

CHAPTER I

INTRODUCTION

In this chapter, the writer will try to explain about the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

The importance of English as the key to international communication and commerce makes it a compulsory subject for students from the Junior High School up to the Senior High School.

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master these skills without mastering and understanding vocabulary.

Takac (2008, p.4) stated that vocabulary can be defined intuitively, as a dictionary or a set of words that we teach in a foreign language. In learning a second language or foreign language the students have to know what words mean by learning vocabulary.

Based on the writer's observation experience, most of the students of MTs Sunan Prawoto Pati said that English is a very difficult subject because it is different from their mother language and the students have difficulties to understand the materials that are given by the teacher. And the other problems are: First, students still have limited vocabulary because they get difficulties to memorize the meaning. Second, the students do not know how to pronounce and how to spell the words. Third, the students feel shy to ask the teacher when they do not understand the materials.

After analyzing the problems, it is found that the teacher just of MTs Sunan Prawoto Pati explain the material without giving various activities to attract the students' attention. The teacher does not use any interesting media or game to

support the teaching. These make students have less interest to pay attention the teaching and learning process.

Teaching learning process should be varied to make students feel fun during the learning process. In language learning, the students need more instruction from their teacher. This is one of challenge for the teacher to be able to motivate the students to pay attention. The teacher must be able to use strategies and technique in teaching and learning process. In learning vocabulary, the teacher can be done by using media or game. When the teacher using game should be suitable for the characteristics of the students and can make students easier to understand the material. So, it makes them enjoyable during teaching and learning process. Related to the problems above, the writer will try to propose an alternative game in teaching English vocabulary.

Game is one of the techniques that can make students easy in learning. The students can do both of learning new vocabulary and playing the game. Additionally, Allen (1983, p.54) stated that Games are helpful because they can make students feel that certain words are important and necessary. It means that using game can make the students more interested in the material and enjoyable during the teaching and learning process.

There many kinds of game can be uses to teaching vocabulary. One of them is blindfold game. The blindfold game is a game of free movements and exploration of a virtual space that allows simple interaction with key elements and assets, which end up being quite a challenge this game used directions, numbers, and making instructions. Besides, this game can make working team well. According to Andriyani (2017), when the students play the blindfold game, it can develop the students' socio emotional because it requires them to interact with their team or asks them to work in group and increase the students' interest with the material.

The students' interest about vocabulary is still low in school environment. The students think that vocabulary is difficult; they do not understand when they read the book. So, the writer wants to apply the blindfold game for teaching vocabulary to the eighth grade students of MTs Sunan Prawoto Pati in 2019/2020 academic year.

1.2 Statement of the Problem

Based on the background of the research above, the writer question is formulated as follows:

Is there any significant difference between the vocabulary mastery of the eighth grade students of MTs Sunan Prawoto Pati in 2019/2020 academic year before and after being taught by using Blindfold Game?

1.3 Objective of the Research

The purpose of this research is to find out whether there is any significant difference between the vocabulary mastery of the eighth grade students of MTs Sunan Prawoto Pati in 2019/2020 academic year before and after being taught by using Blindfold Game.

1.4 Significance of the Research

In this research, the writer expects that the research paper has some advantages both in theoretical and practical, as follows:

a. Theoretical:

1. The result of the research can be used as the reference in English teaching and learning process, especially for teaching and learning process.

b. Practical

1. The teacher

This research can give information to the teacher about the use of Blindfold Game in teaching and learning English.

2. The Students

This research can give experience for the students to learning English in different way.

3. The readers

This research can be the reference for the next research related with the students' vocabulary.

1.5 Scope of the Research

In this research, the writer limits the problem. Especially, the writer tries to focus on the teaching vocabulary of the eight grade students of MTs Sunan Prawoto Pati taught by using applying Blindfold Game. The writer will try to use blindfold game, especially unscrambling blindfold game as a processing of the students that can be implemented by teacher to overcome to students' problem in memorize vocabulary and its meaning. The subject of the research is the eighth grade at MTs Sunan Prawoto Pati in 2019/2020 academic year.

1.6 Operational Definition

The researcher defines the terms used in the title of this research, as follows:

1. Teaching Vocabulary is the process of attending to the student's needs, experiences and feelings, and intervening.
2. The Blindfold game is a practical exercise in verbal communication that uses blindfold in the games. This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person.