CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language consist some skills; they are listening, speaking, reading, and writing. Those skills are divided into two groups: receptive skills (listening and reading) and productive skills (speaking and writing). Those skills are interrelated. EFL students are expected to master all the language skills. However, there is a language component which helps the students master those four language skills, that is vocabulary.

Vocabulary is part of the language components which took an important role in linking the four language skills (Elsy, 2013:1). It means that one of the important aspects to support all skills is vocabulary. Learning vocabulary is very important to support the ability of speaking, listening, writing and reading. Without mastering vocabulary, students will face difficulties in improving their ability to communicate with others.

Wilkins in Thornbury (2002:13) states that who can say little without grammar but you can say almost anything without vocabulary. It summed up the importance of vocabulary mastery. By mastering English vocabulary, the students will be able to improve their knowledge, especially in English language.

Based on the preliminary study, the students had difficulty in mastering vocabulary quickly. The students seem lazy to memorize and increase their vocabulary. Besides, some teachers did not motivate the students to increase their vocabulary. They did not use good methods, techniques or media to teach them.

Teachers need to teach them using appropriate and interesting methods, techniques or media. Hence, by using an interesting medium in teaching vocabulary, the teachers can help the students improve their vocabulary achievement.

The researcher found that many students of the seventh grade "B" of SMPIT Al-Uswah Tuban considered English as difficult subject. The students had difficulty in mastering English because they did not have sufficient vocabularies and preferred keeping silent during teaching and learning process. They were afraid of asking the teacher in English although they did not understand the materials.

Regarding to this problem, the teachers should apply suitable techniques or interesting media. There are kinds of media that teachers can try to teach vocabulary easily. One of them is using games. Hornby (1995:486) elucidates that game is an activity that you do to have some fun. Sometimes it is used as an educational tool. Teachers can use games to help their students practice more their skills of communication.

Richards and Schmidt (2002:220) believe that games are often used as a fluency activity in communicative language teaching and humanistic method. It is the activity of the language that is used to stimulate the students to involve in teaching activities actively and elaborate English vocabulary. Furthermore, Wright (1994:164) explains that the games give to students the opportunity to find out any kinds of situation on the context of speaking and writing English, suitable with students' vocabulary. Based on the statement above, it can be assumed that

game can make the students enjoy learning vocabulary. Students can learn new vocabularies and memorize the vocabularies more effectively than using drilling method. So, they can gain more vocabularies using games, and the problem of difficulties to memorize a new vocabulary can be solved.

Therefore, applying appropriate games is needed. One of them is guessing game. Webster (1986:1008) states that guessing game is a game in which the participants compete in pair or team in the identification of something indicated obscurely (as in riddles or charades). It means that guessing game is a game to guess an object by using some kind of information, such as a word, a phrase, a title, or the location of the object. Using Guessing games in teaching vocabulary will make students active and they would enjoy learning process.

Based on the problem identified, the researcher is interested in investigating the improvement of students' vocabulary by using guessing game media. The research is conducted at SMPIT AL-USWAH Tuban and takes the seventh grade students of the school in the academic year 2014-2015.

1.2. Statement of the Problem

Based on the statements of the background of the study, the problem of the research is "can the use of guessing game improve the seventh grade students' English vocabulary mastery at SMPIT Al-Uswah Tuban in academic year 2014-2015?"

1.3.   Objective of the Study

The objective of this research is to improve the seventh grade students' English vocabulary mastery by using guessing game at SMPIT Al-Uswah Tuban in academic year 2014-2015.

1.4.   Significance of the Study

It is expected that this research would give the following benefits:

a.   Theoretical Significance

Theoretically, this research is expected to contribute to the field of vocabulary teaching method especially in the use of guessing game to improve students' vocabulary mastery at Junior High School level.

b.   Practical Significance

The researcher hopes that this research gives contribution for:

1)   The English teachers

The result of the research is hoped to be able to give more ideas to teachers to develop the students' vocabulary mastery.

2)   The school

The result of the research is expected to give references to the school on how to develop their students' vocabulary mastery by using guessing game.

3)   The students

It is expected to be able to create more enjoyable and meaningful teaching to the students. They should get the new experience especially vocabulary mastery

through guessing game. It is also expected for them to use game to improve their language skills.

4) For the other researchers

The result of the research is expected to be the reference for further researchers in developing teaching vocabulary with different language skill or language component.

1.5. Scope and Limitation of the Study

To avoid a far-ranging discussion, the researcher focuses on the use of guessing game to improve students' English vocabulary mastery integrated in descriptive text. The subject of the research is the students of class VII B SMPIT Al-Uswah Tuban in academic year 2014-2015 which are 27 students in total.

1.6. Definition of Key Terms

To clarify the better understanding of this study, the researcher defines several terms as follows:

a. Vocabulary mastery (Webster: 1986) means an ability of students to use the total number of words of language in conducting communication.

e.g.: profession (policeman, doctor, nurse, farmer, etc.), workplaces (hospital, police station, farm, etc.), or any other stuff.

b. Guessing Game (Doff:1990) is a game in which use a picture and the student were able to guess what the picture means. The students were divided into some groups, one the leader of the game was given a picture of the object, and then told a group that the object was some nouns of their

material topic in English lesson such as profession, workplaces, or any other stuff. The groups were required to find the answer by asking yes or no questions, four questions for each card. A group which had made four questions for each card and answered correctly will be the winner.