

CHAPTER I

INTRODUCTION

This chapter deals with introduction that consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, definitions of key terms and the hypothesis action.

A. Background of the Study

Language is the most powerful tool in development of any human being. It undeniably the greatest asset we possess. A good grasp of language is synonymous with a sound ability to think. In other words language and thought are inseparable. Language has major role in supporting students process of identify information and helping them understand where they fit in the new environment they are entering. The acquisition of language is essential not only to children's cognitive development, but also to their social development and well being.¹

In general, we can say that English as an International Language refers to a paradigm for thinking, research and practice. It is marks a paradigm shift in Teaching English for Speaker of Other Language (TESOL), SLA and applied linguistics of English, partly in response of English to the complexities that associate with tremendously rapid spread of English around the globe and

¹ Cunningham, Una. *Growing Up With Two Languages*. (Canada : Library of Congress Cataloging, 2011).

recent decades. My mention of 'thinking' 'research' and 'practice' above is not meant to suggest the research does not include thinking or that practice excludes thinking. In fact, to engage in practice, informed by the prespective of EIL, is to engage in critical thinking and research.²

Therefore, using English is the easiest way to communicate with people from the other country about many aspects in human life. Socially, people do not live alone. They need language as a tool to make communication with other people. They need to make interaction each other to show their purposes. So, they can make other people understand what they mean by using language.

In learning English, the number of vocabulary(vocabulary) owned was crucial to success. Like the building, the vocabulary is the bricks, while the grammar is arranging techniques. More and more have bricks, the greater the buildings that can be built. The fewer bricks have, the less the building that can be built.³

Learning is essentially addresses the question: what, who, why, and how well on learning. What question relating to the content or learning materials. The question of who deals with teachers and students as the subject of learning activities. How the qualifications, competence, and conduct a better teacher. How do I motivate students to learn. How teachers raise student

²Sharifian Farzad. *English is an International Language: Prespective and Pedagogical Issues* (Multilingual Matters. Januari 2009),19

³ Arief Furchan. (Wednesday 12 August 2009). *Cara Praktis Meningkatkan Vocabulary*. Access at 27 Januari 2015, from Pendidikanislam.com

participation so as to develop their individual potential optimally. Related to the question of why cause/reason for the learning process. The question relates to how the learning process better. How a teacher creates a learning process that is relevant to students' learn better. Questions relating to how well the learning process, is there extent to which teachers teach and students learn. How well teachers plan and implements the learning process in classroom and receive feedback lands to successful learning.⁴

Efforts to further improve student learning success it can be done through improving the learning process. In this learning process improvement role of the teacher is very important, determining appropriate learning methods. Learning methods can be determined by the teacher to pay attention to the goals of learning materials. Key considerations in determining the effectiveness of learning methods lies in the learning process.

Vocabulary is the basic competence that must be reached by students in order to get competencies like reading, writing, listening and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. There are many ways to improve the students to learn English as foreign language. One of ways that the researcher chooses is using stand up and sit down game. The writer also chooses SMP Muhammadiyah 2 Kediri as a place for my research because the researcher have known vocabulary skill of students. The researcher will encourage the students' English ability them to learn English better. From the statements above, So in this study the

⁴Asra sumiati. *metode pembelajaran*. (Cv wacana prima. Bandung 2008), 1

researcher gives the title “The Effectiveness of using Stand Up and Sit Down Game to Improve Vocabulary Mastery of The Second Grade Students of SMP Muhammadiyah 2 Kediri”.

B. Problems of the Study

According to the background of the study above, the problem study are formulated as follows:

1. What is the students' vocabulary mastery before being treated with *Stand Up and Sit Down* game?
2. What is the students' vocabulary mastery after being treated with *Stand Up and Sit Down* game?
3. Is *Stand Up and Sit Down* game effective to improve vocabulary mastery of the second grade students of SMP Muhammadiyah 2 Kediri?

C. Objectives of the Study

Based on the statements of the problems the objective of study are formulated as follows:

1. To know the students' vocabulary mastery before being treated with *Stand Up and Sit Down* game
2. To know the students' vocabulary mastery after being treated with *Stand Up and Sit Down* game
3. To know *Stand Up and Sit Down* game effective to improve vocabulary mastery of the second grade students of SMP Muhammadiyah 2 Kediri

D. Significance of the Study

The researcher has some expectation of in this research. There from the aspects of the English teacher and students:

1. English teacher

The teacher applied *Stand Up and Sit Down* game in class to support vocabulary mastery of students and improve their creativity in teaching English.

2. Students

The students are able to improve their vocabulary mastery and students can learn about vocabulary easily.

E. Scope of the Study

This scope of the study is teaching vocabulary using *Stand Up and Sit Down* game. The researcher focus on improving vocabulary mastery using *Stand Up and Sit Down* game, where the students of SMP Muhammadiyah 2 Kediri in VIII-C which has 28 students and VIII-B class which has 36 students in each class that being the subject of this research.

F. Definition of Key Terms of the Study

The key term of this reseacher is vocabulary,improving and Stand Up and Sit Down game:

1. Vocabulary

List of words with their meanings, especially which accompanies a text book in foreign language. Vocabulary in the language is very important, especially for students in learning English. Vocabulary in English dictionaries is a vocabulary.⁵ Vocabulary is more than word. A person's vocabulary certainly consists of a words and meanings. The words in your vocabulary are those you understand and use.⁶

2. Effectiveness

A positive significant that change the result of vocabulary mastery of the students which is thought by using *Stand Up and Sit Down* game after giving treatment in experimental group.

3. Improving

Became better or make that score of the students better than before dealt with vocabulary test using *Stand Up and Sit Down* game.

4. *Stand up and Sit down* game

A vocabulary game where students have to mention the meaning of the word. To interpret the word, all students must stand and teachers say the word in Indonesian and then students who know the meaning of pointing hand and mention the word in the English language, if students are allowed to sit right back. Students who sat was entitled to assign it to

⁵ John, M. Echols. 2000. *Kamus Inggris-Indonesia*. (Translate Hassan, S) New York: Cornell University Press 1975. 631.

⁶ Lee C Deighton, *Word and Meaning*, (New York: Harcourt Brace Javanovich), 1.

his friend and asked the question again, and etc.⁷Larcon (2002) says that the game is believed to assist students in achieving the goals of studying vocabulary because it can motivate them to reduce boredom.

G. Hypothesis Action

Hypothesis is a tentative explanation for certain behavior, phenomena or events that have occurred or will occur.⁸ Based on the objective of the study this research wants to know the effectiveness of using stand up and sit down game to improve vocabulary mastery of the second grade students of SMP Muhammadiyah 2 Kediri. Thus, the researcher builds the hypothesis to make purpose of this study. The hypothesis are :

1. "H₀ = The students who are thought using Stand Up and Sit Down game have the same vocabulary mastery as those who are thought not using Stand Up and Sit Down game".
2. "H₁ = The students who are thought using Stand Up and Sit Down game have the better vocabulary mastery as those who are thought not using Stand Up and Sit Down game".

⁷Fenech J David, Warner and Game, (Ministry of Education, 2012), 7

⁸ Gray L,R, Educational Researcher: Competencies for Analysis and Application (New York: Macmillan Publishing Company, 1987)p.66