

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is fundamental in learning a language, including English as a foreign language. This is true, because vocabulary has some elements, to be purposely achieved in order to be able to use them in real communication. The aspect in teaching learning vocabulary are spelling, meaning, pronunciation, use grammar and number of words very little can be delivered. Therefore, teaching vocabulary plays important roles in language acquisition because the mastery of vocabulary will help students in mastering all language skills and more vocabulary will be better for student in practicing and expressing their ideas. Vocabulary is useful for the students to communicate in daily life and will strengthen the belief that English can be used to express some of their ideas, thought, and feeling (Finocchiaro, 1974: 38).

Beside that, Vocabulary is the main point to learn english. Without having adequate vocabulary learners will get difficulty in learning English. Vocabulary is not only confined to the meaning of word but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Gardener, 2009) as cited in (Adger, 2002). In short, vocabulary should be mastered by the learners, because vocabulary is the important things to make a good paragraph, or essay. It is important to have a good mastery of vocabulary. The important things such as spoken and written are

people will not misunderstand, confused, etc, when someone saying or writing about vocabulary by mastering vocabulary, the students are able to master the language skills: speaking, listening, writing, and reading. One of the key to succeed learning English is vocabulary mastery.

Based on the interview with the English teacher of the second grade of Mts Ma'arif Nu 1 Kembaran on October 2016, it was found that there were some problems dealing with student's difficulties in learning vocabularies. It was difficulty in understanding the meaning of some words; the student have difficulty in pronouncing and spelling the words correctly; and also teacher's taught still difficult to be rememebered by the students. So that, the students are less motivate to learn vocabulary because it was captured in their mind that learning vocabulary is hard and boring activity.

In teaching vocabulary, it is need to apply a good way that is used to make the process of learning vocabulary easier and more effective. This way in learning process can help the students understood material given. Using technique in teaching learning process is a good things, can make students enjoyable when learn English language. The technique is very to be useful to make succeed the students and be able in vocabulary mastery and to encourage students to practice their English, Especially when using games, so, game can be involved in teaching learning process to motivate students to learn English with joyful and fun.

Prasetiawati (2011:12) state that guessing game can be an interesting activity for children to learn English. They will feel happy to learn English and they will not experience difficult. They will be more motivated to learn English. As the result, guessing game is really a good activity to be applied in learning process at elementary

school and junior high school learning plus having fun is a good combination. Applying guessing game in teaching English vocabulary is more enjoyable, interesting, and motivating for the students from this guessing game. In addition, learning vocabulary through guessing game is one of the effective and interesting ways that can be applied in any classrooms. Guessing game brings in relaxation and fun for students and helps them learn and retain new words more easily and it can give motivation for learners of English to get involved and to participate actively in the learning activities.

Based on the consideration of its importance and necessity for the students to learn vocabulary, this research will apply a technique, especially guessing game in teaching vocabulary. It is expected to encourage students to be interested and achieve the goal of teaching and learning process by enjoyable way.

Based on the background of the study above, the writer is interested to conduct the research entitled “ **THE EFFECTIVENESS OF GUESSING GAME IN TEACHING VOCABULARY AT THE EIGHTH GRADE STUDENTS OF MTS MA’ARIF NU 1 KEMBARAN IN ACADEMIC YEAR 2016/2017**”.

B. Reason for Choosing The Topic

There are some reasons why the writer chooses the topic, namely:

1. Guessing game is a game in which the student is to guess some kinds of information, such as a word, a phrase, a title, or the location of an object. It can help their vocabulary achievement and more memorizing words easily.

2. Vocabulary is one of important factors in language learning and develops the language skills, because without good vocabulary mastery, the students cannot understand others or express their own ideas.

C. Problem of the Research

Based on the background above, the writer formulates of the research question as in the following: is guessing game technique effective for students vocabulary mastery at the eighth grade of MTs Ma'arif Nu 1 Kembaran?

D. The Aim of the Research

The aim of research is to find whether or not the use of guessing game can be effective for students' vocabulary mastery at MTs Ma'arif Nu 1 Kembaran in Academic Year 2016/2017.

E. Clarification of the Term

Clarification of the terms can help the reader to get a clear explanation and specific perception dealing with the research. It is also important to avoid mistake and misunderstanding the term which is stated in title above. The definition as follows:

a. Effectiveness

Effectiveness is a comparison between degrees of goal of attainment with previous arranged planning or the comparison of the real result with planned of result (Mulyasa 2008:178)

b. Vocabulary

Vocabulary is a list of words that are used to distribute communication with other people. So, with vocabulary, students can communicate more effectively and clearly. Hiebert (2005:3) state vocabulary is the knowledge of meanings of words. We must master of vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Based on the explanation above we can conclude that vocabulary mastery is knowledge the meaning of words that learnt by students about understanding the words that person knows and uses.

c. Guessing Game

Guessing game is a game in which the student is to guess some kinds of information, such as a word, a phrase, a title, or the location of an object. In teaching vocabulary the students have to guess the words that wanted. It can make the students memorizing the words which have already introduced by teacher.

F. Contribution

1. For the Teacher

The teacher has some experience in using guessing game for teaching English and the teacher can use guessing game as one of the appropriate media for student in teaching vocabulary.

2. For the Student

The students have an experience to use guessing game in learning vocabulary, so they can increase their vocabulary achievement and more memorizing words easily.

