

CHAPTER I

INTRODUCTION

This chapter presents introduction containing the background of the study, problems of the study, objectives of the study, assumption of the study, hypothesis of the study, the significances of the study, scope and limitation of the study and the definition of key terms.

A. Background of the Study

According to Douglas Brown, there are “four skills” in English. They are listening, speaking, reading, and writing.¹ The students will get easy in mastering all of the skills if they can memorize some vocabularies, because vocabulary will support the learning of language skill development.² Vocabulary is one of the ways in mastering English, because without vocabulary the teacher and the students cannot understand about English .

Vocabulary is one of important elements in language that should be understood by the students if they want to know and master and English language. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read.³

¹ H. Douglas Brown, *Teaching by Principle An Interactive Approach Language Pedagogy* (San Fransisco : Addison Wesley Longman, 2007), Page 284.

² Siti Azizah, *Vocabulary Learning Strategies and Language Learning Outcomes*.(Okara Jurnal Bahasa dan sastra: 2010). Page. 13.

³ Scott, Thornbury, *How to teach vocabulary* (Cambridge : Cambridge University Press, 2002) Page 32.

In addition, Vocabulary is the most important in writing and speaking, if the students want to study English language, they must have vocabulary mastery, because without vocabulary they can not explore and can not speak with the others, but in act there are many students want to know speak english but they just have limited vocabularies, so that it can negatively effect to their speaking or writing skill.

A media in teaching is one of the best ways to increase the students' skills in learning English. For a media can assist the students to be more active and enthusiastic in the class. It also can encourage them in learning because the media used will make the students relax and motivated.

The game is one of media that can be used on the purpose of creating the students' enthusiastic in learning, help the students to be more active, the classroom teaching and learning does not get boring, encourage the students, erase the monotonous of teaching and learning process, put the students to be critical in thinking, and eager the students to be creative in learning. Based on the statement above, it can be brief that a game in teaching is a media for the students to increase and their English skills especially vocabulary mastery. Thus, the researcher will use a game in teaching English especially in teaching vocabulary mastery namely taboo game. It is a game that can motivate the students to be enthusiastic in learning English.

Taboo game inputs several advantages to be implemented in teaching vocabulary. The first is to put the students to be more active in the classroom teaching activity. Since this game give chances to the students to guess the word correctly. The second is to inquire the students to be critical in thinking,

it is because the students have to think through about any words asked related to the clue given by the student as a volunteer. The third is to foster the students to speak as all the students should say the word by using English. The next is teamwork since the students put in groups. The last is to create a good classroom atmosphere.

Based on the preliminary study, the students of the seventh grade at SMP Nurul Islam have problems in mastering vocabulary as they were difficult to memorize vocabularies as much as they can, they found difficult to pronounce the vocabulary and determine the meaning, they tended to surrender before trying to memorize some vocabularies. In addition, they felt difficult in determining which vocabulary they should memorize at first. Therefore, they felt bored of learning English, they seemed sleepy and had low motivation, they tended to find difficulty in understanding the material taught. On the other hand, there were several students who were busy with their own activity, that was caused since the teaching method used by the teacher was conventional and monotonous. So that, it is encouraged the researcher to do a research how Taboo Game effects the students vocabulary mastery at the seventh grade of SMP Nurul Islam. In this case, the researcher is going to use experimental research method as that method measures whether Taboo Game effects on students' vocabulary mastery or not.

In addition, the researcher would like to know the effect of using taboo game on the students' vocabulary mastery. This game claims as a way to increase the students' enthusiasm in learning vocabulary. It also informs the teacher how the effect of using this taboo game while teaching English. By

using taboo game is teaching vocabulary mastery, the researcher expects the students to be motivated in learning English and they are able to develop their vocabulary mastery. Furthermore, they can add their confidence to learn English as well.

Reflecting information and explanation above, the writer prefers to conduct the research trying to identify by the title of **The Effectiveness of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan**".

B. Problem of the Study

Research problems refer to questions raised in a research project which clearly reflects what kind of answers is expected to be discovered through the process of research.⁴ Based on the background above, the researcher indicates the problems as follows:

1. Is there any significant result of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan?
2. How significant is the effect of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan?

⁴Donald Ary, et all. *Introduction to the Research in Education*. (8th edition, Holt, Rinehart and Winston. 2006). Page. 43.

