

CHAPTER I

INTRODUCTION

1.1 Background

In my opinion Language is a tool used by humans to communicate with other humans. Humans cannot carry out daily activities if they do not communicate with other people.(Bintz, 2011: 1) said that Language is very important to use to communicate because language is a tool. Language includes words, clauses and sentences so that they become contexts that are expressed either directly or indirectly. In today's era, English is the first foreign language used by Indonesians to communicate outside Indonesia, English is also used as a tool to acquire knowledge and science and technology as well as culture and build international relations.

This underlines that English from elementary school to college is mandatory because it is very important. In learning English,(Diyata) stated that there are four skills that should ideally be mastered in learning English, namely: speaking, reading, listening, and writing. By mastering these four skills, it will be easier for students to achieve learning goals and achievement indicators in each existing English learning material. Someone who understands the four aspects of language skills also needs to be supported by a good vocabulary so that it will be easily understood and understood by others who speaking, listening, reading, and writing.

(Carter, Ronal &Michael)said that Vocabulary in English is called Vocabulary, Vocabulary is a very important component in language. By understanding the vocabulary correctly, they are able to connect the four masters well, can connect the four skills of speaking, listening, reading, and writing. Good vocabulary mastery will also improve language mastery. Delivering spoken language will be easier and clearer to understand also if the vocabulary is mastered well. Various efforts were made to improve vocabulary mastery skills as a supporting aspect of language skills in accordance with the curriculum determined by each school.

To complete the Competency Standards in the curriculum, it is very clear that vocabulary is an important component that must be mastered and understood by students. Students' ability to communicate in English is greatly supported by

increasing vocabulary. For this reason, the role of a teacher is very important in this case where the teacher must be creative in choosing the method used so that students can master and express the vocabulary being taught.

Based on the observations that i made during the researcher at SMP Negeri 1 Bua Ponrang grade VII A I found that there are still students who are still not used to introducing English vocabulary or still look awkward, because they think English is difficult and uninteresting, this is because of the method used. teachers are less attractive so that students feel bored, increasing student vocabulary education at the junior high school level is done by creating situations that provide opportunities, this is done through conversation, storytelling and question and answer activities at Negeri 1 Bua Ponrang junior high school it is still seen that the introduction of English vocabulary has not developed well , namely having difficulty expressing their opinions when learning takes place, difficult to get answers when the teacher asks questions, even to speak students still need motivation from the help of the teacherso the researcher chose the circle game as the method.

The circle game itself is a game where everyone is involved by creating groups in the class. Before the group was created, the researcher gave a list of vocabulary and material according to the list I gave. and then in that group I will give a clue for example "noun", after that the students will answer it.

Based on this explanation, a recall strategy is carried out with the aim that the material provided can be remembered by students and students can repeat the material by studying the vocabulary list and the material provided. With this, the researcher took the initiative to increase students' vocabulary through circle games with the recall method.

1.2 Problem Statement

Based on the background of the researcher, the formulation of the problem proposed in this study “How is the student's ability in recalling vocabularythrough circle game at SMP Negeri 1 Bua Ponrang?

1.3 Objective of The Research

In connection with the problems above, the purpose of this study is to find out the student's ability in recalling vocabulary through circle games at SMP Negeri 1 Bua Ponrang.

1.4 Significance of the research

This research is expected to explain how to students' ability in recalling vocabulary at SMP Negeri 1 Bua Ponrang, and provide many benefits for teachers, students and research can help in terms of knowledge and have a greater impact on education.

1.5 Scope of the Research

The scope of this research is about student's to recall vocabulary at SMP Negeri 1 Bua Ponrang. The vocabulary restricted in noun, verb and adjective.

- a. Noun is a word used to name or refer to people, things, places, and idea.
- b. verbs are words that indicate action, actions, or circumstances.
- c. Adjective is a word used to describe a noun.

1.6 Operational definition

The variables of this study are below:

1. Vocabulary is a collection of several words that become meaning and meaning in language. So it can be concluded that vocabulary is very important in English, it will be more difficult to communicate without vocabulary than without grammar.
2. Circle game is a game with a circle concept. Circle games are where in class we make groups and make English games using the basic problem method by making groups and then giving games in them and in the games accompanied by the material that has been prepared. And it's called classroom action research.

CHAPTER II

LITERATURE REVIEW AND FRAMEWOR.

2.1 General Concept Vocabulary

1. Definition of vocabulary

Vocabulary is one of the four components of language, namely spelling, grammar, phonology, and vocabulary. It is an important element that cannot be separated from each other in the language learning process, because English as a foreign language has become an international language. Not surprisingly, it becomes very important for foreign language learners to learn and master it so that it is a basic element of a language that is used before learning more about a foreign language. This happens when someone who is learning a language has good vocabulary mastery, he will be successful in using the language he is learning both in understanding the meaning of a word in the context of spoken and written language. To better understand vocabulary, Donna Young (2007) explains that vocabulary is a science that studies:

a. Meaning of words

Many words have several different meanings *each* , learn the meaning of the word and the parts of it.

b. How are the words used

Learn words in context, apply what you learn by writing sentences with your words. Basic words, prefixes, suffixes Studying this will help in learning vocabulary.

c. Analogy

This is to compare two pairs of words and choose a suitable pair. Moreover, according to Hiebert (2007) in their article accessed from the internet, they define broadly; Vocabulary is knowledge of words and their meanings. However, the vocabulary is more complex than this definition suggests. First, words come in two forms: spoken and printed. Spoken vocabulary includes words they recognize and use in listening and speaking.

