CHAPTER I

INTRODUCTION

This chapter, the researcher presents about background of the study, statement of the problems, purpose of the study, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of Study

In English there are four language skills; those are listening, reading, speaking and writing. The learners must be able to use the language either productively through speaking and writing or receptively through reading and listening. There are also some language components such as pronunciation, spelling, vocabulary, and grammar that should be taught to support the language skill development. All of those language skills and components must be learned and taught integratively in teaching and learning process.

Vocabulary is a subject at school about words which is studied by students. Vocabulary is one of linguistic features, which influences the communicative competence. Teaching vocabulary is important to make students able to communicate by using language learnt. The learners have to master English vocabularies before mastering English. They will not be able to express themselves clearly and effectively if they do not master vocabulary. McCarthy and O’Dell (2001:6) state, “English has a very large vocabulary, which adds greatly to our opportunities to express the meaning in different styles”. The teachers must be able to choose good technique to improve the students’ vocabulary.
Teaching English vocabulary is not easy. Therefore, the teacher has to create or use techniques of teaching vocabulary that is able to raise the motivation of students to learn it. There are many techniques to teach vocabulary which help the teacher in the learning process to success. Brown (2001:16) states, “Technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objective.” One of them is using game techniques. Game is one of the alternative teaching technique which can make the learning process become more interesting, lively and fun so that it can be used to increase and improve students’ vocabulary. Games are activities that children naturally and universally engage in. There is a certain timelessness in the pleasure children find in games and in how the nature of the games they play changes as they develop, ranging through fantasy, ritual competition and luck.

Guessing game is one of game types that use game guess as a way to teach vocabulary. Guessing game can be played by children, teenagers, and even adults. Based on preliminary study, that is why the teacher in the first grade of Teknologi Pengolahan Hasil Pangan (TPHP) SMKN 1 Prajekan uses guessing game as one of alternative ways to teach English especially vocabulary. The students in the first grade of TPHP SMKN 1 Prajekan can play this game easily because they often play it in their daily activity.

On the other hand, most of students often get difficulties in learning English because they have low vocabulary and English grammar. It is supported by the previous research that was conducted by Setiana (2010) in her thesis about improving second year student’s vocabulary by using matching games at MTS Nurul Ulum Gadungan Malang. She found that the problems faced by the teacher
is caused by vocabulary especially in spelling and pronunciation which has different forms, low level student’s ability in memorizing the words and a small number of book, and the items of vocabulary that the teacher taught did not appear in UAN. Because of those reason, teacher has to use some appropriate techniques of teaching and learning English especially vocabulary. The teacher must know the situation and condition in the classroom, and what techniques are suitable in these situations. By using some of effective techniques, the problems in vocabulary teaching and learning can be overcome.

SMKN 1 Prajekan is one of institutions that upholds the success of learning, so that students are able to play a role in the global competition. SMKN 1 Prajekan much effort has been conducted, such as infrastructure, instructional media, professional teachers and other components that can improve the quality of education in the school.

Based on the above background, the researcher intends to conduct a research entitled “AN ANALYSIS ON GUESSING GAME TECHNIQUE USED IN TEACHING ENGLISH VOCABULARY AT FIRST GRADE OF TPHP SMKN 1 PRAJEKAN.”

1.2 Statement of Problems

Based on the background of the research, the research question can be formulated as follows:

1. How is the guessing game technique implemented in teaching English vocabulary at first grade of TPHP SMKN 1 Prajekan?

2. What are the difficulties faced by the teacher in implementing the guessing game technique in teaching English vocabulary?
3. What are the ways to overcome the difficulties in implementing the guessing game techniques?

1.3 Purpose of the Study

This study aims to:

1. investigate the implementation of guessing game techniques used by English teacher in teaching English vocabulary.
2. find out the difficulties faced by the teacher in implementing the guessing game techniques used by English teacher in teaching English vocabulary.
3. find the ways to overcome the difficulties of implementation the guessing game techniques used by English teacher in teaching vocabulary.

1.4 Significance of the Study

The result of this study is expected to give significant information to the students, teachers and other researchers.

1. For the students at the first grade of TPHP in SMKN 1 Prajekan

The result of this study is to support the students in learning vocabulary easily through guessing game techniques in classroom activities.

2. For English Teachers

The result of this research will give them information about the implementation of using guessing game. In other words, it is
expected to help the teachers increase their quality in teaching and learning process.

3. For other researchers

This research can be useful as an alternative reference if the reader wants to conduct the research in similar topic on the implementation of guessing game techniques used by English teacher in teaching vocabulary.

1.5 Scope and Limitation of the Study

The researcher considers to make the scope and limitation. The scope of this study is about guessing game techniques in teaching English vocabulary, the problems faced by the English teacher in implementing the guessing game techniques and the teacher’s way to overcome the difficulties in implementing the guessing game techniques.

The researcher is limited at the first grade of TPHP SMKN 1 Prajekan Jln. Raya Prajekan Bondowoso.

1.6 Definition of Key Terms

1. Analysis

Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data (Shamoo and Resnik: 2003).

2. Technique

Technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objective (Brown 2001:16).
3. Guessing Game

Lewis (1995) Guessing game is familiar variant on this principle. The player with the information deliberately holds it, while others guess what it might be.

4. Vocabulary

Vocabulary is the collection of words that an individual knows (Linse, 2005:121).