C. Objective of the Study

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.⁵

Based on the problem of study above, the objective of the study are :

1. To know the result of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan.
2. To measure the significant effect of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam Pasanggar Pegantenan Pamekasan.

D. Assumption of the Study

A researcher trying to discover the relationship between variables must believe that the relationship between two variables exists and can be discovered. This belief is called research assumption.⁶ In this research, the researcher assumes that Taboo Language can affect the students' vocabulary mastery, it is significantly good effected toward students' vocabulary mastery, it is proved by the previous study that Taboo Game is one of good game with can be applied on teaching vocabulary mastery.

E. Hypothesis of the Study

Hypothesis is statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a

⁵John W. Creswell, *Educational Research*, (United State : Pearson. 2012) . Page. 111.

⁶Mohammad Adnan Latief, *Research Method on Language Learning an introduction* (Malang: UM Press, 2012), Page. 52.

relationship among attributes or characteristics.⁷ Moreover, it presents the researcher's expectations about the relationship between variables within the question.⁸

The hypothesis of this study can be formulated as follow :

1. Null hypothesis (Ho)

There is no effectiveness using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam.

2. Alternative hypothesis (Ha)

There is effectiveness of Using Taboo Game on Students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam.

Based on the previous assumption, the researcher believes that Taboo Game can affect the students' vocabulary mastery since it is fun and joyful strategy to be implemented.

Therefore, alternative hypothesis (Ha) will be this research target that there is effectiveness of using Taboo Game on students' Vocabulary Mastery at the Seventh Grade of SMP Nurul Islam, because the implementation of this strategy hopefully gives a good effectiveness to the students' mastery toward the lesson.

F. Significance of the Study

Significance of the Study show the benefits or the importance of the research, either for scientific or social benefits. Scientific benefit is on the knowledge development, while social benefit is directed as social problem

⁷ John W. Creswell, *Educational Research*, (United State : Pearson. 2012) . Page. 112.

⁸ Donald Ary, et all. *Introduction to the Research in Education*. (8th edition, Holt, Rinehart and Winsto. 2006). Page. 81.

solution.⁹ This study is expected give much contribution either theoretically and practically as well.

1. Theoretical Significance

The result of this research hopefully becomes a consideration especially for English teacher in order to affect the students' vocabulary mastery by using Taboo Game. Furthermore, this research could give theoretical information about the existence of the use that strategy in teaching and learning vocabulary, it becomes a new strategy for the English teacher at SMP Nurul Islam to the future English classroom teaching and learning. Furthermore, it can be useful for future researcher in order to have another research about Taboo Game but in different method.

2. Practical Significance

By conducting this research, this research hopefully could give much contribution for:

a. The researcher

The purpose of this research is to give understanding for the researcher himself, how the researcher uses and implements Taboo Game on students' vocabulary mastery, and how the effect of using it as well. It becomes a new knowledge for him.

b. The teacher of SMP Nurul Islam

This research will be very expected giving a consideration for the teacher in order to improve and increase the students' vocabulary mastery through the use of Taboo Game. It will hopefully give new

⁹ *Pedoman Penulisan Karya Ilmiah*. (Stain Pamekasan, STAIN Press, 2011). Page. 19.

understanding about the use of a strategy in teaching English especially in teaching vocabulary.

c. The students of SMP Nurul Islam

The result of this research is expectedly useful for students, so that the students are able to master their vocabulary, by this, the students will be more interested in learning English.

G. Scope and Limitation of the Study

Scope is the area that the researcher will research. Limitation is the weakness of the study and make recommendation for future research.¹⁰

The scope of this study focuses on the effectiveness of using Taboo Game on students' vocabulary mastery. Also, this study is limited on the Seventh Grade of SMP Nurul Islam.

H. Definition of Key Terms

To avoid misunderstanding and misinterpretation. It is important to define the key terms used in the study:

1. Taboo Game is a game that requires the students to guess the words being given some clues by the volunteer, this game puts the students in some groups to have a good teamwork in playing the game.
2. Vocabulary mastery is a language proficiency on how the students' try to master words as many as possible through memorizing, reading, enriching and courageous activities.

¹⁰ John W. Creswell, *Educational Research*, (Boston: Pearson Inc, 2012), Page259