**CHAPTER 1**

**INTRODUCTION**

In this chapter, the writer presents the Background of the study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Significances of the Study, Definition of the Key Terms, and Organization of Research Report.

* 1. **Background of the Study**

In learning a foreign language, vocabulary plays an important role. One element links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Vocabulary is one important aspect in learning a foreign language. As stated by Thorn (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is very important to be learned because people cannot convey something in communication if they lack of vocabulary mastery. Therefore, an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, students will be unable to use the structures and functions that they have learned for comprehensible communication.

Based on the writer’s observation, there are some problems that faced by the students. It is realized that most of the eighth graders of SMP Al-Fatah Semarang get score under KKM (*Kriteria Ketuntasan Minimal*) in English lesson which are caused by some problems in teaching learning process. First, the students have difficulties in understanding vocabulary and laziness to enrich vocabulary mastery. Second, the students are afraid to speak in English, because they do not understand the meaning of every word due to their limited vocabulary. Third, the students are not interested in studying English, so they do not have maximal result in English score.

In general, teaching English in junior high school is different from senior high school. The students in junior high school still do not have good concentration in study. They also have certain characteristics and need a particular treatment. Furthermore, junior high school students are in a period of transition from childhood to teenager, where they are immature and still as young learners who like playing than learning. Looking at the characteristics above, the process of teaching and learning in junior high school and senior high school have distinguished way from teaching adult learners. Therefore, the teacher should be able to adjust students’ need and desire so that they are attracted to learn.

Based on all the reasons above, some efforts must be doing to solve the problems. The main objective of the writer is to make a fun, easy, and attractive way to learn vocabulary. However, in reality, some English teachers in junior high school are still using an old and monotonous method in teaching vocabulary that make the students feel bored and difficult in learning. Therefore, one of the techniques to teach in junior high school learners is using game. Based on Huyen (2003), “games have shown to have advantages and effectiveness in learning vocabulary for young learners in various ways. First, games bring in relax and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested”.

According to Koprowsky (2006) “the Last Man Standing game is the amusing game that can stimulate the students’ vocabulary mastery”. Therefore, the Last Man Standing game will make the students more enjoy, relax and fun. Considering the advantages of game in teaching vocabulary in which they can be best achieved by organizing fun, relax, competitive, and motivating vocabulary games and activities, which adhere to the expanding rehearsal, the writer chooses the Last Man Standing game as a technique to enrich the vocabulary mastery of the eighth graders of SMP Al-Fattah Semarang.

**1.2 Reasons for Choosing the Topic**

The study focused on the Last Man Standing game because of the following reasons:

1. Most students in junior high school have difficulties in understanding vocabulary and are lazy to enrich their vocabulary; so that, they cannot convey their ideas because of their limited vocabulary.
2. Most students are afraid of speaking English, because they do not understand the meaning of every word due to their limited vocabulary.
3. The Last Man Standing game is seen to be one of alternative techniques to enrich and improve students’ vocabulary mastery.

**1.3 Research Question**

Related to the background of the study above, this study was designed to answer the following problem question: “Is teaching vocabulary using the Last Man Standing game effective to enrich the students’ vocabulary mastery of the eighth graders of SMP Al-Fattah Semarang in the academic year of 2016/2017?”

**1.4 Objective of the Study**

Based on the research question above, the objective of the study was to find out whether the use of the Last Man Standing game was effective to enrich vocabulary mastery in SMP Al-Fattah Semarang in the academic year of 2016/2017 or not.

**1.5 Hypothesis of the Study**

According to Airasian (2000), hypothesis can be classified in terms of how they are divided or how put references they are stated. The hypotheses of this study are: Ho is null hypotheses, which means there is no or use connection beetween ordinarily it is used in statistics research. Hi is alternatif hypotheses, which means there are connection between variable X and Y.

Ho : There was no significant difference between the mean score of vocabulary test of the eighth grade students who were taught vocabulary using the Last Man Standing game and the ones who were taught without using the Last Man Standing game.

Hi  : There was a significant difference between the mean score of vocabulary test of the eighth grade students who were taught vocabulary using the Last Man Standing game and the ones who were taught without using the Last Man Standing game.

**1.6 Significance of the Study**

There are pedagogical and practical significance from this study, as follows:

a. Pedagogical Significance

The writer hopes that this study can motivate student’s willingness to become active learners. The outcome of this study is also expected to create a good communication among the students and their friends or most important is among the teacher and the students in the process of teaching vocabulary in the class. For further researchers, hopefully this study can be a reference for everyone who would like to take the same subject and topic of research.

b. Practical Significance

This research gives advantages for the students, English teachers and the writer. For students, it is expected that they are able to construct their understanding, and their concept in using words by using the Last Man Standing game. For English teachers, this study can be one alternative for English teachers so that they will have a new method to make the students enrich vocabulary mastery. For the writer, this study gives her a new strategy and experience for teaching vocabulary by using the Last Man Standing game.

**1.7 Definition of Key Terms**

Definition of key terms is very important to understand the meaning of the topic. The key terms of the research are defined as follows:

a. The Last Man Standing Game

According to Koprowsky (2006), ‘‘the last one standing game is a game or activity that involves the whole class, stand up in a circle and the teacher decides a topic and the person who still stands up at the end of the game is a winner. Moreover, students can give mutual response to other friends more quickly. The topic was depends on the teacher who will teach the students.

b. Vocabulary Enrichment

According to Walter (2008) enrich means to improve the quality of something by adding something else. From that definition above, it can be concluded that vocabulary enrichment is vocabulary improvement. By vocabulary enrichment, the student can enrich their English with adding and improving English words in their brain.

c. Vocabulary Mastery

According to Sunarti (2010), vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. From that definition above, it can be concluded that vocabulary mastery is a total amount of words that can be mastered and used in communication. By mastering vocabulary, students will be able to produce sentences either in spoken or written text.

**1.8 The Organization of the Research Report**

This study is divided into three chapters. Chapter I presents the Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Significance of the Study, Definition of the Key Terms, and Organization of the Research Report.

Chapter II present with Characteristic of Junior High School Students, Teaching English for Junior High School Students, General Concept of Vocabulary, Definition of Vocabulary, Kinds of Vocabulary, Teaching Vocabulary, Techniques in Teaching Vocabulary. Moreover, the last is about the Last Man Standing Game including definition of Game, Steps of Using the Last Man Standing Game, the Advantages Using the Last Man Standing Game, Teaching Vocabulary by Using the Last Man Standing Game, and Review of Previous Studies.

Chapter III presents methodology of the research which contains of Research Method, Subject of the Study, Variables of the Study, Instrument of the Study, Validity and Reliability, Data Collection Techniques, Procedure of the Study, Scoring Technique and Technique of Analyzing Data.

Chapter IV presents the writer presents about the School Profile, Analysis of Validity and Realibility, Finding of Experimental and Control Class, Analysis of Pre-test and Post-test in Control Class, Analysis of Pre-test and Post-test in Experimental Class, Analysis of Pre-test in Control and Experiments, Analysis of Post-test in Control and Experimental Class, and the Discussion of the Research Findings.

Chapter V presents conclusion and suggestion.