

CHAPTER I

INTRODUCTION

1.1 Background

The students' mind to the teachers' minds (Kaifa : 2002). This principle means the teacher should remember how important to come into the student's mind as the first step to admit the atmosphere of study English is one subject in curriculum of school that must be taught by the teacher well. Although it is a foreign language, the students have to master it, in order to make the teaching learning process runs well. A main principle in teaching is 'take a long the student's mind to the teacher's mind and bring.

There are many components in English learning, such as, listening, reading, speaking, writing, grammar, pronunciation, and vocabulary. Vocabulary is one of important things in English language teaching and learning besides grammar and pronunciation. It is in line with what Wilkins (2002:13) states that vocabulary is one of sub skills that must be taught by the students because vocabulary has an important role for all language skills.

Vocabulary is one of language elements, which needs to be mastered by students. By mastering vocabulary, students will be able to improve their reading, speaking, listening and writing. Vocabulary is important because without enlarging any vocabulary someone cannot communicate effectively to express the ideas. As Wilkins (1972: 111-112) states in his book, he said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. McCarthy (1997: 140) also states in his book that , no matter how well the student learns grammar, no matter how successfully the sound of L2 just cannot happen in any meaningful way. In other words that the first to be master for learner in learning language especially English is vocabulary.

Vocabulary is not easy to be increased without a proper way of how to build it up. In this case, English teacher has important role to stimulate students to enrich their vocabulary. The teachers should help the students to remember new vocabulary. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way" (Hubbard et. al. 1983:50).

The old technique used in teaching vocabulary such as: memorizing technique did not stimulate the students to enrich their vocabulary because, this technique only emphasizes on memorizing words which is in many cases makes the students feel bored. As Wallace (1988:61) said, if students is conscientious he/she will then attempt to memorize the target

word and its translation, usually simply repeating it over and over again. This obviously is a somewhat and inefficient method of learning vocabulary.

The ability to master vocabularies is very crucial in the Junior High School. Vocabulary is one element to improve the English achievement. Students who have lots of vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning. However, in the Nunan's book (1991:117) River argued that 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.

In addition, to know English words and their meaning, this is important to know also how the words work together in English sentences. In the other words, teaching vocabulary is not only to give the meaning of the word but to teach how the word works together in sentence, to create meanings. This is done because one word may have more than one meaning. The varieties of English words need to be learnt and mastered by the learners of that language especially for the non-native English speakers. Unfortunately, this variety sometimes makes the learners difficult to master it.

One of problems faced by English teacher and learner is how to deal with vocabulary. Sometimes, the students could master and always remember all the vocabularies learned at school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. This phenomenon happened in the process of vocabulary mastery in the Junior High School, belonging to the students of SMPN 1 Seyegan. They faced some problems in mastering it. The problems found from the observation and also interview.

The first problem based on interview concerned with the students. The eighth graders of SMP N 1 Seyegan did not have high motivation in learning English especially vocabulary. They had difficulty in memorizing new words. Most of them were passive during teaching learning process. They did not have any confidence in their ability about English and they were afraid in making mistakes. Some of them also thought that English is difficult, so they did not have any interest in learning English.

The second problem got from the observation came from the teacher. The teacher did not know how to make the students interested in lesson. He used an old method in teaching. The old method that used by the teacher was teacher center and also explaining the

material and order the students to write. So, the students spend time in class to listen the teacher explanation and write it. It made the students bored with the lesson and unmotivated to learn.

The third problem based on observation was the material. There are various English materials from other resources for supplementary material, but the material used in teaching learning activity in that school was mostly taken from course book and LKS (*Lembar Kerja Siswa*) or students' worksheet. The students need other resources to enrich their knowledge about English.

The last problem based on observation was the tools used in teaching. The classroom was not provided with Internet access, the students and the teacher could not use internet to find other material. There is no enough dictionaries provided by the school for the students, and many students do not have it.

Based on the problem above, this study is conducted to find the effective solution to improve the student's vocabulary by using Homophone Games in the teaching and learning process. By using Homophone Games it can make students more interested to learn English and feel that they need it for communication.

According to etymology, homophone is taken from the Greek word, "homos" meaning "same". "Phone" meaning "voice" or "sound" (Turnball, 2009). So homophones are words that have exactly the same sound (pronunciation) but different meanings and spelling.

Homophone is the words have identical pronunciation but have different words with different meaning (Akmajian, 1995:225). In another sense Homophones are words that sound the same but have different meanings and spellings (Rippel, 2010: 9). The researcher choose homophone games as technique to improve the students' vocabulary because, this technique is a games which is rarely use in improving vocabulary. Homophone games also have so many kinds of games to teach vocabulary so; the students did not feel bored in learning English especially vocabulary.

There are many kinds of homophone games that could help the students to learning vocabulary, such as; matching, homophone card, homophone clip, homophone puzzle, tongue twister, homophone bingo game and so on. All of this homophone games was effective to use in teaching vocabulary. This homophone games could help the students in mastering vocabulary and could help the teacher in teach vocabulary.

1.2 Research Question

Based on the background above, the research questions are formulated as follows.

1. To what extent does homophone games improve the eight graders' vocabulary?
2. How is the eight graders' improvement in vocabulary learning by using homophone games?

1.3 Research Objectives

The objectives of the research are as follow:

1. To know how homophone games improves the eight graders' vocabulary?
2. To investigate the eight graders' improvement in English vocabulary learning by using homophone games.

1.4 Scope of the Research

The scope of the research is limited on the application of Homophone Games in improving the eight graders' vocabulary. This research is only conducted to students of VIII B class in SMP N 1 Seyegan which is located at Kasuran, Margomulya, Seyegan, Sleman Yogyakarta.

1.5 Research Benefit

There are some benefits of the research as follows:

1. Theoretically

The result of this research hopefully can enrich the theory of teaching vocabulary through homophone games. For future researcher, this research can be used as the references to conduct the research in improving the eight graders' vocabulary.

2. Practically

Hopefully, this research can give an alternative strategy for teacher in learning vocabulary of the students in Junior High School. And for the students, this research can make the students understand in vocabulary.

1.6 Definition of Terms

In order to assist the readers in understanding the topic discussed, the terms used in this research are defined as follows:

1. Vocabulary

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

2. Homophone

Rippel (2010: 9) states that homophone is two or more words that sound alike but that are spelled differently and have different meaning. In other word, homophone is words that have same in pronouncing but different in spelling and meaning.

3. Homophone Games

According to British Council argues that Homophone Game is a natural follow on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write. Meanwhile, homophone games are some games that could help us to teach homophone. Homophone games include some homophone words.

Based on the explanation above, we can conclude that vocabulary is the use of words. So, to make the students have so much vocabulary we can use homophone games that are a games that consist of some homophone word that could have the students in improving their vocabulary mastery.

