, or concerns, that guide the need for conducting study.⁶ Based on the background above, the problem of this research are:

1. How does the teacher use snake and ladder game in teaching vocabulary at the seventh grade of SMP Negeri 3 Sampang?
2. How does the students response when use snake and ladder game in teaching vocabulary at the seventh grade of SMP Negeri 3 Sampang?
3. What is the benefit of teacher using snake and ladder game in teaching vocabulary at the seventh grade of SMP Negeri 3 Sampang?

C. Research Objectives

If we talk about research objective, Creswell said that Research objective tells about a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.⁷ Mohammad Adnan Latief stated in his book “Research Methods on Language Learning an Introduction” stated that research problem and research objectives basically have the same meaning, therefore, very often research problem are stated in the same way as the research objectives. This indicates the important role of

⁶Jhon w. Cresswell, *Educational Research* (Buston: Person Education. 2012), page59.

⁷Ibid. 627

research problems and research activities, the research objectives should be stated differently from the research problem, as the research problems are stated as questions to be answered by the researcher, while the objectives are stated as the goal of research to be achieved by the research.⁸ Based on the research focus above, the research objectives aim to:

1. To describe how the teacher use snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang.
2. To explain the students response when the teacher use snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang.
3. To find out the benefit of teacher using snake and ladder game in teaching vocabulary at the seventh grade of SMP Negeri 3 Sampang.

D. Significance of the Researcher

This step explains about the usefulness or importance of research, both scientific uses and social use. Scientific use is in the development of science, while social use is directed at effort and stages in solving social problems.⁹ This study has two significances. There are theoretically and practically. Theoretical significance is to improve knowledge, while practical significance is e effort or stage to solve social problem. In

⁸Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction 2nd ed.* (Malang: State University of Malang press, 2013), hlm, 25.

⁹*Pedoman Penulisan Karya Tulis Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negeri* (Pamekasan: STAIN PMK Press, 2015), hlm, 18.

conclusion, it consists of the reason of feasibility of the problem that will be study.¹⁰

1. Theoretical Significance

Vocabulary is important thing in English learning. Theoretically, this research is expected to be useful for the reader, especially English teacher in teaching vocabulary by using snake and ladder method. Hopefully, the strategy of this research can help the teacher to improve teaching and learning process.

2. Practical Significance

a. For the reader

Researcher hopes this research result of the research will improve the reader in getting knowledge and add the vocabulary what them have about the use of snake and ladder game in teaching vocabulary.

b. For students

Researcher hopes this research result will give the contribution to the students and to move motivate the students in order to make the students easy to memorize and fun in teaching learning process especially in English.

¹⁰Mohammad AdnaLatief, *Tanya JawabMetodePembelajaranPenelitianBahasa*, (Malang: UM press, 2010)page19.

c. For teacher

Researcher hopes this research result will improve the way of teaching students in teaching learning process.

d. For the researcher

By this study it will increase the knowledge especially in vocabulary and it will add researcher experience.

E. Scope and Limitation of Researcher

Scope and limitation means to limit the object of the study.

Scope is limited of variable on other variable in research, population or research subject, and research localization. It can also in explaining variable become sub variable espouse the indicators.¹¹ The scope of this research is using snake and ladder game to teaching vocabulary.

Limitation is potential weakness or problems with the study identified by the researcher.¹² And the researcher gives the limitation to make this research clear and to avoid misunderstanding from the reader. This research will be limited at the seventh grade of SMP Negeri 3 Sampang.

¹¹*Pedoman Penulisan Karya Tulis Ilmiah Edisi Revisi, Sekolah Tinggi Agama Islam Negeri* (Pamekasan: STAIN PMK Press, 2015), page, 12.

¹²Jhon w. Cresswell, *Educational Research* (Buston: Person Education. 2012), page, 199.

F. Definition of Key Term

The definition of key terms started bellow in order to make everything clear and avoid main interpretation of term.¹³ The researcher provides the definition of some term used as keyword.

1. Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write.
2. Snake and ladder game is a simple game played on a board played by two or more people.
3. Students response' is behavior that is born as a result of the entry of a stimulus given by the teacher to him or a response to learn something with pleasure.

¹³Pedoman penelitian karya tulis ilmiah (Pamekasan: Stain pmk press, 2012), page, 12.