CHAPTER 1
INTRODUCTION

This chapter presents about introduction, including the Background Study, Research Problem, Research Objective, Assumption, Hypothesis, Significance of Study, Scope and Limitation of Study and Definition of Key Term, Previous of Study.

A. The Background of The Study

A foreign language, in this case English as the language of instruction, needs to face the very rapid development of the world today. Moreover, learning foreign languages to children is more quickly mastered because in this golden age, children learn foreign languages faster than adults. Learning English includes four skills, namely speaking skills, reading skills, writing skills, and listening skills. English in Indonesia is not the first language (mother tongue) used in everyday life. In its development, English is only a foreign language and not everyone can master it. However, if you look at the phenomena that have occurred recently, English seems to be a basic need. This can be seen from the proliferation of gadgets or tools that can be found around us which use English as operational instructions. Of course, as a big nation, we are required to be able to adapt and even have to master English in order to compete with other countries. This reality makes teachers and parents think that English language skills should be mastered by students and their children.

Teaching English as a foreign language is not easy work. The teacher must find the best or the most effective techniques for every English. According to H. Douglas Brown, learning a language is not a set of easy steps that can be programmed quickly by yourself. In fact, many students fail in learning English because their knowledge in vocabulary is less. Teaching and mastery of vocabulary will take place well if it is supported by adequate and appropriate methods, materials and learning media in their use.

The guessing learning model is a learning model that uses the media of a riddle card paired with a riddle answer card. The word guessing model is carried out by means of students matching the puzzle question cards with the correct answer cards. Through guessing games, besides the children being interested in learning, it also makes it easier to instill the concept of lessons in students' memories. So, the teacher invites students to play guessing words by using card media from cardboard in the ongoing subject.

According to Dian Ratna the picture guessing game is a universal game, which is carried out by a group of people where one member of the group becomes the draftsman and the other members guess the picture from the card shown by the instructor. Guess image is not just playing, but in this game student can also learn, that direct practical learning with experimental media gives the impression of children's enthusiasm to learn while playing fun. So that this picture guessing game can shape the character aspects of language development in increasing student vocabulary.

Based on the above reasons, in recent years, teaching English has focused on teaching English rather thanteach about English Language. The emphasis is not only on linguistic competence of learners language but also on the development of their communicative abilities. So that the communicative ability of students increases, teachers need to create scenarios for teaching language dynamic, active and interesting. Teachers are expected to be able to teach English by using fun methods so that students can master the science of English easily. In learning English, students often encounter some problems. The problem that often found is that their native language makes them difficult to use a foreign language. The other reason is because of the lack of motivation to learn English because the language of the method used tend to use methods that are boring or theory only. Many techniques can be applied including the guess image method because many research findings say that this technique is effective for use in teaching vocabulary

mastery in English. Where as the phenomenon that researcher found in the field student have limited vocabulary.[1]

B. Problem of The Study

Research issue are the instructive issues, debates, or worries that guide need for directing a review.[2]Based on the background of the study that has described above, the researcher states the problem of study into some question as follow:

1. Is there any effectiveness of vocabulary mastery students after the use of guess image at the 10th in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan?

2. How significant is the effetictiveness of vocabulary mastery students after the use of guess image at the 10th grade in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan?

C. Objective of The Study

Research objective is the purpose or the goal of the problem. It is suitable with the statement of Creswell which state that research objective is an intent statement used in quantitative to get specific goals that the researcher want to achieve in the study.[3]The purpose of the research correlates with the research problem. The purpose of the research is to answer the question from the research problem described above. Based on the problem above, the researcher has two aims that wants to be achieved:

1. To know any effectiveness of vocabulary mastery students after the use of guesss image at the 10th grade in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan.

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[1] Zulfitri & Nurlaili, "Upaya Peningkatan Penguasaan Kosa Kata Bahasa Inggris Materi Class Room Melalui Gamee Guess The Word (Permainan Tebak Kata) Pada Siswa SDN 106190 Dusun 3 Desa Kota Pari Kecamatan Pantai Cermin, Serdang Bedagai," (Posiding Seminar Nasional Hasil Pengabdian, 2020), 354.

[2]John. W Creswell, *Educational Research*, Fourth Edition (Boston: Pearson Education, 2012), 59.

[3]Creswell, 111.

2. To measure the significant effectiveness of vocabulary mastery students after the use of guess image at the 10th grade in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan.

D. Assumption of The Study

Research assumptions are basic assumptions postulates about a matter relating to the true research problem has been accepted by researchers.[4] Based on the statement regarding this research, the researcher believe that the guess image gives significant effect on students vocabulary mastery.

E. Hypothesis of The Study

In quantitative research, hypothesis is proclamations in which the researcher makes a forecast or a speculations about the consequence of correlation between traits or qualities.[5] There are two types of hypothesis in this study, those are:

1. Null Hypothesis (H_o) there is no effectiveness of vocabulary mastery after using guess image at the 10th grade in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan.