In the opinion of Kamil & Hiebert (2007) in their article, they also say that Productive Vocabulary includes the words they use when they speak or write. Receptive vocabulary is usually larger than productive vocabulary, and may

include many words that have a specific meaning, even if they do not know the full definition and connotation or have used it when they speak and write.

Vocabulary is a fundamental part of language, which is used in any situation ; in the form of spoken or written language. Reviewing the discussion above, I conclude that the more vocabulary a learner has, the easier it will be for them to develop their four skills (listening, speaking, reading and writing) and learn a second English language in general. As for the meaning of the noun, verb , adjective below

- d. Noun is a word used to name or refer to people, things, places, and idea.
- e. verbs are words that indicate action, actions, or circumstances.
- f. Adjective is a word used to describe a noun.

2. **Types of Vocabulary**

A person's vocabulary is made up of all the terms they are familiar with and frequently use. However, just because someone knows a term doesn't guarantee they can understand it or use it appropriately. This is because there are a number of word knowledge characteristics that are used to evaluate word knowledge. Vocabulary is divided into two categories by Hatch and Brown (2018): content words and functional words.

1) Content Words

Content words include nouns, which are the names of things, verbs, which describe what is being done with those things, adjectives, which describe the properties of those things, and adverbs, which indicate things' frequency, degree, manner, and location.

2) Functional Words

Functional words, like conjunctions, articles, and auxiliaries, are those that are employed to express the relationship of grammar or structure. The aforementioned hypothesis leads to the conclusion that vocabulary is a fundamental component of language that individuals use to communicate with one another and transmit meaning. It is crucial for acquiring the four language abilities of reading, speaking, listening, and writing in English. If we don't have a large enough vocabulary, it will be challenging to understand the material and express ourselves verbally and in writing. The content words—nouns, adjectives,

adverbs, and verbs—will be employed in this study as the basis for teaching English vocabulary because they are frequently used in casual conversation. As was said before, content is information, while functional words are those that are required for grammar. In other words, content words provide us with the most crucial information, whereas function words connect those words.

3. Vocabulary Aspect

Lubliner and Scott (2018:21) explain four aspects of vocabulary that students need to know. The four aspects are word meaning, word use, word formation, and grammar.

a. What is the meaning of the word

One word can have more than one meaning. The meaning of a word depends on the context in which it appears. Therefore, in teaching vocabulary, words that are taught to students must be presented in various contexts to show various meanings.

b. Word Usage

The meaning of a word can be changed, stretched, or limited by the way it is used, and this is something that students need to know in relation to word use, so students need to recognize such as idiomatic use, metaphor use, and word use. collocation.

c. Word Formation

Word formation refers to the forms of words and how they are formed. Some words are nouns, some words are adjectives, some words are verbs, etc. Students need to know how to form adjectives from nouns, how to form nouns into adjectives, how to form verbs into nouns, or from adjectives and others. For example, beauty (noun) is changed to beautiful (adjective), or beatify (verb).

d. Word Grammar

Word grammar refers to things like the way words are used grammatically. In English, for example, some verbs are used without to (can, may) etc. English verbs have tenses. Just as the verb "want" can be changed to "wanted," to speak can be changed to "spoken" or "spoken." Students need to know that they are used correctly.

4. Vocabulary Teaching

According to Linda Diamond and Linda Gutlohn (2006) in their article they say that vocabulary is knowledge of words and the meaning of words. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; knowledge of a word not only implies a definition, but also implies how it fits into the world." Vocabulary knowledge is not something that can be completely mastered; it is something that develops and deepens over a lifetime. Instruction in vocabulary involves more than just looking up words in a dictionary and using those words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in certain words and word learning strategies. According to Michael Graves (2000) in his article accessed from the internet said that there are four components of an effective vocabulary program:

- a) Extensive or extensive self-reading to expand word knowledge
- b) Instructions in specific words to improve understanding of texts containing those words
- c) Instruction in independent word learning strategies, and
- d) Word awareness and word game activities to motivate and enhance learning.

