

CHAPTER I

INTRODUCTION

This chapter explains about background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypothesis of the study, significance of the study, and outline of the study.

1.1 Background of the study

Language is one of ways which is used by humans to communicate with one another. According to Nation (2014:12), language is used for a wide range of purposes and one way of speeding up learning is to focus on a particular purpose and the language needed for that purpose. People know that language is important rule in our life to communicate in order to make people know and understand each other. If there is no language it is hard to imagine how people can communication, to establish social relationship, express their feeling and they cannot build relation with one another.

In this world, there are so many languages which is used by people, one of them is English. Many people learn English because they think it will be useful in some way for international communication and travel (Harmer, 2007:11). English as an international language is spoken almost all over the world. So, people in the world used English as a tool to communicate with other people in oral and written form in other countries. That is why learning English is very important for us, because easy to communicate with people in the world.

English as an international language used in many countries in the world including Indonesia. In Indonesia, English becomes as foreign

language which is taught in most of school. The purpose of teaching English is to motivate the students to be ready in the future. Teacher must know how they can teach students with use interesting method to make students easy to understand the material in learning English.

English as foreign language have four skills, they are listening, speaking, reading and writing. Linse (2005:122) states that vocabulary should be integrated into teaching the four skills listening, speaking, reading, and writing. It means that vocabulary needed to develop four language skills. When we are learn four language skills without learn vocabulary we cannot express anything. Because, vocabulary is the collection of words that an individual knows (Linse, 2005:121). We have difficulties in learning four language skills, when we have less vocabulary.

Vocabulary is important thing beside other language components. Without mastering vocabulary students cannot understand others or express their own ideas. Vocabulary help students to understand what people saying and they get the ability to say what they are means. Vocabulary also important across the curriculum from language arts and social studies to mathematics and science. It is connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school. In addition, vocabulary is the key to communication because when we want to speak we need vocabulary to express the ideas.

Teaching vocabulary to English learners is an important part of students' language development. In order to speak and write English vocabulary, the students need to learn one to two thousand of words.

According to Ramadani and Saunir (2013), English is a main language in the world because it has been regarded as an international language. That is why people in this world should know or learn it. By mastering English, they can communicate with people all around the world and can get the job easily.

In teaching learning process, students may still have problem in learning English. Based on the observation at MTs. Darul Ulum Purwogondo Kalinyamatan Jepara the researcher found some problems. The first problem is the students' vocabulary mastery still low, most of the students are still difficult in learning English and the students did not know the meaning of vocabulary. The students are still difficult to understand vocabulary, memorize the words and also use the vocabularies. They have less vocabulary because they difficult to understand or memorize new words. That is why they are difficult to say something or express their ideas in English. Second, the teacher only use tradisional method in teaching English. The teacher only uses a book as a media in teaching vocabulary. It makes students feel bored in learning English especially in learning vocabulary because the teacher did not used the interesting technique.

As people know that English is foreign language. Teacher should give the best way for students in learning English vocabulary. To solve this problem, the researcher has to create the teaching with certain technique that enables to avoid the boring technique. English teacher needs to find out good technique. In teaching English they have many techniques that can use for English's teacher in teaching and learning process in the classroom. Teacher can use interest technique to make the students easy in learning vocabulary

and also can improve the students' ability. There are many techniques in improving students' vocabulary such as; using pictures, songs, games, etc.

Based on the explanations of the problems above, the researcher interested to used games to improve students' vocabulary. Using games or media is better choice for junior high school. The games are able to help the students to practice language by learned in fun and relax way. Game also highly motivation since it is amusing and interesting. The game make the class interactive and all students active in the following the instruction game. The students feel enjoy and they will not get bored, it will be easy for them in learning English and improve their vocabulary. While, games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or written in order to express their own point of view or give information (Wright, 2006:2). It can be concluded that using game in teaching vocabulary is the effective way. One of the vocabulary game is Kim's memory game.

The researcher used Kim's memory game in this research to help the students in learning vocabulary. Kim's memory game is one of technique or method in teaching and learning process to memorize vocabulary. In other words, Kim's memory game is a game where students are asked to remember exactly. So, it not only makes learners fun and interested in learning process, but also will challenge their power of observation and memory (Hajar, 2017:1). Kim's memory game help the students to understand new words easily and they learn with fun activity. They see some words or objects that

they get from teacher, after that the teacher give twenty second to memorize the object. Next, the object hide with paper or cloth from students. Then, the students write some object that they still remember in the piece of paper. It is can examine the strong mind of students in memorizing some new words. According to Cameron (2001:7), the word is a recognisable linguistic unit for children in their first language, so they will notice words in the new language. We teach children words in the new language by showing them objects that they can see and touch, and that have single word labels in the first language.

