

# CHAPTER I

## INTRODUCTION

### A. Research Background

Vocabulary is one of the language components that need to be concerned with in order to master the four language skills. Learning English without mastery of vocabulary can make people trouble to speak and even they cannot answer the question in spoken and written form. Thus, it can be concluded that vocabulary is one of the language components that need to be mastered by the students, because the students will be hard to improve their language skill without mastering vocabulary.

In a language, it has been known that vocabulary is an important component. It needs to be learned in language especially in English language learning. It cannot be separated from the four skills; reading, listening, writing, and speaking because it is a base of those four skills. Vocabulary becomes an important component in mastering language. Richard (2001:4) said that vocabulary is one of the most obvious components of language. By mastering vocabulary, students will be easier to communicate with others.

In the real practice, the students often have the lack of vocabulary mastery problem. This might be caused by several factors, such as from the teaching learning process, learning technique applied or even from the students itself. The students often consider that the English is very difficult

to be learned, so then they are not interested in learning it. This situation will influence their vocabulary mastery because they will not practice more and memorize the number vocabulary as the effect of their dislike toward English learning.

Based upon the result of the pre observation at the time of that, the students of SMP N 21 Pontianak have problem in vocabulary mastery especially the students of eighth grade. The researcher found that the most of the students only know a little about the meaning of certain vocabulary, even they do not know how to pronounce it clearly and spell it correctly. Furthermore, the teaching learning process in this class looked not really good because the teaching learning process is only dominated by the students who competence in English. The situation made the class climate is not really active because less interacts among the students.

Based on the problem above the researcher tried to overcome the problem that faced by the students using spelling bee game. The researcher will apply spelling bee game to improve student vocabulary mastery in SMPN 21 Pontianak. According to Kavaliauskiene (cited in Rahayu, 2009:3) using games give a special chance to students to self-assess their progress in learning vocabulary and to a teacher to assess students' progress.

One of the games that are appropriate in teaching vocabulary is Spelling Bee game since the purpose of this game is in line with two of language components of English vocabulary and pronunciation. In this

study, spelling bee game is a technique of cooperative learning. Special things from this technique are memorize, pronounce and improve students' vocabulary. Then, in spelling bee game is use media there is picture.

The researcher chooses the spelling bee game because there are some benefits as students can improve their vocabulary mastery and try to remember vocabulary as soon as possible with a pronounced, pronounced not just uttered. The students can also learn vocabulary enjoy. This game can also build students' self-confidence because it is used in the game itself. Finally, teachers can apply creative strategies in the learning process, thus, it will make students more interested in learning.

The researcher is interested to conduct a classroom action research entitled "Improving the students' vocabulary mastery through spelling bee game to the eighth grade student of SMPN 21 Pontianak.

#### **B. Research Question**

Based on the background, the researcher would find out "how can spelling bee game improve the students' vocabulary mastery of the eighth grade of SMP N 21 Pontianak?"

#### **C. Research Purpose**

Based on the problem, the purpose of this research is to investigate spelling bee game in improving the students' vocabulary mastery of the eighth grade of SMP N 21 Pontianak.

#### **D. Scope of Research**

Considering the topic of this research, the researcher carried out the scope of research to avoid misinterpretation. The scope of research here consist of two important things, they are variable and terminology.

##### 1. Research Variable

According to Kerlinger in Sugiyono (2011: 38), variable is a construct or characteristic that will be studied. So, it can be concluded that the variable is anything that will be studied by the researcher. Based on this explanation, this research only used single variable, because it focuses on the improving students' vocabulary mastery through spelling bee game.

##### 2. Terminology

###### a. Improving

Improving means to increase in value, excellence and become better. Improving in this research means is to bring several changes of students into a more desirable or excellent condition.

###### b. Vocabulary Mastery

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains the information about its meaning, form and usage in context of communication.

### c. Spelling Bee Game

Spelling bee game that is used in teaching vocabulary by giving the first and the last spelling from a word to make students enjoy in learning English.

## E. Research Benefits

### 1. For the Students

For the students, it will be a place where the students can improve their vocabulary mastery and know how far their understanding of the spelling bee game.

### 2. For the Researcher

For the researcher, this research is expected can add and increase the researcher's knowledge about the Spelling Bee game technique, in order to make the researcher can use it with various ways or even can combine it with another learning method or technique in the learning process.

### 3. For the School

This research can be a reference to the headmaster to control the teachers in applying the learning strategy in learning process.

For the next researcher who will examine how to improve the student's vocabulary mastery through Spelling Bee Game.

#### 4. Hypothesis

According to Chandra and Sharma (2004: 96), the hypothesis in action research concerns the solution of some particular problem, and hence it is called action hypothesis. Based on these explanations, the hypothesis of this research is formulated as follows: “the use of spelling bee game can improve the students’ vocabulary mastery.”

