

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. Those are background of the study, formulation of research problems, purpose of the study, scope and limitation of the study, formulation of hypothesis, significance of the study and definition of key terms.

A. Background of The Study

In Indonesia, English has long been taught from elementary school to college. English is a necessity of all people in this era of globalization to communicate internationally. One of the most important things when speaking English is mastery of vocabulary. Vocabulary is the important basic element in English. The more vocabulary we have, it will be easier for us to understand the conversations or writings of other people in that language and easier to express the contents of thoughts in that language verbally or in writing. Conversely, the less English vocabulary we have, it will be difficult for us to understand the conversation or writing of other people in English and it will be increasingly difficult for us to express the contents of thoughts in English, both verbally and in writing.

Alqahtani, (2015: 22) stated that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Alqahtani, (2015: 22), as cited by Schmitt, (2000: 55),

emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

In addition, Gufran A. Ibrahim in Kompas.com (2017) stated that:

“The reading text in the PISA test is multi-text and computer-based. The dish is so sophisticated. The content and structure of the text are in the appearance of multiple discourse genres by combining words, sentences, graphics, maps, and styles, formed in cross-text links with cross-referencing. To swoop down the depths of this multi-text, at least two important skills are required: (1) grasp the meaning presented in the paragraph skillfully; and (2) the speed of packing the links of inter-text, inter-text with graphs, inter-text and symbols, and the relation of inter-graphic meaning. The first is related to the vastness and depth of vocabulary mastery, the second is related to the skill of moving the sight and the dexterity of the fingers.”

From the statements above, it can be said that vocabulary mastery is significant for English learners. So, if the learners want to be able to speak and/or write English well, they must master vocabulary first before learning English further in order to avoid obstacles in learning English.

One of obstacles in English language is the lack of vocabulary mastery. These barriers often occur in teaching and learning activities. It has been reported in Detik.com news (2013) that in a recent study which cited at www.bbc.com and conducted by the Institute of Education, University of London, which examined the habit of reading about 6,000 children. Children who read for pleasure tend to be better at mastering mathematics and English than those who rarely read. These findings also show that reading for pleasure is more important for children's development than the educational aspects of their parents. The researchers also concluded that mastery of vocabulary obtained through reading activities helped children absorb new information and influence their achievements in all subjects in

their school curriculum. They analyzed the results of tests on 16-year-old students totaling 6,000, all of whom were born in one week, according to survey data from the 1970 British Cohort Study.

English is also learned by the junior high school students. Learning English is arranged in such a way as the lesson plan. The purpose of the lesson plan is by compiling a lesson plan in a professional, systematic and efficient manner. The teacher can see, observe, analyze, and predict learning programs as a logical and planned framework. Meanwhile, the function of the learning plan is as a reference for the teacher to carry out teaching and learning activities to be more directed and run effectively and efficiently. In other words, the lesson plan acts as a scenario for the learning process. Lesson plan helps the teacher in organizing standard material, as well as anticipating students from problems that may arise in learning. However, in the lesson plan, there are elements of language. Language elements are contained in the lesson material chapter. These linguistic elements include vocabulary, grammar, speech, word stress, spelling, and punctuation that needed to express each meaning. From here, vocabulary has become a part that mastered by the students while learning English. With the mastery of vocabulary, it influences someone's language mastery as well as improving his ability to communicate using English.

Based on the researcher's experience, on last field study in MTs Al Huda Bandung, the students were uninterested because English was considered a lesson that was difficult to learn. Some of them were curious because they have learned some vocabularies. The rest were lazy because they didn't know the meaning, even they didn't like the lesson too. If it returned to the lesson plan discussion before, the lack of student interest in learning would hinder the achievement of learning

objectives. English lesson needed a solution that could persuade students' attentions to learn it.

Marniati (2018) in Republika.co.id stated that students do not need to memorize something every time they study. They must understand first. Then they need to express their understanding through writing, speaking, drawing, act. The word 'act' refers to activities that involve motion, including the game itself. On this occasion, the researcher would try to apply a method that could invite the students to be enthusiastic in learning English. Learning while playing is fun. Besides, a happy mood can make students easier in understanding the lesson. The researcher should be able to use the right way so the students could be motivated to learn English, especially vocabulary. One suitable way to activate students to learn vocabulary was using games.

