CHAPTER I

INTRODUCTION

This chapter presents the research background, research identification, research question, research limitation, research objective, and research significance. Below is the explanation for each items.

1.1 Research Background

The most important aspect of language that students need to master in order communicate effectively is vocabulary (Keshta & Al-Faleet, 2013:12). In addition, Yudintseva (2015:15) claims that vocabulary is the heart of language use and comprehension. Thus, it become the most important components of successful and meaningful communication. It means that, vocabulary is core component of English that plays an important role to language expertise of how the students learn English. It is the essential aspect that help the students fluent in English and can communicate well by using varieties number of words that should be known by the students to use those words accurately. Additionally, Thornbury (2002:13) states that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It means that a little grammar can still convey messages to others but if someone has a little vocabulary then the message will not be conveyed.

According to Syamsi (1998:15) language skill mostly depends on the mastery of vocabulary. Therefore, the more vocabulary is mastered, the more likely a person can skillfully use the language itself. However, Tarigan (1993:2)

states that the quality of one's language skills depends on the quantity and quality of vocabulary possessed. The more vocabulary mastered by students, the easier it is for students to make sentences and communicate. It will make the students can master four language skills namely: listening, speaking, writing and reading. That is why vocabulary mastery determines mastery of four language skills. By having good vocabulary mastery, students can communicate well and clearly with each other. However, if students only master low amount of vocabulary, it will make students difficult to make sentences and communicate using English. But the reality now is, the lack of vocabulary mastered by students. According Aritonang (2010:1) there are some factors which can influence the success of students in mastering vocabularies such as: the habit of students in learning, low students' motivation, teacher strategies in teaching, lack of vocabulary understanding and English vocabulary is difficult to be remembered.

In the learning process and real situation in SMP N 3 Singaraja, the students often cannot understand what their teacher has said. Sometimes, students do not understand the vocabulary used by the teacher. This happens because students have a bad vocabulary that limits them from understanding the teacher in explaining the lesson. It happens because the way of the students learn vocabulary is less effective. The lack of vocabulary happens because the teacher does a conventional strategy that does not emphasize on learning vocabulary. In real situation, students learn vocabulary trough translating word based on the book and learn the students from the book. Then, the teacher only explain the material based on the book. And, sometimes there is no following activity which make the

students can test their memories. As the result, it becomes a problem that make students difficult to learn and improve their skill level. Actually, by translating and memorizing words are not effective to make students mastering vocabulary. This may be influential, but it is not enough to help students to enrich their knowledge of vocabulary.

The researcher conducted a pre-observation and interview upon several English teachers who teach English to the seventh grade students in SMP N 3 Singaraja. As the result, students' skill in English were very low. That can be seen from the student's score in the final semester score. The value of English in the seventh grade is mostly still under the KKM (minimum completeness criteria) which was still below the score of 70. Based on the observation, researcher found several problems. From the results of preliminary observation, almost seventh grade students were less active in class. They only listen to their teacher when the teacher provides information about the material. When the teacher gives students the opportunity to ask questions about the material, almost all students do not respond. Besides that, students there still have very little vocabulary. When the teacher asks the meaning some word about animal in English, the students cannot answer. And also, teachers at SMPN 3 Singaraja have not used interesting teaching strategies such as games for vocabulary enrichment.

From the explanation above, the English teachers were tended to use textbook as the source of learning. Therefore, it can be said that there were many teachers who have limited use of strategy in teaching English. Teachers prefer to teach the lessons using conventional teaching strategy and sometimes used visual

media, like picture in the classroom. As the result, the students hard to improve their language skill. The students often feel it difficult to memorize a number of vocabulary that must be mastered by them. Besides that, the students also have low motivation in learning English because they still confuse and feel that English is difficult to be learned. If this situation happens again, it will be difficult to make the students fluent using English.

The learners need something interesting that makes them easy to learn vocabulary. Students need an effective way to help them, not only to translate and memorize vocabulary but to understand it. Because, by knowing the words and their meaning only is not enough to improve the students' vocabulary mastery. The teacher needs need to thinks about an effective way that can make students have better understanding in the vocabulary itself. In addition, students also need an appropriate way that make them active and excited in learning English. If the teacher can find out a way to combine all of that, it will be the great way that helps the students to reach the target of study to mastering vocabulary and also make the classroom activity fun and interesting.

Students of teenager still need a learning strategy that is fun. According to Brown (1971:42) explained that adolescents are the age of transition, confusion, self-awareness, growth, and changes in body and mind. That means they learn from concrete to abstract and through direct experience and manipulation of environmental objects, using real objects, such as the use of games, images and storylines. This statement supported by Dale (1965:2) stated that an authority on vocabulary research, that children finish the first grade with an average

vocabulary of 3,000 words, it is likely that they will add about 1,000 a year from then on. The average senior high school will know about 14,000 to 15,000 words, the collage senior 18,000 to 20,000. Besides of that, students of teenager desperately need a fun teaching strategy. Teenage is a transition from childhood to one's early adulthood. This period is the transition from child to adulthood. Children experience changes in everything both physically and psychologically. They cannot be categorized as children anymore, but also not categorized as adults. According to Rusman (2012: 6) states that providing fun learning for teens will make it easy for students to understand the material being taught. The material is easy to understand if the strategy is fun and involves students to learn. The strategy will be fun if the teacher uses interesting learning strategies such as playing games. A good learning strategy is one that can make learning more effective and efficient and lead to the achievement of learning objectives.

