

CHAPTER I

INTRODUCTION

1.1. Background

God is the Creator who He created the world through spoken language as it is said in Genesis 1: 3, “And God said, “Let there be light,” and there was light.” So does humans are created in God’s image as it is said in Genesis 1:26a, “Then God said, “Let us make mankind in our image, in our likeness...,” so that humans can reflect God in human’s life. Since God himself is a Trinity God, then He communicate one another, and the ability to communicate using language between the Triune God, graciously given by God to human as a gift and as the means of communication. Equally important, as the image of God, humans were created with an ability to speak, improve, use and understand language as the radiance of God as a personal being. In addition, John 1:1 wrote, “In the beginning was the Word”. The usage of “the Word” which refers to Jesus, indicates the relation between the character of Trinitarian God with the use of language (Poythress, 2009). This shows the importance of language and the source of language itself. Besides to communicate one another, in Matthew 28:19 God also gave human a great commission to share Gospel to all nations and make the nations His people. This can be achieved by using language to bless others and mastering the international language so that humans can interact and communicate one another using language to build a fellowship with Him in a community.

Humans were born with an innate capacity to understand a language (Saville-Troike, 2006). Humans are able to learn new language according to human needs. The context of Indonesia, English is usually categorized as a foreign language

(Sulistiyo, 2016), which needs time and a formal education to be able to understand it. Cameron in Awaludin says that EFL learners have limitation of vocabulary knowledge and type because of the lack of exposure to English (Awaludin, 2013). Since Indonesia has many tribes, as 1st language of Indonesian is also having various types of local language. It can be the local language or also possibly Bahasa Indonesia. This makes the lack of exposure of English and only exposed in formal education at school. Furthermore, learning new language in formal or informal education helps students to develop their understanding about the development of language and culture of other people and it also can be a tool for students to learn to express themselves (Van Brummelen, Batu loncatan kurikulum, 2008).

Correspondingly, based on the researcher experience during the Internship Program at one of the Christian schools in Lampung, the researcher found that there is main issue that cause grade X students are found it difficult in learning English. The researcher did an observation for three weeks from August 20, 2018 to September 3, 2018, a pre-test, and discussed with teacher mentor which comes to conclusion that the students having problem in their vocabulary to speak it and translate it into their first language. Besides that, the lack of vocabulary knowledge makes the students cannot follow the curriculum. Vocabulary is one of the English language features, which makes the students able to comprehend a language and able to speak using the language. However, there are many previous findings to helps students to improve their vocabulary knowledge, such as using flashcard, Cooperative Integrated Reading Composition (CIRC), Total Physical Response (TPR), Grammar Translation Method, and Games Method. In order to overcome the main issue during the research in Lampung, the researcher decided to use Games

method to improve grade X students' vocabulary knowledge. Specifically, the researcher implemented 3 types of vocabulary games that were modified based on students' ability and the schools' condition. During the issue identification, the researcher already tried to use other games to help the students in learning vocabulary, but then the researcher decided to use 3 types of games because the researcher considered the most effective games that can be applied in the classroom were word chain game, memorization pronounce game, and categorizing word game rather than offline kahoot, treasure hunt, and board games.

1.2. Research Question

Based on the problem found, the researcher has two research questions, as follows:

1. Does game method improve students' vocabulary knowledge?
2. If, yes, how does game method improve students' vocabulary knowledge?

1.3. Purpose of the Study

Based on the problem statements, the purposes of this study are:

1. To know if game method improves students' vocabulary knowledge.
2. To know how game method improves students' vocabulary knowledge.

1.4. Definition of Terms

The definition of terms used in this research are listed as follows:

1.4.1. Vocabulary Knowledge

Davis as cited in Allen (2006) states that, vocabulary knowledge related and affects learners' comprehension where both vocabulary knowledge and comprehension is indisputable. Therefore, to measure students' vocabulary

knowledge, Nation (2013) stated that knowing the form (e.g. recognizing the meaning of words; how to write and spell it), meaning (e.g. recognizing the meaning of words in their L1 language), and use (e.g. recognizing when, where, and how often a word being used) of words is involved in knowing words.

1.4.2. Games Method

Games Method is an activity in which students are actively taking part in learning by setting up the conflict, set by rules, having target to achieve, an element of fun, and the result of the activity is a measurable result (Yu, 2016). Prensky (2001) stated that there are six features of games method, which are:

1. Interactive learning which requires students' contribution
2. Requiring involvement of students as players
3. Instruction which clear and understood by the students
4. Rewards for the winner
5. Time limitation
6. Variety ways in win the game.