The researcher found a study that used games that effective used toward vocabulary mastery. Zahara (2013) conducted a classroom action research (CAR) that focused on seventh grade students of SMPN 1 Kembayan, Sanggau. She used Jumbled Letters Game to improve the students' vocabulary mastery. The result of data analysis showed that the students got their progress in mastering vocabulary. From the mean scores of two cycles (the first cycle was 58.57 and the second cycle was 72), it showed that there was an improvement after using Jumbled Letters Game. From this study, game also can be good solution for helping students to learn English.

Based on the descriptions above, vocabulary mastery plays significant role in English learning. Besides, this study was important to do in order to solve the obstacles that occurred among the students' interests in learning English. One of the solutions that could be used was game. Therefore, the researcher tried to apply Blindfold Game. Under the title "**The Effectiveness of Blindfold Game Toward Students' Vocabulary Mastery At The Seventh Grade of MTs Al Huda Bandung Tulungagung**", the researcher wanted to prove whether the game was effective used toward the seventh grade students' vocabulary mastery.

B. Formulation of Research Problem

The main problem was formulated as follows:

- Do the seventh grade students of MTs Al Huda Bandung achieved better after using Blindfold Game?

C. The Purpose of The Study

Based on the formulation of research problem of the study above, this research was intended to find out:

- To know whether the seventh grade students of MTs Al Huda Bandung achieve better after using Blindfold Game.

D. Scope and Limitation of The Study

The scope of the study was focused on students' vocabulary mastery by using Blindfold Game. It concentrated in the effect of teaching by using Blindfold Game

toward the students' vocabulary mastery. The vocabularies that would learned by students were mostly adjectives and some of them were nouns.

The researcher limited the study on the teaching English that concerned on vocabulary mastery by using Blindfold Game at the seventh grade students of MTs Al Huda Bandung Tulungagung.

E. Formulation of Hypothesis

Based on the statement on the problems, there were two kinds of hypothesis. This research was using Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

1. Null Hypothesis (H_0)

The seventh grade students of MTs Al Huda Bandung didn't achieve vocabulary mastery better after using Blindfold Game.

2. Alternative Hypothesis (H_a)

The seventh grade students of MTs Al Huda Bandung achieved vocabulary mastery better after using Blindfold Game.

F. Significance of The Study

The study had some significances in three aspects as follows:

1. For the teachers

The research gives contribution in teaching learning process. By reviewing this study, teachers will have reference of the media that can be used in teaching. This result of the study can be used to increase students' vocabulary mastery.

2. For the lecturers

Beside for publication or dissemination of research that has been written and ready to be delivered to the public, research is an important activity for a lecturer, besides teaching and community service. Research is one solution in growing the interest of lecturers to conduct new research. This research has benefits as a means of expressing ideas and thoughts in solving problems using theory and can be tested or verified by the theory. Besides, it can encourage the realization of a scientific study research culture and develop the professionalism of lecturers through the development of the ability to write scientific works.

3. For the college students'

This research will extend knowledges and insights based on theories that will be tested. This result of the study will be uploaded in IAIN Tulungagung repository website, and can facilitate the college students as reference in conducting further study about improving vocabulary mastery.

G. Definition of Key Terms

From the research problems stated earlier, this study focused on the use of Blindfold Game toward students' vocabulary mastery in the seventh grade students of MTs Al Huda Bandung. To avoid misinterpretation and to limit the unnecessary points, the researcher would like to give explanation of the topic as follows:

Vocabulary mastery

Vocabulary mastery is skill or total dominance at all words of certain language that will be used to compile sentences. In this study, the students were focused on mastering vocabularies that could be used to describe animals, things, and persons.

Blindfold Game

Blindfold game is the game of describing the objects that students hold with their closed eyes. The students have to guess what thing they hold at the end.