Chapter One

Introduction

This chapter describes the introduction of the research. The research discusses the background according to the researcher's interest, identification of the problem, statement of the problem, research question, research objective, significance of the research, and organization.

Background of Research

Vocabulary is one of the critical language components. Vocabulary is the part of the word that has meaning and is one of the essential elements in learning English (Yuliani, 2017). Learning vocabulary is the most important for understanding and knowing things, actions, and concepts. According to Dewi and Kurniawati (2021), vocabulary teaching has the aim of enabling students to understand the concept of foreign words, acquire more words, and use words successfully for communicative purposes so that good vocabulary can support the mastery of each of these language skills, both receptive there are listening and reading and productive there are speaking and writing.

The teacher's role is very important in providing the best teaching when students learn English, especially in mastering vocabulary. In achieving language skills, the teacher will try to improve students' vocabulary mastery (Anggraini & Sukirlan, 2020). Vocabulary mastery becomes the core of language learning if it can produce better results for communicating ideas, expressing meaning, and understanding language as a means of communication (Razmi et al., 2019). However, several studies have found that vocabulary mastery has yet to be fully

mastered by students, and efforts are needed to improve vocabulary mastery. According to Dewi and Kurniawati (2021), the problems that are often encountered in language learning are students' vocabulary mastery which still needs to be improved, and some teacher mistakes for not using the proper teaching techniques. To help students improve vocabulary mastery with exciting and comfortable learning techniques, teachers can use games in the classroom (Ratu & Husain, 2019).

The teacher provides fun techniques to help students learn English. Playing games is one way that is applied by the teacher in carrying out the English learning process. According to Noviyanti et al. (2019), games can indirectly increase vocabulary mastery because by playing games, students can learn the definition of words, how to pronounce words and how to use words. Games can add relaxation and fun that students find easier to memorize vocabulary and motivate students to improve vocabulary mastery (Akdogan, 2017). Playing games will build a better classroom atmosphere and help make it easier to memorize vocabulary.

One of the games used for learning vocabulary mastery is the guessing game. A guessing game is a game that, in its implementation, uses objects as words that will be guessed (Ratu & Husain, 2019). According to Tomi Irawan and Rona Elfiza (2020), a guessing game is a game that combines practice and games so that it has a good impact on students that increasing students' motivation in learning languages because learners can give their ideas when the activity takes place. Therefore, researcher are interested in using guessing game to

find out whether the use of guessing game can improve students' vocabulary mastery. The research was carried out at a junior high school in Yogyakarta and the reason why researcher conducted the research there was because students' vocabulary mastery was still low, so guessing games were used as treatment in research.

Identification of the Problem

Learning English in junior high schools is undoubtedly very important because it makes students more straightforward to continue learning English to a higher level. The learning of English that is taught in junior high schools is vocabulary mastery. It is where the teacher teaches some language skills to students so that students understand the use of vocabulary and master vocabulary. This vocabulary mastery is also taught in one of the junior high schools in Yogyakarta where the teacher tries to help improve vocabulary mastery for students. To achieve mastery of vocabulary, students mention, memorize, and understand the vocabulary taught and apply it when learning English.

Based on the interview with the English teacher at a junior high school in Yogyakarta, it was found that the student's vocabulary level is low. The teacher further explained that the students only have a few words mastery with poor implementation of the words in four language skills. It is a more precise sense when they are not able to write and speak using the words they have learned. In this case, efforts are needed to overcome the problem of the low level of students' vocabulary mastery. According to Noviyanti et al. (2019), games can indirectly increase vocabulary mastery because by playing games, students can learn the

definition of words, how to pronounce words and how to use words. The guessing games is a game implemented by researcher. The researcher are interested in conducting research using guessing games to test whether guessing game improve vocabulary mastery at a junior high schools in Yogyakarta through experimental research.

Delimitation of the Problem

This research investigates the effectiveness of guessing games in improving vocabulary mastery. The research was conducted to find out the differences before and after the use of guessing games to improve students' vocabulary mastery, especially on the focus on vocabulary noun, adjective, and degree of comparison. The researcher chose these three focuses because it is based on the curriculum and focuses on the material students have learned there are noun, adjectives, and degree of comparison. That is easier for students to use guessing game by using these three focuses. This research was conducted in one of the junior high schools in Yogyakarta to determine students' vocabulary mastery levels.

Research Question

In carrying out this research, there are several research questions that are used as guidelines for conducting research. The research questions are:

1. How is the students' vocabulary mastery level before the guessing game treatment?

2. How is the students' vocabulary mastery level after the guessing game treatment?

3. Is guessing games effective in improving junior high school students' vocabulary mastery?

Research Objective

The research objectives in this research are:

1. To find out the level of vocabulary mastery of junior high school students before using the guessing game treatment.

2. To find out the level of vocabulary mastery of junior high school students after using the guessing game treatment.

3. To find out the effectiveness of guessing games in improving junior high school students 'vocabulary mastery.

Significance of the Research

From this research, the researcher provides benefits to:

Teachers. This research was useful for English teacher to understand the that there is a technique for teaching vocabulary to students by using a guessing game. From these benefits the teacher helps students to improve vocabulary mastery. Hopefully teacher use guessing game as a technique in teaching vocabulary and making learning activities more interesting.

Students. The students improve their vocabulary skill by using the guessing game technique in learning. The , students understand the meaning of words, express words, and know the placement of words by using guessing game.

Other researchers. The researcher hopes that this research was useful for other researchers. Other researchers continued the research in more depth and used research using guessing games as a reference for conducting similar research. Oher researchers add and used new learning techniques in the future.

Organization of Research

This research consists of five chapters, with several sub-chapters in each chapter. In chapter one, there is a background, statement of the problem, limitation of the problem, the research question, research objective, significance of the study, and organization. In this chapter, the researcher explains the general description of the topic being studied and explains the problem being studied. Chapter two discusses the theory and some definitions of vocabulary mastery and guessing games. Chapter three focuses more on the methodology used in this study. There are six sections in this chapter. To carry out the research, the research looked for the type of research that is significant for carrying out the research. Then the researcher conducted a pre-test and post-test on the students to find out whether using guessing games improve students' vocabulary mastery. The researcher got the data from the implementation of the test. The fourth chapter is finding discusses the collected data. This chapter consists of a description of the data, finding, and discussion regarding the research results that have been carried out and contains recommendations from the researcher.