Based on the explanation above, the researcher interested to conduct the research about the use of Kim's Memory Game in teaching vocabulary, entitled "The Effectiveness of Kim's Memory Game in Teaching Vocabulary (An Experimental Research at the Seventh Grade Students of MTs. Darul Ulum Purwogondo in the Academic Year of 2019/2020)".

1.2 Reasons for Choosing the Topic

The reasons why the researcher choose the topic "*The Effectiveness of Kim's Memory Game in Teaching Vocabulary (An Experimental Research at the Seventh Grade Students of MTs. Darul Ulum Purwogondo in the Academic Year of 2019/2020)* were considering some points as follows:

First, vocabulary is basic component in learning English as foreign language that must be know for people. Second, in learning English, students should know the meaning of each word, sometimes students difficult to memorize the meaning because they have less vocabulary. In fact, the students lazy to find out the meanings of words in dictionary. They prefer to ask their teacher for the meaning of the difficult words. From this technique

hopefully can help students in learning English. Third, teaching vocabulary by using Kim's memory game help students to develop their vocabulary and one of interest technique for students to make them easy to memorize new words. Fourth, generally students like game in teaching and learning process. They can feel enjoy, interest and help them to motivated in learning English and to memorize words that they do not know the meaning. Furthermore, this technique will make students relax and fun in learning English.

1.3 Statement of the Problem

Based on the beckground of the study, the researcher formulated the statement of the problem of the research as follows: How effective is Kim's memory game in teaching vocabulary for the seventh grade students of MTs. Darul Ulum Purwogondo in the academic year of 2019/2020?

1.4 Objective of the Study

Based on the statement of the problem above, the objective of the study is to examine the effectiveness of Kim's memory game in teaching vocabulary for the seventh grade students of MTs. Darul Ulum Purwogondo in the academic year of 2019/2020.

1.5 Hypothesis of the Study

According to Mubarok (2015:23), hypothesis is temporary answer to the formulation of research problems. It is said to be temporary because new answers given are based on theory and not facts. The hypothesis of the research can be formulated as follows:

1. The Null Hypothesis (H_0)

There is no significant difference of the students' achievement in vocabulary between the students who are taught by using Kim's memory game and those who are taught without by using Kim's memory game.

2. The Alternative Hypothesis (H_a)

There is significant difference of the students' achievement in vocabulary between the students who are taught by using Kim's memory game and those who are taught without by using Kim's memory game.

1.6 Significance of the Study

By conducting this research, hopefully the researcher can give useful in teaching English, especially for the researcher, the students of junior high school, the English teachers, and other researchers.

1. The Researcher

The researcher has an experience in conducting a research by using Kim's memory game in teaching vocabulary for junior high school.

2. The Students of Junior High School

Teaching vocabulary by using Kim's memory game can help students to improve their vocabulary, because the learning process is interesting for students' junior high school. They have new experience in learning English with interesting technique. They are easy to memorize the meaning of vocabulary and also feel joy during they learn English vocabulary.

3. The English Teachers

The researcher hopes that the result of this research will be useful for English teacher in teaching vocabulary by using Kim's memory game, also can motivate students and they will be enthusiasm to learn English.

4. Other Researchers

By doing this research, the other researchers will get some information related how to teach vocabulary using game. The researcher hopes that the result of this research can be used as reference for other researcher in conducting a research in teaching English.

1.7 Outline of the Study

This final project consists of five chapters and each chapter presents different problem, they are as follows:

Chapter I describes about introduction. It consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of study, hypothesis of the study, significance of the study and outline of the study.

Chapter II discusses about review of related literature which contains two main subjects. They are review of the previous studies and theoretical review.

Chapter III talks about method of investigation which consists of setting of the research, subject of the research, research design, try-out of the instrument, method of data collection, method of data analysis and research framework.

Chapter IV concerns with research finding and discussion. They are finding and discussion about the result after doing the research.

Chapter V is the last chapter deals with conclusions and suggestions.