One fun strategy for students is game. Game is an activity with goals, rules and an element of fun. The use of games in teaching vocabulary is a way to make the lessons more interesting, feel enjoy, and effective (Klimova, 2014:1158). In addition, using games in class will improve the process of learning English vocabulary and student interest in vocabulary learning. This makes students feel a pleasant situation in getting new vocabulary. In addition, according Yolageldili (2011:220), games can increase positive feelings and build students' confidence, because students are not worried about getting punishment or criticism when they make mistakes. Besides that, games make the students remember things faster and better because it makes an easy and relaxed (Aslanabadli & Rasouli, 2013:190).

Therefore, game is a good technique which makes the learning process more fun, easy, and also help the students to learn and memorizing faster and better. Game makes the students enjoy to learn and keep them focus in the classroom, because game is interesting and can make the students reach the goal to use English well.

Based on the explanation above, the problems are the lack of vocabulary and the monotonous strategy that used by the teachers to teach the students which make the students' feel bored and thinks that learned English is difficult. The researcher suggests using game as a strategy to teach vocabulary, because the researcher believed that game can be a good way to maximize teaching and improve their vocabulary. One of the famous games namely mime game. Mime game as a strategy to improve the students' vocabulary mastery. Therefore, one of game that suggested by the researcher is mime game.

Mime game is one of the appropriate game that can be used as a strategy to teach English especially vocabulary. This game can help the students easy to remember the vocabulary and build the students' confidence. Besides that, it can improve students' vocabulary mastery also make the students enjoy the learning process without boredom. This game has two communications namely verbal and non-verbal communication. Where to play mime game is very easy, A's student will demonstrate the word or sentence that has been given and B's student will guess the word or sentence. Therefore, this game trains students to be able to communicate using English. This statement supported by Goleman (1996:12) states that students always enjoy fantasy, imagination, and movement, and he claims that learning does not occur separately from students' feelings. Students

remember faster when they are happy, relaxed and not threatened. Therefore, the teacher must create a conductive and pleasant atmosphere, so that what they learn has a lasting effect on them. This game makes them show their own abilities, their imagination, and their way of thinking and learning. This allows them to express themselves and act freely and comfortably. The learning atmosphere makes students able to work together, trust, respect each other, and become responsible for their learning.

Empirically, mime game has not been tried in some areas in Bali school especially in Singaraja. This will be a good reason for the researcher to try and apply this game in one of school in Singaraja in order to know the effect this game in students' vocabulary mastery. Moreover, this game already applied by some researcher in other areas and it can give a result to improve the student's vocabulary mastery. Therefore, Mime game will be tried in one of school in Bali named SMP N 3 Singaraja.

Based on the situation and phenomena described above and the strength of mime games which is proved by the results of the previous study, the present study investigated the effect of using mime game on vocabulary mastery, especially for the seventh grade students at SMP N 3 Singaraja in academic year 2019/2020. Researchers conducted research on mime games in SMP N 3 Singaraja because teachers in SMP N 3 Singaraja had never taught using games in the learning process especially in teaching English. In addition, students in SMP N 3 Singaraja have very little vocabulary mastery so students there are very passive especially in learning English.

1.2 Research Identification

Based on the background of the research above, several problems can be identified as follows:

1. The score of English students in SMP N 3 Singaraja is still under KKM (Minimum Completion Criteria).

2. The students not active in the class, when the teacher asking some question for the students, the students cannot to answer.

3. Students have very little vocabulary, when the teacher asking about the meaning of word about animal, the students cannot to answer.

4. The teacher not use teaching strategy likes game, song in the classroom

Based on those problems, the researcher is willing to test a theory of Mime Game in this class.

1.3 Research Question

Is there any significant effect of using Mime Game on Vocabulary Mastery of the Seventh Grade Students at SMP N 3 Singaraja Year 2019/2020?

1.4 Research Limitation

To avoid misunderstanding and to classify the problem, it needs to make limitation of the problem because there are too many kinds of games in teaching English for children. In this research the researcher only focuses on finding the

effect of using mime game on vocabulary mastery of the seventh grade students at SMP N 3 Singaraja Year 2019/2020

1.5 Research Objective

The purpose of this study is to discover whether or not there is significant effect of using mime game on vocabulary mastery of the seventh grade students at SMP N 3 Singaraja

1.6 Research Significance

The results of this study are expected to provide benefits in teaching and learning English as follows:

1. Theoretical benefits

The results of this study will enrich the use of strategies for teaching English, especially in the seventh grade vocabulary mastery. In addition, it can also be a reference for future research.

2. Practical Benefits

   a. For the teacher

   This study can be used as a review to use appropriate strategies in teaching English vocabulary.

   b. For reader

   This can provide readers with views and information on how to teach vocabulary using mime games.

   c. For researcher

This can provide experience in teaching vocabulary by using mime games in experimental research to determine the effectiveness of the strategy.