In addition, the thing that really needs to be considered by a teacher is about the components of teaching vocabulary. According to Linda Diamond and Linda Gutlohn (2006) in their article add that the components of teaching vocabulary are as follows:

- 1) Deliberate vocabulary teaching
- 2) Specific Word Instructions
- 3) Choosing Words to Teach
- 4) Rich and Powerful Instructions
- 5) Word Learning Strategy
- 6) Dictionary usage
- 7) Morphemic Analysis
- 8) Cognate consciousness
- 9) Contextual Analysis

According to the National Reading Panel (2000), explicit vocabulary instruction is very effective. To develop vocabulary intentionally, students must

be taught explicitly both specific words and word learning strategies. To deepen students' knowledge of the meaning of words, certain word instructions must be strong. Beck et al., (2002) looked at vocabulary in the rich context provided by authentic texts, rather than in isolated vocabulary exercises, resulting in robust vocabulary learning.

The National Reading Panel (2000) adds that such instruction often does not begin with a definition, since the ability to provide a definition is often the result of knowing what the word means. Rich and powerful vocabulary instruction goes beyond definitional knowledge; it keeps students actively involved in using and thinking about the meaning of words and in creating relationships between words. Word learning strategies include the use of dictionaries, morphemic analysis, and contextual analysis. For English learners whose language is the same as English, cognate awareness is also an important strategy.

The use of dictionaries teaches students about the multiple meanings of words, as well as the importance of choosing the right definition to fit a particular context. Morpheme analysis is the process of deriving the meaning of a word by analyzing its meaningful parts, or morphemes. The word part includes basic words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of a foreign word by examining the surrounding text. Instruction in contextual analysis generally involves teaching students to use both general and specific types of context clues..

5. Circle Game

Circle Games are any games or activity that involve the whole class. Many at the games recycle vocabulary and involve an element of fun. It can be used in young learner and adult class (Budden (2004);). Games are one of the many teaching strategies that can be applied to foreign language learners, which are believed to provide an element of fun for learners. That is the reason why I am motivated to present a teaching strategy involving games as a medium for teaching vocabulary to young learners. The game will be a circle game, “ *a game is any game or activity that involves the whole class, sitting in a circle, that the game recycles vocabulary and involves elements of fun* ”, Joanna Budden, British Council, Spain (2006).

a. The Concept of A Circle Game

The circle game is a game with the concept of a circle in Allen 2007, the state of the circle game is to draw a circle, and write a word in it, for example "school". Draw arrows around the circle, for example 4 arrows. Among the 4 words choose one word, for example you are class, then make a circle and make 4 arrows again, look for other words related to class. The students can use the dictionary for class. Students can use the dictionary to find vocabulary. Circle game is one method that can influence student interaction in mastering vocabulary. In Allen (14:2007)

b. The Advantages Of The Circle Game

the circle game has the advantage that all students are involved in the learning process. The advantages of the circle game are:

- A. The students have the opportunity to influence students' instruction in vocabulary mastery.
- B. The circle game is a game in which students can build a lot of vocabulary.
- C. Circle games can be used to help focus student discussions, to review word meanings and word families.

There are four loop game procedures. According to Allen (14: 2007) the procedure for the Circle game is as follows:

- A. The researcher places a word or phrase in each part of the circle and asks students to write about the relationship they see between the words and phrases.
- B. The researcher placed vocabulary words in three circles. Students add words in the fourth section and then write about why they chose that word to add and how the words in the circle form a concept.
- C. Ask students to choose four vocabulary words in their study of a topic or text and use those four words to write about what they have learned about the topic. This can be a teacher or a student – the resulting word list.

Ask students to shade the words that match or the words that don't match the others. Students can then talk or write about what attributes caused a word to be included or excluded

2.2 Previous Research

Researchers took several previous studies as a reference in conducting this research. Previous research was about vocabulary mastery.

The following are some of the previous studies that are used as references:

1. Kurniawan Yudhi Nugroho 2007 with the research title "the use of circle game strategies to improve students' English vocabulary mastery SD Negri Banyuwangi. the discussion in this study is that the research suggests that the use of circle games can be an alternative way to teach language learners, especially to improve students' vocabulary mastery. It is hoped that it can motivate language teachers to use circle games in learning English in the classroom.
2. Alwiwana (2021) with the research title "Students' Strategies in Learning Vocabulary at SMP Nusantara Mancani Palopo". The discussion in this study is that vocabulary learning strategies are an important aspect in vocabulary mastery because vocabulary learning strategies will help students to easily learn vocabulary well. Language learners need to learn and know how to record, store and practice new words using different types of vocabulary learning strategies. Based on the explanation above, it can be concluded that vocabulary learning strategies are a series of actions, plans, tactics, thoughts, or behaviors that have been used by language learners to help them facilitate the understanding, storage, retrieval, and use of language. information or in other words it can be said that the vocabulary learning strategy is a way of learning about vocabulary

Based on some of the previous studies above, the researcher wants to draw a simple conclusion that many people have mastered vocabulary mastery with different learning media. In the previous research above, the same thing was seen where all the researcher discussed vocabulary mastery. The results of the previous research above also motivated the researchers of this study to explore vocabulary mastery, while the difference lies in the method used, namely the ability to remember the vocabulary taught and use quantitative research designs and data collection techniques and the sample studied was 25 students.