

CHAPTER I

INTRODUCTION

This chapter present introduction, the background of the research, research problem, research objective, and operational definition of the term used in this research the significant of the research, scope and limitation, these topics will be presented in the following section elaborately.

1.1 Background of the Research

English is one of the foreign language has become International language that play an important role in International community. English has been used to communicate with others from different countries. English also take a part trading, conversing, educating. To get successful communication we should mastery of English. It is impossible for us to understand what they are talking about and miscommunication will be happened. At the end we had been felt how important English International community. So that, it is better for us to study and mastering English before join to the International community.

English can be learnt by formal and non formal education. Formal education usually happen at school. Formal education happen six times a week for about the time schedule is based on the level. In Junior High School, English is learnt once a week but in Senior High School twice a week. A formal education has a responsibility to the government. So that at the end of the program the national examination will be happened.

On the contrast the formal education is helped by cooperation of the people. In easy we can call it as a course. It is not has a responsibility to the government.

As foreign language, English has been a compulsory subject especially in Indonesia. So that, it will be a spirit for the students to master English actively and passively. The successfulness in learning English actually depend on the way of teaching and course we focused on the teacher. The teaching learning process of English should fulfill many criteria, covering four skills of language such vocabulary, pronunciation, and grammar. If the criteria had been fulfill so that the students will has an ability of using English passively or actively.

According to Hiebert and Kamil (2005: 3) vocabulary is the knowledge of meanings of words. In addition, Hatch and Brown (1995: 1) state that vocabulary refers to a list or a set of words for a particular language or a list of words that individual speakers of a language might use. It means, vocabulary take part of language and it is spoken by speakers of language. Vocabulary covers word, phrase, clause, and sentence. Although it is basic thing sometimes there many teacher who are not successful in teaching vocabulary. It is caused by the wrong choice of way of teaching in order to make our student interest and enjoy with our lesson.

According to Harmer (1998: 23) teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Oxford Learner's pocket dictionary (1995: 186) states that guessing is to give an answer or opinion about something without clear knowledge. So that in this strategy we just guess by giving our opinion.

In addition, Clarke and Nation (1980) state that a guessing strategy based on such clues. A beginning step is to get the learner to look closely at the unknown word, next to look at it is immediate context, and then to take a much broader view of how the clause containing the word related to other clues, sentences, or paragraphs.

Meanwhile, Coady and Nation (1988) Liu and Nation (1985) argued that guessing meaning of unfamiliar words in context is the most practical method to comprehend both written and oral communication. For some people, words learned in context are much more easily retained than those learned by any other methods because it involves generalizeable skills of interpreting surrounding text, predicting, and testing predictions while reading which enhance reading skills as whole.

It can be showed that guessing is a practical method of making sense of the meaning in English. So, as to improve the ability of learners skillfully charades entirety within the context.

Lastly, according for several study about using guessing in learning English activities can influence the students vocabulary. Masayu's study on guessing meaning from context implemented on recount text showed the enhancement of students' vocabulary mastery at SMPN 7 Palembang in the academic year 2011/2012. Besides, Hari's study showed that guessing game was effective in teaching vocabulary at MTs Darussalam Jakarta" in the academic year 2013/2014.

Based on the explanation above, it is better to carry out the research entitled “The Effect of Guessing Meaning on Students’ Vocabulary Mastery at SMPN 4 Jember in the 2016/2017 Academic Year” and the choosing the title are to minimize the failure in learning vocabulary and hoped that their learning will be more meaningfully by using strategy (guessing meaning).

1.2 The Research Problem

1.2.1 The General Problem

The general problem formulation of this study is “Is there significant effect of Guessing Meaning on Vocabulary Mastery of the Eight Grade Students’ at SMPN 4 Jember in the 2016 / 2017 Academic Year?”

1.2.2 The Specific Problems

The specific problems of this research formulated as follows:

1. Is there significant effect of guessing meaning on noun mastery of the eight grade students’ at SMPN 4 Jember in the 2016 / 2017 Academic Year?
2. Is there significant effect of guessing meaning on adjective mastery of the eight grade students’ at SMPN 4 Jember in the 2016 / 2017 Academic Year?
3. Is there significant effect of guessing meaning on verb mastery of the eight grade students’ at SMPN 4 Jember in the 2016 / 2017 Academic Year?
4. Is there significant effect of guessing meaning on adverb mastery of the eight grade students’ at SMPN 4 Jember in the 2016 / 2017 Academic Year?

1.3 Research Objective

1.3.1 The General Objective

The general objective of this research is intended to know whether or not there is a significant effect of guessing meaning on vocabulary mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.

1.3.2 The Specific Objectives

1. To know whether or not there is a significant effect of guessing meaning on noun mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.
2. To know whether or not there is a significant effect of guessing meaning on adjective mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.
3. To know whether or not there is a significant effect of guessing meaning on verb mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.
4. To know whether or not there is a significant effect of guessing meaning on adverb mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.

1.4 Definition of the Key Term

It is needed to give a guideline to the reader and writer to understand the concept used in this research. In this research there are two variables namely independent that is teaching vocabulary by using guessing meaning and dependent variables that is the students vocabulary mastery.

1.4.1 Guessing Meaning

Guessing meaning is a useful strategy of vocabulary learning through context. New words in context help learners to deduce meaning from context and learners see how new words are used grammatically in a sentence.

This is especially important because so many of the words had multiple meanings, and guessing meaning are chosen because easy to practiced.

1.4.2 Vocabulary Mastery

Vocabulary mastery is the level or amount of knowledge and learning activities that the students have got after learning English. The knowledge of students' vocabulary is shown by the students score of vocabulary test using objective test which covers noun, adjective, verb, and adverb.

1.5 The Scope and Limitation

This research is to investigate the effectiveness in teaching learning process by using guessing the meaning of word in English written texts that is concluded by the eight grade students of SMPN 4 Jember.