

## CHAPTER 1

### INTRODUCTION

#### 1. Introduction

##### 1.1 Background Of Study

Language is very important for communication in human life. In other words, there is no life without communication. After humans are born, they start to use sounds to communicate. Language is formed by some simple words or vocabulary. Moreover, vocabulary is present in all aspects of speaking, writing, reading, and listening (Farizawati, 2016:246).

In Indonesia English is learnt as a foreign language. In learning English the students learn four skills and they also learnt language components such as grammar and vocabulary. Zahro ( 2013:115) state that one aspect of English that plays a very important role is vocabulary. In learning English, students should be able to understand words being used because by understanding vocabulary of the target language, it will be easier for them to get the idea of what they learnt.

Vocabulary is one of important factors in language learning and develop the language skills. According to Alemi and Tayebi (2012:1) vocabulary is the basis component of language proficiency with provides the basis for learners' performance in other skill, such as: speaking, reading, listening, and writing. Vocabulary also the most important element in a language. It is one element that links the four skills of speaking, listening, reading, and writing all together. Supporting this idea,

Fardhani (1994:1) state that vocabulary is an important area because words are tools of thought. A good store of vocabulary is essential to succeed in language learning, without it no one can understand or use the language or the target language.

Vocabulary knowledge is often viewed as a critical tool for a second language learners because of a limited vocabulary in second language impedes successful communication. According to Alqahtani (2015) vocabulary learning is an essential part in foreign language learning as the meanings classrooms. Based on statement above vocabulary is very important because when we learn other language we have to know the meaning. It means we have to know the word that we want to say.

Generally, there are many problems are faced by students in learning vocabulary. According to Rahmatillah (2014:69) kinds of difficulties by students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the word. Beside that, teaching vocabulary may be problematic also because many teachers are not confident about best practice in vocabulary teaching. Technique and ways of teaching were fully depended on the teacher. The main problems in teaching vocabulary were the technique and the method which were used monotonously and less of variation. From that main problem then

rose another problem that is the students felt bored of monotone teaching technique. Therefore, teachers should use one effective method for teaching vocabulary that make students active and motivate in learning process. Wahyuni & Yulianti (2016) state that game can applied in teaching language skill. Games are highly motivating because games are amusing and interesting.

Guessing game may be as an alternatively to solve the problem. Guessing game is one of games in teaching technique. Guessing game is a kind of game to play that include interactions among of person or group. According to Zahara & Fatimah (2018), guessing game is a game in which a person or a group to try to answer a question that has been given a few keywords related to the images, titles or words. In this game, students are taught about new vocabulary. The materials that can be used are flashcard or objects. Guessing game is easy and simply to used in teaching and learning process. According to Wright & Buckby ( 2006:169) state in guessing game, essentially, someone knows something and the others must find out what it is. In this game, students take turn guessing the identify of an object through the submission of question. Guessing game aims to practise or revise a new vocabulary set.

Guessing game as an alternatively solve the problem based on the research by Supriyatna (2014) state that guessing game is effective technique. Guessing game is a simple game that teachers can give a chance to the students to use the new vocabulary. According to Safitri, Wijaya, &

Husin (2016), guessing game is effective to tract the students since it can help them to brainstorm before the learning process. The use of guessing game in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process. Zahara & Fatimah (2018), state that guessing game is appropriate and effective to be used in the classroom. It is a game in which a students or a group guess a number of information. Students can learnt by playing the game.

To sum up , guessing game is one of game that use in some situation. Therefore, in this research the writer will use guessing game in teaching vocabulary as an alternative way to support English teaching and learning process. Students generally like to learn new way that is rarely used in teaching and they will be happily by expressing themselves through real actions to explore their ability. The writer wants to know how effective the guessing game in teaching vocabulary. The title of this research is ” *The Effectiveness Of Guessing Game In Teaching Vocabulary*

## 1.2 Problem Statement

Based on the descriptive above the writer formulate the problem of the research as follow : Is guessing game technique effective for teaching vocabulary at MI. Miftahul Huda Dongos in academic year 2019/2020?

### 1.3 Purpose of the Study

This research is conducted in order to know guessing game is effective in teaching vocabulary at fifth grade students of MI. Miftahul Huda Dongos in academic year 2019/2020 through guessing game.

### 1.4 Significances of Study

The result of this research is expected to be useful for:

#### 1. Theoretically

The result of this research can be used as a model of teaching and learning or a basis for offering a model of teaching and learning process.

#### 2. Practically

1. The students of MI Miftahul Huda Dongos, so they will know how high their vocabulary level, how many vocabulary they have, and develop their vocabulary with fun and enjoyable.
2. The English teacher, they can use this activity and develop it according to situation they have in the class.
3. The researcher, she can apply the theory and know whether this activity is affective or not.