2. Alternative Hypothesis (H_a) there is any effectiveness of vocabulary mastery after the use guess image at the 10th grade in MA Az-Zubair Sumber Anyar Tlanakan Pamekasan.[6]

    Referring to the hypothesis above, researchers expect this study of alternative hypothesis. Because in previous study the Guess Image method is very helpful for students vocabulary effectiveness. So researchers expect an alternative hypothesis is accepted.

F. Significant of The Student

The significant of the study presents the significant of the research in scientific or even in social significant. Scientific significant focus on the development of science while for social significant is used to improve the issue in the next period [7]. The significant of the study is formulated as follows:

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[4]*Pedoman Karya Tulis Ilmiah* (Pamekasan: IAIN Madura, 2020),17.
[5]W. Creswell*, Educational Research*, 111.
[6]Ibid, 126-127.
[7] Pedoman Karya Ilmiah (Pamekasan: Stain Pamekasan, 2015), 18.

1. Theoretical

   Researchers hope that this research can develop knowledge and know about enhancing students' vocabulary mastery by using guess image.

2. Practical

   a. For students

      1) Students are expected to be more interested and more active in improving their mastery of English vocabulary through the process of learning English vocabulary using guess image.

      2) Students get an interesting learning experience through guess image which are different from previous English vocabulary lessons because they use games that use guess image during the learning process.

   b. For teachers

      1) Teachers can take advantage of the use of guess image media in delivering learning about mastery of English vocabulary.

      2) Teachers can increase the effectiveness of learning in vocabulary mastery through guess image media.

   c. For schools

      1) Schools can use guess image media to support learning.

      2) Schools can improve the quality of learning so as to produce quality learning.

G. Scope and Limitation of The Study

A scope refers to the problem of the study. The scope is determined by the population of respondents use, the sample drawn from this population, and the variabel or factors involved in study.[8] The scope of this research is about improving student's English vocabulary using guess image. Meanwhile, the limitation of the research is on the student. For example, a researcher may not be able to take a sample from a larger population. This research is limited 10th grade students of MA Sumber Anyar Tlanakan Pamekasan.

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[8] Roberto N. Padua, *Fundamentals of Educational Research and Data Analysis*, (Quezon: Katha Publishing, 2013),16.

H. Definition of Key Terms

To avoid misunderstanding of the difference of meaning, the writer need to formulate the key term that can be used in the research. That are:

1. Vocabulary is knowledge of words and their meaning.

2. Guess image is picture guessing game are fun playing activities using image media in the form of imitation of goods (people animals, plant and etc).

I. Previous of Study

Knowing previous studies from research is important for both researchers and readers . This will guide researchers to find different ways and develop research from previous research are, Nining Puspita Sari reported in a thesis entitled, "Enhancing students Vocabulary Mastery by Using Quizlet Media at the Seventh Grade of Mats Ma'arif Ishlah Bungkal (Case Study In English Education Department Faculty of Tarbiyah and Teacher Training the State Institute of Islamic Ponorogo) " The conclusion of the study Picture guessing multimedia has a role to play help students mastery of the competencies that are mastered, especially mastery of English vocabulary which in the end is expected to improve students' vocabulary mastery in learning English, and increase students' interest in learning. Multimedia guessi image can also convey the message to be conveyed in each subject, especially English subjects. In implementing learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing creative, innovative, and varied learning media, so that learning can take place well and can improve students' vocabulary mastery in learning English.[9]

second, Neneng Suhaemi in "The Effectiveness of Using Flashcard in Teaching Vocabulary" (A Quasi Experienttal Study in the Seventh Grade of MTs N 13 Jakarta). Thesis. Jakarta. Department of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah Islamic University Jakarta. Neneng Suhaemi says that using the Flashcard gives an alternative technique to the

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[9] Nining Puspita Sari, "Enhancing student vocabulary mastery by using quizlet media at the sevent grade of MTS Ma'arif Al-Ishlah Bungkal Ponorogo", (Thesis: State institute of Islamic studies of ponorogo, ponorogo, 2020).

teaching English Vocabulary in Junior High School and to make teaching vocabulary easier and more enjoyable for the students.[10]

This previous study helped researchers to develop research English vocabulary related to the use of guess image in effectiveness students' vocabulary in learning English. However, this study was conducted with specific differences from previous studies. The researcher focused on effectiveness students' vocabulary using "Guess Image" while the previous research used another type of research. Another difference from this study is that it focuses on effectiveness students' vocabulary using of guess image, whereas previous studies further increase students' vocabulary using Quizlet. On the other hand, the differences come from the objects and learning media in this study. The similarity of this research is to effectiveness students' English vocabulary.

Previous research differences with this study on media use. In previous studies of visual media used. And the media in this study focused on media guess image.

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[10] Neneng Suhaemi, "The Effectiveness of using flashcard in teaching vocabulary a quasi experimental study in the seventh grade of MTS N 13 jakarta,"(thesis: State institute of Islamic studies ponorogo, ponorogo,2020).